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Appendix 1: King Khalid Approval for collecting Data

Appendix 2: Participants' Consent Form and Information Sheet



(Consent Form)

I have read the foregoing information and I have been informed of and understand the purposes of the study. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

I agree to participate in the study as outlined to me.

Name of Participant

Signature of Participant

Date

Statement by the researcher

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that the following will be done:

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Name of Researcher

Hana Alhudaithy

Date



Participation Information Sheet

Research Title:

How the effective dimension of Learning Management System (LMS) use affects practices of female lecturers in the English and Literature Department of King Khalid University in Saudi Arabia.

Researcher: Hana Alhudaithy,

I am a PhD student at the University of the West of England, UK.

You are being invited to take part in a research study. Before you decide whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Ask questions if anything you read is not clear or if you would like more information. Discuss it with others and decide whether you wish to take part. Your participation in this research is entirely voluntary. If you choose not to participate nothing will change and you will not be affected in any way. If you change your mind, you will have the right to withdraw at any time before... (will be dated later nearer the time of the research).

Thank you for reading.

Purpose of the study

The purpose of this study is to investigate the use of Learning Management Systems (LMS) in a Saudi university, particularly in relation to the ways it is used, and the way the staff feel about using LMS. Lots of work has already been done on LMS in Western culture, but less research has been undertaken in Arabic countries. The aim is to gather a picture of how staff use Learning Management Systems (LMS) in terms of the range of functions that staff are aware of and the way that they use them in teaching, as well as any difficulties or limitations they experience, and preferences or wishes they have with regards to enhancing the potential benefits.

Specific data is needed on what LMS actually offers to both teachers and learners, and how exactly they exploit this teaching and learning tool. In particular, it is essential to identify any

limitations or issues in order to inform future policy making and ensure that investment in technology brings the desired positive returns for individuals and for society as a whole in Saudi Arabia.

Why have I been chosen?

- As a participating tutor using LMS in the English Language and Literature department at King Khaled University, your contributions are relevant to the scope of this research. It is therefore beneficial to consider your views, asking about your use of LMS, what you think about using it, and what are the benefits, limitations, and possible obstacles that you face or may face using LMS in and out of the classroom.

-For students, you have been chosen because you are using LMS, and it will be very helpful to see the way in which you use in language learning practice.

Your feedback on how you experience the use of LMS will be very valuable in helping the researcher to understand how the actual use of LMS affects teaching and/or learning English language and literature practices in a Saudi Arabian context.

Do I have to take part?

This research project is completely voluntary, and there is no obligation to participate. The decision over whether to take part is entirely up to you. Those who do not decide to participate or wish to withdraw at a later point will not suffer any negative consequences – if you no longer wish to take part in the study, you may withdraw before (...) and do not have to give a reason. Participation, withdrawal or non-participation will not alter your position as part of the academic staff or impact on your marks, nor will it negatively affect any other aspect of your own life.

What will happen to me if I take part? What do I have to do?

You will be invited to be interviewed face to face by the researcher for approximately minutes. Interview questions will cover their current use of LMS, their attitudes, any limitation or difficulties they may find. Interviews will be audio recorded and will only be used by the researcher. Interview questions will be bilingual, in both English and Arabic, e.g. for those staff who do not speak Arabic fluently and prefer to respond in English, or for students who may find Arabic an easier language to express their attitudes and feelings in. Timetables for all participants, both tutors and students, will be put in mind.

What are the possible disadvantages and risks of taking part?

There are very few potential disadvantages for those taking part in the study. While you will need to offer up some of your time, the research is designed to slot into your timetable. Only the researcher will undertake interviews, so there will be no need to interact with unknown researchers. It is not necessary to give out personal information while participating in the study.

What are the benefits of taking parts?

I hope that mostly you will enjoy it and find it useful! The study should help you to increase your understanding of the use of LMS in teaching or learning English Language and Literature in an Arabic context and may help you to use LMS more effectively and benefit from all its features in the future. Your participation also will help to identify the benefits that tutors and students experience from using LMS and to identify any barriers and limitations to the optimal use of LMS.

What if something goes wrong?

In the case of any potential problems or issues, please let the course leader or the researcher know. Those who wish to no longer participate in the research are able to withdraw any time before (...). As this is solely research based on your teaching or studies, it is unlikely that there will be any major issues.

Will my taking part in this study be kept confidential?

Confidentiality is of the utmost importance to the researcher, and all details of participation will be kept private. While the research methods require that participants are not anonymous while information and analysis is collected, only the researcher will be able to identify participants and replies from the raw data. This material will not be shared with anyone except the supervisory team at UWE if required. Any shared, tabulated, analyzed, circulated or published results from this study will refer to the participants anonymously. The raw data and any backups will also be destroyed no later than three years from the end of the research.

Any information gathered in the course of this research will be held on password-protected computers or external drives at UWE or at the researcher's home. No research data will be held on cloud or third-party storage sites. The researcher declares that no personal details will be shared to any UK-based or foreign companies, and participants will not have to offer personal information to external sources in order to take part. No UK or foreign companies will have access to data gathered during the research.

While outcomes from the project may be published so that people may benefit from the findings, all information regarding the participants will be anonymous and non-identifiable.

What will happen to the results of the research study?

This study is for my PhD in English language and technology at the University of the West of England (UWE), so the results will be written up in a thesis. They will also be published in peer-reviewed journals. I will present the results in conferences as well as openly sharing the results on electronic media such as personal blog. Most importantly, I will use the findings of the research only in the academic domain. I would also like to assure again that in any publication or sharing of findings, no participant will be individually identifiable.

I would like to express my thanks to you for reading this document. I look forward to meeting those of you who would like to participate. For those who need more information before participating, or who have any general questions, I can be contacted via the email provided at the top of this document.

I am a PhD student at the University of the West of England (UWE). If you have any query regarding the study, don't hesitate to contact me.

Approved by the University of the West of England (ACE) Research Ethics Committee
Faculty of Arts, Creative Industries and Education Ethics Committee, **Chair: Dr Jane Andrews.**

Appendix 3: Pilot Study validity and reliability Report

Pilot Study Reliability

The split-half method will be used to measure the internal consistency of the research tool, which is the questionnaire. There were 12 participants in the pilot, but only 11 will be considered, as one of the participant number answered the survey but did not specify consent.

Results:

Eleven female faculty members participated in this study. Table 1 shows the age distribution of the respondents. About two-third (63.6%) of them belonged to the age group of 30-39 years. Table 2 describes the academic qualifications of the subjects. Same percentage (63.6%) of the participants had master's degree, while the remaining (36.4%) indicated PhD qualification. Table 3 illustrates the academic level of the participants. More than 80% of the respondents were working as faculty member (Lecturer or Assistant Professor). Table 4 shows the teaching experience of subjects. About 46% of the subjects had the teaching experience of 5-9 years. To determine the reliability and the consistency of the responses, we have used Cronbach's Alpha and Guttman Split-Half. The values of Cronbach's Alpha and Guttman Split-Half were 0.632 and 0.562, respectively.

Reliability refers to the consistency and stability in the results of a test or scale. A test is said to be reliable if it yields similar results in repeated administrations when the attribute being measured is believed not to have changed in the interval between measurements, even though the test may be administered by different people and alternative forms of the test are used.

Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. Technically speaking, Cronbach's alpha is not a statistical test – it is a coefficient of reliability (or consistency). Cronbach's alpha is computed by correlating the score for each scale item with the total score for each observation (usually individual survey respondents or test takers), and then comparing that to the variance for all individual item scores.

Split-Half Method - Under this method, test/scale developers divide the scale/test into two halves, so that the first half forms the first part of the entire test/scale and the second half forms the remaining part of the test/scale. Both halves are normally of equal lengths and they are designed in such a way that each is an alternate form of the other. Estimation of reliability is based on correlating the results of the two halves of the same test/scale

Table 1: Age distribution of the respondents

Age group	Frequency	Percentage
19-29	1	9.1
30-39	7	63.6
40-49	2	18.2
50-59	1	9
Total	11	100

Table 2: Distribution qualification of the respondents

Qualification	Frequency	Percentage
Master	7	63.6
PhD	4	36.4
Total	11	100

Table 3: Academic Level of the respondents

Academic Level	Frequency	Percentage
Teaching Assistant	2	18.2
Lecturer	5	45.5

Assistant Professor	4	36.4
Total	11	100

Table 4: Experience of the respondents

Experience (years)	Frequency	Percentage
0-4	1	9.1
5-9	5	45.5
10-14	4	36.4
15-19	1	9.1
Total	11	100

Reliability result:

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.592
		N of Items	8 ^a
	Part 2	Value	.313
		N of Items	8 ^b
	Total N of Items		16
Correlation Between Forms			.411
Spearman-Brown Coefficient	Equal Length		.582
	Unequal Length		.582
Guttman Split-Half Coefficient			.562

a. The items are: 2-I am able draw on LCT to enhance my teaching quality, 3-I am able to understand how to use LCT without any difficulty, 4-I have sufficient resources to make use of LCTs., 5-I can easily adapt to new technologies , 6- When i encounter an issues or difficulty using LCT in the classroom., 7- The use of LCT is encouraged by the university administration , Q8, Q9.

b. The items are: Q10, Q11, Part 3, Q13.2, Q14.3, Q15.4, Q16.5, Part 4.

Appendix 4: Ethical Approval

Appendix 5: Survey Questions

Perceptions OF LCT

The following factors have been identified as influencing acceptance of LCT. Please closely review the factors listed and specify your answer to the extent to which each influences the acceptance of LCT in the classroom. Please choose the degree of agreement, from strongly agree to strongly Disagree

1-The engagement of my students is improved by applying LCTs in the classroom.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

2-I am able to draw on LCT to enhance my teaching quality.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

3- I have sufficient resources to make use of LCTs.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

4- I can easily adopt to new technologies.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

5- When I encounter an issue or difficulty using LCT in the classroom, I can rely on a mandated team of tech support within the university for assistance.

Strongly agree
Agree

Neutral
Disagree
Strongly disagree

6- The use of LCT is encouraged by the university administration.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

7- I was encouraged to use LCT by colleagues who themselves draw on technology in teaching.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

8- My students are keen to adopt LCTs in their learning.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

9- I can use LCT easily in and outside in the classroom (e.g. using VLEs and LMSs 'Black Board', posting assignments and tests online, communicating or feeding back to students via social programs such as WhatsApp, Snap chat, Facebook and Twitter).

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

CHALLENGES IN TAKING UP LCT IN THE CLASSROOM

The following factors have been identified as limiting acceptance of LCT in the classroom. Please closely review the factors listed and specify your answer to the extent to which each limits the acceptance of LCT in the classroom. Please mark the degree of agreement, from strongly disagree to strongly agree.

10. I am hindered in adopting LCT tools in my classroom when I find my students incorrectly using them.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

11. In the digital era, it is still convenient for me to draw on traditional teaching methods (teacher-centred learning) in the classroom.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

12. The shortage of Saudi Arabian university ICT infrastructure means that I often find it difficult to incorporate new ICT within the teaching and learning environment.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

13. There is not enough technical support within the university.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

14. It is important in my opinion, to use both traditional teaching methods and LCT in the classroom to maximize my teaching performance.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

15. In my opinion, mixing both methods (traditional and LCT) in the classroom helps to enhance my students outcomes.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

16.The failure of teaching staff to move on from traditional ways of teaching prevents integration of LCT in the classroom.

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

Appendix 6: Data Collection Plan (Focus group)

Research Questions:

- 1. What types of LCT do female lecturers in the English Language departments at KKU use?**
 - i. In what ways do they use LCT?**
 - ii. What benefits and difficulties do they experience using LCT?**
- 2. What are the affective qualities of lecturers that influence their use of LCT in their teaching practices?**
- 3. To what extent do cultural norms influence staff members' adoption of LCT in the teaching and learning process?**

Methods:

4 Focus groups each of 4 participants
& reflective essays.

Each group meeting will last (60 to 90minutes) in a proper place inside or outside the campus based on their preferences.

Main Themes (their real practice, their thinking towards using LCT, students' engagement, support they get, resources, what type of LCT available, what they hope to use, benefits and challenges, what affect their use).

Probing Questions.

*You said that students' engagement was improved with LCT? Identify how?
Can you give examples?

*What about the resources, you said you have sufficient resources, Can you explain that in more details?

*What about tech support how do you find it?

*Do you find that university administration provides enough encouragement to use LCT? Can you explain this?

*What about the colleagues' role? Do you find them helpful?

*From where do you get inspirations to use LCT? Examples

*What about university infrastructure? What are the barriers you identified in the questionnaire? Is it about training? Is it hard to learn? Difficult to understand? Not enough resources?

*Most tutors said they find using traditional method are still important to maximize teachers' performance? Could you explain that more?

*What about students' performance?

Interviews will be followed for detailed investigations of tutors' personal perspective.

Appendix 7: Examples of data from the reflective essays

Dear my colleague,

Would you please write about your personal use of any Learning technology that you've already used or wish to use in the future in teaching English as a foreign language.

Thank you very much for your cooperation.

Yours truly,

Hana

Examples:

....."It depends upon the subject which we teach. For example, in an online classes, the teacher is fully dependent on learning technologies and until and unless he/she gets support from IT, it is not possible".

....."I do get support from colleagues and university administration whenever I need"...

....."There is one thing is here about the projectors, we don't have projectors in all the classrooms, we should have" ... C.....

..."I don't know about the availability of technology equipment used in Male campus"

....."As far as a new technology is concerned, students don't adopt it. If we take an example of black board, online classes, there are so many things regarding the use of black board but students like to stick to the traditional method. They are interested in traditional way of teaching or learning. They go for online exams only because that is easy for them but they don't prefer to learn things online".

..."In the future, I wish to use modern technology in teaching certain topics relating to English language and literature"

Appendix 8: Samples of Male Participants' Analysis

Quantitative Analysis of Male Participants

Frequencies and Percentages:

Factors identified as influencing acceptance of LCT

No.	Factors	#	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
1	The engagement of my students is improved by applying LCTs in the classroom.	N	0	39	26	2	1	68
		%	0	57.4	38.2	2.9	1.5	100
2	I am able to draw on LCT to enhance my teaching quality.	N	24	29	14	1	0	68
		%	35.3	42.6	20.6	1.5	0	100
3	I have sufficient resources to make use of LCTs.	N	24	29	12	0	3	68
		%	35.3	42.6	17.6	0	4.4	100
4	I can easily adapt to new technologies.	N	22	32	9	2	3	68
		%	32.4	47.1	13.2	2.9	4.4	100
5	When I encounter an issue or difficulty using LCT in the classroom, I can rely on a mandated team of tech support	N	26	28	11	2	1	68
		%	38.2	41.2	16.2	2.9	1.5	100

	within the university for assistance.							
6	The use of LCT is encouraged by the university administration.	N	23	21	13	10	1	68
		%	33.8	30.9	19.1	14.7	1.5	100
7	I was encouraged to use LCT by colleagues whom themselves draw on technology in teaching.	N	26	21	18	1	2	68
		%	38.2	30.9	26.5	1.5	2.9	100
8	My students are keen to adopt LCTs in their learning.	N	12	24	26	6	0	68
		%	17.6	35.3	38.2	8.8	0	100
9	I currently have an easy time drawing on LCT in the classroom.	N	14	37	13	1	3	68
		%	20.6	54.4	19.1	1.5	4.4	100

Factors identified as limiting acceptance of LCT

No.	Factors	#	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
10	I am hindered in adopting LCT tools in my classroom when I find my students incorrectly using them.	N	24	35	6	3	0	68
		%	35.3	51.5	8.8	4.4	0	100

11	In the digital era, it is still convenient for me to draw on traditional teaching methods (teacher-centred learning) in the classroom.	N	6	14	21	16	11	68
		%	8.8	20.6	30.9	23.5	16.2	100
12	The shortage of Saudi Arabian university ICT infrastructure means that I often find it difficult to incorporate new ICT within the teaching and learning environment.	N	15	28	12	5	8	68
		%	22.1	41.2	17.6	7.4	11.8	100
13	There is not enough technical support within the university.	N	10	18	23	10	7	68
		%	14.7	26.5	33.8	14.7	10.3	100
14	It is important, in my opinion, to use both traditional teaching methods and LCT in the classroom to maximize my teaching performance.	N	33	21	11	0	3	68
		%	48.5	30.9	16.2	0	4.4	100
15		N	29	27	6	2	4	68

	In my opinion, mixing both methods (traditional and LCT) in the classroom helps to enhance my students' outcomes.	%	42.6	39.7	8.8	2.9	5.9	100
16	The failure of teaching staff to move on from traditional ways of teaching prevents integration of LCT in the classroom.	N	12	33	13	6	4	68
		%	17.6	48.5	19.1	8.8	5.9	100

Non-Parametric Tests (Binomial Test)

Factors identified as influencing acceptance of LCT

No	Factors identified as influencing acceptance of LCT	Group	Category	Male = 68		
				N	%	Sig.
1	The engagement of my students is improved by applying LCTs in the classroom.	Gro. 1	<= 3	29	0.43	0.275
		Gro. 2	> 3	39	0.57	
2	I am able to draw on LCT to enhance my teaching quality.	Gro. 1	<= 3	15	0.22	0.000
		Gro. 2	> 3	53	0.78	
3	I have sufficient resources to make use of LCTs.	Gro. 1	<= 3	15	0.22	0.000
		Gro. 2	> 3	53	0.78	
4	I can easily adapt to new technologies.	Gro. 1	<= 3	14	0.21	0.000
		Gro. 2	> 3	54	0.79	
5	When I encounter an issue or difficulty using LCT in the classroom, I can rely on a mandated team of tech support within the university for assistance.	Gro. 1	<= 3	14	0.21	0.000
		Gro. 2	> 3	54	0.79	
6	The use of LCT is encouraged by the university administration.	Gro. 1	<= 3	24	0.35	0.021
		Gro. 2	> 3	44	0.65	
7	I was encouraged to use LCT by colleagues who themselves draw on technology in teaching.	Gro. 1	<= 3	21	0.31	0.002
		Gro. 2	> 3	47	0.69	
8	My students are keen to adopt LCTs in their learning.	Gro. 1	<= 3	32	0.47	0.716
		Gro. 2	> 3	36	0.53	
9		Gro. 1	<= 3	17	0.25	0.000

	I currently have an easy time of it drawing on LCT in the classroom.	Gro. 2	> 3	51	0.75	
Total		Gro. 1	<= 3	7	0.10	0.000
		Gro. 2	> 3	61	0.90	

Factors identified as hindering adoption of LCT

N o	Factors identified as hindering adoption of LCT	Group	Category	Male = 68		
				N	%	Sig.
10	I am hindered in adopting LCT tools in my classroom when I find my students incorrectly using them.	Gro. 1	<= 3	9	0.13	0.000
		Gro. 2	> 3	59	0.87	
11	In the digital era, it is still convenient for me to draw on traditional teaching methods in the classroom.	Gro. 1	<= 3	48	0.71	0.001
		Gro. 2	> 3	20	0.29	
12	The shortage of Saudi Arabian university ICT infrastructure means that I often find it difficult to incorporate new ICT within the teaching and learning environment.	Gro. 1	<= 3	25	0.37	0.038
		Gro. 2	> 3	43	0.63	
13	There is not enough technical support within the university.	Gro. 1	<= 3	40	0.59	0.182
		Gro. 2	> 3	28	0.41	
14	It is important in my opinion, to use both traditional teaching methods and LCT in the classroom to maximize my teaching performance.	Gro. 1	<= 3	14	0.21	0.000
		Gro. 2	> 3	54	0.79	
15	In my opinion, mixing both methods (traditional and LCT) in the classroom helps to enhance my students' outcomes.	Gro. 1	<= 3	12	0.18	0.000
		Gro. 2	> 3	56	0.82	
16	The failure of teaching staff to move on from traditional ways of teaching prevents integration of LCT in the classroom.	Gro. 1	<= 3	23	0.34	0.010
		Gro. 2	> 3	45	0.66	
Total		Gro. 1	<= 3	8	0.12	0.000
		Gro. 2	> 3	60	0.88	

