Examining E-Readiness of Teachers in EFL Classes

Deeman Musheer Mawloood∗
Department of English, College of Basic Education, Salahaddin University, Erbil
deeman.mawlood@su.edu.krd

Abstract

This study aims to examine foreign English language teachers' e-readiness to integrate technology in teaching English as a foreign language. Further, the study will examine the demographic and tech-savvy background of the teachers to determine the effect of these two variables on the technology readiness level. This research utilized a quantitative method design. The collected data were examined to answer a couple of research questions: Firstly, are EFL teachers ready to integrate technology into the classroom? Secondly, what is the effect of demography and tech-savvy background on the e-readiness of teachers? A 24item, 5-point Likert-type scale was administered to 50 teachers from Salahaddin University Colleges of Education and Basic Education in the academic year (2022-2023), who were randomly selected to participate in an online questionnaire, Cronbach's alpha was used to test the reliability of the questionnaire items. The results showed that most EFL teachers at salahaddin University are ready to integrate and use technologies in their teaching classes. However, they see that they need more training courses on how to integrate it into their classes. Further, there was not any significant difference between the

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∗ **Corresponding Author**: Deeman Musheer**, Email: deeman.mawlood@su.edu.krd**
Affiliation: Salahaddin University - Iraq

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e-readiness of gender (male and female), age, and degree of teachers with overall readiness of teachers but there was a significant difference between overall technology readiness and Academic rank, teaching experience, and the number of received training courses on integrating technology into the classroom.

Keywords: e-readiness, EFL language teaching, technology integration.

فحص(تدارس) الجاهزية الإلكترونية للمدرسين في فصول اللغة الإنجليزية كلغة أجنبية

أ.م. ديمن مشير مولود
قسم اللغة الانكليزية – كلية التربية الاساسية – جامعة صلاح الدين

الـمستخلـص

هذه الدراسة تهدف إلى فحص الجاهزية الإلكترونية لمدرسي اللغة الإنجليزية كلغة أجنبية ا لدمج التكنولوجيا في تدريس اللغة الإنجليزية كلغة أجنبية. علاوة على ذلك ، تهدف الدراسة الخلفية الديموغرافية والبارعة في التكنولوجيا للمدرسيين لتحديد تأثير هذين المتغيرين على مستوى الاستعداد التكنولوجي. هذا البحث استخدم تصميم طريقة كمية. تم فحص البيانات التي تم جمعها للإجابة على سؤالين بحثيين: أولا ، هل مدرسو اللغة الإنجليزية كلغة أجنبية مستعدون لدمج التكنولوجيا في الفصل الدراسي؟ ثانيا، ما هو تأثير التركيبة السكانية والخلفية الحكيمة في التكنولوجيا على الاستعداد الإلكتروني للمدرسيين؟ تم تطبيق مقياس ليكرت المكون من 24 بندا و 5 نقاط على 50 مدرسا من كليتي التربية والتربيةالأساسي بجامعة صلاح الدين في العام الدراسي (2022–2023) ، الذين تم اختيارهم عشوائيا للمشاركة في استبيان عبر الإنترنت ، تم استخدام ألفا كرونباخ لاختبار موثوقية عناصر الاستبيان. ، وخلال جمع البيانات أظهرت النتائج أن معظم مدرسي اللغة الإنجليزية كلغة أجنبية في جامعة صلاح الدين مستعدون لدمج واستخدام التقنيات في فصولهم التعليمية. ومع ذلك ، فإنهم يرون أنهم بحاجة إلى مزيد من الدورات التدريبية حول كيفية دمجها في فصولهم الدراسية. علاوة على ذلك، لم يكن هناك أي فرق كبير بين الاستعداد الإلكتروني للجنس (نكور وإناث) والعمر ودرجة المدرسيين مع الاستعداد العام للمدرسيين ولكن كان هناك فرق كبير بين الاستعداد التكنولوجي العام والرتبة الأكاديمية والخبرة التدريسية وعدد الدورات التدريبية التي تم تلقيها حول دمج التكنولوجيا في الفصول الدراسية.

الكلمات الدالة: الجاهزية الإلكترونية، تدريس اللغة الإنجليزية كلغة أجنبية، تكامل التكنولوجي.

1.Introduction

Technology has turned out to be a crucial part of ordinary existence everywhere in the world. It has attacked everywhere including homes, workplaces, offices, markets, commercial settings, and certainly the educational domain. With their rapid growth over the years, language teachers have used technology as a teaching tool to refine their teaching and learning strategies in an educational setting. Although some educational institutions still follow the traditional approaches of foreign language teaching. Despite its complexity technology has recently become an important instrument in the curriculum of higher education, secondary and primary education around the world. in line with the paradigm shift change in education, the role of teachers and students; responsibilities have changed. For example, teachers are not the sole owners of knowledge but become facilitators; and students' roles change from passive recipients of information to active practitioners. At the same time, the teaching materials used in classrooms changed and teachers used the latest technologies such as podcasts, vodcasts, and other digital modules (Çalışkan & Caner,2022). Since then, various studies in the field demonstrated that using technological tools has many advantages, it can become a bridge between students and teachers; it allows them to stay connected, share study materials, and exchange or share ideas inside and outside of the classroom.

Regardless of the number of technological benefits, there are many variables that affect incorporating technology into learning and teaching environments like teachers' beliefs, attitudes, training programs, instructional support, and facilities, etc.

2. Previous Studies on Teachers' E-Reediness

The following section outlines the previous studies conducted in the technology field and teachers' e-readiness. (Abukhattala, 2016) shows that the successful implementation of educational technologies largely depends on the attitudes of educators, who eventually decide how to use them in the classroom.

Another study on this topic, which was conducted by Summak, Bağlıbel,& Samancıoğlu (2010) endeavoured to measure the teacher's technological readiness of primary school teachers. The findings showed a significant difference between technology readiness and gender, but there were no significant differences in teachers' readiness by age and subject.

Al-Furaydi (2013) in his study Measuring E- Readiness Among EFL Teachers in Public Secondary Schools in Saudi Arabia revealed that the level of computer skills positively affects attitudes toward e-learning among English teachers in public schools. The EFL teachers have shown that the administration does not fully support e-learning in their schools. The school administration's weak support for e-learning indicates an administrative separation between the Ministry of Education and the school administration. This problem arises from the unclear e-learning policy in education in Saudi Arabia. This issue has also affected school administration in terms of support for e-learning. It is believed that EFL teachers encountered two main problems when using e-learning in their classes: the reliability of the software and the lack of time. Another study was carried out by Singh & Chan (2014) the study conclusion demonstrated that in order to successfully implement digital technology in classrooms teachers should have positive attitudes towards ICT.

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 Rezaie, & Sayadian,(2015) examined the Iranian teachers' perceptions of integrating technology in their EFL classes. The results of this study showed that there was no significant difference in gender concerning integrating technology in EFL classes. Additionally, in this study, there was a significant difference between the five attributes (relative advantage, compatibility, complexity, trialability, and observability).
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Çalışkan, & Caner (2022) in their study *E-readiness of EFL teachers* aimed to show English Language teachers' technology readiness. They revealed that the e-readiness of most English Language teachers in the region is entirely below expectations.

Önal, Küçükhayrat,& Doğanay(2022) assessed pre-service English language teachers' (PELTs) willingness to online teaching who study at the Department of English Language Teaching at a State University in Turkey. Results showed that while the majority of pre-service English language teachers felt ready to teach online, they expected their faculty/department to provide them with more structured and effective training to improve their ability to integrate technology into their classrooms. Moreover, most PELTs expressed concern about the lack of technology and technical problems in their future classrooms. Another study entitled *Teachers Readiness in Teaching English Using Digital Technology in Signior High School Mamuju* conducted by Bachtiar, Noni, & Muhayyang,(2022) revealed that the readiness of digital technology in teaching English is very ready, which can be seen from the three aspects of readiness: emotive attitudinal Readiness, cognitive Readiness, and behavioral Readiness.

3. What is teacher e-readiness?

E-readiness is a conceptual framework that emerged in the late 20th century as the influence of digital processes on learning increased with improvements in information and communication technologies (Mutula & Van Brakel, 2006).

The technology used in educational institutions requires a state of complete preparation, readiness, and willingness to use these practical educational tools." Generally, readiness is defined as "mental or physical readiness for an experience or action" (Webster's New Collegiate Dictionary). Technological maturity, on the other hand, was defined by Parasuraman (2000) as "people's willingness to adopt and use new technologies to achieve their goals in personal and professional life". Over time, especially with the rapid spread of Internet technologies and e-learning in education, the concept of technology readiness becomes 'e-readiness'.

With regard to education, Machado (2007) defines e-readiness as educational institutions' capacities and institutional actors (managers, ICT key people, teachers, and students) ability to "create (e)learning opportunities through information technology exchange".

In order to examine the state of preparedness of teachers to integrate technology into learning, it is necessary to examine their technical competency (computer-use skills and Internet navigation skills), personal characteristics (i.e., age, gender, experience), and individual attributes (for instance motivation, procrastination, willingness), and learner control. Alrashidi, M. (2017).

e- readiness depends on the understanding of the teacher, and the ability to conduct teaching and learning activities from within himself (Artacho 2020).

4. Integrating Technology in EFL Classes

Integrating technology into language teaching classes, especially in EFL classes, is needed to improve teaching methods because the new generation is marked by increased use and familiarity with communications, media, and digital technologies. Generally, this generation has relatively unregulated access to information technology and social media platforms. They often know more about the digital world than their teachers and parents. They favour learning to be fun, relaxed, and interactive; consequently, a traditional teaching and learning style is ineffective with this new generation of students (Price 2009). (Reilly, 2012) mentions that "The most salient characteristic of this generation is its comfort with technology". Many researchers have proposed that the teacher is an important factor in successful technology integration into the classroom (Rhema & Miliszewska, 2010). When teachers revolutionize their classrooms with cell phones, computers, and internet-connected devices, ordinary and low-skilled students will reap tremendous benefits (Kumar, Rose, & D'Silva, 2008). Students' greater motivation to learn foreign languages (Ahmadi, 2018). Research on elements influencing lectures to the usage of technology-based learning in literature teaching by Dang (2011) exposed those lecturers of English as a foreign language who used only basic applications in technology for lead presentation and preparation. They used internet searching, PowerPoint and email, and Microsoft Office, but its application in the classroom was very limited. Several educational software like voice threads, mind–mapping, and educational blogs were not used by the teachers because they saw them as difficult to use.

Teachers must move away from traditional teaching methods and integrate technology into their teaching. Goldstein (1997) claims that "the majority of teachers use ICT only occasionally and often under a sense of obligation rather than conviction of its value as an educational medium".

According Bachtiar, Noni & Muhayyang (2022) ICT (information and communication technologies) is seen not only as a tool that can be added to existing teaching practices but also as an essential tool to enable new teaching and learning methods. Many educational institutions around the world use tools like radio, TV, computer, Internet, Electronic Dictionary, Email, Blog, Tape, PowerPoint, and Video, etc in teaching and learning processes. Besides Ciroma (2014), mentions that ICT has several benefits, including the ability to use images in teaching with ICT to improve students' memory, the capacity for teachers to simply explain difficult instructions and assure student comprehension, as well as the possibility for teachers to construct interactive classrooms using ICT to make sessions more pleasant, thereby improving student attendance and focus.

The Role of teacher efficacy in technology integration is vital in EFL classes. (e.g., Baturay et al., 2017) states that many psychologists presume that teacher knowledge and beliefs are two intertwined variables. That is to say, when teachers try to integrate technology into teaching, they should upgrade their knowledge of instructional strategies, methods, and approaches, and change their attitudes, beliefs, and pedagogical ideologies (Ertmer & Ottenbreit-Leftwich, 2010).

According to Amin (2019), two points are required from teachers in order to integrate technology into EFL classes, first pre-set objectives to facilitate proper implementation. Second, teachers should be aware of technology's uses and values in society.

5. Research design and Methodology

The current study aims to examine foreign English language teachers' e-readiness to integrate technology in teaching English as a foreign language classes. Further, the study will examine the demographics and tech-savvy background of the teachers to determine the effect of these two variables on the technology readiness level. In order to achieve these aims and answer research questions a quantitative approach is implemented.

5.1. Sample of the population

There were no special preferences in choosing participants, as long as the respondents teach English Language at Salahadin University-Erbil. The participants were 50 EFL teachers who experienced teaching at colleges of (Education, and Basic Education) at Salahadin University in the academic year (2022-2023).

5.2. Data Collection Instrument

To achieve the aims of the current study, Data were collected by means of a questionnaire, which was designed to collect quantitative data. The original Questionnaire was developed by Çalışkan, (2017), and then rearranged by adding and removing some items that fit the aims of this study. The validity of the content of the questionnaire was verified by presenting it to a number of experts they were asked to comment on the level of relevance of the items, the integrity of the language, and its clarity, The planned modifications approved by the experts had been taken into account. Thus, the final version of the questionnaire was divided into three sections. The first section provides demographic information including gender, age, degree, academic rank, and years of experience in teaching, the second section is the tech-savvy experience which includes (4) questions and the last section is e-readiness of the teachers which consists of (24) items with 5 Likert scale among the items 1 point states " disagree" while 5 points state "Strongly agree". The questionnaire was sent to the teachers via an online platform (Google Forms).

5.3. Instrument of Reliability Test

Before presenting the results, the reliability and fundamental validity of the research instrument were checked. A reliability test was conducted using Cronbach's alpha, which measures the internal consistency of a construct. The minimum acceptable "alpha" reliability limit recommended for this measure is 0.60 (Hair et al., 2003). Cronbach's alpha values were estimated to check the internal consistency of the data after data collection, and Cronbach's alpha is a reliability scaling tool (Vaske et al., 2017; Taber, 2018). More specifically, alpha is the lower bound of the true reliability of the analysis.

For an exploratory or experimental study, it is suggested that the reliability be equal to 0.60 or higher (Straub et al., 2004). Hinton, (2014) suggested four cut-off points for reliability, which include excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70), and low reliability (0.50 and below). Although reliability is important to study, it is not sufficient unless combined with validity. In other words, for a test to be reliable, it must also be valid (Wilson, 2014).

Table1: Reliability analysis using Cronbach's Alpha

Cronbach's Alpha	N of Items
0.819	24

Table 1 above shows the values of the Cronbach's coefficient estimated for testing the internal consistency of the measurement. The result for Cronbach's alpha is (0.819) for of e-readiness of the teachers. Table (1) shows that of e-readiness of the teachers has passed the reliability test where all α–values have exceeded the recommended minimum value of Cronbach's alpha (Blbas, 2019).

5.4. Data Analysis and Results

To analyze the collected data, various appropriate statistical methods were used using the SPSS
(Statistical Package for Social Science). A total of 50 volunteer teachers at the University of Slahaddin participated in the study.

Table 2: Descriptive Statistics for Demographic Information

Items		N	%
Gender	Male	16	32%
	Female	34	68%
Age	26-30 years	4	8%
	31-35 years	7	14%
	36-40 years	18	36%
	41-45 years	6	12%
	46-50 years	9	18%
	51 years and more	6	12%
Degree	MA	36	72%
	PhD	14	28%
Academic Rank	Assist. Instructor	23	46%
	Instructor	16	32%
	Assist. Professor	11	22%
Experience	0-4 years	6	12%
	5-8 years	8	16%
	9-12 years	12	24%
	13-16 years	13	26%
	17 years and above	11	22%

Table 2 displays the Demographic information of the contributors in this study. (66%) of the subjects were female (n=34) and 32% were male (n=16). In terms of the age variable, 8% of teachers were 26-30 years old, while a great deal of the participants 36% were between 36 and 40 years old. In terms of degree, it is found that most of the teachers (72%) have MA (n=36) while (28%) of the participants have PhD(n=14). The demographic data of the participants revealed that the majority of the participants (46%) were assistant Instructors (n=23), moreover, it also revealed that (32%) of the participants were instructors (n=16), and the rest (22%) were assistant Professor(n=11).

The last point in Demographic information level of experience showed that (12%) of the participants have under 4 years of experience (n=6), (16 %) have between 5-8 years of experience(n=8), (24 %) have between 9-12 years of experience(n=12), 26% has between 13-16 years of experience(n=13), and (22 %) has 17 years and above experience(n=11). As the data revealed a great deal of the participants have over ten years of experience in English language teaching

Table3: Descriptive Statistics for Tech-Savvy Background

Items		N	%
Do you have an Internet connection at your workplace?	Yes	15	30%
	No	35	70%
Do you have an Internet connection at home?	Yes	50	100%
	No	0	0%
How often do you use and integrate technology to teach English on a daily basis?	Never	2	4%
	Less than 1 hour	27	54%
	1-2 hrs	0	0%
	2-4hrs	10	20%
	4-6 hrs	5	10%
	6-8 hrs	3	6%
	8 hrs and more	3	6%
Where do you access the Internet mostly from?	Home	27	54%
	Wi-Fi Hot Spots	11	22%
	College/university	0	0%
	Mobile phone/PDA	12	24%
	Cyber/Internet café	0	0%
	None	0	0%
How many training courses on integrating technology into the classroom have you received so far?	1 course	37	74%
	2-3 course	8	16%
	More than 3 courses	5	10%

Table 3 presents Descriptive Statistics for Tech-Savvy Backgrounds in which 70% of the teachers said they don't have the internet at their workplace while 30% said they have it in the first item. In the second item, all the participants (100%) said that they have intent at

home. Over half of the respondents (54 %) reported that they use and integrate technology to teach English on a daily basis for less than one hour. The findings also reveal that (20%) of the participants use and integrate technology around 2-4 hours every day. Additionally (10%) of the respondents said that they use and integrate technology to teach English near 4-6 hours every day. However, only (4 %) of those participants reported that they never use and integrate technology to teach English. On the other hand, a small number of participants (6 %) claim that they use and integrate technology to teach English for more than 8 hours every day.

Furthermore, Teachers access the internet mostly from home (54%), mobile phones (24%) and Wi-Fi hotspots (22%). On the other hand, none of the participants accessed the internet from a café or college/ university. Lastly, a large number of the participants (74%) received only one training course on integrating technology into the classroom, yet very few (16%) of them received 2-3 courses, and the rest of the teachers (10%) received more than 3 training courses.

Table 4: Descriptive Statistics for E-Readiness of the Teachers

Items	Disagree		Strongly disagree		neutral		Agree		Strongly agree		Mean	Std. Deviation	Percentile mean
	N	%	N	%	N	%	N	%	N	%			
Q1	4	8.0%	3	6.0%	1	2.0%	12	24.0%	30	60.0%	4.220	1.250	84.40
Q2	1	2.0%	1	2.0%	0	0.0%	17	34.0%	31	62.0%	4.520	0.789	90.40
Q3	1	2.0%	1	2.0%	4	8.0%	16	32.0%	28	56.0%	4.380	0.878	87.60
Q4	0	0.0%	1	2.0%	5	10.0%	11	22.0%	33	66.0%	4.520	0.762	90.40
Q5	1	2.0%	1	2.0%	3	6.0%	21	42.0%	24	48.0%	4.320	0.844	86.40
Q6	8	16.0%	1	2.0%	8	16.0%	22	44.0%	11	22.0%	3.540	1.313	70.80
Q7	7	14.0%	1	2.0%	9	18.0%	22	44.0%	11	22.0%	3.580	1.263	71.60
Q8	12	24.0%	11	22.0%	3	6.0%	15	30.0%	9	18.0%	2.960	1.498	59.20
Q9	15	30.0%	11	22.0%	8	16.0%	12	24.0%	4	8.0%	2.580	1.357	51.60
Q10	26	52.0%	18	36.0%	2	4.0%	3	6.0%	1	2.0%	1.700	0.953	34.00
Q11	2	4.0%	1	2.0%	2	4.0%	26	52.0%	19	38.0%	4.180	0.919	83.60
Q12	1	2.0%	0	0.0%	4	8.0%	20	40.0%	25	50.0%	4.360	0.802	87.20
Q13	1	2.0%	0	0.0%	2	4.0%	22	44.0%	25	50.0%	4.400	0.756	88.00
Q14	0	0.0%	0	0.0%	1	2.0%	17	34.0%	32	64.0%	4.620	0.530	92.40
Q15	26	52.0%	20	40.0%	1	2.0%	1	2.0%	2	4.0%	1.660	0.939	33.20
Q16	0	0.0%	0	0.0%	2	4.0%	22	44.0%	26	52.0%	4.480	0.580	89.60
Q17	0	0.0%	0	0.0%	2	4.0%	25	50.0%	23	46.0%	4.420	0.575	88.40
Q18	1	2.0%	0	0.0%	1	2.0%	25	50.0%	23	46.0%	4.380	0.725	87.60
Q19	2	4.0%	0	0.0%	3	6.0%	28	56.0%	17	34.0%	4.160	0.866	83.20
Q20	1	2.0%	0	0.0%	3	6.0%	23	46.0%	23	46.0%	4.340	0.772	86.80
Q21	2	4.0%	0	0.0%	5	10.0%	18	36.0%	25	50.0%	4.280	0.948	85.60
Q22	0	0.0%	0	0.0%	5	10.0%	25	50.0%	20	40.0%	4.300	0.647	86.00
Q23	8	16.0%	0	0.0%	13	26.0%	20	40.0%	9	18.0%	3.440	1.264	68.80
Q24	1	2.0%	0	0.0%	2	4.0%	27	54.0%	20	40.0%	4.300	0.735	86.00
Overall											4.082	0.409	81.63

In Table 7 Descriptive Statistics for E-Readiness of the Teachers a majority of the teachers indicated knowing the basic skills to use a computer (84.40%), knowing how to create presentations using PowerPoint, create spreadsheets (e.g., Excel), and Word processor for content delivery (90.40%), knowing how to download and install various software programs (87.60%), and using Internet browsers (Internet Explorer, Google Chrome, etc.) without any problems (90.40%), knowing how to communicate using email, Zoom, Google Meet, Skype and sending text/audio/video files using cloud computing (86.40%). Still, a majority but a lesser percentage of agreement was observed from items (6 and 7), item (6) for dealing with most problems associated with using a computer (70.80%). And item (7) for easily coping with the challenges that they face through using technology in the classroom (71.60%).

Items (8 and 9) received a majority of positive responses from the respondents, i.e., having access to a personal computer at the university (59.20%) and having access to sufficient equipment including /printers/scanners/projectors and reliable high-speed Internet access at the university (51.60).

Items(10and15) with a clear majority disagreeing were: item (10) hesitating to use technology as they are scared of making mistakes (37.2%), and item (15) believing learning about how to use technology is a waste of time (35.6%).

The remaining items received an overwhelmingly positive response from the respondents, Items with a clear majority agreeing were:(i) item(11)learning most of the things on their own about using technology (84%), (ii) item(12) feeling more comfortable about using technology if they know more about it (87.6%), (iii) item (13)like to try new technologies for teaching (88.4%),(iv)item(14) the importance of learning how to use a computer for teaching, and how to use the internet as a resource for teaching English(92.4),(v) item(16)like to upgrade their academic/professional qualifications and/or work efficiency through technology(89.6%),(vi)item(17) feeling comfortable using technology to deliver instruction (88.4%), (vii) item(18)having positive attitude towards the use of technology in foreign language teaching(88%),(viii) item(19)being ready to receive any changes that require the use of technology in daily /routine tasks (84%), (ix)item(20) using technology to support my classroom teaching (87.2%), (x)item(21)I think technology integration into teaching, is more effective than the traditional approach and makes learning in EFL classes more interesting (86.4%), (xi) item(22)believing that knowing about technology will make them better teacher (86%), (x)item(23) they need training courses on how to integrate technology into the classroom (72%), and (xx)item(24) readiness for integrating technology into their teaching (86.4%).

5.5. Independent Sample T-Test

Independent sample t-test compares the mean between two variables (Blbas et. al., 2020). Independent sample t-test were used to analyze the relationship between the dependent variables such as (E-Readiness of the Teachers) and independent variables like gender (Male and Female).

5.6. One Way ANOVA

The one-way analysis of variance is used to test the claim that three or more population means are equal. This is an extension of the two independent samples t-test (Aroian et. al.,

2017). Is there a significant relationship between age groups and the measure of (Overall E-Readiness of the Teachers)

Table 5: Compare the mean of E-Readiness of the Teachers and Demographic Questions

		N	Mean	Std. Deviation	t / F	p-value
Gender	**Male**	16	4.122	0.413	0.479	0.634
	Female	34	4.063	0.412		
Age	**26-30 years**	4	4.427	0.329	1.912	0.112
	31-35 years	7	4.274	0.177		
	36-40 years	18	4.125	0.373		
	41-45 years	6	3.813	0.191		
	46-50 years	9	3.926	0.575		
	51-55 years	6	4.000	0.453		
Degree	**MA**	36	4.140	0.374	1.647	0.108
	PhD	14	3.932	0.468		
Academic Ranka	**Assist. Instructor**	23	4.301	0.280	10.632	0.000
	Instructor	16	3.781	0.335		
	assist. Professor	11	4.061	0.472		
Teaching Experience	**0-4 years**	6	4.361	0.289	2.858	0.034
	5-8 years	8	4.240	0.312		
	9-12 years	12	4.194	0.433		
	13-16 years	13	3.853	0.222		
	17 years and above	11	3.962	0.527		

Table 5 shows that there is a statistically significant difference between the mean of the academic title group (Assistant Instructor, Instructor, and Assistant Professor) and experience level (0-4,5-8,9-12,13-16 and 17years and above) with the overall E-Readiness of the Teachers because the p-value (0.000) of these two items is less than the significant level of $\alpha=0.05$. whereas there is no statistically significant difference between the mean of the gender, age, and degree with the overall E-Readiness of the Teachers because the p-value (0.000) of these three items is greater than the significant level of $\alpha=0.05$.

Table6: Compare the mean of E-Readiness of the Teachers and Tech-Savvy Background Questions

		N	Mean	Std. Deviation	t / F	p-value
	Yes	15	4.106	0.415	0.268	0.790

Do you have an Internet connection at your workplace?	No	35	4.071	0.412		
How often do you use and integrate technology to teach English on a daily basis?	Never	2	3.271	0.147	2.1390	0.0780
	Less than 1 hour	27	4.133	0.287		
	2-4hrs	10	4.088	0.456		
	4-6 hrs	5	4.158	0.631		
	6-8 hrs	3	4.222	0.120		
	8-10 hrs	3	3.875	0.686		
Where do you access the Internet mostly from?	Home	27	4.088	0.426	0.2200	0.8030
	Wi-Fi Hot Spots	11	4.015	0.410		
	Mobile phone/PDA	12	4.128	0.394		
How many training courses on integrating technology into the classroom have you received so far?	1 course	37	4.032	0.391	3.1390	0.0480
	2-3 course	8	4.057	0.458		
	more than 3 courses	5	4.492	0.272		

Table 6 shows that there is a statistically significant difference between the mean of item number 5 which is (How many training courses on integrating technology into the classroom have you received so far) with the overall E-Readiness of the Teachers because the p-value (0.0480) of this item is less than the significant level of α=0.05. whereas there is no statistically significant difference between the mean of other items with the overall E-Readiness of the Teachers because their p-values are greater than the significant level of α=0.05.

Table7: Mean difference for academic rank, experience, and Training courses using LSD

			Mean Difference (I-J)	Std. Error	p-value	95% Confidence Interval	
						Lower Bound	Upper Bound
Academic Rank	Assist. Instructor	Instructor	0.51947*	0.113	0.000	0.293	0.746
		assist. Professor	0.240	0.127	0.065	-0.015	0.496
	Instructor	assist. Professor	-0.27936*	0.136	0.045	-0.552	-0.006
Teaching Experience	0-4 years	5-8 years	0.122	0.206	0.558	-0.293	0.536
		9-12 years	0.167	0.191	0.386	-0.217	0.550
		13-16 years	0.50855*	0.188	0.010	0.130	0.887
		17 years and above	0.39899*	0.193	0.045	0.009	0.789
	5-8 years	9-12 years	0.045	0.174	0.796	-0.305	0.395
		13-16 years	0.38702*	0.171	0.029	0.042	0.732

		17 years and above	0.277	0.177	0.124	-0.079	0.634
	9-12 years	13-16 years	0.34188*	0.153	0.030	0.035	0.649
		17 years and above	0.232	0.159	0.151	-0.088	0.553
	13-16 years	17 years and above	-0.110	0.156	0.486	-0.424	0.205
How many training courses on integrating technology into the classroom have you received so far?	1 course	2-3 course	-0.026	0.153	0.867	-0.334	0.282
		more than 3 courses	-0.46014*	0.187	0.018	-0.837	-0.084
	2-3 course	more than 3 courses	-0.434	0.224	0.058	-0.885	0.016

*Significant level with alpha =0.05

The findings in Table 7 indicate a statistically significant difference between the mean of assistant instructor and instructor because its p-value is (0.000) less than the significant level of α=0.05. Meanwhile, there is also a statistically significant difference between the mean of the instructor and assistant professor because its p-value is (0.045) less than the significant level of α=0.05, This means that the assistant instructors are more ready to integrate technology in the classes then instructors and assist professors because the mean difference (I-J) of assistant instructor is positive (0.51947*).

Additionally, there is a statistically significant difference between the mean of teachers with 0-4 years of teaching experience and teachers with 13-16 years because its p-value is (0.010) less than the significant level of α=0.05. Meanwhile, there is also a statistically significant difference between the mean of teachers who have 0-4 years of teaching experience and teachers who have 17 years and above because its p-value is (0.045) less than the significant level of α=0.05. That is to say, the e-readiness of less experienced teachers is more than the e-readiness of more experienced teachers to integrate technology into their classes.

Finally, in the last field which is 'how many training courses on integrating technology into the classroom have teachers received so far', there is a statistically significant difference between the mean of teachers who received one course and more than 3 courses because its p-value is (0.018) less than the significant level of α=0.05. That is to say, teachers who took more than 3 training courses are more ready to integrate technology into their classes than teachers who took less than 3 training courses.

6. Findings and Discussion

The present study aimed to examine foreign English language teachers' e-readiness to integrate technology in teaching English as a foreign language classes. Further, the study will examine the demographics and tech-savvy background of the teachers to determine the effect of these two variables on the technology readiness level.

The findings of this study expose that teachers are generally extremely satisfied with their level of technology readiness. This finding shows similarity with (Bachtiar, Noni, And Muhayyang,2022), who discovered that teachers are very ready to use digital technology in their classes, which can be seen from the three aspects of readiness: emotive attitudinal Readiness, cognitive Readiness, and behavioral Readiness. As for the attitude towards the use of technology in foreign language teaching, many participants stated that they had

positive attitudes towards the use of technology, however, they are ready to receive any changes that require the use of technology in daily tasks.

The majority of teachers believe that integrating technology into teaching is more effective than traditional approaches and makes learning in EFL classes more interesting. Furthermore, a high percentage of the participants believe that knowing about technology will make them better teachers, and although teachers showed their readiness for integrating technology into their teaching, a high percentage of the teachers see that they need training courses on how to integrate technology into the classroom. This finding somehow shows a likeness with Çalışkan,(2017), who revealed that the participants stated that they need more training in the use of technology for teaching.

Additionally, the quantitative results revealed that a medium percentage of the teachers believe that they have access to a personal computer at the university besides having access to sufficient equipment at the university, including printers/scanners/projectors and reliable high-speed Internet access.

Another finding of this study is that a high percentage of the teachers showed their disagreements concurring about learning how to use technology is a waste of time, and hesitating to use technology as they are scared of making mistakes. Most of them think that learning to use technology is not a waste of time and they feel confident about using it in the classroom.

In Comparing the mean of e-readiness of the teachers and demographic information, the data revealed that there was no significant difference between the mean of gender, age, and degree with the overall E-Readiness of the Teachers. Some studies reported that there is no significant difference between e-readiness participants and age, and gender Çalışkan, & Caner, (2022); Summak, Bağlıbel, and Samancıoğlu (2010): Rezaie,& Sayadian,(2015). However, the only significant difference was found in academic rank, assistant instructors established a higher overall technology readiness score than instructors and assistant professors. and in teaching experience, teachers with less experience showed a higher overall technology readiness score than more experienced teachers. This finding shows similarity with Singh and Chan (2014), Çalışkan, & Caner (2022), who found that teachers' viewpoints on educational technology use vary with their years of experience and technology knowledge.

In terms of the tech-savvy background of the teachers, there was only a significant difference between the mean of the item that asks about the number of receiving training courses in integrating technology into the classroom with the overall E-Readiness of the Teachers, the results presented those teachers who received more than 3 courses are more ready to integrate technology than other teachers who have received less than 3 courses. While there is no statistically significant difference between the mean of other items including (Do you have an Internet connection at your workplace, how often do you use and integrate technology to teach English on a daily basis, and where do you access the Internet mostly from) with the overall E-Readiness of the Teachers.

7. Conclusion

Based on the research findings and discussion of this study, which examined EFL teachers' e-readiness to integrate technology in teaching English as a foreign language classes, and also examined the demographics and tech-savvy background of the teachers to determine

the effect of these two variables on the technology readiness level. One can conclude that most of the teachers have positive attitudes towards technology integration into their classes. Thus, it can be said that EFL teachers at salahaddin University are ready to be involved and use recent technologies in their teaching environments.

 The majority of teachers believe use of technology in teaching is very effective and makes learning in EFL classes more interesting and they are ready to to receive any changes that require the use of technology in daily tasks besides they think that they need more training courses on how to integrate technology into the classroom.

Regarding the relationship between demographic information (academic rank and teachers' experience level)with the overall readiness of teachers the results concluded that assistant instructors are more ready to integrate technology than instructors and assistant professors, moreover, teachers with less experience were more ready to integrate technology in EFL classes than teachers with more experience, while there was not any significant difference between the e-readiness of gender(male and female), age and degree of teachers about integrating technology in their EFL classes.

Finally, the relationship between tech-savvy background and the overall readiness of the teachers was found in training courses that the teachers received so far, and the findings revealed that teachers with more than 3 training courses were more ready to integrate technology than teachers with less than three training courses.

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