



### يا صاحب القبة البيضاء

يا احب القبة البيضاء في النجف  
من زار قبرك واستشفى لديك شفي  
زوروا ابا الحسن الهادي لعلكم  
تخطون بالاجر والاقبال والرلف  
زوروا لمن تسمع النجوى لديه فمن  
يزره بالقبر ملهوفاً لديه كفي  
إذا وصل فاحرم قبل تدخله  
مليياً واسع سعياً حوله وطف  
حتى إذا طفت سبعا حول قبته  
تأمل الباب تلقى وجهه فقف  
وقل سلام من الله السلام على  
أهل السلام وأهل العلم والشرف

فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية  
السنة الثالثة ذي القعدة ١٤٤٧ هـ آيار ٢٠٢٦ م العدد (١١)



No.:  
Date



ديوان الوقف الشيعي/ دائرة البحوث والدراسات

م/ مجلة القبة البيضاء

السلام عليكم ورحمة الله وبركاته...

اشارة الى كتابكم المرقم ١٣٧٥ بتاريخ ٢٠٢٥/٧/٩، والحاقاً بكتابنا المرقم ب ت ع / ٤ / ٣٠٠٨ في ٢٠٢٤/٣/١٩، والمتضمن استحداث مجلتكم التي تصدر عن دائرتكم المذكوره اعلاه، وبعد الحصول على الرقم المعياري الدولي المطبوع وانشاء موقع الكتروني للمجلة تعتبر الموافقة الواردة في كتابنا اعلاه موافقة نهائية على استحداث المجلة.

...مع وافر التقدير

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٢٠٢٥/٧ / ٢٠

نسخة منه الى:

- قسم الشؤون العلمية/ شعبة التأليف والترجمة و النشر.... مع الاولييات
- الصادرة

إشارة إلى كتاب وزارة التعليم العالي والبحث العلمي / دائرة البحث والتطوير المرقم ٥٠٤٩ في ٢٠٢٢/٨/١٤ المعطوف على إمامهم المرقم ١٨٨٧ في ٢٠١٧/٣/٦ تُعدّ مجلة القبة البيضاء مجلة علمية رصينة ومعتمدة للترقيات العلمية.

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فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية  
تصدر عن دائرة البحوث والدراسات في ديوان الوقف الشيعي  
السنة الثالثة ذي القعدة ١٤٤٧ هـ آيار ٢٠٢٦ م العدد (١١)

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فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية  
تصدر عن دائرة البحوث والدراسات في ديوان الوقف الشيعي  
السنة الثالثة ذي القعدة ١٤٤٧ هـ آيار ٢٠٢٦ م العدد (١١)

### العنوان الموقعي

مجلة القبة البيضاء  
جمهورية العراق  
بغداد /باب المعظم  
مقابل وزارة الصحة  
دائرة البحوث والدراسات

### الاتصالات

#### مدير التحرير

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## مَجَلَّةُ السَّابِقَةِ اجْتِمَاعِيَّةٌ فَصَلِيَّةٌ تَصَدَّرُ عَنْ دَائِرَةِ الْبَحْثِ وَالدراساتِ فِي ذِيانِ الْوَقْتِ الشَّبَعِيِّ دليل المؤلف.....

- ١- إن يتسم البحث بالأصالة والجددة والقيمة العلمية والمعرفية الكبيرة وسلامة اللغة ودقة التوثيق.
- ٢- إن تحتوي الصفحة الأولى من البحث على:
  - أ. عنوان البحث باللغة العربية .
  - ب. اسم الباحث باللغة العربية . ودرجته العلمية وشهادته.
  - ت. بريد الباحث الإلكتروني.
  - ث. ملخصان أحدهما باللغة العربية والآخر باللغة الإنكليزية.
  - ج. تدرج مفاتيح الكلمات باللغة العربية بعد الملخص العربي.
- ٣- أن يكون مطبوعاً على الحاسوب بنظام (office Word) ٢٠٠٧ او ٢٠١٠ وعلى قرص ليزري مدمج (CD) على شكل ملف واحد فقط (أي لا يُجزأ البحث بأكثر من ملف على القرص) وتُرَوَّدُ هيئة التحرير بثلاث نسخ ورقية وتوضع الرسوم أو الأشكال، إن وُجِدَتْ، في مكانها من البحث، على أن تكونَ صالحةً من الناحية الفنية للطباعة.
- ٤- أن لا يزيد عدد صفحات البحث على (٢٥) خمس وعشرين صفحة من الحجم (A4).
٥. يلتزم الباحث في ترتيب وتنسيق المصادر على الصيغة APA
- ٦- أن يلتزم الباحث بدفع أجور النشر المحددة البالغة (٧٥,٠٠٠) خمسة وسبعين الف دينار عراقي، أو ما يعادلها بالعملة الأجنبية.
- ٧- أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
- ٨- أن يلتزم الباحث بالخطوط وأحجامها على النحو الآتي:
  - أ. اللغة العربية: نوع الخط (Arabic Simplified) وحجم الخط (١٤) للمتن.
  - ب. اللغة الإنكليزية: نوع الخط (Times New Roman) عناوين البحث (١٦). والملخصات (١٢). أما فقرات البحث الأخرى؛ فبحجم (١٤) .
- ٩- أن تكون هوامش البحث بالنظام التلقائي (تعليقات ختامية) في نهاية البحث. بحجم ١٢ .
- ١٠- تكون مسافة الحواشي الجانبية (٢,٥٤) سم والمسافة بين الأسطر (١) .
- ١١- في حال استعمال برنامج مصحف المدينة للآيات القرآنية يتحمل الباحث ظهور هذه الآيات المباركة بالشكل الصحيح من عدمه، لذا يفضل النسخ من المصحف الإلكتروني المتوافر على شبكة الانترنت.
- ١٢- يبلغ الباحث بقرار صلاحية النشر أو عدمها في مدة لا تتجاوز شهرين من تاريخ وصوله إلى هيئة التحرير.
- ١٣- يلتزم الباحث بإجراء تعديلات المحكمين على بحثه وفق التقارير المرسله إليه وموافاة المجلة بنسخة معدلة في مدة لا تتجاوز (١٥) خمسة عشر يوماً.
- ١٤- لا يحق للباحث المطالبة بمتطلبات البحث كافة بعد مرور سنة من تاريخ النشر.
- ١٥- لا تعاد البحوث الى أصحابها سواء قبلت أم لم تقبل.
- ١٦- دمج مصادر البحث وهوامشه في عنوان واحد يكون في نهاية البحث، مع كتابة معلومات المصدر عندما يرد لأول مرة.
- ١٧- يخضع البحث للتقويم السري من ثلاثة خبراء لبيان صلاحيته للنشر.
- ١٨- يشترط على طلبة الدراسات العليا فضلاً عن الشروط السابقة جلب ما يثبت موافقة الاستاذ المشرف على البحث وفق النموذج المعتمد في المجلة.
- ١٩- يحصل الباحث على مستل واحد لبحثه، ونسخة من المجلة، وإذا رغب في الحصول على نسخة أخرى فعليه شراؤها بسعر (١٥) الف دينار.
- ٢٠- تعبر الأبحاث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة.
- ٢١- ترسل البحوث على العنوان الآتي: ( بغداد - شارع فلسطين المركز الوطني لعلوم القرآن)
- أو البريد الإلكتروني: (off\_research@sed.gov.iq) بعد دفع الأجور في الحساب المصرفي العائد إلى الدائرة.
- ٢٢- لا تلتزم المجلة بنشر البحوث التي تُخلُّ بشروط من هذه الشروط .





محتوى العدد ( ١١ ) المجلد الثالث السنة الثالثة ذي القعدة ١٤٤٧ هـ آيار ٢٠٢٦ م

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فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (١١) المجلد الثالث  
السنة الثالثة ذي القعدة ١٤٤٧ هـ آيار ٢٠٢٦ م

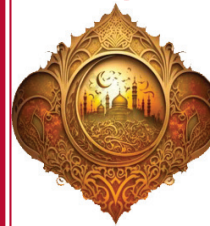


## EFL Teachers Attitudes toward Using ICT in Teaching English as a foreign Language

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السنة الثالثة ذي القعدة ١٤٤٧ هـ آيار ٢٠٢٦ م العدد (١١)





### Abstract

This study aims to explore the attitudes of English as a Foreign Language (EFL) teachers toward the use of Information and Communication Technology (ICT) in teaching English, as well as to identify the factors influencing these attitudes and the challenges faced by teachers when integrating technology into their classrooms. A quantitative methodology was applied to a sample of 50 EFL teachers using a questionnaire as the primary data collection tool. The questionnaire included multiple-choice questions measured on a Likert scale to assess the participants' level of agreement with statements related to the importance of ICT, associated challenges, and its impact on teaching and learning.

The study found that most teachers have positive attitudes toward the use of ICT in English language teaching, recognizing its potential to enhance educational quality and increase student motivation. However, significant challenges were identified, including insufficient technical training, lack of adequate technological infrastructure, and resistance to change due to traditional pedagogical beliefs or fear of engaging with new technologies.

Based on the findings, the study recommends providing ongoing professional development programs to improve teachers' technical skills, upgrading technological infrastructure in schools, and fostering a culture of innovation and collaboration among educators to facilitate ICT integration. Future research is encouraged to further investigate the long-term impact of ICT on student achievement and to develop effective strategies for overcoming existing barriers.

**Keywords:** EFL teachers, ICT integration, attitudes toward technology, challenges in education, teacher training, technological infrastructure, English language teaching.

### Chapter One: Introduction

#### Introduction

Teaching English as a Foreign Language (EFL) has become an integral part of the educational process in many countries



around the world, as English serves as a primary medium for international communication across academic and professional domains. With the rapid advancement of Information and Communication Technology (ICT), these tools have emerged as essential resources for enhancing the quality of education and developing students' language skills. However, integrating ICT into EFL teaching requires a deep understanding of teachers' attitudes toward its use, as educators play a pivotal role in either facilitating or hindering the adoption of technology.

The importance of this research stems from the need to explore EFL teachers' attitudes toward using ICT in their classrooms and how these attitudes influence the quality of education and the overall learning experience for students. This study aims to shed light on the factors that shape these attitudes, such as technical training levels, available infrastructure, and pedagogical beliefs, while also identifying the challenges teachers face when incorporating ICT into their lessons.

#### 1. Significance of the Study

Numerous studies have demonstrated that the use of ICT can significantly enhance educational quality and improve student achievement across various subjects, including English language learning (Gilakjani & Leong, 2012). However, the potential benefits of ICT depend largely on teachers' willingness and ability to adopt and effectively utilize these technologies. Therefore, understanding teachers' attitudes is crucial for ensuring successful integration and achieving desired educational outcomes.

Moreover, examining teachers' attitudes toward ICT can assist educational institutions in designing targeted training programs aimed at improving teachers' technical proficiency and overcoming barriers they may encounter. Consequently, this research can serve as a valuable tool in supporting efforts to enhance the quality of EFL teaching by maximizing the use of modern technologies.



## 2. Objectives of the Study

This research aims to achieve the following objectives:

To investigate the attitudes of EFL teachers toward the use of ICT in English language teaching.

To identify the factors influencing these attitudes, such as technical training, available infrastructure, and pedagogical beliefs.

To analyze the challenges faced by teachers when integrating ICT into their classrooms.

To propose recommendations 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:

What are the attitudes of EFL teachers toward the use of ICT in English language teaching?

What factors influence EFL teachers' attitudes toward ICT use?

What challenges do teachers face when integrating ICT into their classrooms?

How can the use of ICT in EFL teaching be improved based on teachers' attitudes?

## 4. Significance of the Topic

The topic of this research holds great importance due to the ongoing digital transformation occurring in educational institutions worldwide. As more emphasis is placed on leveraging modern technologies in education, it becomes imperative to understand how teachers respond to and adapt to these changes. Additionally, gaining insights into these dynamics can contribute to improving educational quality and developing more effective strategies for integrating ICT into classroom practices. Furthermore, this research aims to provide valuable insights to educational institutions, policymakers, and teachers themselves regarding ways to enhance the use of modern technologies in EFL teaching, ultimately leading to improved learning outcomes and the development of students' language skills.



## 5. Research Methodology

This study adopts a quantitative methodology using a standardized questionnaire to collect data from a sample of EFL teachers. The collected data will be analyzed using appropriate statistical methods to identify patterns and factors influencing teachers' attitudes toward ICT. Additionally, the study includes a comprehensive review of relevant literature to explore previous findings in this area.

## 6. Organization of the Study

This research is structured into several main chapters:

### Chapter One: Introduction

Significance of the study.

Objectives of the study.

Research questions.

Importance of the topic.

Research methodology.

### Chapter Two: Literature Review and Previous Studies

A review of literature related to the use of ICT in EFL teaching.

Previous studies on teachers' attitudes toward technology.

### Chapter Three: Methodology

Research design.

Data collection tools.

Sample selection.

Implementation procedures.

### Chapter Four: Results

Presentation and analysis of questionnaire results.

Supporting tables and statistics.

### Chapter Five: Discussion and Recommendations

Discussion of results.

Interpretation of factors influencing teachers' attitudes.

Recommendations for improving ICT use in education.

This research aims to provide a comprehensive understanding of EFL teachers' attitudes toward the use of ICT in English language teaching. By exploring the factors shaping these attitudes



and the challenges associated with ICT integration, educational institutions can develop effective strategies to promote the use of technology and enhance the overall quality of education.

## Chapter Two: Literature Review and Previous Studies

### Introduction

This chapter provides an in-depth review of the literature and previous studies related to the attitudes of English as a Foreign Language (EFL) teachers toward the use of Information and Communication Technology (ICT) in teaching. It explores the importance of integrating ICT into language education, the factors influencing teachers' attitudes, and the challenges associated with its implementation.

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

The integration of ICT into English language teaching has been widely recognized for its potential to enhance learning outcomes and improve the overall quality of education. According to Gilakjani and Leong (2012) [1], ICT tools such as multimedia software, interactive whiteboards, and online platforms can significantly boost student engagement and motivation. These technologies provide learners with opportunities to practice their language skills in authentic contexts, fostering both autonomy and collaboration. For instance, digital resources like podcasts, videos, and language learning apps allow students to immerse themselves in real-life language scenarios, which traditional textbooks often fail to offer.

Moreover, ICT facilitates personalized learning experiences tailored to individual needs. Liu, Lin, and Zhang (2017) [5] highlighted that technology enables teachers to design lessons that cater to diverse learning styles and paces, ensuring that all students receive the support they require. This flexibility is particularly beneficial in EFL classrooms, where students may come from varying linguistic backgrounds and proficiency levels. Additionally, ICT promotes critical thinking and problem-solving skills by encouraging learners to interact with digital



content and collaborate on projects.

Albirini (2006) [2] emphasized that ICT not only enhances the learning process but also transforms the role of the teacher. Instead of being the sole source of knowledge, teachers become facilitators who guide students in exploring and utilizing digital resources effectively. This shift aligns with modern pedagogical approaches that prioritize learner-centered instruction and active participation.

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

Several factors play a crucial role in shaping EFL teachers' attitudes toward using ICT in their classrooms. These factors can be categorized into personal, institutional, and contextual dimensions.

### a. Level of Technical Training

One of the most significant factors affecting teachers' attitudes is their level of technical training. Zhelezovskaia (2016) [3] conducted a case study in Finland and found that teachers who received adequate training were more confident and willing to integrate ICT into their teaching practices. Conversely, those lacking sufficient training often felt overwhelmed or uncertain about using new technologies. The study underscored the importance of providing ongoing professional development programs to equip teachers with the necessary skills and knowledge.

### b. Availability of Technological Infrastructure

The availability of technological infrastructure is another critical factor influencing teachers' attitudes. Schools with well-equipped computer labs, high-speed internet access, and up-to-date software tend to have teachers who are more positive about ICT use. Çakıcı (2016) [9] noted that limited access to technology can hinder teachers' efforts to incorporate digital tools into their lessons. For example, if classrooms lack basic resources such as projectors or tablets, teachers may find it challenging to implement ICT-based activities, leading to frustra-



tion and skepticism.

### c. Pedagogical Beliefs

Teachers' pedagogical beliefs also shape their attitudes toward ICT. Hismanoglu (2012) [6] argued that educators who embrace constructivist approaches, emphasizing active learning and student engagement, are more likely to adopt ICT tools. On the other hand, teachers with traditional views may resist technology integration, believing that face-to-face instruction remains superior. This highlights the need for raising awareness about the benefits of ICT and demonstrating how it can complement rather than replace conventional teaching methods.

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

Despite its numerous advantages, the integration of ICT into EFL classrooms presents several challenges that must be addressed to ensure successful implementation.

#### a. Lack of Technical Expertise

A common challenge faced by many EFL teachers is their limited technical expertise. Mollaei and Riasati (2013) [8] pointed out that even when schools invest in advanced technologies, teachers may struggle to utilize them effectively due to insufficient training. This gap in technical proficiency can lead to underutilization of available resources and missed opportunities for enhancing learning outcomes. Therefore, it is essential to provide comprehensive training programs that focus on both technical skills and pedagogical applications.

#### b. Resistance to Change

Another obstacle is resistance to change among some teachers. Silviyanti and Yusuf (2015) [11] reported that certain educators view ICT as unnecessary or overly complicated, preferring to stick to familiar teaching methods. This resistance often stems from fear of the unknown, concerns about time constraints, or doubts about the effectiveness of technology-enhanced learning. To overcome this barrier, school administrators and pol-



icymakers must foster a culture of innovation and encourage teachers to experiment with new tools in a supportive environment.

#### c. Financial Constraints

Financial limitations can also impede the adoption of ICT in educational settings. Many schools, especially in developing countries, face budgetary constraints that prevent them from acquiring the necessary hardware and software. Aydin (2013) [13] highlighted this issue in the Turkish context, noting that disparities in funding between urban and rural areas result in unequal access to technology. Addressing these inequities requires strategic planning and resource allocation at the national level to ensure that all students and teachers benefit from ICT advancements.

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

Various case studies have explored the experiences of EFL teachers in different regions, shedding light on the successes and challenges of ICT integration.

##### a. Turkey

In Turkey, Aydin (2013) [13] conducted a study examining teachers' perceptions of computer use in EFL teaching. The findings revealed that while some teachers embraced technology enthusiastically, others remained hesitant due to perceived difficulties in mastering new tools. However, those who received regular training reported increased confidence and improved teaching practices, indicating the importance of sustained professional development.

##### b. Syria

Albirini (2006) [2] investigated the attitudes of Syrian EFL teachers toward ICT and identified several barriers, including inadequate infrastructure, outdated equipment, and limited internet connectivity. Despite these challenges, some teachers managed to incorporate basic technologies, such as word processors and presentation software, into their lessons. Their ex-



periences demonstrate that even modest resources can make a difference when used creatively.

#### c. Saudi Arabia

Alshumaimeri (2008) [16] explored the attitudes of Saudi secondary school EFL teachers toward Computer-Assisted Language Learning (CALL). The study found mixed opinions, with some teachers praising the effectiveness of CALL in improving students' language skills and others expressing concerns about its complexity and cost. These contrasting views reflect the broader debate surrounding ICT integration and highlight the need for balanced approaches that address both opportunities and limitations.

#### 5. The Role of Technology in Teacher Development

Beyond its impact on students, ICT also plays a vital role in supporting teacher development. Khoshsima, Saed, and Arbabi (2018) [7] argued that continuous exposure to digital tools helps teachers stay updated with emerging trends and best practices in language education. Online platforms, webinars, and virtual communities provide valuable opportunities for professional growth, enabling teachers to share ideas, exchange resources, and collaborate across geographical boundaries.

Furthermore, ICT empowers teachers to reflect on their teaching practices through data-driven insights. For example, learning analytics can help identify areas where students struggle, allowing teachers to adjust their strategies accordingly. This evidence-based approach fosters informed decision-making and contributes to the continuous improvement of teaching quality.

The literature reviewed in this chapter underscores the significance of ICT in transforming English language teaching and learning. While the potential benefits are undeniable, successful integration requires addressing key challenges such as inadequate training, insufficient infrastructure, and resistance to change. By investing in teacher preparation, upgrading technological resources, and promoting innovative pedagogies, edu-



educational institutions can create an environment conducive to effective ICT use. Future research should focus on identifying specific strategies to overcome existing barriers and maximize the impact of technology on EFL education.

### Chapter Three: Methodology

This chapter outlines the methodology and procedures used to collect and analyze data for this study. It focuses on the research design, data collection tools, sample selection, implementation stages, and data processing and analysis methods.

#### 1. Research Design

This study adopted a quantitative research design to measure the attitudes of English as a Foreign Language (EFL) teachers toward the use of Information and Communication Technology (ICT) in teaching English. The quantitative design is appropriate for this study as it allows for numerical results that can be generalized to 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



A standardized questionnaire was used to assess the attitudes of teachers toward the use of ICT in English language teaching. The questionnaire was designed based on previous literature related to the topic.

#### Sections of the Questionnaire:

**Part One :** Demographic information of participants (age, gender, academic qualification, years of experience, level of ICT usage).

**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

##### 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.



#### 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.

#### 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:

##### Descriptive Analysis :

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

##### 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.

Factor Analysis : Exploratory factor analysis was conducted to identify the key factors influencing teachers' attitudes toward ICT.

#### 6. Study Reliability

To ensure high reliability of the results:

All participants were ensured they understood the purpose and importance of the study.

Sufficient time was provided to complete the questionnaire.

Data confidentiality was guaranteed, and the data was not used for purposes other than the research.

This study relied on a rigorous scientific methodology to collect and analyze data regarding EFL teachers' attitudes toward the use of ICT. Using the questionnaire as the primary tool, quantitative data was gathered and statistically analyzed to identify patterns and influential factors. The final results will provide valuable insights into enhancing the integration of technology



in foreign language teaching.

#### Chapter Four: Results

This chapter presents and analyzes the results of the study, which were collected through a questionnaire distributed to a sample of 50 English as a Foreign Language (EFL) teachers. The focus will be on the attitudes of teachers toward the use of Information and Communication Technology (ICT) in teaching English, with an emphasis on various aspects such as the importance of ICT, challenges associated with its use, the availability of technical training, and its impact on student achievement

##### 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%

The majority of participants (70%) hold a bachelor's degree. About half of the sample (56%) are male. Years of experience are evenly distributed 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
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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 indicate that teachers view the use of ICT as highly important for improving the quality of English teaching. All mean scores were above 3.5, reflecting a generally positive attitude toward 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%

"Lack of adequate technological infrastructure" was the most common challenge reported by teachers (76%). Insufficient technical training for teachers was the second most significant challenge (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)		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	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.

The study results reveal that EFL teachers have a positive attitude toward the use of ICT in teaching. However, significant challenges remain, such as insufficient technological infrastructure and lack of technical training. Additionally, while ICT is considered effective in improving student achievement, it may not significantly reduce lesson preparation time. No statistically significant differences were observed between male and female





teachers or among teachers with varying levels of experience.

## Chapter Five: Discussion and Recommendations

### 1. Discussion of Results

This chapter aims to interpret the findings of the study in light of previous research, providing a deeper understanding of EFL teachers' attitudes toward the use of ICT in English language teaching. The results reveal several key insights that align with and extend prior studies.

#### a. Positive Attitudes Toward ICT

The study found that most EFL teachers have positive attitudes toward the use of ICT in teaching English, which is consistent with the findings of Gilakjani and Leong (2012) [1]. They highlighted that teachers who embrace technology often report improvements in student motivation and engagement. Similarly, Liu, Lin, and Zhang (2017) [5] emphasized that ICT can enhance learning outcomes by creating interactive and personalized learning environments. These positive attitudes indicate that teachers recognize the potential of ICT to enrich their teaching practices and improve students' language skills.

However, while the overall attitude was positive, some teachers expressed concerns about the practical challenges associated with ICT integration, which will be discussed further below.

#### b. Factors Influencing Teachers' Attitudes

Several factors were identified as influencing teachers' attitudes toward ICT, including technical training, infrastructure availability, and pedagogical beliefs. These findings corroborate earlier studies such as Albirini (2006) [2], who argued that insufficient training and lack of resources are significant barriers to effective ICT adoption. Additionally, Zhelezovskaia (2016) [3] noted that teachers' confidence in using technology improves significantly when they receive adequate professional development.

In terms of pedagogical beliefs, the study aligns with Hismanoğlu (2012) [6], who found that teachers with constructivist ori-





entations are more likely to adopt ICT tools because they view technology as a means to facilitate active learning. Conversely, teachers with traditional teaching philosophies may resist ICT due to concerns about its compatibility with established methods. This highlights the importance of aligning technological innovations with educators' instructional approaches.

### c. Challenges Faced by Teachers

The study identified several challenges faced by EFL teachers when integrating ICT into their classrooms, including limited access to technological infrastructure, insufficient training, and resistance to change. These findings resonate with previous research conducted by Mollaei and Riasati (2013) [8], who pointed out that many teachers struggle with adapting to new technologies due to a lack of familiarity or support. Furthermore, Silvianti and Yusuf (2015) [11] highlighted that resistance to change stems from fear of the unknown, time constraints, or doubts about the effectiveness of ICT-enhanced learning.

Financial limitations also emerged as a significant challenge, echoing the observations made by Çakıcı (2016) [9] in Turkey, where disparities in funding between urban and rural schools hinder equal access to technology. Addressing these inequities requires systemic efforts at both institutional and national levels.

### 2. Comparison with Previous Studies

The current study's findings are largely consistent with those reported in the literature, reinforcing the idea that while teachers generally appreciate the benefits of ICT, there are persistent obstacles to its successful implementation. For instance:

**Training Needs :** Like Aydin (2013) [13], this study underscores the critical role of continuous professional development in building teachers' technical proficiency and confidence.

**Infrastructure Constraints :** The issue of inadequate infrastructure aligns with Albirini's (2006) [2] findings regarding Syrian EFL teachers, who face similar challenges despite recognizing



the value of ICT.

**Resistance to Change :** The mixed attitudes observed among Saudi secondary school teachers in Alshumaimeri's (2008) [16] study mirror the diversity of opinions uncovered in this research, suggesting that addressing resistance requires tailored interventions based on individual and contextual factors.

### 3. Recommendations

Based on the findings and discussions presented above, the following recommendations are proposed to enhance the use of ICT in EFL teaching:

#### a. Strengthening Teacher Training Programs

To address the gap in technical expertise, educational institutions should invest in comprehensive and ongoing professional development programs. These programs should focus not only on developing technical skills but also on fostering pedagogical knowledge related to ICT integration. As suggested by Khosh-sima, Saed, and Arbabi (2018) [7], workshops, online courses, and peer mentoring initiatives can effectively support teachers in overcoming initial apprehensions and building confidence.

#### b. Improving Technological Infrastructure

Governments and school administrations must prioritize upgrading technological infrastructure to ensure equitable access to resources. This includes providing reliable internet connectivity, modern devices, and software tailored to language learning needs. Initiatives aimed at bridging the digital divide, as recommended by Çakıcı (2016) [9], can play a crucial role in leveling the playing field for all learners.

#### c. Encouraging a Culture of Innovation

School leaders should promote a culture of innovation by encouraging teachers to experiment with new technologies in a supportive environment. Recognizing and rewarding innovative practices can motivate reluctant educators to embrace change. Moreover, creating opportunities for collaboration through professional learning communities or virtual networks



can help teachers share best practices and learn from one another.

#### d. Aligning Technology with Pedagogy

To minimize resistance, it is essential to align technological tools with teachers' existing pedagogical frameworks. By demonstrating how ICT can complement traditional methods rather than replace them, educators may become more receptive to its adoption. This approach aligns with the constructivist perspective advocated by Hismanoglu (2012) [6].

#### e. Providing Ongoing Support

Finally, ensuring that teachers receive continuous support after initial training is vital for sustaining long-term success. Technical assistance, troubleshooting resources, and regular feedback mechanisms can empower educators to overcome challenges and maximize the benefits of ICT integration.

In conclusion, this study has provided valuable insights into the attitudes of EFL teachers toward the use of ICT in teaching English. While the majority of participants expressed positive views about the potential of technology to enhance learning, significant challenges remain, particularly concerning training, infrastructure, and resistance to change. By addressing these issues through targeted interventions and policy reforms, educational stakeholders can create an enabling environment for effective ICT integration. Future research could explore the long-term impact of ICT on student achievement and investigate innovative strategies for overcoming existing barriers.

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