

BOOK REVIEW

Book Review: Al-Hoorie, A.H., Mitchell, C., Elyas, T., Eds. (2025). *Language Education in Saudi Arabia: Integrating Technology in the Classroom*; Springer Nature Switzerland AG: Cham, Switzerland; ISBN: 978-3-031-84277-1

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Language Education in Saudi Arabia: Integrating Technology in the Classroom focuses on how technology is transforming the ways people learn and teach English in Saudi Arabia. Springer publishes it as part of the English Language Teaching series, and it is edited by Drs. Tariq Elyas, Connie Mitchell, and Ali H. Al-Hoorie. The book is organized into nine chapters and an afterword, bringing together empirical studies and reviews that explore corpus-based methods, digital tools, and technology-enhanced teaching practices across Saudi educational contexts.

The book is an analysis of the studies compiled by the editors. They analyzed the changes in education through

corpus-based methods, digital technologies, and teaching approaches. The book brings together a collection of studies compiled by the editors, who organize and introduce the work rather than conducting all the analysis themselves.

The chapters are relevant to applied linguistics theories in Saudi Arabia and globally by highlighting opportunities and constraints. I chose this book for its strong link to my background as an EFL instructor and Applied linguistics researcher. In this review, I will provide an overview and evaluation of the book. Saudi Vision 2030 is fundamentally transforming education, making the book invaluable. The book consists of nine chapters and an afterword, and the

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editors organize the chapters around key themes, beginning with learner corpora and data-driven learning, followed by studies on digital and classroom technologies, multimedia use, and finally a chapter on AI-supported language learning, such as ChatGPT.

The chapters include studies by Saudi and international researchers, covering topics such as learner corpora, data-driven learning, educational technologies, multimedia, and AI in education.

The first section provides an overview of the evolution of language instruction in Saudi Arabia. The editors emphasize the importance of English as a critical future skill and the role of technology in teaching and learning. The main topics of the first three chapters are data-driven learning and corpus linguistics. Eman Al Nafjan and Sabria Jawhar used learner corpora to examine how Saudi academics investigate English writing and translation in the first chapter. The chapter demonstrates how these corpora assist educators in understanding students' errors and refining instructional materials. Similarly, Chapter 2, written by Basim Alamri and Assem Alqarni, is a comprehensive evaluation of studies that used corpus methodologies in Saudi Arabia. It argues that corpus-based research offers advantages for teacher preparation and assessment, not only for students but also for educators.

Chapter 3, written by Vijayakumar Chintalapalli and Navya Bahl, looks at how Saudi university students show their perspective in academic writing by using authentic examples. According to the study, students often use too many phrases that convey assurance (boosters) and too few that convey opinions. The authors advise teaching pupils to employ a greater variety of expressions to achieve a more academic tone.

The next three chapters look at new technologies used in Saudi classrooms. In Chapter 4, Khlood Ghrzan examines how primary school students in southwestern Saudi Arabia use reading applications. It demonstrates how this technology keeps students engaged by allowing them to record their reading, receive immediate feedback, and track their own progress. The features helped primary students in the Najran case study participate more actively in reading tasks.

Chahra Beloufa's Chapter 5 discusses how the Arab Open University uses a flipped classroom concept. During the course, students acquire new knowledge prior to attending class and engage in collaborative exercises. It enables the

students to strengthen their productive skills. Talal Daweli's Chapter 6 addresses online writing education and identifies the drawbacks, such as a lack of engagement and technical issues.

Language Technology and Multimedia are covered in the next two chapters. In chapter 7, Mohammed Dahab examines the use of English-language films in vocational education. Teachers and students agreed that movies help learning about cultures and improving listening skills. The use of language technology in Alaa Alzahrani and Alaa Saleh's review of Saudi Arabia over the past ten years is discussed in Chapter 8. Three main themes were covered: attitudes toward technology, its impact on learning outcomes, and difficulties in utilizing it. Lastly, Chapter 9 by Ali Al-Hoorie and Mohammed AlShakhori explores artificial intelligence, mainly ChatGPT, as a language learning tool. This chapter connects back to the book's overall purpose (technology-supported learning). According to the authors, AI can benefit teachers by saving time through providing feedback and tailoring learning. They caution, however, that AI should be used to support human teachers rather than replace them. The last section is the afterword. The editor sums up the main points of each chapter. It highlights the importance of teacher training and equitable access to digital resources for the students.

Having outlined the content of the book, I will now evaluate the main contributions, strengths, and limitations. I believe it is an addition to the field of Applied Linguistics. It illustrates how technology can assist people learn English while maintaining global research trends. The combination of corpus linguistics, artificial intelligence, and digital teaching demonstrates an attempt to connect theory with practice.

It becomes clear through the structure of the book that in the early chapters (1–3) focus on corpus-based research and learner data, the middle chapters (4–6) examine digital and classroom technologies in practice, and Chapter 9 explores AI tools such as ChatGPT, showing an effort to connect theory with real classroom application.

The book is relevant for educators and Applied linguists. It gathers research that demonstrates how technology facilitates the acquisition of English as a foreign language in Saudi Arabia. As Alrabai (2023) also explains, "*Saudi EFL classrooms are undergoing a major shift toward learner-centered and technology-supported instruction to meet the goals of*

Vision 2030”^[1] (p. 12). This supports the editors’ focus on how digital tools and innovative methods are shaping English education in the Kingdom. It fills the research gap since only a few books have focused on the Saudi context in such detail. The volume adds to the expanding field of technology-enhanced language learning (TELL) by emphasizing how regional creativity can align with international educational objectives.

One of the key strengths is diversity, because each chapter covers different research methods. The book starts with systematic reviews, classroom case studies, and corpus analyses. Therefore, the reader can view the subject from several angles. Another reliable key factor of the book is that the studies are up to date and grounded in authentic classroom settings, which adds to the book’s theoretical quality. Moreover, the editors’ use of AI and data-driven learning shows that they are aware of developments in education globally.

Despite its strengths, the book is not without limitations. Some chapters summarize the results in a few pages, lacking sufficient engagement with current linguistic theories. Classroom settings collect some of the research data, resulting in small and specific samples. Another missing element is the voice of the students themselves. It would offer an informative perspective on how they perceive the learning process. Including their experiences would strengthen the research by showing how learners respond to the technologies and teaching approaches discussed in the chapters.

It emphasizes the Saudi Arabian background, given that most English teaching technology books are Western. This volume offers a local viewpoint on adapting educational technology to diverse cultures and institutions. It is essen-

tial to highlight that it is more specific about Saudi Arabia’s progress and policies than Asian digital pedagogy.

Overall, I learned from this book that technology can transform learning mindsets and tools. It has been confirmed by research on AI, learner corpora, and modified classrooms that technology can facilitate learning when used appropriately.

Language Education in Saudi Arabia: Integrating Technology in the Classroom is a timely, essential contribution to applied linguistics. It compiles research on how the Kingdom of Saudi Arabia’s English language education is evolving through technology. Relating research to practice is the book’s principal strength. It provides information that can assist educators in designing more engaging courses and researchers in developing new corpora. Researchers were able to successfully present an extensive overview of language instruction in Saudi Arabia. In my opinion, the book deserves attention because it captures the spirit of educational innovation that defines the Saudi Vision 2030.

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Conflicts of Interest

The authors declare no conflict of interest.

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