

ABSTRACT

Title of Document: The Impact of Computer Assisted Language Learning Adhering to the National Standards for Foreign Language Learning: A Focus on Modern Standard Arabic at the University Level

Samir El Omari, PhD, 2014

Directed By: Dr. Claudia Galindo
Dr. Ana Oskoz

The development of the new digital world in the 21st Century has exponentially altered the mode through which we communicate, teach, learn, and perform research. The mode of interactions and social relationships that occur through new digital technologies are also shaping and transforming the meaning of instruction. Current online activities support face-to-face, distance education and hybrid or blended courses (combination of face-to-face and exclusively online interactions) (Garnham & Kaleta, 2002). Yet, despite the more frequent use of technology in the Arabic classroom, there is still little research conducted in the Arabic instructors' use, understanding, and knowledge of technological tools.

As a result, this study examined the use of technological tools Arabic instructors are implementing in their curriculum. This study also explored Arabic instructors' awareness of the National Standards for Foreign Language Learning (NSFLL) and how they integrate technology to promote NSFLL in the teaching and learning of Arabic. The study also investigated the instructors' roles as online facilitators and their beliefs about the

importance of the integration of technology to enhance Arabic learners' foreign language (FL) skills at university level in the United States.

This study used a mixed-method approach to collect data from a sample of Higher Education Arabic instruction using two types of instruments. First was the online non-experimental survey, which was computer-mediated and self-administered survey. Second were in-depth semi-structured interviews conducted with a small sample of instructors to obtain an in-depth understanding of Arabic teachers' attitudes toward the use of technology and their beliefs concerning the NSFL. The interviews investigated suggestions and recommendations of Arabic instruction to the National Standards for Foreign Language Learning in the virtual learning environment. The significance of the study was to provide contribution and support to the progress of the teaching and learning of Arabic as a FL in the United States in the 21st Century.