

## **Abstract**

**DISSERTATION:** Information and Communications Technology Integration at Tatweer Schools: Understanding Experiences of Saudi Female English as Foreign Language Teachers

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This qualitative study explored and described the lived experiences of five Saudi female EFL teachers' Information and Communications Technology (ICT) integration at Tatweer schools. Phenomenological research was utilized as a methodology for this study. Open-ended semi-structured interview questions were used to collect data. Vagle's (2014) phenomenological data analysis approach guided the analysis. Participants were asked to share their lived experiences and the meaning of those experiences; each participant had two face-to-face interviews, which were audio recorded, with the consent of the participants, and then transcribed verbatim. Five findings emerged from the analysis, which answer the questions of the study. Participants felt good about being a woman and believed that gender does not make a difference in their own abilities of integrating ICT, unlike technicians. The majority of the participants described their experience of integrating ICT mostly as a presenting tool to deliver knowledge to students. Participants' reasons to integrate ICT into teaching were to consider professional needs and students' needs. The issues that affect their ICT integration included lack of school support, and lack of time, and lack of training. These findings have implications for Tatweer policy decision makers, and contribute to the literature on gender digital divide and ICT integration issues in developing countries such as Saudi Arabia.