

## EFL Teachers Attitudes Toward Using ICT In Teaching English As A Foreign Language

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### Abstract:

The purpose of this study is to find out the attitudes of English as a Foreign Language (EFL) teachers towards using ICT in teaching English and to understand the factors that influence such attitudes and the problems that haunt teachers in integrating technology into their classrooms. A questionnaire was used as the primary data collection tool with sample of 50 EFL teachers to whom a quantitative methodology was applied. The questionnaire asked multiple choice question, Likert scale to assess if the participants were agreeing with the statements of both ICT importance, challenges attached to it, as well as its impact on teaching and learning.

This study shows that most of the teachers have positive views towards ICT usage in English language teaching as an effective and efficient means to create a quality learning and motivation teaching environment. However, various challenges were identified, ranging from not having enough technological infrastructure or technology training, to a failure to adapt to new technologies and a belief, based on traditional pedagogical beliefs, and subsequent fear of exploring new technologies.

The study suggests that continued professional development programs for teachers to enhance their technical skills, as well as upgrading technological infrastructure in schools, and encouraging educators to promote a culture of innovation and collaboration that would promote ICT integration. The long-term impact of ICT on student achievement need further research in the future to better understand the potential of ICT and which strategy should be developed to overcome the existing barriers.

**Keywords:**EFL teachers, ICT integration, attitudes toward technology, technological infrastructure, English language teaching.

## Chapter One: Introduction

Nowadays, English has become a primary medium for international communication in every field of education, academic and professional, and thus teaching English as a foreign language has become an integral part of educational process in many countries of the world. The expansion of Information and Communication Technology (ICT) has generated these tools as crucial resources in improving the quality of education and developing student's language skills. Nevertheless, the integration of ICT into EFL teaching necessitates considerable grasp of teachers' perspectives on its use due to the fact that educators are an integral part in either promoting or hindering technology adoption.

The relevance of this research topic is due to the fact that educational institutions across the world are undergoing a process of digital transformation. Due to the increasing emphasis being placed on using modern technology in education there is a need to understand how teachers adapt to and respond to such changes. Likewise, knowledge of such dynamics can aid the improvement of educational quality and more efficient means of ICT integration in classroom practices.

Moreover, this research would offer valuable information to educational institutions, policies makers, and teachers themselves how they could utilize these modern technologies in an effective way within the field of EFL teaching that would result in improved learning outcomes and developed language skills for the students.

This research is important because it is mandated that the EFL teacher's attitudes on ICT use in his/her classroom and the effects thereof on the quality of education and the overall understanding of the student should be explored. The intention of this study is to explore the factors that contribute to formation of these attitudes, namely technical training levels, existing infrastructure, and teachers' beliefs about pedagogy, as well as to identify difficulties teachers face on their path to integrating ICT into the lessons.

### 1. Significance of the Study

The results of many studies have shown that ICT can greatly improve the quality of education and improve student achievement in any subject including English language learning (Gilakjani & Leong, 2012). Nevertheless, teachers do not use ICT in their teaching to the extent that they are willing or able to use the technology to better their teaching. Thus, teachers' attitudes towards integration has to be understood in order to make integration successful and achieve other desired educational outcomes.

Also, teachers' preference towards ICT helps educational institutions to plan the training programmes targeting to enhance teachers' technical readiness as well as removing whatever barriers they face. Therefore, this research can be used as a good source of help to the construction of measuring and testing the quality of EFL teaching through utilizing modern technologies.

## 2. Objectives of the Study

This research has the following aims to achieve

1. To investigate the attitudes of EFL teachers toward the use of ICT in English language teaching.
2. To identify the factors influencing these attitudes, such as technical training, available infrastructure, and pedagogical beliefs.
3. To analyze the challenges faced by teachers when integrating ICT into their classrooms.
4. To propose suggestions for improving the use of ICT in EFL teaching based on the study's findings.

## 3. Research Questions

To address the objectives of the study, the following research questions have been formulated:

1. What are the attitudes of EFL teachers toward the use of ICT in English language teaching?
2. What factors influence EFL teachers' attitudes toward ICT use?
3. What challenges do teachers face when integrating ICT into their classrooms?
4. How can the use of ICT in EFL teaching be improved based on teachers' attitudes?

## 4. Research Methodology

A quantitative methodology is adopted by this study using a standardized questionnaire to collect data from a sample of EFL teachers. For analysis of the collected data, appropriate statistical methods will be used to extract the patterns and the factors affecting teachers' attitudes towards ICT. The study also includes a review of the relevant literature to examine prior findings in this area.

The aim of this research is to know in details how EFL teachers were disposed towards the use of ICT in English language teaching. Investigating what influences these attitudes as well as the difficulties with integrating ICT, educational institutions can find ways to raise awareness and encourage ICT on campus and within the educational institution as a whole, keeping in mind that the quality of education is dependent on a good use of ICT.

## Chapter Two: Literature Review and Previous Studies

### Introduction

In this chapter we have a thorough review of the literature and of previous studies on the attitudes of English as a Foreign Language (EFL) teachers towards the use of Information and Communication Technology (ICT) in teaching. This work addresses the significance of ICT integration into language education, the motivating factors for teachers' attitudes, and problems regarding ICT implementation.

### 1. The Importance of Using ICT in English Language Teaching

The possibilities of ICT being used to create integrated lessons in English language teaching are now broadly recognized because they can result in positive learning results and better quality of education. According to the points made by Gilakjani and Leong (2012) [1], ICT tools like multimedia software, interactive whiteboards and online platforms can greatly help in improving the student engagement and motivation. However, the problem is with these technologies, learners are able to conduct authentic tasks with their language skills, practice with their language skills, and work collaboratively and autonomously. For example, students can have some immersion into the real life language situation by podcasts, videos or language learning app, rather than merely taste real life language situation offered by textbooks.

Furthermore, ICT offers personalized learning experiences, in form of a need base. In addition, Liu, Lin, and Zhang (2017) [5] mentioned that technology provides teachers with the opportunity to create lessons that are specifically tailored for different learning styles and speeds, and are thus able to ensure all students get necessary support. Students, on the other hand, appreciate this flexibility especially in EFL classrooms because students can come from different linguistic backgrounds and levels of proficiency. Besides, ICT stimulates critical thinking and thinking abilities because it pushes learners to communicate with digital content and work together on assignments.

ICT improves and transforms the role of the teacher in the context of learning and as mentioned by Irak et al. (2003) [11] and Albirini (2006) [2]. Instead of being the only source of what the students know, the teachers become facilitators which help them to find and use online resources in a way that works. From this sense, this shift is synonymous to today's pedagogical views on learner – centered instruction with student participation.

### 2. Factors Influencing Teachers' Attitudes toward ICT Use

There are several factors that make a significant impact on the way EFL teachers hold toward the utilization of ICT in classroom. There are three categories of these factors; personal, institutional and contextual.

### **a. Level of Technical Training**

The central element determining the level of the teachers' attitudes is the level of their technical training. According to (Zhelezovskaia, 2016) [3], who conducted a case study in Finland, teachers who are trained adequately on ICT are more confident, and willing to use ICT in their teaching. On the other hand, those who did not have enough training were being overwhelmed and uncertain of new technologies. The importance of provision of ongoing professional development programs in order to equip teachers with such skills and knowledge was also underscored by the study.

### **b. Availability of Technological Infrastructure**

Another critical factor that influences teachers' attitudes is technological infrastructure availability. The teachers reported that they believed ICT to be effective tools for teaching and learning when they are used in schools that have computer labs with equipment and internet connections, and with up to date software. Çakıcı (2016) [9] also cautioned that since there is limited access to technology, it hinders teachers' attempts at incorporating digital tools into their lessons. For example if your classrooms have basic resource such as projectors or tablets for teachers to use for ICT based activities would get frustrated and skeptic.

### **c. Pedagogical Beliefs**

Teachers' attitudes towards ICT are also affected by their beliefs about pedagogy. Educators that are inclined to adopt ICT tools are more likely to adopt ICT tools that promote constructivist concepts of active learning and that engage students in learning (Hismanoglu 2012 [6]. However, teachers with traditional views may oppose technology integration, being of the opinion that face to face instruction is still the way ahead. This shows too that we need to improve awareness about the advantages of ICT, as well as show how ICT can complement rather than replace conventional teaching methods.

## **3. Challenges in Integrating ICT into English Language Teaching**

While ICT has many advantages when introduced into EFL classrooms, it has its challenges as well so that its successful integration needs to be dealt with.

### **a. Lack of Technical Expertise**

Lack of technical knowledge is one of the biggest problems these EFL teachers are facing. Schools are also investing in advanced technologies but the fact remains that teachers will still struggle to utilize the technologies when trained on how to do so effectively, as asserted by Mollaei, and Riasati (2013) [8]. Unused resources and opportunity to make the learning effective will be missed because staff with minimal technical proficiency will under utilize available resources. Therefore, institutions need to provide the best



comprehensive training to candidates in the technical skills and teaching applications.

#### **b. Resistance to Change**

Thus, teacher resistance to change is the second obstacle. According to Silviyanti and Yusuf (2015) [11] there are also some educators who have seen ICT as redundant or complicated and so, they continued to use traditional methods of teaching. This resistance is often related to fear of the unknown, to fear of limited working time or efficacy of learning with technology. To desire to overcome this barrier meant to deal with the spur of a culture of innovation as well as a place where teachers feel safe experimenting with new tools in order to be able to do this without worrying about challenging anyone.

#### **c. Financial Constraints**

Among the factors that could slow down the adoption of ICT in educational settings are the financial limitations. Most schools in developing countries are prone to the budgetary constraints that are denying them hardware and software required in the school administration. In the same vein, Aydin (2013) [13] raised a similar issue, in the Turkish case where funds that are allotted to urban areas are not in proportion to other parts of the country resulting in imbalance in the access to technology. These inequities must have a place for work at a national level to strategize and allocate resources for all students and teachers to benefit from the advancements in ICT.

### **4. Case Studies on ICT Integration in EFL Classrooms**

Experiences of EFL teachers in various regions have been explored in some various case studies and success and failure cases are discussed concerning ICT integration.

#### **a. Turkey**

Aydin's (2013) [13] study focused on the perceptions of the teachers in Turkey regarding computer use in EFL teaching. The findings showed that while some teachers received technology enthusiastically, others found it difficult as they believed that technology was hard to learn. Sustained professional development, that is regular training, by contrast contributed to the increased confidence and enhanced teaching practice among those who received it.

#### **b. Syria**

According to Albirini (2006) [2], Syrian EFL teachers' attitudes toward ICT varied, but there were some barriers manifested in insufficient infrastructures, aging equipment, and low internet connectivity. Even with these challenges, however, some teachers were able to bring in some of the basic technologies

like word processing software and presentation software into their lessons. From their experiences, we have seen that a lack of money need not be an obstacle, if you are not afraid to use your creativity.

### c. Saudi Arabia

According to Alshumaimeri (2008) [16], the attitudes of Saudi secondary school EFL teachers towards computer-assisted language learning (CALL) was investigated. The study yielded ambivalent results with regard to teacher's attitude towards using CALL as a means for enhancing language level of students versus its apprehension due to scope of complexity and cost involved. Obviously, the two standpoints are rooted in a broader controversy with regards to ICT integration, which underlies the need for a balanced perspective taking into account both possible benefits and limitations of the integration.

## 5. The Role of Technology in Teacher Development

ICT does not affect only students, it also has a role in teacher development. Saed, Khoshima and Arbabi (2018) [7] argued that constant use of these digital tools keep the teachers updated with the recently changed trends and best practices in language education. Online platforms, webinars and virtual communities are also relevant sources for teachers' professional growth through which teachers can share ideas, exchange resources, and collaborate regardless of geographic boundaries.

Moreover, ICT allows teachers to analyze their teaching practices through data led information and insight (Maarij, 2022) [17]. Take for instance, learning analytics, wherein it enables identification of areas that students struggle with, hence, enabling teachers to make required adjustments to their given strategies. This evidence based approach to making informed decisions helps with continuous improvement of teaching quality (Naeem, 2024) [18].

Unquestionably, this chapter's review literature validates that there is a critical role of ICT in the transformation of English language teaching and learning. The benefits are certainly promising, but achieving the integration involves solving a number of problems, including a lack of adequate training, lack of adequate infrastructure, and resistance to change. Educational institutions need to invest in teacher preparation, improvement of technological resources and promote innovative pedagogies so as to create an environment of effective use of ICT. Future research should be directed to pin pointing specific strategies which will avoid current barriers and to optimize the use of technology on EFL education.

### Chapter Three: Methodology

The collection and analysis of data by this study is outlined in this chapter. A quantitative methodology is adopted by this study using a standardized questionnaire to collect data from a sample of EFL teachers. For analysis of the collected data, appropriate statistical methods will be used to extract the patterns and the factors affecting teachers' attitudes towards ICT. The study also includes a review of the relevant literature to examine prior findings in this area.

The study deals mainly with the research design, data collection instruments, sampling procedures, implementation stages, and methods used to process and analyze data.

#### 1. Research Design

The quantitative research design was adopted in this study in order to measure the attitude of English as Foreign Language (EFL) teachers toward the use of Information and Communication Technology (ICT) in teaching English. This study is proper for quantitative design because its numerical results can be generalized on the target population.

- Type of Study: Survey research.
- Independent Variables : Use of Information and Communication Technology (ICT).
- Dependent Variables : Attitudes of EFL teachers toward the use of ICT.

#### 2. Sample Selection

The sample was selected using a non-probability convenience sampling method due to the difficulty of accessing all EFL teachers in the targeted region.

Sample Characteristics:

- Sample Size: 50 teachers .
- Inclusion Criteria:
- Participants must be EFL teachers.
- Must have at least two years of teaching experience.
- Must have used ICT directly or indirectly in teaching.
- Exclusion Criteria:
- Teachers with no prior experience using ICT were excluded.

#### 3. Data Collection Tools

Teachers' attitudes toward using ICT in English Language Teaching was assessed by using a standardize questionnaire. The previous literature with regards to the topic was used in the design of the questionnaire.

**Sections of the Questionnaire:**



1. Part One : Demographic information of participants (age, gender, academic qualification, years of experience, level of ICT usage).
2. Part Two : Multiple-choice questions to evaluate attitudes toward the use of ICT. These questions cover topics such as:
  - The importance of using ICT in English language teaching.
  - Challenges associated with ICT integration.
  - Availability of technical training for teachers.
  - The impact of ICT on student achievement.

### Response Scale:

The Likert scale was used, consisting of five points:

- 1 = Strongly Disagree.
- 2 = Disagree.
- 3 = Neutral.
- 4 = Agree.
- 5 = Strongly Agree.

### Validity and Reliability of the Questionnaire:

- The validity of the questionnaire was tested through a pilot study involving a small group of teachers (10 teachers) to review question phrasing and ensure clarity.
- The reliability of the questionnaire was calculated using Cronbach's Alpha, which yielded a coefficient of 0.85 , indicating high reliability.

### 4. Data Collection Procedures

#### 1. Planning and Preparation :

- Schools were contacted to obtain permission for teacher participation in the study.
- Teachers were informed about the study's objectives and assured of data confidentiality.

#### 2. Implementation of the Questionnaire :

- The questionnaire was distributed electronically via tools like Google Forms to facilitate participation.
- Participants were given two weeks to complete the questionnaire.

#### 3. Data Management :

- After collecting the questionnaires, the data was organized and entered into SPSS for statistical analysis.

### 5. Data Analysis

The following statistical methods were used to analyze the data:

#### 1. Descriptive Analysis :

- Means and percentages were used to describe sample data and general attitudes toward ICT usage.

## 2. Inferential Analysis :

- T-tests were used to compare differences between groups (e.g., male vs. female teachers).
- ANOVA was used to determine statistically significant differences based on levels of experience or academic qualifications.

3. Factor Analysis : The trends that explained the teachers' attitudes towards ICT were determined by exploratory factor analysis.

## 6. Study Reliability

In order to obtain high reliability of the results

- There were not any participants whose intent for being a part of the study was not clear to all of them.
- The questionnaire was given enough time to be completed.
- The data was confidential and no other use was made of the data than what was involved in the research.

The data regarding EFL teachers' attitudes towards the use of ICT in education were collected and analyzed through a rigorous scientific methodology. Quantitative data were gathered and statistically analyzed through the questionnaire as the primary tool in order to identify patterns and influential factors of the phenomenon. The results from the study will ultimately offer a significant insight into how technology can be better integrated in teaching a foreign language.

## Chapter Four: Results

In this chapter, it presents and analyzes the results of the study, which collected data using a questionnaire distributed to a sample of 50 English as Foreign Language (EFL) teachers. This research will focus on the teachers' attitude towards using ICT in teaching English and will highlight aspects such as the importance of ICT, challenges confronted by its use, availability of technical training and its effect on teaching in learning.

### 1. Description of the Research Sample

Table 1: Characteristics of the Research Sample

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	28	56%
	Female	22	44%
Academic Qualification	Bachelor's Degree	35	70%
	Higher Degree	15	30%

Years of Experience	Less than 5 years	15	30%
	5-10 years	20	40%
	More than 10 years	15	30%

Most participants (70%) have a bachelor's degree. About half (56 percent) of the sample is male. The distribution of years of experience is even across the three categories.

## 2. Teachers' Attitudes toward the Importance of Using ICT

Table 2: Mean Scores for Questions Related to the Importance of ICT

Question	Mean	Standard Deviation	Interpretation
Do you consider using ICT necessary to improve the quality of English teaching?	4.3	0.5	Strongly Agree
Does using ICT help increase students' motivation to learn English?	4.1	0.6	Agree
Can ICT enhance students' ability to communicate in English?	3.9	0.7	Agree
Do you think using ICT makes teaching more effective?	4.2	0.4	Strongly Agree

The results show that teachers consider the ICT use as something very important for enhancing the English teaching quality. The mean score of all subjects were found to be all higher than 3.5, which suggest that in general, respondents were positive towards the importance of ICT.

## 3. Challenges Associated with Using ICT in Teaching

Table 3: Challenges Related to Using ICT

Challenge	Frequency (n)	Percentage (%)
Lack of adequate technological infrastructure in schools	38	76%
Insufficient technical training for teachers	32	64%
Difficulty in using some programs and technological tools	28	56%
Resistance from some students or parents to using technology in education	18	36%

The most common problem teachers' face was lack of appropriate technological infrastructure (76%). The second most problem challenge was that teachers did not have enough technical training (64%).

#### 4. Availability of Technical Training for Teachers

**Table 4: Level of Technical Training Among Teachers**

Level of Training	Frequency (n)	Percentage (%)
No Training	12	24%
Basic Training	20	40%
Moderate Training	10	20%
Advanced Training	8	16%

About one-quarter of the teachers (24%) have received no technical training. The majority of teachers (40%) have only received basic training.

#### 5. Impact of ICT on Student Achievement

**Table 5: Teachers' Opinions on the Impact of ICT on Student Achievement**

Question	Mean	Standard Deviation	Interpretation
Do you believe that using ICT improves students' academic performance?	4.0	0.6	Agree
Do you believe that using ICT enhances students' language skills?	3.8	0.7	Agree
Do you believe that using ICT reduces lesson preparation time?	3.5	0.8	Neutral

Most teachers believe that ICT contributes to improving student achievement. However, the question regarding reducing lesson preparation time did not receive strong agreement, with a mean score of 3.5.

## 6. Comparison between Male and Female Teachers

**Table 6: Comparison of Attitudes Between Male and Female Teachers**

Question	Male (Mean)	Female (Mean)	T-value	Significance Level
Importance of ICT	4.3	4.2	0.85	Not Statistically Significant
Challenges Related to ICT Use	3.8	3.7	0.67	Not Statistically Significant
Impact of ICT on Student Achievement	4.0	3.9	0.45	Not Statistically Significant

No statistically significant differences were found between male and female teachers' attitudes toward ICT.

## 7. Comparison Based on Years of Experience

**Table 7: Comparison of Attitudes Based on Years of Experience**

Question	Less Than 5 Years (Mean)	5-10 Years (Mean)	More Than 10 Years (Mean)	F-value	Significance Level
Importance of ICT	4.1	4.3	4.2	1.25	Not Statistically Significant
Challenges Related to ICT Use	3.7	3.8	3.9	0.87	Not Statistically Significant
Impact of ICT on Student Achievement	3.9	4.0	4.1	0.56	Not Statistically Significant

No statistically significant differences were found based on years of teaching experience.

According to the study results, the EFL teachers have a positive attitude in the use of ICT in teaching. Nevertheless, there are still many problems, for example, poor technological infrastructure and lack of technical skills. Furthermore, although ICT is generally believed to enhance student performance, it does not lead to the reduction of lesson planning time to a



significant extent. Male teachers were not found to differ statistically significantly from female teachers, and the teachers did not statistically significantly differ by experience.

## Chapter Five: Discussion and Recommendations

### 1. Discussion of Results

The primary objective of this chapter is to evaluate the study findings in comparison with previous studies and conceptualize EFL teachers' attitudes towards the use of ICT in teaching English language. Then results are presented to show that they offer several key insights consistent with and beyond past studies.

#### a. Positive Attitudes toward ICT

According to these results, most of the EFL teachers do have positive attitudes towards the use of ICT for teaching EFL, and such a result is consistent with the findings of Gilakjani and Leong (2012) [1]. Coming to the teachers' embrace, they pointed that teachers who are willing to take this in are actually seeing improvements in student motivation and engagement. Likewise, Liu, Lin, and Zhang (2017) [5] highlighted that ICT can bring more about ICT innovations to improve learning outcome in the form of interactive, and personalized learning environment. These positive attitudes mean that teachers understand the potential advantages of ICT to enhance teaching practice and to assist in students' language development.

While the attitude was overall positive, there were some teachers who were concerned about some of the practical aspects of integrating ICT which are now discussed.

#### b. Factors Influencing Teachers' Attitudes

The factors affecting the attitudes of teachers towards ICT were identified to include technical training, infrastructure availability and pedagogical beliefs. This conforms to earlier studies, such as Albirini (2006) [2], who pointed that insufficient training and lack of resources are key limitations towards the utilization of ICTs. Second, Zhelezovskaia (2016) [3] states that teachers become far more confident in using technology when they receive sufficient professional development.

Regarding the findings with respect to pedagogical beliefs, the study presents coherence with Hismanoglu's (2012) [6] wherein the orientation of the constructivist teachers indicates their preference for adopting ICT tools since they believe that technology could help in active learning. On the contrary, teachers with a traditional teaching philosophy may not embrace ICT, because it is not consistent with the already existing methods. So this shows

how the advances in the area of technology should be synchronised with the educational approaches of educators.

### c. Challenges Faced by Teachers

Through the study, several challenges of any EFL teacher integrating ICT into his or her classroom were identified: poor ability to use ICT, lack of proper infrastructure, and the inflexibility of teachers. This accords well with earlier offered research by Mollaei and Riasati (2013) [8] which has shown that many teachers do not easily adopt to new technologies if they don't have familiarity or support. Moreover, Silviyanti and Yusuf (2015) [11] also pointed that opposition to change can be the fear of what they are not familiar with, constraint of time (not to mention resistance to learning with ICT) or doubt in the efficiency of the learning with ICT.

Likewise, financial challenges was a main issue as to echo what Çakıcı (2016) [9] observed in Turkey with one of the disparities in funding between urban and rural schools that limit equal access to technology. Such inequities can only be address with systemic efforts on the institutional and on the national levels.

## 2. Comparison with Previous Studies

The findings reported in this study are largely consistent with what is reported in literature supporting the view that though teachers typically perceive the benefits of ICT use, there remain challenges to the successful implementation of ICT. For instance:

- Training Needs : This study echoes with Aydin (2013) [13] in the crucial point of continuous professional development to teachers' technical proficiency and confidence building.
- Infrastructure Constraints : Albirini's (2006) [2] findings closely mirror the matters that stand in the way of Syrian EFL teachers in the use of ICT, as is the case with the use of ICT which many Syrian EFL teachers realize to be useful and valuable.
- Resistance to Change : A mixed attitude between Saudi high schools (2008) to understand the differences between these studies, suggesting it to resist its material.

## 3. Recommendations

According to the findings and discussions, the following instruction is to increase the use of ICT in teaching EFL:

### a. Strengthening Teacher Training Programs

There needs to be proper and continuous professional development programs implemented in educational institutions to close the gap in regards to technical expertise. In the development of such programs, not only should

they develop skills to do with ICT but developing pedagogical knowledge of ICT integration. Khoshsima, Saed and Arbabi (2018) [7] cited that workshops, online courses and peer mentoring initiatives can also be useful for teachers to overcome their initial fears and gain confidence.

#### **b. Improving Technological Infrastructure**

Governments as well as school administrations by virtue of their authority need to focus towards the modernization of the technological infrastructure to guarantee equitable access to a resource. They should provide dependable internet, up to date devices and software suited to language learning. To level the playing field among learners of all stripes, initiatives that bridge the digital divide as Çakıcı (2016) [9] suggests will be very important.

#### **c. Encouraging a Culture of Innovation**

In order to promote a culture of innovation, school leaders should provide teachers with an opportunity to experiment with new technologies in a safe environment. Understanding and rewarding innovative practices can encourage leads to change educators who are reluctant. Furthermore, one way to give teachers the opportunity for professional learning communities or virtual networks can create opportunities to collaborate and share the best practices among other teachers.

#### **d. Aligning Technology with Pedagogy**

When the aim is to lessen resistance to the use of particular pedagogical practices, the teachers' current theoretical approaches must be included in consideration. As suggested by the studies within Hismanoglu (2012) [6], teachers are often more likely to accept that they are adopting ICT when it is shown that the use of ICT can support practices rather than replace the current practices they have.

#### **e. Providing Ongoing Support**

One final point is that teachers also need continuous support after initial training to ensure that success is long term. Educators can overcome obstacles and receive the most out of ICT integration by means of technical assistance, troubleshooting resources, and regular feedback channels.

Finally, this study makes a contribution to the rather limited knowledge base regarding the attitudes of EFL teachers toward the use of ICT in teaching English. Although many of the participants held the view that use of technology may enhance learning amongst the youth, there are several challenges that need to be addressed, including, training, infrastructure and barriers to change. Educational stakeholders can address the fore mentioned issues through targeted interventions and policy reforms thereby creating enabling environment for effective ICT integration. Further research could

examine the long run effect of ICT on student achievement and also study ways of overcoming current barriers in this regard.

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### Appendix (1)

#### Research Title:

#### EFL Teachers Attitudes toward Using ICT in Teaching English as a foreign Language

Dear Teacher,

This questionnaire aims to explore your views on the importance of using Information and Communication Technology (ICT) in teaching English as a foreign language, the challenges you face, the availability of technical training, and the impact of ICT on students' academic performance. Please note that all information will be used for research purposes only and will remain strictly confidential.

Please check (✓) the option that best reflects your opinion.

#### Section One: Personal Information

##### 1. Gender:

☐ Male ☐ Female

##### 2. Academic Qualification:

☐ Bachelor's Degree ☐ Higher Degree

##### 3. Years of Experience:

☐ Less than 5 years ☐ 5-10 years ☐ More than 10 years



## Section Two: Importance of Using ICT in Teaching

(Please indicate your level of agreement with the following statements using the scale below:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Statement	1	2	3	4	5
1. Do you consider using ICT necessary to improve the quality of English teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does using ICT help increase students' motivation to learn English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can ICT enhance students' ability to communicate in English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you think using ICT makes teaching more effective?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section Three: Challenges Associated with Using ICT

(Please check ✓ all challenges that apply to you)

- ☐ Lack of adequate technological infrastructure in the school
- ☐ Insufficient technical training for teachers
- ☐ Difficulty using some programs and technological tools
- ☐ Resistance from students or parents to using technology in education
- ☐ No major challenges

## Section Four: Level of Technical Training Received

- ☐ No Training
- ☐ Basic Training
- ☐ Moderate Training
- ☐ Advanced Training

## Section Five: Impact of ICT on Student Achievement

(Please indicate your level of agreement with the following statements)

Statement	1	2	3	4	5
1. Do you believe that using ICT improves students' academic performance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you believe that using ICT enhances students' language skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you believe that using ICT reduces lesson preparation time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **اتجاهات معلمي اللغة الإنجليزية كلغة أجنبية تجاه استخدام تكنولوجيا المعلومات والاتصالات في تدريس اللغة الإنجليزية كلغة أجنبية**

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### **مستخلص البحث:**

تهدف هذه الدراسة إلى معرفة اتجاهات معلمي اللغة الإنجليزية كلغة أجنبية (EFL) تجاه استخدام تكنولوجيا المعلومات والاتصالات في تدريس اللغة الإنجليزية، وفهم العوامل المؤثرة على هذه المواقف، والمشكلات التي تواجه المعلمين في دمج التكنولوجيا في فصولهم الدراسية. استخدم استبيان كأداة رئيسية لجمع البيانات، وشمل عينة من 50 معلماً للغة الإنجليزية كلغة أجنبية، طبقت عليهم منهجية كمية. تضمن الاستبيان أسئلة اختيار من متعدد، ومقياس ليكرت، لتقييم مدى موافقة المشاركين على البيانات المتعلقة بأهمية تكنولوجيا المعلومات والاتصالات، والتحديات المرتبطة بها، وتأثيرها على التدريس والتعلم. تُظهر هذه الدراسة أن معظم المعلمين لديهم آراء إيجابية تجاه استخدام تكنولوجيا المعلومات والاتصالات في تدريس اللغة الإنجليزية كوسيلة فعالة وكفؤة لخلق بيئة تعليمية عالية الجودة وحافزة. ومع ذلك، تم تحديد تحديات مختلفة، تتراوح بين نقص البنية التحتية التكنولوجية أو التدريب التكنولوجي الكافي، وعدم القدرة على التكيف مع التقنيات الجديدة، والاعتقاد السائد بأن هذه التقنيات قائمة على المعتقدات التربوية التقليدية، وما يترتب على ذلك من خوف من استكشاف التقنيات الجديدة. تقترح الدراسة مواصلة برامج التطوير المهني للمعلمين لتعزيز مهاراتهم التقنية، بالإضافة إلى تطوير البنية التحتية التكنولوجية في المدارس، وتشجيع المعلمين على تعزيز ثقافة الابتكار والتعاون التي من شأنها تعزيز تكامل تكنولوجيا المعلومات والاتصالات. ويحتاج التأثير طويل المدى لتكنولوجيا المعلومات والاتصالات على تحصيل الطلاب إلى مزيد من البحث في المستقبل لفهم إمكاناتها بشكل أفضل، وتحديد الاستراتيجية المناسبة للتغلب على العوائق القائمة.

**الكلمات المفتاحية:** معلمي اللغة الإنجليزية، دمج تكنولوجيا المعلومات والاتصالات، الاتجاهات تجاه التكنولوجيا، البنية التحتية التكنولوجية، تدريس اللغة الإنجليزية.