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ISTANBUL AYDIN UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

**THE PERCEPTIONS OF STUDENTS AND TEACHERS ABOUT THE
BENEFITS OF AND BARRIERS TO TECHNOLOGY AIDED EFL**

THESIS

MAHMOOD IMAD MOHAMMED

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

ENGLISH LANGUAGE AND LITERATURE PROGRAM

THESIS ADVISOR: ASSIST. PROF. DR. EROL KAHRAMAN

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SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

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Not: Öğrencinin Tez savunmasında **Başarılı** olması halinde bu form **imzalanacaktır**. Aksi halde geçersizdir.

To my beloved family

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ABBREVIATIONS

| | |
|--------------|---|
| TAEFL | : Technology Aided English as a Foreign Language. |
| EFL | : English as a Foreign Language. |
| ESL | : English as a Second Language. |

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YABANCI DİL ÖĞRETİMİNDE TEKNOLOJİ DESTEKLİ PROGRAMIN FAYDALARI VE ENGELLERİ HAKINDA ÖĞRENCİLERİN VE ÖĞRETMENLERİN ALGILARI

ÖZET

Bu arařtırmada Yabancı dil öğretiminde öğretmen ve öğrencilerin teknolojinin sağladığı yararlar, karşılaşılan sorunlar ve engeller hakkında görüşleri alınmıştır. Arařtırma Kuzey Irak Erbil kentindeki Selahaddin üniversitesi, Eğitim Fakültesi İngilizce Öğretmenliği Bölümündeki 50 öğretmen ve 130 öğrenciden anket yoluyla veri toplanmıştır. Ayrıca 10 öğretmen ve 10 öğrenci ile mülakat yapılmıştır.

Arařtırmada hem öğretmenlerin ve hem de öğrencilerin yabancı dil öğretimine teknolojinin entegre edilmesine karşı olum tutum sahibi olmalarına karşın, bu okullarda yeterli teknolojinin bulunmadığı ya da mevcut teknolojiyi öğrencilerin kullanmadıkları bazı engellerle karşılaştıkları sonucuna varılmıştır. Bu engellerin başında yetersiz teknolojik donanım, bilgi ve zaman yetersizliği ve eğitim eksikliği bulunmaktadır.

Arařtırma sonunda gerekli öneriler yapılmıştır. Bu önerilerden bazıları teknoloji için yeterli finansman sağlanmalı, teknoloji kullanımına yönelik eğitim programları düzenlenmelidir.

Anatar Kelimeler: *Teknoloji Destekli Dil Öğretimi (TAEFL), Tutum, Engeller, Dil Eğitimini Kolaylařtıran Teknoloji (TAEFL).*

THE PERCEPTIONS OF STUDENTS AND TEACHERS ABOUT THE BENEFITS OF AND BARRIERS TO TECHNOLOGY AIDED EFL

ABSTRACT

In this study the viewpoints and feelings of EFL students and EFL teachers on the benefits of and barriers to technology aided English as a foreign language (TAEFL) were examined. This study was conducted at Salahaddin University - College of Languages - Department of English Language in Erbil, in the North of Iraq. The purpose of the study was to understand the attitudes of EFL students and teachers who use technology for educational purposes towards the use of technology in the process of English language learning and teaching. In addition, the study aimed to find out the participants EFL students and teachers frequency of technology use. Finally, the study examined the barriers that the EFL students and teachers encounter while using technology.

The questionnaires and interviews were administered in order to collect the data. The first questionnaire was administered to 130 EFL students at Salahaddin University - College of Languages - Department of English Language whose educational grades were first, second, third and fourth year students. The second questionnaire was administered to 50 EFL teachers at Salahaddin University - College of Languages - Department of English Language whose educational degrees were PhD, MA and MA student. Furthermore, in order to get more information, ten EFL students and ten EFL teachers were interviewed in this study.

The findings of this study indicated that in spite of having positive attitudes towards integration of technology in EFL, the participants of EFL students and teachers did not use technology in their English language too much. In addition, the use of technology is not too much due to several barriers. Deficiencies and constraints of technological instruments, financial supports, lack of time, lack of information about how to use various types of technological equipment and programs, and lack of effective training courses are the challenges that discourage and prevent the participants EFL students and teachers from utilizing and integrating technology into their English language learning and teaching process.

Finally, this study presented several pedagogical suggestions such as providing sufficient funds for technological instruments and training courses in order to increase technology integration in EFL.

Key words: *Technology Aided English As A Foreign Language (TAEFL). Attitudes towards TAEFL. Benefits of and Barriers to TAEFL. Frequency of Using Technology.*

1. INTRODUCTION

1.1 Introduction

Technology integration in education is now prevalent and has become an important aspect of successful learning and teaching second or foreign language. Technology is a growing part of any kind of society in the world and it has become a very significant part of modern life. Therefore, technology takes its place in second / foreign language. Technology Aided English as a Foreign Language (TAEFL) and has played an important role for improving language learning and teaching. In the 21st century, with the growing integration of educational technologies into education systems, educational technology is being increasingly used in language to develop and enhance second English language learning and teaching process. There are various types of using educational technology in the process of foreign language learning and teaching: Computer, Internet, TV, Computer and Mobile dictionaries, CD-Rom, DVD, E-mail, Power point, LCD Projector and Online journals. Using these effective technologies has become a trend in language learning and teaching especially in EFL.

In recent years, many studies have shown that the use of technology in foreign / second language learning and teaching has been effective in aiding the process of English language learning and teaching (Alsied & Pathan, 2013; Al-Seghayer, 2001, Aykaç, 2005, Burrus, 2009, Hawkar, 2010, Özerol 2009, Sadeghi, 2013, Tunçok, 2010). These studies concluded that almost all EFL students and teachers see TAEFL as an important and successful method of learning and teaching second / foreign language. The purpose of conducting this study is to investigate the advantages and disadvantages of TAEFL learning and teaching from the perception of EFL students and teachers, who utilize technology for language learning and teaching process.

This chapter presented a brief summary of the issues related to attitudes towards technology integration in second or foreign language learning and teaching. Background information, statement of the problem, research questions and significance of the study have been discussed.

1.2 Background of the Study

In the last two decades, technology has highly developed and started to take its place in English language. Education is one of the fields that include technological advances. Due to its rapid growth, technology has come into use by foreign / second language teachers and students as a modern approach to enhance teachers' and students' competencies for teaching and learning foreign / second language. Nowadays, in most of the educational institutions in many developing countries over the world have evolved and changed their style of learning and teaching EFL throughout the use of various kinds of technology. Technology has become a major component of the educational curriculum. However, in some universities and schools in the developing countries, traditional approaches remain the focus of foreign language teaching (Farid, 2010; Hawkar, 2010, Martin, 2004, Sumaya, 2010, Tunçok, 2010).

Teachers have different attitudes towards integrating technology into their classrooms. Integration and utilizing technology in the classes has become a significant aspect of successful teaching and learning second / foreign language. Some of teachers see incorporating technology into their curricula as an important and successful method of learning and teaching foreign or second language while others rejected it. Almekhlafi and Almeqdadi (2010) state that some of EFL teachers prefer utilizing and integrating technology in their classes for EFL teaching because it accelerates their ability to teach a foreign or second language while others think that there is no need to incorporating technology into their teaching.

There are factors that seriously affect teachers' viewpoints on technology integration. Mohammadi and Samadi (2014) and Önsoy (2004) have argued that, nowadays, computer technology have started to take their places in education. Although, adopting on educational technology is still a controversial issue in the field of

teaching and learning language. Many of contemporary students and teachers believed that technology will improve their language learning and teaching. Lam (2000) argues that lack of understanding of the effectiveness of integration technology leads teachers to have negative attitudes towards the use of technology for teaching. Lam and Lawrence (2002) state that there are teachers who are afraid of losing their authority in the classrooms and so have ambivalent feelings about using technology in their lessons. At the same time newer teachers are more confident in using technology because they might have had experiences in utilizing computer technology when they were students (Dell & Hakeem, 2010; Hassan, 2013, Önsoy, 2004, Ghulam, 2013). Hawkar (2010) indicated that the variety of tools which technology supplies, artifacts and practices such as multimedia computers, internet, videotapes, online chat-rooms, web pages, e-mail, electronic journals, databases, audio and video can be used in learning and teaching EFL approaches. In addition of these technologies, recently innovated technologies have been incorporated into education such as mobile phone dictionaries, Moodle, Wiki, interactive whiteboard technology and educational computer games.

Bani Hani (2014) found that teachers who are scared of losing authority in the classes and have ambivalent point of views about integrating technology in their classrooms. Recently, some studies show that most of EFL students and teachers have positive attitudes towards using and incorporation technology for foreign or second language learning and teaching. Mohammad et al (2012) stated that foreign language learners enjoying using computer lab and being in courses which technology are used. In addition, students think that computer technology provides them with necessary and useful information which is why they express their preference for technology use (Ayres, 2002; Korkmaz, 2010, Tunçok, 2010)

Akalın (2002) concluded that the role of video technology, for teaching and learning language process is more effective in improving and increasing students' language skills and by using videotaping students can practice their pronunciation and presentation skills through active participation, and it helps teachers to improve their teaching style. Besides, the integration of this kind of technology increased students' motivation and provided them feedback on their language skills.

Sultan (2012) indicates that computer –assisted language learning (CALL) is a new aid of those who are teaching English language. Also, researcher has shown that it helps students learn English language better and more independently, although students have more control of their learning language process and more opportunities and practice in their second language. The use of computer technology in language teaching and learning can be amazing stimuli for second language students and teachers.

Up to now, some studies have shown that incorporating technology into teaching and learning lessons has the potential to play a great role in teaching and learning a foreign language although there are some barriers. Technology helps teachers and learners to develop their teaching and learning process. Teachers can utilize technology to support their teaching. Students also can use technology to prepare themselves for lessons beforehand and review lectures wherever they want (Cheng-Chieh & Lai & William, 2006, Martin, 2004, Vi, 2005). Uzun (2009) concluded that using computer games, for teaching and learning vocabulary is more effective than other vocabulary games. Tanner and Landon (2009) show that computer-assisted technology affected ESL learners' use of pronunciation and overall comprehensibility. The use of computer technology in ESL lessons has also been shown to increase learners' confidence and self-esteem, such that students feel less pressure and enjoy their freedom of decision-making (Alev, Ugur & Eralp; 2006, Dell & Hakeem 2010, Iacob, 2009, Ming-Mu; 2008). Nevertheless, problems such as financial barriers, which are the foremost difficulty that faces EFL teachers when they tend to use technology, cannot be ignored (Dashtestani, 2012; Hawkar, 2010 , Mohammad et al, 2012, Vi, 2005 Warschauer & Meskill, 2000). Another barrier is teachers' inadequate technical knowledge about technology; many teachers are not familiar enough with technology to use it effectively for their teaching (Hawkar, 2010; Iacob, 2009, Nedal, 2014, Sa'd, 2014).

The present work seeks to explore the benefits of and barriers to the integration technology in education from the viewpoints of students and teachers, who use technology in the process of language learning and teaching since most of the studies in the review of literature have generally dealt with students and teachers who keep

up to date with the use technology. There is little research that deals with students and teachers who use technology in language learning classes. Moreover, while useful, much research has focused on problems or barriers related to teachers and their limited access to technology, with little attention having paid to students.

1.3 Statement of the Problem

Much research has been conducted to investigate and understand students' and teachers' attitudes towards the effectiveness of the use of technology for language learning and teaching. Although there are teachers that do not react positively to TAEFL (Hismanoglu, 2012; Dashtestani, 2012), the majority of the previous studies acknowledged that almost all language students and teachers have positive perceptions about using technology in EFL learning and teaching classrooms (Arishi, 2012; Emhamed & Krishnan, 2011, Jalali, Panahzada & Firouzmand, 2014, Khassawneh, 2012, Park & Son, 2009). There is little research that focuses on students and teachers among those who have had fewer opportunities to use technology in language learning classes. Moreover, there are few studies on barriers of technology that EFL students encounter.

Like universities in many developing countries, Salahaddin University personnel and students have had some exposure to technology outside the classroom; however, they have not had extensive familiarity with using technology for language teaching and learning. For students and teachers at Salahaddin University, the use of technology remains limited and thus its potential benefits are not being exploited. However, it is unclear what exactly are the various factors leading to this lack of use, and whether indeed increased technology use is feasible and appropriate for the local context.

1.4 Research Questions

The study aims to address and answer the following research questions:

1. To what frequency do the EFL students and teachers at Salahaddin University use technology?

2- What are EFL students and teachers attitudes towards using Technology Aided English as a Foreign Language (TAEFL) at Salahaddin University?

3- What barriers do EFL students and teachers encounter while using technology at Salahaddin University?

1.5 Significance of the Study

Despite reported positive attitudes towards technology enhanced language learning, many teachers do not show a greater tendency to increase technology integration in their educational practices. Many studies show that students 'and teachers' responses to TAEEL are very positive, but only few of these studies have been conducted with students and teachers who rarely use technology. Therefore, the purpose of this study is to examine the viewpoints of teachers and students who rarely use technology in their language teaching classes. In addition, there is little research about the particular reasons behind students' failure to use technology. Thus, the present study may contribute to the literature by providing further details on possible barriers and disadvantages of technology to students and teachers.

In the last decades, TAEFL has had trendy research topics examined in many studies. TAEFL offers many opportunities for both EFL students and EFL teachers. This research is significant because of the specific focus on students and teachers due to contributing understanding students' and teachers' perceptions on TAEFL.

At the local level, Salahaddin University EFL teachers and students use technology for language teaching and learning. This study aims to explore the actual frequency of technology use at Salahaddin University, and understand the attitudes of students and teachers who use technology towards the advantages and disadvantages of TELL. The results of this study may help teachers to better use technology by revealing students' attitudes towards technology. Furthermore, the results may help administrators understand the advantages and disadvantages of incorporating

technology into the classroom, and may indicate what steps need to be taken to ensure that the technology is put to the best possible use.

2. LITERTURE REVIEW

2.1 Introduction

This chapter presents background information about the use of technology for language learning and teaching. First of all, an overview of research related to the use of technology in the realm of EFL education is provided. After that, the frequency of technology use in EFL in general is discussed. Furthermore, research into studies about teachers' attitudes towards TAEFL and students' attitudes towards TAEFL were presented. Finally, the benefits of technology use in classrooms are focused attention on, and on other hand, the barriers TAEFL are discussed with the support of the literature.

Technology has been used for many years in the field of English as a foreign language education. Technology has become inseparable and essential part of today's world and especially in foreign or second language learning and teaching process. TAEFL has gained a great importance in recent years. The increasing use of technology in English language classes has widespread repercussions for second language programs. As a result of its rapid growth, educational technologies have started to be used in English language classrooms to improve the quality of language learning and teaching.

Educational technology has brought many new strategies into foreign / second language learning and teaching process. Many of EFL students and teachers have incorporated and utilized technology in language as a modern approach to aid their condition and style for learning and teaching EFL language (Alsied & Pathan, 2013; Al-Seghayer, 2001, Aykaç, 2005, Burrus, 2009, Hawkar, 2010, Özerol 2009, Sadeghi, 2013, Sumaya, 2010).

2.2 Technology and EFL

Technology within EFL is playing an increasingly large role because it provides opportunities to interact with a wide array of English content that was not achievable earlier. Because technology use in language is becoming an increasingly significant and essential part of higher and professional education system (Almekhlafi & Almeqdadi, 2010; Aykaç, 2005, Beatty, 2003, Bulut, 2007, Riasati & Tan, 2012). In the last two decades it has been witnessed about increasing attention paid to the role of technology in foreign / second language learning and teaching process because technology changes and develops in our world. Recently, the use of technology in education has provided a useful and powerful medium with the improvements of educational materials for language learning and teaching from both EFL students and teachers (Brantmeier, 2003; Eswaran, 2008, Gilakjani, 2012, Muhammad, 2012, Sa'd, 2014, Sadeghi, 2013). In contrary, Herman (2002) showed that the integration of computers technology in foreign language instruction takes time since not all educators accept this stage.

McNulty and Lazarevic (2012) indicated that the variety of educational technologies including computers, DVD player, CD-ROM discs and audio and video devices have become a vital part of second language learning and teaching process in many institutions of higher educational. Kren (2008) defines educational technology as

Educational technology offered many benefits to students and the teacher. For instance, educational technology became an incredibly useful tool to teach cognitive skills to students in the forms of problem solving, decision making, exploration, collaborative learning and critical thinking.

Kren (2008, p. 24)

Educational technology shows the use of technological tools to improve performance and to facilitate foreign / second language learning and teaching environment. EFL students and teachers who are aware of technology aid language learning and teaching can benefit from technology by improving their learning and teaching methods rather than depend on classical techniques in classrooms. Besides, Lasagabaster and Sierra (2003) indicated that technology programs can create and

offers many opportunities for both teachers and students especially autonomous learning for students because they are able to learn second language when and how they want, as well as they control the speed at which they are learning, and teachers can improve their teaching style and make their classrooms more enjoyable.

Hawkar (2010) conducted a study to investigate the benefits of and barriers to technology-enhanced language learning (TELL) from Koya University administrators, teachers and students. The study was carried out in an English Department at Koya University, Iraq. In the study, two types of data collection were used: questionnaires and interviews. The participants of the study were 3 administrators, 12 teachers and 124 students in the department of English language. The findings showed that despite their positive attitudes towards technology integration in education, the teachers and students were infrequently incorporating technology into their education. The infrequent use of technology is due to several barriers. Deficiency of technological instruments, financial problem and lack of electricity are challenges that prevent teachers and students from integrating technology into their language teaching and learning. In addition, the results indicated that lack of proficiency in using technology and lack of technology-training courses are also barriers that students suffer from.

Another study was conducted by Önsöy (2004) to examine how students and teachers perceive using of computer technology resources in foreign language learning and teaching by investigating the attitudes of students and teachers towards computers and the use of computer-assisted language learning (CALL). The study investigated the similarities and difference between their attitudes and factors that affect students and teachers using of CALL program at the preparatory school of Celal Bayar University, Turkey. In this study, two types of data were collected: quantitative and qualitative research methods were used. The participants of the study were 191 students and 22 teachers from the university. The findings of the study showed that no difference was found between the attitudes of students and teachers towards computers and using of computers in language instruction in general. Besides, the results of the study suggested that training of teachers and students are required for effective use of CALL.

2.2.1 The Use of Technology for EFL Practices in General

Technology has been used for many years in the field of foreign language education and instruction system. Educational policy makers, curriculum designer and educational practitioners looking for new techniques and approaches to improve the quality of education systems, and provides students and teachers with the easiest and most effective styles of foreign / second language learning and teaching (Burston, 2013; Lian, 2002, Sarfo & Ansong-Gyimah, 2010, Sadeghi, 2013, Saqlain, 2013, Martin, 2004, Sumaya, 2010, Victor, Damira & Natalia, 2007). Therefore, they believe that incorporating technology in instructions is an excellent way of getting the modern aims of education.

At the present time, technology aided EFL as a device can be used by students and teachers to facilitate the process of English language learning and teaching. Also, in many of educational institutions in the world technology has become a crucial part for educational curriculum and second language learning and teaching process. Though, in some schools and universities, mostly in the progressing countries traditional approaches are still applied in the foreign language classrooms. Therefore, the use of a wide variety of technologies can promote and develop students and teachers styles of foreign language learning and teaching. Also, it may be can replace the traditional approaches of language process (Liu, 2010; Sarfo & Ansong-Gyimah, 2010, Tunçok, 2010).

Chen (2013) conducted a study to investigate how technology and social experience can be integrated into courses to promote language learners' desire to learn English, the researcher combined Gardner's socio-psychological system and students' social experience (social construction, cooperative learning, and communicative competence) as guides to explore their motivation (desire to learn English). 315 students from two Taiwanese universities taking English courses were involved in this study. The data included 35 Likert-scaled questions, 11 demographic information questions, and two open-ended questions. Regression analysis and correlation coefficient were conducted to analyze the data. Based on the findings, learning with technology, technology experience and social experience had positive relationship with their desire to learn English, and learning with technology and social experience were also strong predictors of desire to learn English. Because

integrating technology and social experience in language learning appeared to benefit desire to learn English, educators might consider including these elements throughout their language-learning curriculum to promote students' learning motivation.

Reed (2001) indicated that different forms of a wide variety of technology can be presented in the language classrooms such as computer, Internet and smart board which all can be used affectively and productively to increase students' knowledge and improve the learning foreign language process.

Technology has been used in education system as a means of enhancing language learning and teaching. In North Iraq, especially in Erbil, TAEFL's developments has been used slowly but it is still an outgoing process and everyday more and more institutions, schools and universities are getting interested in TAEFL, and they have been initiating and integrating various educational technologies in second or foreign language learning and teaching methods. Also, they are trying to improve their tools, materials and techniques in using technology for better education quality.

2.2.2 The Use of Technology for Language Learning and Teaching

The use of technology in foreign / second language learning and teaching has developed and expanded rapidly during the past of decades. Using technology has made a great change in education system, therefore technology can improve language learning and teaching and the quality of teaching and learning in education. Also, applications and utilizing of technology in education is not a new approaches but applying various types of educational technology is new method for foreign / second language learners and teachers.

Nowadays, technology has greatly impacted our modern age in the world and has allowed us to access a huge amount of information. Similarly, technology has had a great important and positive influence on the process of foreign language learning and teaching approaches for both students and teachers. Arslan (2008) indicated that:

From the perspective of an educator who utilizes technology daily, technology integration can be defined as the utilization, combination, mix,

and supplementation of technology tools with instruction to aid and improve learning in the classroom.

Arslan (2008, p. 8)

Also, modern technology makes interaction from person to person easier for learners by providing them with many opportunities to interact with native speakers and other foreign or second language learners from different parts of the world through communications, telecommunications and computer networks (Arslan, 2008).

Although, many research studies have been conducted and investigated on various kinds of technology into foreign language learning and teaching methods (e.g. Al-Seghayer, 2001; Brantmeier, 2003, Emhamed & Krishnan, 2011, Ismail, Almekhlafi & Al-Mekhlafy, 2010, Kasapoğlu, 2010, Khamkhien, 2012, Kuo, 2008, Mohammadi & Samadi, 2014, Tafazoli & Golshan, 2014, Yang & Chen, 2006, Sumaya, 2010, Scott, 2003, Zaho, 2003). These studies revealed that integration instructional technology into the process of education develops and improves the quality of language learning and teaching. Using educational technology is beneficial for language learners and teachers. However, the use technology varies from country to country, university to university, school to school and institution to institution.

Ismail, Almekhlafi and Al-Mekhlafy (2010) indicated that nowadays, teachers frequently using and integrating technology to facilitate and improve foreign language teaching methods. Technology plays a key role in teaching language as well as an aid to teachers in their classrooms. Additionally, Kasapoğlu (2010) investigated a study about using educational technology tools to enhance and improve language and communication skills of ESL students. The results of the study suggested that students are using technological instruments and programs in their daily lives for many purposes, especially for their education and completing tasks. Also, Han (2008) indicated that with remarkable development of computers and internet in our daily life, more and more second language practitioners are using computers for foreign language learning and teaching today. Even though, the use of technology in language learning and teaching has a positive effect on the achievement levels of second language learners, there are also still some barriers to the wide implementation of computers technology.

Also, it is seen that utilizing educational technology tools will help both of the students and teachers to be more efficient and successful in the process of language learning and teaching. Technology can play an important role in enhancing and improving second / foreign language learning and teaching style. Al-Seghayer (2001) suggested that the use of technology in the process of second language learning and teaching is an essential and beneficial attempt that has been made to enhance and develop the process of second language.

2.3 Frequency of Using Technology

Nowadays, the use of technology in foreign language learning and teaching has increased generally in most of developing countries. At the same time, level of using technology is not at the same level all over the world. Therefore, in many educational institutions, universities and schools in developed countries use technology more than underdeveloped countries' institutions, universities and schools. These different levels of technology use also can be seen within a single country (Hawkar, 2010; Mahdi, 2013, Önsoy, 2004).

The emergence of new instructional technological advances has led to gradual developments of new teaching and learning methods in EFL. The rapid revolutionary development and improvement in technology had led to changes in education generally and increased levels of using technology in language learning and teaching especially in English language (Lee, 2001; Sabti & Chaichan, 2014).

A plethora of research studies has been conducted on the level of using technology for fostering students' learning levels in various ways (Baniabdelrahman, 2013; Bark & Son, 2009, Biçer & Parmaksiz, 2013, Fang, 2010, Gahemi & Hosseini, 2014, Hawkar, 2010, Kadzera, 2006, Okan & Torun, 2007, Önsoy, 2004, Sabti & Chaichan, 2014, Tanner & Landon, 2009, Zhang, 2014). These studies concluded that the level of technology use can be increased and used more by using new instructional technologies in classes. Because the use of new technologies helps students in order to increase the level of their motivation of learning second language, capture and sustain their curiosity and attention more, and help them to explain more complex concepts.

2.3.1 Frequency of Using TAEFL

In recent years, with the change of times and rapid development in technology, integration computer technology in second language learning and teaching process has become a trend in many developed institutions, universities and schools. The level of utilization and integration computer technology in classrooms has increased rapidly because it plays a great role in foreign / second language learning and teaching method (Bolandifar, 2013; Ismail, Almekhlafi & Al-Mekhlafy, 2010, Victor, Damira & Natalia, 2007).

Hawkar (2010) classifies the teachers' levels of using computer technology into five levels; adaptation and formalization, utilization, integration, reorientation and evolution. He indicates that at first step of utilizing computer technology, teachers must be familiarize and adopt themselves with the use of computers technology. Next, they started to utilize computers in their language teaching classrooms which have a great influence on educational environment, and then when they broad their knowledge about the use of computers, their proficiency with computers rises to a higher level, teachers can integrate computers into their classes and they can use computers for preparing lesson materials and for presenting their lessons more professionally. At that point and level, teachers who are aware of the change in their level of computer use and in their role can reorient and redirect their instructional activities to learners in order to continue the relationship with computer, teacher and student (Wang, 2008).

Almekhlafi and Almeqdadi (2010) investigated teachers' perceptions of technology integration in the United Arab Emirates (UAE) school classrooms. The results of the study indicated that teachers had positive perceptions about integrating technology in their classrooms' activities. They used a wide variety of technological instruments to promote students learning process. The finding of this study showed that the teachers at UAE schools have high self perception of their abilities and competencies to use and integrate educational technologies successfully in their teaching methods. Additionally, the results indicated that the participant teachers integrate technology in their classrooms with different degrees and effectiveness despite of the various barriers that hinder integration such as technical problems, large number of students in classes, lack of professional development training courses, lack of motivation and

financial support, and negative teachers attitudes toward the impact of technology on teaching and learning process.

Also, the use of computers at all stages is very important for students' level of using instructional technology in the process of foreign / second language learning. Haider (2013) indicated that the interaction of young learners with computers in educational environment is very crucial and essential for them to become productive adults in an increasingly computer oriented society and rises the level of technology use in the future.

Furthermore, Egorov et al (2007) showed lists of three levels of using computer technology in second / foreign language learning and teaching process:

Basic level- teachers must develop competencies to use technology to support their professional activities and lesson preparation. This might include basic use of computers such as computer dictionaries, email, multimedia packages and internet search.

Intermediate level- at this level, language teachers should be develop competencies to integrate technology in their classes. This includes the ability to evaluate computer-assisted learning, multimedia packages, and internet resources.

Advanced level- this level includes developing teachers' understanding and some competencies for the design of digital resources such as multimedia presentation, web pages, and digital videos.

Egorov et al (2007, p. 261)

Teachers must have enough information about how to utilize a wide variety of new technological instruments and programs in the process of foreign / second language methods. Understanding of using technology and exploiting the benefit of technology integration is an important step for teachers in integrating and utilizing technology into education successfully and effectively. Besides, several research studies highlighted that the majority of teachers have knowledge and experience about utilization of TAEFL in the process of language learning and teaching in many developed countries (Ahmad, 2012; Hismanoglu, 2012, Ismail, Almekhlafi & Al-Mekhlafy, 2010, Kim, 2008, Syamlee, 2012, Wildner, 2003).

Nowadays, there are many teachers who do not use computers or integrate computers technology in their classes due to lack of information and they are not sufficiently familiar with using various types of technology equipments. Also, teachers should increase their technology competency in order to use and integrate a wide variety of technology effectively into education system (Bordbar, 2010; Buckenmeyer, 2008, Çelik & Aytın, 2014, Lai & Kritsonis, 2006, Victor, Damira & Natalia, 2007, Wang, 2008).

Additionally, Symonds (2000) indicated that teachers are not given enough effective training courses. Romano (2003) stated that having access to technology does not improve and develop learning unless teachers are empowered and increased to adopt technology as an educational instrument. In addition, Baylor and Ritchie (2002) argued that technology would remain useless and unused if faculty members do not develop and improve their appropriate proficiencies, knowledge and attitudes for integrating educational technology into the curriculum. However, technology should be an integral part of teacher preparation programs because lack of teachers proficiency and lack of training are obviously closely related to each other in infrequently use of technology in language education.

In addition, Bauer and Kenton (2005) stated that teachers who are highly educated and have skilled with various types of technology, they are innovative and can adopt at overcoming barriers, but also they did not integrate educational technology on a reliable basis both as a teaching and learning instruments. The results suggested that schools have not achieved with true technology integration.

2.4 Teachers' Attitudes towards the Use of TAEFL

Nowadays, there has been growing interest in the use of technology in the process of second or foreign language teaching approaches. There are different points of view from teachers about using and integrating technology in foreign / second language teaching methods. Several researches (Almekhlafi & Almeqdadi, 2010; Çelik and Aytın, 2014, Dashtestani, 2013, Riasati, 2013, Sabzian & Gilakjani, 2013, Sumaya, 2010) found out that, there has been a rise in teachers' use of TAEFL in classrooms. Many of teachers wanted to use TAEFL and also there are teachers refuse to use it. Therefore, there are many factors and reasons that impact teachers to reveal whether

they like to use and integrate technology into their foreign language teaching classrooms or not.

According to many of the previous studies (Blankenship, 2003; Durdu, 2003, Eswaran, 2008, Ghaemi & Hosseini, 2014, Lian, 2002, Mahdi, 2013, McNulty & Lazarevi, 2012, Sumaya, 2010, Yang & Chen, 2014) revealed that although there may be teachers who do not intend to integrate technology into their classes, most of the teachers seems have positive attitudes toward integrating and using technology in language teaching classrooms. Also, these studies concluded that, teachers' attitudes and beliefs are the most important factors that affected teachers to show whether they have tendency to utilize technology in their foreign language classrooms or not.

Bordbar (2010) investigated that the reasons and factors behind using teachers' use of computer technology in the classrooms. The participants of the study were 83 high school English as Foreign Language teachers who had knowledge and experience of using computers for the purpose of learning and teaching English language. Survey and interviews explored how participants learn about Computer Assisted Language Learning (CALL) activates; how what they learned in their MA course about CALL interacts with their current teaching contexts; the factors that impact whether or not they use technology in their classes; and how they continue to acquire and master new ideas in CALL. The findings showed that the participant EFL teachers who use CALL in their classes activities more and who had use experience with CALL prior to teaching had positive attitudes toward computer use in the classrooms.

Although there are many teachers do not use computers or integrate technology in their classrooms for language teaching not because it is perhaps not that they are technophobia but because they may be unaware of the usefulness and importance of technology in foreign / second language education (Atkins & Vasu, 2000; Emhamed & Krishnan, 2011, Lam, 2000, Önsöy, 2004). Also, the results indicated that most of the teachers had positive attitudes toward the use of TAEFL. In addition, it is important and necessary to being aware of the functions and utilizes of technology in classes impacts teachers acceptance to integrate technology into curricula and in the process language teaching.

Many of previous reviewed studies have shown that the teachers are interested in using technology in their language teaching classes and they have positive attitudes towards instructional technology in English language teaching and learning methods (e.g. Albirini, 2006; Arkin, 2003, Bani Hani 2012, Bolandifar, 2013, Bordbar, 2010, Durdu, 2003, Kim, 2002, Kersaint et al, 2003, Sabzian & Gilakjani, 2013).

A study has been conducted by Karakaya (2011) to examine the attitudes of English language teachers in Turkey toward computer technology and their use of technology in language teaching classrooms. The study also focuses on the extent to which they use technology in language instruction. The participants who took part of the study were in-service English language teachers who working at public schools in Turkey and the data were collected from the same study. In the study quantitative and qualitative research methods used. The findings of the study shows that majority of the participant teachers had positive attitudes and remarks for integrating technology in English language teaching. Moreover, they get difficulties in integrating technology into their instruction affectively.

Samira (2011) conducted a study to investigate the Egyptian teachers' attitudes towards the use of computers technology. The study also deals of gender and years of teaching experience. The participant of the study were 118 public school teachers, 53 male and 65 female were assessed utilizing the attitude towards computer instruments (ATCI) which had been developed before by Shaft et al (2004) which is a Likert- type instrument and with three factors of affective, cognitive and behavioral. The finding showed that the Egyptian public school teachers had positive attitudes towards the use of computers technology in classrooms. The finding also indicated that there were no significant differences in gender and teaching experience towards the use of computers technology.

Another study has been conducted by Emhamed and Krishnan (2011) to investigate Libyan English language teachers' attitudes towards integrating technology in teaching EFL in Sabha secondary school. Also, the conceptual framework of study was adopted from Saaid (2010). The participants of the study were 40 selected EFL Libyan teachers in Sebha city to elicit information about the attitudes towards integrating technology in teaching EFL students and their preparation to integrate technology in language classrooms. The study focuses on the types of technology

used and difficulties they faced in integrating technology in English language classrooms. The findings of the study showed that teachers had positive attitudes towards integrating technology in teaching EFL students classrooms. Nevertheless, the EFL teachers encountered barriers related to limitations of time constraints and lack of administrative and financial support. Also, the findings of the study have implications for Libyan English language teachers to integrate the use of technology in their language teaching methods in order to enhance and develop students' learning.

Atkin and Vasu (2000) indicated that teachers attitudes or concern have an important influence on the use of computers in the classroom. Also, Lam (2000) emphasized that teacher' personal beliefs of the advantage of using technology for language teaching influence teachers' decision regarding to integration technology in language classrooms. Furthermore, Kim (2002) indicated that critical factors impacting successful integration of technology into the language classroom are associated with teachers themselves such as; teachers' perception and attitudes. She also added that educational technology into language can be regarded as a facilitating or inhibiting factor that giving them more confidence or a major obstacle to the use of technology. Mohammadi and Samadi (2014) pointed out that teachers personal background such as personal confidence, interesting in using technology and willingness to try something different are significant factors that might promote and develop technology integration in the classrooms (Park & Son, 2009).

Having positive attitudes of teachers toward the use of technology in education system is very significant because it helps them to improve and develop their second language teaching styles in classrooms, and they can make use of technology integration and using instructional technology in teaching second language process. However, Bolandifar (2013) and Zhao and Frank (2003) point out that positive attitude of teachers towards technology integration into education should be motivated by administrators because having positive attitudes can stimulate and encourage teachers to learn and require more skills which is important for applying technology activities and exercises in language teaching classes.

2.5 Students' Attitudes towards the Use of TAEFL

Up to now, many studies have reported that the majority of students have positive attitude towards the use of technology for their second / foreign language learning (see Aykaç, 2005; Bani Hani, 2012, Bulut, 2007, Dokur, 2008, Durdu, 2003, Eswaran, 2008, Hawkar, 2010, İşman et al, 2003, Jalali & Dousti, 2014, Kasapoğlu, 2010, Okan & Turan, 2007, Sabti & Chaichan, 2014, Sumaya, 2010, Yang & Chen, 2014). Although, students have positive feelings and tendency about the use of technology in their foreign language instruction because they can see technology as an important instrument and helps them to learn better and more independently and provide them capacity to have more control of their second language learning and they are likely to have more chances to practice EFL (Arishi, 2012; Ateş, Altunay & Altun, 2006, Beatty, 2003, İşman et al, 2003, Önsoy, 2004, Sabti & Chaichan, 2014).

Eren (2010) carried out a research study to investigate student's attitudes towards using social networking sites, especially Facebook in foreign language classes. The participants of study were 48 undergraduate students at a university of Gaziantep, Turkey. The research designed a five Likert scale type questionnaire and semi-structured interviews. The findings of the study showed that students had very positive attitudes towards the use of Facebook activity in their language learning classes because students can improve and develop their foreign language throughout chatting with foreign people.

Awad and Alkaraki (2013) designed a study to explore the attitudes of students towards using computers in learning language and answer the following questions: Does using computers influence the students' attitudes toward learning EFL positively or negatively? Does the positive or negative attitude toward using computer in learning EFL vary according to sex and age of students? The participants of the study were 100 students and they were divided into 50 male and 50 female students. The findings of the study revealed that students had positive attitudes towards the use of computers in English language lessons. Regarding to age and sex, the older age students had more positive tendency toward using computer in language learning classrooms. The result of that study showed that gender differences in attitudes towards the use of computers in language learning. Male

students demonstrated high and positive attitudes toward the use of computers in English language lessons.

In addition, many research studies discovered that usually students willingly like and eager to use a wide variety of technology in second language learning. Also, students enjoy using educational technology because it assist them in fulfilling their needs in language learning studies and they are more comfortable in doing tasks and activities so as a method of second or foreign language acquisitions. Technology provides a vast benefits to students in the process of foreign language learning and technology offers them many opportunities and easier ways to learn (Burrus, 2009; Muhammad, 2012, Sumaya, 2010, Simsek, 2008, Tunçok, 2010).

Kasapoğlu (2010) stated that ESL students believe that using and integration technology especially utilizing educational technology instruments helps them to improve their both foreign language and communication skills. Also, they use technological equipments both outside and inside of the classes to develop, practice and improve their English language skills such as; speaking, listening, reading and writing. Similarly, Chapelle (2003) investigates the use of Computers-Assisted Language learning (CALL) in the classrooms as a way to develop and improve certain skills such as grammar which allows practice through online materials. Consequently, teachers can use instruments such as CALL to improve not only grammar skill but other skills including speaking, listening and writing.

2.6 Benefits of TAEFL

Many previous studies have reported that technology integration in education promotes academic achievement and student involvement in curricular activities. In last two decades, the use of a wide variety of technology in second or foreign language classes is observed and seen as highly beneficial for foreign language learners and teachers, and leads to improvement in language learning and teaching. Technology can be seen as a means of enhancing the process of second language learning and teaching; it helps students to increase their basic skills, and helps teachers to develop their productivity and activity (Çelik & Aytın, 2014; Gilakjani, 2012, Gündüz, 2005, Lam & Lawrence, 2002, Liu, 2011).

The use of technology and implementation of instructional technology in language education offers and provides many advantages both for students and teachers in the process of second / foreign language learning and teaching classrooms. Therefore, students and teachers recognize that the use of educational technology and its attached in second language learning and teaching process can be suitable to create both independent and collaborative learning and teaching environment and provide students with foreign language experience as they develop and go through various stages of second language learning. Both of them have to know how to receive benefits of technology integration because the use of technology makes foreign language learning and teaching easy and more interesting (Alsied & Pathan, 2013; Chere-Masopha, 2011, Kung, 2002, Postholm, 2007, Okan & Torun, 2007, Özerol, 2009, Warschauer, 2002, Yang & Chen, 2014). Also, the use of educational technologies for learning, teaching, practicing and assessing foreign language such as English language has many advantages, especially in the many countries like Iraq where EFL learners, who have few chances for practicing and assessing their language skills.

Uzun (2009) surveyed two consultants to explore the effectiveness of computer games – notably VocaWord (a game which is used for foreign language vocabulary learning and practice) – in comparison to non-computer vocabulary games like Scrabble and Tatoo. The researcher designed two checklists to perform the research. The results indicated that VocaWord is more effective compared to other games like Scrabble and Taboo. The researcher also concluded that there are some plus points of VocaWord; VocaWord also helps learners to understand and learn vocabulary in a short time. Moreover, VocaWord is easy to play and easy to be prepared by the teacher.

Several studies in literature review stated that the reasons why should technology must be used in foreign / second language learning and teaching, and why technology should be integrated into curricula. Also, many researcher indicated some advantages of the technology integration in education for second language learning and teaching.

First of all, many researchers indicated that one of the benefits of the technology use is an increase in students' motivation and it has been indicated as one of the most

common advantages in education system, the use of technology foreign language classrooms can motivate students and teachers in EFL learning and teaching process because the learning environment will be more understandable and enjoyable (Abu Seileek & Abu Sa'aleek, 2012; Alsied & Pathan, 2013, Çelik & Aytın, 2014, Guilloteaux & Dörnyei, 2009, Iacob, 2009, Kumar & Lightner, 2007, Lee, 2000, Salaberry, 2001, Wang, 2008). Özerol (2009) stated that computer technology offers students more the learning motivation, it can provide authentic materials and tasks, a lot of fun games and communicative and interactive activities that reduce the learning stress of students and provided repeated lessons as much as necessary.

Additionally, Tunçok (2010) indicated that computer technology can motivates students with sad face or smiling face animations together with giving immediate answers such as "Excellent" and " well done", "Oops Sorry" or "Try again". The students get automatic feedback which motivates them, develops and increases their self-estimate and this may not happen and possible in real classes due to the face that the teachers have to cover the subjects in the syllabus in a pre specific time.

Secondly, technology integration into education system interests too many foreign language teachers and students because it can prove individualized instruction and give immediate feedback on the correctness of their response to computerized tasks and also enables students to evaluate their own work more easily and faster. Emhamed and Krishnan (2011) indicated that technology integration in language education can improve and increase the variety of learning opportunities and the quality of learning experience in making input of more varied types learnable and accessible to each individual learner. Also, when computer technology combines with internet, it creates and offers a channel for students to get many chances of practicing and using English language. In addition, educational technology can help students to learn at their own pace and understand complex concepts more easily (Han, 2009; Hani, 2014, Koçak, 2010, Kumar & Lightner, 2007, Riasati, Allahyar & Tan, 2012, Sa'd, 2014, Tanner & Landon, 2013, Wang, 2012).

The use of educational technology may be used especially in a foreign / second language classrooms, as it can gives both students and teachers more accessibility to the target language in various aspects of education. Zhao and Frank (2003) pointed out that the use of instructional technology can help teachers put together different

aspects of the curriculum, direct students learning, model an idea or activity, or connect curriculum to real world duties and tasks be more dynamic. Instructional technology in language education can help students to develop new ways of thinking, gather and organize information, think critically, explore a topic, be more creative and productive.

According to Kuo (2008), Kim (2008) and DEECD (2010) the use of technology in learning environments modified the type of interaction between students and teachers makes a shift from teacher-centered to learner-centered approaches in foreign language teaching and learning. However, the use of technology makes the learning process more student-centered.

Third, through various communicative and interactive activities, integration technology in classrooms offers many opportunities to EFL students and teachers. Integration of educational technology in language classrooms can help language learners and teachers to be able improve their language teaching competency and learning skills such as speaking, reading, listening and writing. Integration technology in foreign language classrooms can be a good supplement to support foreign language teachers and learners, as a result they can make use of Internet, computers, and software programs to check up their homework and get more sources regarding foreign language (Beatty, 2003; Buckenmeyer, 2008, Iacob, 2009, Koçak, 2010, Shyamlee & Phil's, 2012, Wang, 2012).

Also, teachers can develop their teaching methods in classrooms from various types of online resources about foreign language teaching, and students can improve their language skills by using Internet to search for information, allow students to chatting or exchange e-mails with native speakers and their friends to improve their target language (Kasapoğlu, 2010; Karabulut, 2013, Manar, 2009, Tafazoli & Golshan, 2014, Vi, 2005, Wang, 2005).

Moreover, Alsied and Pathan (2013) indicated that technology can help second language learners to learn independently through self discovery, and strengthen their linguistic skills and build their self-instruction strategies and self confidence.

The use of a wide variety of technological equipment can increase learners participation in activates and interaction in the process of language learning

classrooms. Also, for grammar and vocabulary development, computer assisted language learning makes mechanical exercises and drills more interesting and effective than traditional instruction and teaching in language classrooms (Abu Seileek & Abu Sa'aleek, 2012; Gündüz; 2005, Tunçok, 2010, Warschauer, 2002).

Fourth, technology integration in language learning process lowers anxiety and reduces stresses among learners especially for those students who are shy and having anxiety to participate in classrooms because it helps them to overcome their shyness and anxiety (Riasati, Allahyar & Tan, 2012; Lai, 2006, Tanner & Landon, 2013, Yang and Chen, 2006). Also, as Tunçok (2010) stated that technology provides a less threading, rich environment of learning and free stress atmosphere. Although, students want to express themselves better than face to face interaction in classes where they feel pressure. A more relaxed atmosphere motivates students and enhances language learning outcomes as they perform better.

Lee (2000) further stated the reason why should we apply and integrate computer technology in second language instruction. Computer and its attached language learning programs can (a) prove practices for students through the experiential learning, (b) provide students more the learning motivations, (c) enhance student achievement, (d) increase more authentic materials for study, (e) encourage to greater interaction dealing between students and teachers and students and peers, (f) emphasize the individual needs for students and teachers, (g) regard independence from a single source of information, and (h) enlarge and broaden the global understanding.

2.7 Barriers to TAEFL

Despite the advantages of technology use are often reported, students and teachers are aware of the advantages of using various types of technology in foreign / second language learning and teaching, there may be teachers and students who do not have intention to use technology. According to previous studies, most teachers and students mention to use technology for their language teaching and learning but there are some barriers and constraints that may prevent them from using technology in this way. The use of technology in education still has its shortcomings and disadvantages. These shortcomings mostly are financial problems, high costs, lack of

hardware and soft ware problems, lack of teachers' knowledge and training, limited access to computers and the Internet connection problems (Braul, 2006; Dell & Hakeem, 2010, Lai, 2006, Postholm, 2007, Riasati, Yang & Chen, 2006, Tunçok, 2010, Wang, 2012).

Goktas, Yildirim, & Yildirim (2009) conducted a study to investigate the main barriers and possible enablers for integrating information and communication technologies (ICTs) in Turkey's pre-service teacher education programs. The data were collected by means of questionnaires from 53 deans in schools of teacher education (STE), 111 teacher educators, and 1,330 prospective teachers, and additionally from interviews of six teacher educators and six prospective teachers. The findings indicated that the majority of the stakeholders believe that lack of in-service training, lack of appropriate software and materials, and lack of hardware are the main barriers for integrating ICTs in pre-service teacher education programs.

Lu (2006) conducted a study to discover the barriers that influence English as second language (ESL) teachers in the use of computers in their classrooms. The participants in the study were sixty seven ESL teachers who applied computer assisted language learning (CALL) in the classroom or computer lab in schools in Corpus Christi Independent School District (CCISD) and Kingsville Independent School District (KISD) in South Texas. The survey study included the participants' demographic data, twenty variables influencing the use of CALL, and five open-ended questions. The researcher designed and verified the reliability and validity of the questionnaire. The resulting survey data were then analyzed using Exploratory Factor Analysis (EFA) to capture the information in the survey and to identify a set of factors that hinder the use of CALL in ESL. The findings demonstrate that there are three key barriers that impact teachers who use CALL programs to teach ESL, and ESL teachers may change their roles as they implement CALL programs. These barriers are technology skills, funding for teaching through technology, and acceptance of technology. The results can help educators to understand better the impact of CALL and to anticipate the barriers of CALL program they may face.

There are two types of factors which impacted the implementation of technology into foreign language learning and teaching process. They are internal and external barriers that discourage teachers not to utilize technology in their classrooms. The internal barriers such as students' and teachers' insufficient knowledge about technological instruments and programs, lack of training in using technology in language learning and teaching, teachers' and students' attitudes, lack of teachers' experience and technology competence, and lack of students' and teachers' confidence about the use of technology (Al-Ruz & Khasawneh, 2011; Arkin, 2003, Bani Hani, 2014, Kim, 2002). The external barriers such as; lack of access to computers and internet connection, lack of time, lack of inadequate technical and administrative support, and lack of effective training (Al-Ruz & Khasawneh, 2011; Arkin, 2003, Karabulut, 2013, Park & Son, 2009).

First, many researcher believed that financial problem is one of the most common barriers that students and teachers encounter in using and integrating new technological programs into language learning and teaching process because it requires computers and software as well as other equipment all of which are expensive and required high costs and students and teachers usually cannot get access to technology because their schools and institution do not provide any necessary instruments and programs due to financial barriers (Çelik & Aytın, 2014; Gündüz, 2005, Hani, 2014, Hawkar, 2010, Lai & Kritsonis, 2006, Tafazoli & Golshan, 2014, Vi, 2005, Warschauer & Meskill, 2000).

Second, lack of access to technology resources that needs an internet connection is another disadvantage for those schools, institutions, universities and individuals who do not have access to a computer or an internet connection and teachers still have limited access problems (Çelik & Aytın, 2014; Buckenmeyer, 2008, Coghlan, 2004, Riasati, Allahyar & Tan, 2012). Also, Gips, DiMattia, & Gips (2004) indicated that the first disadvantage computer and its attached language learning programs is that they very well increase educational costs and harm the equity of education. When computers technology becomes a basic and compulsory requirement for students to purchase, follow the lessons, do homework, due to low budget of schools and low-income for students they cannot usually afford to buy or use technological

instruments. Also, it will cause unfair educational conditions for those poor schools and students.

Third, lack of knowledge and practice, lack of training are other barriers that prevent successful use of technology in language education system. Students and teachers should have basic technology knowledge about how to use technology in foreign language learning and teaching classrooms (Baylor & Ritchie, 2002; Hawkar, 2010, Kim, 2002, Lu & Powell 2004, Romano, 2003, Sabti & Chaichan, 2014, Vi, 2005). Both teachers and students need training courses to learn how to use various types of technological tools and programs. Also, most of the teachers and students today do not have sufficient technological information to use and integrate technology due to lack of sufficient training courses (Burrus, 2009; Coghlan, 2004, Gündüz; 2005, Lai, 2006, Roblyer, 2003, Symonds, 2000, Tunçok, 2010).

Fourth, lack of time and technical support are other disadvantages of technology. Using online technology takes time especially searching for resources and information on the Internet takes a long time. Also, teachers spend time when they try to integrate technology into their classes (Buckenmeyer, 2008; ChanLin et al, 2006, Jacobsen & Lock, 2005, King, 2003, Vi, 2005). Also, Ismail and Almekhlafi (2010) investigated teachers' perceptions of the use of technology in teaching language in United Arab Emirates schools, they reported that teachers lack of time for preparation and implementation of technology in classrooms are the most important barriers. Similarly, another study conducted by ChanLin et al (2006) showed that the teachers want the integration of technology into their classrooms and this needs much more time and effort when compared to regular classrooms which do not utilize technology in language education. Moreover, Almekhlafi and Almeqdadi (2002) indicated that teachers face many barriers in their quest to use and integrate technology. In addition, regarding the time scheduling for the use of technology and administrative support, equity are other important issues.

Pedagogical change can be another challenge that teachers and students face. Vi (2005) claims that one of the challenging barriers which face learners and teachers while using technology is pedagogical change. He also states that using technology creates ways of teaching and learning that are different from the traditional language teaching approaches; the traditional blackboard classrooms have changed to

computer labs and the role of teachers has changed from knowledge giver to facilitator. Teachers and learners experience difficulties because of this pedagogical change.

Additionally, the vague outcome of technology integration in foreign language teaching and learning is another barrier. Besides, a long time and a huge amount of money are required to spend on the use of technology incorporation in language education but without being sure of its achieving expected results (Hawkar, 2010; Warschauer & Meskill, 2000).

Finally, teachers' negative attitude toward the use of TAEFL is another barrier to technology integration in the academia and education system. (Beggs, 2000; Dawes, 2001, McGrail, 2005). Also, Fang and Warschauer (2004) and Lam and Lawrence (2002) indicated that traditional and experienced teachers usually were afraid of losing their authority in their classrooms. However, many teachers are afraid of that technology may be replacing their place in language teaching. Also, teachers' negative attitudes towards the use of technology in education impact on teachers to avoid utilizing technology in their classrooms (Becta, 2004; Erdemir, Bakirci, & Eydurhan, 2009, Dawes, 2001, Hawkar, 2010). Also, teachers' fear of replacement is another barrier to technology integration. Computers can replace some functions of teachers (Liam, 2002); therefore, many teachers are afraid that technology may replace them in the process of language teaching (Lam and Lawrence, 2002).

In addition, teachers' lack of confidence and lack of technology information, which made them feel anxious. Becta (2004) pointed out that teachers felt frightened about the use of technology in the classrooms if they could not trust their technological information. McGrail (2005) indicated that some teachers had negative attitudes towards technology integration in language classrooms and they thought that technology is a disruptive instrument and resisted any changes.

Furthermore, Earle (2002) highlighted some barriers about technology integration in language classrooms including both restraining forces that are extrinsic to teachers such as lack of access to technology, insufficient time, lack of financial and technical support, lack of resources, training courses and force that are important and intrinsic such as beliefs, attitudes, resistance and practice. Similarly, Brinkerhoff (2006)

indicated that barriers are grouped into four main categories lack of resources, lack of institutional and administrative support and lack of training and experience.

3. METHODOLOGY

3.1 Introduction

The purpose of conducting this study is to understand the feelings and views of EFL students and EFL teachers about the benefits of and barriers to the use of technology aided English as a foreign language (TAEFL). In addition, the study examined the frequency of technology use by EFL students and EFL teachers for learning and teaching English language, and explored the attitudes of EFL students and EFL teachers towards the advantage and disadvantage of TAEFL.

The study addressed the following research questions:

1. To what frequency do the EFL students and teachers at Salahaddin University use technology?
- 2- What are EFL students and teachers attitudes towards using Technology Aided English as a Foreign Language (TAEFL) at Salahaddin University?
- 3- What barriers do EFL students and teachers encounter while using technology at Salahaddin University?

This chapter introduces the setting in which this study was conducted, identifies the participants of the study, and describes the instruments of the study that were used. Moreover, this chapter provides information about the data collection and the data analysis procedures.

3.2 Setting and Participants

This study was conducted at Salahaddin University - College of Languages - Department of English Language. Salahaddin University is a state university located in Erbil, North of Iraq. The College of Languages includes, English, Turkish, Kurdish, Arabic, French, German, and Persian languages.

The Department of English Language is considered as one of the largest and oldest departments compared to the other department of the English in other universities in the region. In the Department of English Language at Salahaddin University, EFL students have to successfully finish four academic years to get a bachelor's degree in English Language.

The Department of English language consists of a four year undergraduate program. For the first year the courses, which are taught in English Language Department, are Grammar, Composition, Comprehension, Conversation, Phonology, Literature, French, Kurdology, and Computer. For the second year students: Poetry, Novel, Drama, Composition, Phonology, Morphology, Comprehension, Conversation, and French. For the third year students: Drama, Translation, Linguistics, Syntax, Essay, Poetry, Novel, and Conversation. For the fourth students: Advanced Syntax, Drama, Novel, Poetry, Literary Criticism, Text Analysis, and Research Project. Also, EFL students have to pass the all examination of each particular subject in order to pass and go to the next year. Besides, the examinations are based on the course books and what have been taught during the semesters.

The participants of the study were undergraduate EFL students in their first, second, third and fourth year classes. The number of students and teachers who participated in this study were 130 EFL students and 50 teachers in the Department of English Languages. 10 students and 10 teachers were interviewed.

3.3 Instrument

In this study, two types of data collection instruments were used, the questionnaires and the interview. To explore the first research question, a questionnaire was prepared and designed to elicit information about the present frequency of using

technology of EFL students in the Department of English language. The other questionnaire was prepared and designed to elicit information about the present levels of using technology of EFL teachers in the Department of English language. The questionnaire and the interview were also prepared to use to get data from participants to address the second research questions of the study which is about EFL students' and teachers' attitudes towards the use of TAEFL. Moreover, the questionnaire and the interview were prepared and designed to explore and get information about the third research question which is about barriers of EFL students and teachers encounter when they using technology.

Two set of questionnaires were prepared; one for students and the other one for teachers. The questionnaires items were five-point Likert scale items requiring respondents to whether they; "Strongly Disagree ", "Disagree", "Undecided", "Agree", "Strongly Agree " with certain statement. Besides, some items were taken and developed from existing questionnaires (such as Akbulut, 2008; Arkin, 2003, Hawkar, 2010, Önsoy, 2004, Pekel, 2002, Simsek, 2008, Tuncok, 2010, Tuzcuoğlu, 2000). But the researcher made necessary adaptations according to his study and the context in which the questionnaires would be used.

The questionnaires (See Appendices A and B) were used with the students and teachers. Also, the students' questionnaires and the teachers' questionnaires were quite similar except for some changes in wording. Each questionnaire consists of two sections as summarized below.

1- The first section of the questionnaire designed and aimed to provide background information about the participants (age, gender, years of experience with computers and for students' the level of computer access at their high schools or for teachers the level of computers access when they were getting their MA or PhD degrees). Also, this section asked whether the participants (Students and Teachers) have their own personal computers or not.

2- The second section consisted of three parts.

- A. The first part included two sets of questions designed to investigating:
 - i. The participants present levels of general using of technology.

- ii. The participants' levels of using technological instruments and program for personal or educational purposes or for both of them.
- B. The second part designed and aimed to understand about the participants attitudes towards integration technology into education.
- C. The last part aimed to investigate about the barriers of integration technology into education.

3.4 Interview

Two semi-structured interviews were designed for two different groups. The purpose for conducting the interviews with 10 EFL students and 10 teachers in order to obtain detailed and further information about the research questions. There were also similar relationships between the questions for the interviews and the questionnaire for the participant students and teachers in the study (See Appendices A, B, C, and D).

The participant students and teachers questions for the interviews were parallel to each other in the study. In the students' interview, the questions were about the participants' frequency of using technology for English language leaning, participants' information about using technology, and the benefits of and barriers to TAEFL from the participants' perspective were asked. Also, in the teachers' interview, the questions were about the participants' frequency of using technology for English language teaching, participants' information about the use of technology and the benefits of and barriers to TAEFL from the participants' perspective were asked.

Furthermore, in the participant teachers' interview, other questions were asked to explore what needs to be done in order to encourage EFL teachers to integrate technology into their English language classrooms.

3.5 Procedures for Data Collection

In order to conduct the study, the researcher took necessary permission for data collection to the administration at Salahaddin University – College of Languages – Department English Language.

Before the questionnaires were administered and in order to be ensure that the questions chosen were understandable and represent the whole participants in the main study, a pilot study was carried out to check if the questionnaires were suitable. The pilot study was conducted with twenty EFL students and ten teachers at Salahaddin University – College of Languages – Department of English Language. The pilot study confirmed that the questionnaires were clear and understandable to the participants because they could fill the whole survey without experiencing and facing any problems; therefore, the same questionnaires were used for the main study.

Furthermore, two another pilot studies were conducted in order to get more feedback about the questions and to be ensure that the questionnaires were reliable in the study. The first one was at Salahaddin University – College of Basic Education – English Language Department with 10 students and 5 teachers, and the second was at Salahaddin University – College of Education in English Language department with 10 students and 5 teachers. Additionally, after these processes only a few necessary changes made in the questionnaires and the same questionnaires were used for the main study.

In addition, in order to gather concrete data about the use of TAEFL at Salahaddin University – College of Languages – Department of English Language t he interviews with ten EFL students and ten teachers in College of Languages – Department of English language were conducted and they were recorded and then transcribed.

3.6 Data Analysis

In this study, two types of data were collected and analyzed qualitatively. All of the items in the questionnaires were analyzed by the Statistical Package for Social

Sciences (SPSS) version 21.0 was used in order to compute the frequencies and percentages of each item on the questionnaires in the study.

After transcribing the interviews, the transcriptions were read carefully. The research questions also were addressed by considering key concepts, common and differing points rose within each of the EFL students and teachers participants and among them were identified and used to answer the research questions.

3.7 Conclusion

This chapter presents general information about the setting and the participants of the study, and identifies the instruments used to gather data in the study. This chapter also reports on the data collection procedure and data analysis procedure of the study. The next chapter provides detailed information on the data analysis procedure and the results.

4. DATA ANALYSIS

4.1 Introduction

This study was designed to explore the benefits of and barriers to technology aided English as a foreign language (TAEFL) and find out the perceptions of EFL students and teachers in the Department of English Language – College of Languages at Salahaddin University. The study also examined the frequency of technology use by EFL students and teachers for English language learning and teaching, and tried to find out the attitudes of EFL students and teachers towards the advantages and disadvantages of TAEFL.

The study addressed the following research questions:

1. To what frequency do the EFL students and teachers at Salahaddin University use technology?
- 2- What are EFL students and teachers attitudes towards using Technology Aided English as a Foreign Language (TAEFL) at Salahaddin University?
- 3- What barriers do EFL students and teachers encounter while using technology at Salahaddin University?

The data was collected from two sets of questionnaires and two set of interviews. The first questionnaire was administered to 130 EFL students of the English Language Department at Salahaddin University. The second questionnaire was administered to 50 EFL teachers at the same university. Furthermore, 10 of the EFL

students and 10 of the EFL teachers were interviewed in order to explore the advantages and disadvantage of TAEFL from their viewpoints.

4.2 Data Analysis Procedure

In the study, the data was analyzed in qualitatively. The results of questionnaires were analyzed statistically with the aid of the Statistically Packages for Social Science (SPSS) version 21.0. Frequencies and percentages of the (SPSS) were used to calculate the participant students' and teachers' responses to the questionnaires. Each part of the questionnaires was analyzed separately. In addition to the data analysis of the questionnaires, the data was gathered from interviews and analyzed qualitatively.

The results were stated from the analysis of the questionnaires and the interviews. The interviews are of five sections:

1. The first section of the students' and teachers' questionnaire provides information about the EFL students' and teachers' background information.
2. The second section provides information about the data presented as quantitative and qualitative, and identifies the EFL students and teachers' frequency of technology use for personal and educational purposes.
3. In the third section, the data was analyzed qualitatively so as to find out the attitudes of EFL students and teachers towards integration of technology into education.
4. The fourth section, in which the data was analyzed and provides information about the barriers that EFL students and teachers encounter during the use of technology in English language learning and teaching.
5. In the last section, the data was analyzed in order to find out the participants' expectation of technology use as well as their suggestions about how to use technology better for the process of English language teaching.

4.3 Results

4.3.1 Background Information of the Participants

This section presents some basic information on the characteristics of the participants who filled out the questionnaires.

Table 4.1: Background information of students

| | | Frequency | Percent |
|--|--------------------|-----------|---------|
| Age | 20-25 | 126 | 96.9 |
| | 26-30 | 3 | 2.3 |
| | 31-36 | 1 | .8 |
| Gender | Male | 52 | 40.0 |
| | Female | 78 | 60.0 |
| In which grade are you student? | First year | 22 | 16.9 |
| | Second year | 33 | 25.4 |
| | Third year | 35 | 26.9 |
| | Fourth year | 40 | 30.8 |
| Years of experience with computers | None | 6 | 4.6 |
| | 2 years or fewer | 37 | 28.5 |
| | 3-6 years | 50 | 38.5 |
| | 7-10 years | 27 | 20.8 |
| | More than 11 years | 10 | 7.7 |
| Did you have access to computer at high school? | Yes | 85 | 65.4 |
| | No | 45 | 34.6 |
| Do you have personal computer at home/dormitory? | Yes | 116 | 89.2 |
| | No | 14 | 10.8 |

As can be seen in Table 4.1, there were more female than male EFL participants and their ages range from 20-30. Also, there was nearly even spread of EFL students in the fourth grades, although the number of fourth year EFL students was slightly more when compared to the other grades and (30.8%) of participants in the fourth year of the study which was their last year.

In Table 4.1 also showed that most of the participants (38.5%) had more than three years of experience of using computers, while (28.5%) of them had less than two years of experience with computers, but (4.6%) of them did not have any experience with using computers.

Besides, in Table 4.1, (65.4%) of the students indicated that they had access to computers at high their schools but (34.6%) of them did not have. Moreover, the majority of the students (89.2%) showed that they had their own personal computers while (10.8%) of them did not have.

Table 4.2 provides some basic information on the characteristics of the teachers who participated in the questionnaires.

Table 4.2: Background information of teachers

| | | Frequency | Percent |
|--|--------------------|-----------|---------|
| Age | 20-25 | 4 | 8.0 |
| | 26-30 | 14 | 28.0 |
| | 31-35 | 15 | 30.0 |
| | 36-40 | 7 | 14.0 |
| | 41-45 | 2 | 4.0 |
| | 45+ | 8 | 16.0 |
| Gender | Male | 34 | 68.0 |
| | Female | 16 | 32.0 |
| Educational degree | MA | 36 | 72.0 |
| | PhD | 14 | 28.0 |
| | MA student | 0 | 0.0 |
| Years of experience with computers | None | 0 | 0.0 |
| | 2 years or fewer | 0 | 0.0 |
| | 3-6 years | 9 | 18.0 |
| | 7-10 years | 19 | 38.0 |
| | More than 11 years | 22 | 44.0 |
| Did you have access to computer when you were getting your MA/PHD? | Yes | 45 | 90.0 |
| | No | 5 | 10.0 |
| Do you have personal computer at home/ in your office? | Yes | 50 | 100.0 |
| | No | 0 | 0.0 |

The results in Table 4.2 indicated that most of the participants teachers' (68.0%) were male and (32.0%) of them were female; their ages ranged from 26-35. Also, Table 4.2 reveals that most of the teachers (72.0%) who participated in the study had MA degrees and (28.0%) of them had PhD degrees.

According to the participant teachers' data, the results in Table 4.2 shows that almost majority of the teachers (44.0%) had more than 11 years and (38.0%) of them had 7-10 years of experiences with using computers. The majority of the teachers (90.0%) indicated that they had access to computers when they were getting their MA or PhD degree. All of the EFL teachers who participated in the study indicated that they have their own personal computers at their home or in offices. Furthermore, this result showed that to a great extent, teachers were familiar with using computers.

4.3.2 Frequency of Using Technology

Section 2: Frequency of Using Technology

The second section of the study investigates the present frequency of technology use for personal and educational purpose by the EFL students and teachers at Salahaddin University - College of Languages - Department of English Language (First Research question).

Students' Frequency of Using Technology

In Table 4.3 shows the percentages of the results and explain the EFL students' present frequency of using technology. The numbers of students were 130 who responded to the questionnaire. The results of questions from 1 to 9 were analyzed.

Table 4.3: Students' frequency of using technology:

| | SD | D | U | A | SA |
|--|-----------|----------|----------|----------|-----------|
| Q1. I use computers for my English language learning. | 3.8 | 7.7 | 11.5 | 54.6 | 22.3 |
| Q2. I use internet for my English language learning. | 2.3 | 3.8 | 10.8 | 53.1 | 30.0 |
| Q3. I am proficient in using a broad variety of technology. | 3.1 | 22.3 | 29.2 | 40.8 | 4.6 |
| Q4. I have enough information on some basic computer programs. | 6.2 | 9.2 | 12.3 | 52.3 | 20.0 |
| Q5. I have access to technology at my university. | 26.9 | 36.2 | 10.0 | 16.9 | 10.0 |
| Q6. I use basic software applications such as word processing to do my homework. | 10.0 | 19.2 | 26.2 | 35.4 | 9.2 |
| Q7. My Instructors teach English language with the help of technology at my university. | 8.5 | 23.8 | 15.4 | 39.2 | 13.1 |
| Q8. I do not have enough experience with technology. | 33.1 | 32.3 | 18.5 | 14.6 | 1.5 |
| Q9. I need training courses in order to use computer technology for English language learning. | 10.8 | 16.2 | 14.6 | 27.7 | 30.8 |

SD: Strongly Disagree; D: Disagree; U: Undecided; A: Agree; SA: Strongly Agree

The results in Table 4.3 show that majority of the student (76.9%) use computers and (83.1%) of them use internet for their English language learning; however, there are a small number of the students who replied that they do not use either computer or Internet for their English language learning. Almost, most of the students (45.4%) agreed to the statement that 'I am proficient in using a broad variety of technology' while, (25.4% D) of students disagreed with the statement (Q3).

Furthermore, (72.3%) of the students who believed that they have enough information on some basic computer programs, whereas (15.4%) of them disagreed.

As Table 4.3 shows that most of the student (63.1%) reported that they have access to technology at their university, whereas (26.9%) of them disagreed. This reveals that the EFL students are not provided with enough access to technological facilities.

The results show that most of the students (44.6%) use software applications such as word processing to do their homework, but (29.2%) of them disagreed. This may be as a result of lack of information and technological instrument and it may be because

their EFL teachers do not integrate and use technology in the classes. Although, almost most of the students (52.4%) agreed that their instructors teach English language with the help of technology at their university, but (32.3%) of them disagreed (Q7).

Most of the students (33.1% SD and 32.3% D) disagreed that they do not have enough experience with technology, but there were a small group of students (14.6% A and 1.5% SA) agreed. Finally, most of the students (30.8% SA and 27.7% A) agreed that they need training course in order to use computer technology for English language learning.

In Table 4.4 shows the percentages and results of the EFL participants' using various kinds of technologies.

Table 4.4: The purpose and percentage of using different types of technological tools / programs by the participant EFL students'.

| Tools / Programs | Yes | No | PP | EP | Both |
|-------------------------|------------|-----------|-----------|-----------|-------------|
| Computer | 100 | 0.0 | 16.9 | 12.3 | 70.8 |
| Internet | 97.7 | 2.3 | 12.3 | 9.2 | 76.2 |
| Computer dictionary | 69.2 | 30.8 | .8 | 48.5 | 20.0 |
| Mobile dictionary | 96.2 | 3.8 | 3.1 | 47.7 | 45.4 |
| Tape recorder | 53.1 | 46.9 | 9.2 | 26.9 | 16.9 |
| DVD | 54.6 | 45.4 | 17.7 | 13.8 | 23.1 |
| CD-ROM | 46.9 | 53.1 | 15.4 | 13.8 | 17.7 |
| PowerPoint | 85.4 | 14.6 | 4.6 | 71.5 | 9.2 |
| Scanner | 40.8 | 59.2 | 10.0 | 17.7 | 13.1 |
| LCD projector | 48.5 | 51.5 | 1.5 | 48.5 | 1.5 |
| English channel / radio | 62.3 | 37.7 | 17.7 | 21.5 | 23.1 |
| Your / Class website | 51.5 | 48.5 | 5.4 | 30.8 | 51.5 |
| English online journals | 34.6 | 65.4 | 8.5 | 15.4 | 10.8 |

Yes: students who use a tools / program of technology.

No: students who do not use a program/tool of technology

PP: personal purpose.

EP: educational purpose.

Both: for both personal and educational purpose.

The results in Table 4.4 indicates that there is some tool and program that is used very much and has a lot higher frequencies used by the students for both personal and educational purposes. The results showed that all of the participants' use

computers (100.0%) for personal and educational purposes. Also, the majority of the participants use Internet (97.7%), Mobile dictionary (96.2%) and PowerPoint (85.4%) for educational and personal purpose. Also, most of the students use Computer dictionary (69.2%), English channel or radio, DVD (54.6%), Tape recorder (53.1%) and Your or Class website (51.5%) for both personal and educational purposes.

On the other hand, there is other equipment and software which are not used very much by the participants and that is why they have less frequency. Such as; English online journals (34.6%), Scanner (40.8%), CD-ROM (46.9%).

Thus, we can conclude that the students have different opinions for different technological tools and programs.

Students' interviews

In order to get more information and further details on the participant EFL students' frequency of technology use, 10 students were interviewed. Also, as an answer to the question of whether they use technology for their English language learning, all of them responded and said "Yes". The participants pointed out that all of them use some technological tools and programs for their English language.

(Student 1): " I use some kind of technological instruments for my English language learning such as Mobile dictionaries, the Internet and watching English TV channels to improve my English language skills". (Student 2): " I like using Computer and Mobile dictionaries, watching moves via DVD and listening to radios in English language such as Voice of America and BBC". (Student 3): "I utilize various types of technological tools and programs for my English language learning such as my class website, the Internet and watching films via CD-ROM". (Student 4): " I usually use the Internet, Online journals in English and watch moves in English language to improve my English language proficiency. (Student 5):" Generally I use the Internet, Mobile dictionary and watching English channels and listening to radios in English language to improve my English language". (Student 6): "I always use these instruments for improving my English language learning such as, Computer dictionaries, DVDs, CD-ROMs, MP3, the Internet and listening to radios in English language". (Student 7): "I use various types of technology for my language learning

such as Mobile, Computer dictionary, the Internet, and Radios in foreign languages. (Student 8): "I use MP3 and Mobile dictionary". (Student 9): "I use computer, the Internet, Mobile, DVD, and Recorder. Moreover, the students said that the use of technology by the students is increasing". (Student 10): "Nowadays, students use technology for language learning to a greater extent". We can conclude that the use of technological instruments varies from one student to another and from time to time".

In conclusion, we can say that the participants' stated that frequency of using various types of technological instruments is increasing day after day and it differs from one student to another.

Furthermore, the participants indicated that to a certain degree, they have some basic information about using technology in English language learning but their knowledge is not enough:

(Student 1): Students to a certain degree, have some basic knowledge about the use of technology. Also, those students who came to the university before us they have more information than us and they know how to use some instruments better than us that is why we can get information from them about how to utilize these tools and programs.

(Student 2): Most of the students do not have knowledge about how to use some kind of technology for learning English language due to lack of information and training course.

(Student 4): The majority of EFL students who use technology for their English language learning but not effectively and sufficiently. Also, the students always use internet for get information on English literature classes such as, Novel, Drama, Poetry etc

(Student 5): To some extent, students have knowledge about the use of technology, especially those who came to the college a year or more before us. Indeed, often we get information from them in order to know how to use and what tools they use.

(Student 6): Students do not have adequate information on the use of technology. There are students who do not know how to use some kinds of technology.

(Student 7): There are students who use technology for language learning but not sufficiently. For example, students often use the internet for information on poets and poems.

(Student 9): The majority of the students who use technology believed that using technology equipment such as, the power point and data shows [LCD Projector] is good in the classrooms because it focuses students' attention to the lessons. Almost all of the students believed that using technological materials in classrooms facilitates students' understanding about the topics, but their competency of technology use for English language learning is limited.

In conclusion, we can understand that the EFL students sometimes use technology in their classes for English language learning as far as they have knowledge about technological tools. Also, students think that using technology is useful for English language learning, doing tasks, students' projects and getting new ideas. However, their competency of technology use for language learning seems to be quite limited. They may not be able to get benefit from technology as much as the students in developed countries.

Teachers' Frequency of Using Technology

To examine the EFL teachers' present frequency of using technology, the numbers of teachers were 50 who were responded to the questionnaire. In Table 4.5 reveals the percentages of the results and explain the EFL participants' present frequency of using technology.

Table 4.5: Teachers' frequency of using technology:

| | SD | D | U | A | SA |
|---|-----------|----------|----------|----------|-----------|
| Q1. I use computers for my English language teaching. | 0.0 | 0.0 | 4.0 | 38.0 | 58.0 |
| Q2. I use internet for my English language teaching. | 0.0 | 4.0 | 6.0 | 46.0 | 44.0 |
| Q3. I am proficient in using a broad variety of technology. | 0.0 | 4.0 | 22.0 | 66.0 | 8.0 |
| Q4. I have enough information on some basic computer programs. | 0.0 | 8.0 | 6.0 | 56.0 | 30.0 |
| Q5. I have access to technology at my university. | 12.0 | 12.0 | 30.0 | 38.0 | 8.0 |
| Q6. I can use basic software applications such as word processing to give homework and task to my students. | 4.0 | 20.0 | 20.0 | 42.0 | 14.0 |
| Q7. My English language teaching often needs students to use computers to do their assignment. | 4.0 | 22.0 | 24.0 | 36.0 | 14.0 |
| Q8. I do not have enough experience with technology. | 48.0 | 32.0 | 10.0 | 8.0 | 2.0 |
| Q9. I need training courses in order to use computer technology for English language teaching. | 30.0 | 32.0 | 16.0 | 20.0 | 2.0 |

SD: Strongly Disagree; D: Disagree; U: Undecided; A: Agree; SA; Strongly Agree

As can be seen in Table 4.5, almost all of the teachers agreed (38.0% A and 58.0% SA) that they use computers for their English language teaching (Q1) and majority of them agreed (46.0% A and 44.0% SA) that they use the Internet for their English language teaching as well (Q2). This meant that teachers had positive attitudes toward integrating technology in the process of English language teaching.

The results of questions 3 and 4, which are about the participants' proficiency level and knowledge of technology, indicate that the majority of the participants agreed that they are proficient in using technological instruments and (22.0% U) of them could not decided whether they are proficient in using technological equipment or not. This may be because they have some basic information but they are not satisfied with it. Almost some of the teachers (38.0% A and 8.0% SA) agreed that they have access to technological equipment at their university, while (30.0% U) of them were undecided, although, (12.0% D and 12.0% SD) of the teachers felt that they did not have such access to technology at their university.

We can conclude that some of the teachers believed that access to technology at their university is insufficient.

The majority of the teachers (42.0% A and 14.0% SA) agreed that their assignments require students to use technology or that they use any technological programs to give assignments, while (20.0% D and 4.0% SD) of them disagreed (Q6). Most of the teachers (36.0% A and 14.0% SA) agreed that for their English language assignments while (24.0% U) of them undecided, but (22.0% D and 4.0% SD) of them disagreed (Q7). However, the majority of teachers (48.0% SD and 32.0% D) disagreed that they did not have enough experience with the use of technology (Q8). Furthermore, most of the teachers (30.0% SD and 32.0% D) thought that they do not need any training courses in order to use computers technology for their English language teaching (Q9).

Table 4.6: The purpose and percentage of using different types of technological tools / programs by the participant EFL teachers'.

| Tools / Programs | Yes | No | PP | EP | Both |
|-------------------------|------------|-----------|-----------|-----------|-------------|
| Computer | 100.0 | 0.0 | 2.0 | 16.0 | 82.0 |
| Internet | 98.0 | 2.0 | 8.0 | 14.0 | 76.0 |
| Computer dictionary | 98.0 | 2.0 | 16.0 | 28.0 | 54.0 |
| Mobile dictionary | 84.0 | 16.0 | 26.0 | 10.0 | 48.0 |
| Tape recorder | 40.0 | 60.0 | 6.0 | 22.0 | 12.0 |
| DVD | 68.0 | 32.0 | 16.0 | 24.0 | 28.0 |
| CD-ROM | 72.0 | 28.0 | 8.0 | 28.0 | 36.0 |
| PowerPoint | 96.0 | 4.0 | 0.0 | 60.0 | 36.0 |
| Scanner | 70.0 | 30.0 | 28.0 | 10.0 | 32.0 |
| LCD projector | 74.0 | 26.0 | 0.0 | 62.0 | 12.0 |
| English channel / radio | 62.0 | 38.0 | 16.0 | 14.0 | 32.0 |
| Your / Class website | 44.0 | 56.0 | 4.0 | 12.0 | 28.0 |
| English online journals | 84.0 | 16.0 | 10.0 | 32.0 | 42.0 |

Yes: teachers who use a tools / programs of technology.

No: teachers who do not use a program/tool of technology.

PP: personal purpose.

EP: educational purpose.

Both: for both personal and educational purpose.

The results in Table 4.6 show that there are some tools and programs use much and have much high frequency. The results revealed that all of the participant teachers use Computers (100.0%) and the majority of the participant teachers use Internet (98.0%) for personal and educational purposes. In contrast, more than half of the teachers (56.0%) answered that they do not use Your or Class website for any purpose.

The findings also show that the use of both computer dictionaries (98.0%) and mobile dictionaries (84.0%) has a high frequency. Moreover, the majority of the teachers use PowerPoint (96.0%), English online journals, (84.0%) for both personal and educational purposes.

From Table 4.6, we can understand that scanners, LCD projector, CD-ROM , Scanner , DVD and English channel / radio are to some extent used by the teachers while the percentages of teachers using Tape recorder, Your / class website are less than the half. We can conclude that some technological instruments and software like

computers, the Internet, computer dictionaries and mobile dictionaries are frequently used by the teachers while other tools and programs such as, tape-recorders and Your or Class website are not used very much. In contrast, there are some teachers who did not use few technological tools and programs very much such as; Tape recorder (60.0%) and Your or Class website (56.0%).

Teachers' interviews

In order to get further details and information on the participant EFL teachers' frequency of technology use, ten teachers were interviewed. Additionally, all of them responded "Yes" to the question of whether they use technology for their English language teaching or not. The participant teachers indicated that to some extent all of them use some technological tools and programs for their English language teaching. Technology integration and utilizing in the classrooms rely on the EFL teachers' subjects that what they teach to their students in the classrooms.

(Teacher 1): " Sometimes I use technology in my classes because I teach conversation and comprehension classes and sometimes my topics need to use DVD, LCD projector and PowerPoint to deliver my lessons". (Teacher 2): " Rarely, I use technology in my classrooms when it is necessary because I am teaching poetry and literature and my subjects usually require more oral explanations". (Teacher 3): " I use technology when my subjects require it because I teach Syntax, Phonology and Morphology classes which they need more written and oral explanation. (Teacher 4): " Sometime I have to use technology in my classes due to my topics because I teach novel and literary criticism and their subjects require both written and oral explanations". (Teacher 5): who was teaching a course on 'Novel and Drama' said "sometimes I avoid using technology because my topic needs oral explanation". Moreover, though the teacher (Teacher 6): who said that they used technology was teaching three courses - Conversation, Drama and Text analysis - they were using technology only for one of them - Conversation. The reason they did not use technology frequently in the classrooms does not seem to be lack of ability as all of the teachers believed they have enough knowledge to use technology beneficially. (Teacher 7): believed that "it is important for teachers to know how to obtain benefit from the Internet" and (Teacher 8): rated himself as "professional at using computers, LCD Projector, and anything related to technology". (Teacher 9): believed that " it is

essential for teachers to use modern technological equipment in their language classes in order to make their teaching environment more enjoyable and attractive. (Teacher 10): believed that "the use of technology in English language teaching classes is more affective and attractive than traditional approaches".

Furthermore, 10 students were interviewed in order to obtain more information about the teachers' frequency of technology use in their classrooms. The students were asked whether their EFL teachers use and integrate technology in their classrooms. The students indicated that to some extent some of the teachers use technology in their classes to teach and explain subjects such as Conversation, Novel, Drama, Comprehension and basic information about English language.

Additionally, the students were asked whether their teachers have enough knowledge to use and integrate technology in their classrooms. The participants reported that they are not sure about their teachers' proficiency and knowledge to the use of technology in the classrooms because technology integration in the classrooms was not used very much.

Also, six students indicated that to a certain degree, their teachers are good and have enough information about using technology in English language classrooms:

(Student 1): Due to lack of access to technological instruments and software in our [English language] department, I am not very sure about the teachers' proficiency level of using technology. But, sometimes some of our subjects need technology to be used for its explanations and when they use it [technology] for explanation these subjects, I think they are good at utilizing technology.

(Student 2): I do not have knowledge regarding the teachers' ability about the use of wide variety of technology, and whether they are good at using technology or not. But, in spite of using instructional technology infrequently, they are capable of how to use technological equipment in classes when they utilize in some of the topics.

(Student 3): We can see that our [English Language] department does not provide teachers and students with enough instrumental technology in order to understand teachers' competency levels of using technology in classes. But, when they rarely utilize technology in their lessons, they look quite familiar to use computer technology in classrooms.

(Student4): Since they rarely use technology, we are not pretty sure whether they are familiar with technology, but those teachers who use technology are good at it.

(Student5): Because there are not enough technological tools to be used by the teachers in the college, we do not know the teachers' competency level of technology use, but I think the teachers are good at using technology because we can understand via their lectures that they depend on the Internet and computers.

(Students6): I think they have enough knowledge about the use of technological instruments because when they use internet for English language, they give us various types of online resources about English language.

In conclusion, we can understand that the EFL teachers have knowledge and tendency to use technological equipment in English language teaching classes but they sometimes use it due to lack of technological tools and programs they cannot use technology frequently or maybe they do not want to utilize technology for every subjects that they teach.

4.3.3 The Attitudes of the Students and Teachers towards the Use of TAEFL

Section 3: The Attitudes of the Students and Teachers towards the use of TAEFL

In the third section, in order to get more information about the students' and teachers' attitudes towards TAEFL and address the questions of what are EFL students' and teachers' viewpoints and feelings about using and integrating technology into education in the Department of English Language, Salahaddin University (Second research question). The data was gathered and analyzed from the questionnaires and interviews.

Students' attitudes towards the use of TAEFL

Table 4.7 shows the percentages of the EFL students' attitudes towards the use of TAEFL.

Table 4.7: Students' attitudes towards the use of TAEFL:

| | SD | D | U | A | SA |
|--|-----------|----------|----------|----------|-----------|
| Q1. I like using computers. | 2.3 | 5.4 | 2.3 | 40.8 | 49.2 |
| Q2. Using technology helps me to be prepared well before my classes. | 3.1 | 8.5 | 13.8 | 40.8 | 33.8 |
| Q3. Using technology generally makes completing my task easier. | 3.8 | 4.6 | 12.3 | 48.5 | 30.8 |
| Q4. I generally have positive attitudes towards using technology in English language learning. | 2.3 | 6.9 | 13.1 | 47.7 | 30.0 |
| Q5. I think technology integration in English language learning is more effective than the traditional approach. | 5.4 | 12.3 | 21.5 | 30.0 | 30.8 |
| Q6. Technology can be a good supplement to support my English language learning. | 2.3 | 8.5 | 9.2 | 49.2 | 30.8 |
| Q7. I like searching the Internet for English language learning sources. | 1.5 | 8.5 | 6.9 | 36.2 | 46.9 |
| Q8. Using technology gives me more control over my English language learning. | 2.3 | 5.4 | 12.3 | 53.1 | 26.9 |
| Q9. I feel nervous when I know I am going to study lessons in English language with technology. | 21.5 | 34.6 | 17.7 | 15.4 | 10.8 |

SD: Strongly Disagree; D: Disagree; U: Undecided; A: Agree; SA: Strongly Agree

Table 4.7 shows that although the majority of the students (40.8% A and 49.2% SA) reported that they like using computers, there are students (2.3% SD and 4.5% D) who do not like using computers.

The majority of the students (53.1% A and 26.9% SA) revealed that they have positive attitudes towards the use of technology for language learning. The reason for their positive attitudes towards technology integration can be understood when the results of questions 2, 3, 6, 7 and 8 are seen. Most of the students seem to have positive views about technology because they think it can help them get prepared beforehand, ease the difficulties of their duties and tasks, and support their English language acquisition process. In addition, they believed that technology provides them with essential English language learning resources, and gives them the opportunity to control their English language learning process.

Table 4.7 also reveals that the majority of the students (30.8% A and 30.8% SA) believed that technology integration is a better approach than the traditional one. It seems that the students see those lectures in which technology is integrated as effectively and this is better than those lectures that are taught without the use of technology. Moreover, the percentages of the last question show that most of the students (21.5% SD and 34.6% D) disagreed that they get nervous when they know they are going to study lessons with technology (Q9). Despite the fact that the majority of the students feel satisfied with technology, there are students who get nervous when they attend technology-based lectures.

Teachers' attitudes towards the use of TAEFL

Table 4.8 indicates the percentages of the EFL teachers' attitudes towards the use of TAEFL.

Table 4.8: Teachers' attitude towards the use of TAEFL:

| | SD | D | U | A | SA |
|--|-----------|----------|----------|----------|-----------|
| Q1. I like using computers. | 2.0 | 4.0 | 0.0 | 32.0 | 62.0 |
| Q2. Using technology helps me to be prepared well before my classes. | 0.0 | 4.0 | 0.0 | 34.0 | 62.0 |
| Q3. Using technology generally makes completing my task easier. | 0.0 | 4.0 | 4.0 | 48.0 | 44.0 |
| Q4. I generally have positive attitudes towards using technology in English language teaching. | 2.0 | 4.0 | 2.0 | 40.0 | 52.0 |
| Q5. I think technology integration in English language teaching is more effective than the traditional approach. | 0.0 | 4.0 | 10.0 | 40.0 | 46.0 |
| Q6. Technology can be a good supplement to support my English language teaching. | 0.0 | 2.0 | 4.0 | 56.0 | 38.0 |
| Q7. I like searching the Internet for English language teaching sources. | 0.0 | 4.0 | 2.0 | 40.0 | 54.0 |
| Q8. Using technology gives me more control over my English language teaching. | 0.0 | 8.0 | 10.0 | 38.0 | 44.0 |
| Q9. I feel nervous when I know I am going to give lessons with technology. | 38.0 | 34.0 | 10.0 | 12.0 | 6.0 |

SD: Strongly Disagree; D: Disagree; U: Undecided; A: Agree; SA: Strongly Agree

The majority of the teachers reported that they like using computers. Likewise, most of the teachers (40.0% A and 52.0% SA) agreed that they had a positive attitude towards the use of technology for English language teaching (Q4).

Moreover, most of the teachers (38.0% A and 44.0% SA) indicated they have positive attitudes towards the use of technology because they believe technology helps them to be prepared before class, makes their job easier, and gives them more control over their English language teaching. This was supported by the distribution of responses to questions 2, 3 and 8.

As can be seen in Table 4.8, for questions 5 and 6, most of the teachers (86.0%) believed that the integration of technology into English language teaching is more effective than the traditional approaches; it can provide a good support for English language teaching process. Furthermore, all of the teachers (40.0% A and 54.0% SA) agreed that they like searching the Internet for English language teaching resources (Q7).

The last question in the teachers' questionnaire aimed to find out whether the teachers get nervous when they are teaching with the aid of technology. More than half of the teachers replied that they do not get nervous with technology.

4.3.4 The Advantage and Disadvantage about the use of TAEFL

Two sets of interview questions were prepared and administered to the EFL students and teachers to find out students' and teachers' attitudes towards technology integration to EFL. The EFL students and teachers were asked about their perceptions on the advantage and disadvantage of technology integration. Table 4.9 and 4.10 shows a list about the advantage and disadvantage of technology integration into EFL.

Table 4.9: The advantage and disadvantage of technology integration in EFL from the EFL students' perspective.

| Students | Advantage of TAEFL | Disadvantage of TAEFL |
|-----------------|--|--|
| 1 | - Technology helps students to completing their work and task easier and faster. | - Technology sometimes wastes your time. |
| 2 | -You can get many useful information and sources through the Internet for English language learning. | - I think technology does not have disadvantage because it depends on how it is used by the users. |
| 3 | - Chatting with native English speakers around the world is useful for English language students. | - Using technology a lot for other purposes is not good because it makes you busy. |
| 4 | - Technology helps students to develop their English language skills. | - Technology waste your time. |
| 5 | - Technology allows students to communicate with each other. | - Technology does not have any disadvantage. |
| 6 | - Technology facilities to get knowledge faster about English language. | - Technology takes your time because sometimes you follow other links or unnecessary things. |
| 7 | - Chatting with others is useful. | - Technology waste your time. |
| 8 | - You can get good information through technology. | - It wastes your time. |
| 9 | - There are many resources; we can get them only via the Internet. | - Technology cannot be use in all fields of life. |
| 10 | - Technology helps you master new words. It develops your language. | - It wastes your time. (Esp. when you use tech. for other purposes but educational purpose.) |

As can be seen in Table 4.9, there are different types of advantages and disadvantages of TAEFL on the part of EFL students' perceptions. The participants talked about several benefits of integration of technology into education. They showed that using technology in education is a good source to improve their various

language skills, develop their ability to learn English language and increase students' interest and motivation to search for more English language resources.

In addition, they believed that technology can provide students with many new materials to practice their English language. Moreover, many of the participants believed that the Internet resources have many advantage but students mostly used them for doing their assignments and using technological instruments make a class more entertaining and create an enjoyable atmosphere without making students feel bored.

The participant students mentioned some disadvantages of TAEFL. The majority of the students believed that using technology wastes time and they indicated some reasons why utilize technology in education takes a long time and make them busy because they do not always find reliable sources on the net. The students also reported that they use technology especially when they look for some resources on the Internet for English language and topics related to their subjects, but they follow other sites which are irrelevant and unrelated to their filed.

Table 4.10: The advantage and disadvantage of technology integration in EFL from the EFL teachers' perspective.

| Teachers | Advantage of TAEFL | Disadvantage of TAEFL |
|-----------------|---|--|
| 1 | - Technology facilitates the process of language teaching. | - No disadvantage. |
| 2 | - Technology makes education more interesting and effective. | - Technology requires equipments and training courses. |
| 3 | - Through the use of technology the students can learn and understand the subjects more easily and faster. | - Some students depend on technology more than textbooks which is important for language learning. |
| 4 | - Technology usually consumes and saving time for teachers and students. | - I can see no any disadvantages. |
| 5 | - Students may have difficulty with obtaining new books and articles without technology; therefore, we need technology. | - No disadvantages. (Even if there is, we can skip). |
| 6 | - Engaging students. - Using Technology is more effective. | - No disadvantages. |
| 7 | - Students can discover the world through Technology. | - Technology cannot be used in all fields of life. |
| 8 | - The lessons are more clear and enjoyable with the use of technology. | - Sometimes It wastes your time. |
| 9 | - Students easily gets in touch with their teachers by email and chatting messages...etc | - No disadvantages. |
| 10 | - Technology is an effective means of foreign language learning. | - Students may ignore textbooks which are good sources of language learning. |

Also, as can be seen in Table 4.10, some of the teachers indicated some advantages and disadvantages of technology integration into education from their point of views. They mentioned several benefits of integrating and utilizing technology into education. Additionally, some of the participants believed that the use of technology in classrooms especially in language teaching is better and more effective than

traditional classes in which technology is not used. Moreover, the teachers believed that the process of language teaching would be more interested and attractive with the use of technology because it saves time and makes lessons more understandable and enjoyable for students.

The teachers have some different thoughts and ideas about the disadvantages of utilizing and technology integration in EFL. One of the participants (Teacher 2) said that " technology requires equipment and they need training courses". The other (Teacher 3) said that " some students depend on technology more than textbooks which are important for language learning". The others believed (Teachers 1 and 4) that there are not any disadvantages about the use of technology in education.

4.3.5 Is technology integration necessary or unnecessary?

In order to find out more information about technology integration into EFL. The participants and teachers were asked whether they thought that integration technology into EFL was necessary or unnecessary. The EFL students and teachers stated various reasons about the necessity of integration technology into education and reported that they agreed about the use of technology in English language is very important and completely necessary.

In addition, the students focused their attention on some other reasons about why technology is necessary and should it be integrated and used in education. (Students 1): " Technology is totally necessary because it facilitates the process of learning English language and gives more access to more sources in the process of language learning". (Student 2): " The use of technology is totally necessary because English language is in progress and every day new words come in. We can also be aware of these changes through using technological instruments". (Student 3): "It [technology] is very necessary to be used for educational purpose especially in learning English or foreign language". (Student 5): " It [technology] is necessary because it makes the subjects of English language learning more interesting and easier to understand". (Student 6): claimed that "technology is necessary especially for the purpose of language learning". He suggested that "education in the developed country is advanced because they rely on technology". (Student 7): " The integration of technology in English language classrooms is necessary because make the class more enjoyable". (Student 8): " Nowadays technology integration is very necessary

because it would ease the difficulties of English language learning process". (Student 9): " It is something new in my country because it's really necessary to integrating technology foreign language process because it encourages me" (Student 10): " Technology is very useful and necessary for EFL students because there are many English language materials on the net if we do not use the Internet we cannot have these beneficial materials". Also, this idea was accepted by (Teacher 4): "Technology integration in education is necessary because there are many new resources and equipment on the Internet and both of teacher and student can benefit from these new materials".

Additionally, some of the teachers mentioned some various reasons about the importance and necessity of technology integration into education.

(Teacher 1): Absolutely yes. It [technology] is totally necessary in the process of education because it facilitates the process of teaching to give access to more sources. Besides, it [technology] makes teaching and learning more easier and more professional.

(Teacher 2): It [technology] is totally necessary for many reasons like time saving, updating one's information and a better quality of education. Furthermore, it [technology] facilitates teaching foreign languages and its motivating the students to find out many new material regard to English language learning.

(Teacher 3): It [technology] is necessary because it makes the lesson more attractive and enjoyable by the students. Also, it [technology] is essential and necessary because it saves time and it is an access to the latest in linguistics methods of teaching foreign languages and professional teachers.

(Teacher 5): [technology is] totally necessary because I am going to engage my students in the class and let them participate.....students like new methodology of teaching.....instead of showing presentation, they [students] can watch something, improve their listening comprehension and also learn new words from an extract that we are showing them.

(Teacher 6): of course [technology is] necessary because without technology, education will be traditional and stereotypical but with technology, the students will discover the world, especially through the Internet and through the use of Data Show [LCD Projector] or other technological materials.

(Teacher 7): of course [technology is] necessary because technology facilitates students' recognition and understanding. Also using various types of equipment in English language classes such DVDs and CD-ROMs motivating students more and make the subject easier.

In conclusion, we can say that all of the students and teachers believed that technology is necessary and must be used in English language learning and teaching for a better quality of education. Thus, the students and teachers reported that the use of technology and the Internet sources raise their awareness about changes in English language learning and teaching.

4.3.6 The perceptions of the Students ' and Teachers ' about barriers to TAEFL

Section 4: The perceptions of the Students ' and Teachers ' about barriers to TAEFL

In this section, in order to understand and get more information about the perception of the students' and teachers' opinions about barriers to TAEFL and address the question of what kind of barriers do EFL students and teachers encounter while using technology at Salahaddin University. (Third research question). Also, in this section the data was analyzed qualitatively. Table 4.11 and 4.12 shows and point out the factors that discourage and prevent the participant students and teachers from the use of technology integration into their English language learning and teaching.

The perception of the students' about barriers to TAEFL

Table 4.11 shows the percentages of the EFL students' about barriers towards the used of TAEFL.

Table 4.11: Barriers the students' encounter while using technology:

| | SD | D | U | A | SA |
|--|-----------|----------|----------|----------|-----------|
| Q1. I do not have enough information about how to use technological instruments. | 23.8 | 35.4 | 16.9 | 17.7 | 6.2 |
| Q2. I do not have access to technology at home or dormitory. | 28.5 | 32.3 | 10.8 | 16.2 | 12.3 |
| Q3. Technological equipment is expensive. | 8.5 | 13.8 | 18.5 | 40.0 | 19.2 |
| Q4. My university has not provided any necessary instrument. | 10.0 | 10.0 | 9.2 | 29.2 | 41.5 |
| Q5. Neither my university nor any other institution and organization have technology training courses. | 9.2 | 15.4 | 20.8 | 30.8 | 23.8 |
| Q6. I have an anxiety for the use of technology. | 16.9 | 33.8 | 22.3 | 21.5 | 5.4 |
| Q7. Technology integration courses have more technical difficulties. | 6.2 | 29.2 | 24.6 | 30.0 | 10.0 |
| Q8. I have not a positive attitude towards integration technology in English language classrooms. | 13.8 | 37.7 | 22.3 | 16.9 | 9.2 |
| Q9. I follow a restricted curriculum that does not allow me to use technology in the classroom. | 14.6 | 31.5 | 20.8 | 27.7 | 5.4 |

SD: Strongly Disagree; D: Disagree; U: Undecided; A: Agree; SA: Strongly Agree

As can be seen in Table 4.11, most of the students (59.2%) believed that lack of information about how to use technological instruments is not a factor that discourages them from using technology for English language learning whereas (23.9%) of them agreed. Moreover, most of the students (60.8%) thought that lack of access to technology at home or dormitory not stops them from using technology for English language learning while (28.5%) of them agreed.

The majority of the students (40.0% A and 19.2% SA) agreed that technological equipment is expensive (Q3). This suggests that students cannot buy technological tools due to their high costs. Thus, financial problems can be one of the major barriers that stop the students from integrating technology into their education. Similarly, most of the students (29.2% A and 41.5% SA) believed that their university has not provided necessary equipment. This is another deficiency of technology that affects the process of technology integration in education. Another

reason behind the infrequent use of technology by students may be a lack of technology training courses as reported by the majority of the students.

The majority of the students (16.9% SD and 33.8% D) disagreed that they were anxious about using technology. Moreover, (40.0%) of them disagreed that technical difficulties of technology integrated courses discourages them from integrating technology (Q7). And (51.5%) of them disagreed with the statement that they do not use technology because they do not have positive attitude (Q8). We can understand that the majority of the students did not believe that having anxiety, technical difficulties, and not having positive attitudes towards TAEFL are the factors that prevent them from using technology for their language learning. Finally, the majority of the students thought the curriculum restricts their freedom of technology use. This may imply that the students cannot use their own technological instruments in the classrooms.

The perception of the teachers' about barriers to TAEFL

Table 4.12 indicates the percentages of the EFL students' about barriers towards the used of TAEFL.

Table 4.12: Barriers the teachers' encounter while using technology:

| | SD | D | U | A | SA |
|--|-----------|----------|----------|----------|-----------|
| Q1. I do not have enough information about how to use technological instruments. | 44.0 | 42.0 | 4.0 | 6.0 | 4.0 |
| Q2. I do not have access to technology at home or in my office. | 44.0 | 50.0 | 2.0 | 2.0 | 2.0 |
| Q3. Technological equipment is expensive. | 8.0 | 28.0 | 24.0 | 30.0 | 10.0 |
| Q4. My university has not provided any necessary instrument. | 8.0 | 20.0 | 32.0 | 28.0 | 12.0 |
| Q5. Neither my university nor any other institution and organization have technology training courses. | 18.0 | 40.0 | 20.0 | 20.0 | 2.0 |
| Q6. I have an anxiety for the use of technology. | 28.0 | 40.0 | 8.0 | 16.0 | 8.0 |
| Q7. Technology integration courses have more technical difficulties. | 18.0 | 42.0 | 26.0 | 12.0 | 2.0 |
| Q8. I have not a positive attitude towards integration technology in English language classrooms. | 36.0 | 40.0 | 12.0 | 4.0 | 8.0 |
| Q9. I follow a restricted curriculum that does not allow me to use technology in the classroom. | 24.0 | 50.0 | 14.0 | 10.0 | 2.0 |

SD: Strongly Disagree; D: Disagree; U: Undecided; A: Agree; SA: Strongly Agree

Most of the teachers (28.0% A and 12.0% SA) disagreed that their university has not provided necessary equipment (Q4). In contrast, most of the teachers (36.0% SD and 40.0% D) disagree with the idea that they cannot use technology for their English language teaching because they do not have a positive attitude towards the technology integration (Q8). This means lack of necessary equipment provided by the university is one of the most common barriers that may prevent the teachers from using technology in their English classroom. We can also understand that if the teachers do not use technology for their language teaching, it is not because of their attitudes towards technology use. Additionally, the responses to the first two questions revealed that the majority of the teachers believed that lack of adequate knowledge about how to use technological tools and lack of access to technology at home do not significantly discourage them from incorporating technology into their lectures.

Moreover, almost half of the teachers (58.0%) disagreed with the questions about whether lack of technological-training courses, having anxiety with technology or restrictions on the curriculum prevent them from using technology for their English language teaching (Qs 5, 6 and 9). This may be because they, to some degree, agreed that these factors prevent them from using technology for teaching but these factors are not the most discouraging reasons. And more than half of the teachers (40.0%) were disagreed to the question that asked whether costs of instruments cause non-use of technology for their English language teaching. We can understand that those teachers who were undecided believed that those factors that mentioned above may discourage them from integrating technology into their English classes but they are not the serious problems that may definitely prevent them.

Furthermore, teachers had different responses to question about whether technology integrated courses have more technical difficulties (Q7). The results were (52.0% D, 26.0% U and 14.0% A). We can conclude that some of the teachers thought technical difficulties of technology-based courses are a factor that prevented them from using technology in the classroom.

In the last section, in order to better understand, get supplementary and complementary information about the barriers that the participant of EFL students' and teachers at Salahaddin University – College of Languages – Department of English Language encounter during the use of technology in education. Interviews were conducted with the students' and teachers. The students and teachers mentioned various types of barriers about using technology in their English language learning and teaching, and technology integration in education.

Financial Problems: due to lack of financial support which is one the most common and biggest barriers for the interviewees' students and teachers that they cannot use technology into education.

(Student 1): Salahaddin University one of the oldest and biggest university in north Iraq but unfortunately still not provide with any necessity technological instruments for our university especially college of languages because of financial problems.

(Student 4): Also, in general due to lack of financial problems every student cannot be able to buy technological instruments such as computers, iPods and laptops.

(Student 3): Openly speaking, due to lack of financial problems and there are financial barriers at our [Salahaddin] University, which is why we [teachers] suffer a lot from lack of many necessity technological equipments.

(Teacher 3): Also, this financial problem can prevent us [teachers] by using and integrating technology into our English language teaching classrooms and education. In addition, the government unfortunately has not been serious yet with providing our [English Language] department with sufficient financial support in order to be able to buy necessity technological equipments for the department.

(Teacher 4): Budget has a great impact on us in providing expenditure for instruments. The administrators also claimed that the ability of the university is limited and they do not get enough financial support from the government.

(Teacher 6): The government's financial ability to provide us with sufficient technological tools is limited.

(Teacher 8) Salahaddin University is a state university; therefore, they are totally reliant on the funds provided by the government. The government has not yet been so serious in providing us with the enough funding [in order to buy technological tools].

In conclusion, we can say that both of them confirmed that there are financial problems which is prevent them from using technology into their education and English language learning and teaching.

Lack of Access to Technology: lack of access to technology is another barrier to the use of technology in education that faces all of the EFL students and teachers.

(Student 1 and 2): Lack of technology and the Internet access are the most common barriers at our [Salahaddin] University that prevent students from integrating technology into education and the use of technology for our English language learning.

(Student 5): Generally, we do not use technology in our classes because there are not enough necessity technological equipments. Besides, we do not have free internet access in the English language department.

(Teachers 2 and 4): Lack of resources and insufficient hardware, software and the Internet access in English Language Department at our [Salahaddin] University are the primary barriers for the effective use of technology in English language.

(Teacher 6): Computer centers and Internet cafes are rarely availablel. Moreover, the students stated that they have difficulties with finding necessary resources due to lack of the Internet access.

Insufficient technological tools and limited access to the Internet are the main barriers for the students and teachers, and these barriers make them feel frustrated from integrating technology into learning and teaching their English language in English Language Department at Salahaddin University.

Lack of Time: lack of time is another barrier to integration and utilize of technology into education process for the EFL students and teachers because sometimes using technology in the classrooms takes a long time due to lack of the Internet access, insufficient tools and lack of electricity.

(Student 3): In general, students in the classes lose their time due to lack of tools and instability of electricity in our [English Language] department. Also, these barriers stop us from the use of technology.

(Student 10): Sometimes the use of technology takes a long time and sometimes it takes time until the instruments to be opened because most of the equipments not working at the university.

(Teacher 1): Lack of time is another main barrier and reason to the use of technology infrequently and especially in English language teaching because

the preparation of technology and implementing in the classrooms needs more much time than a traditional teaching approach.

(Teacher 2): Lack time of is another common problem and reason behind the lack use of technological instruments in the department of English Language because integration of technology in English language classes required much more time and effort compared to regular classes which do not use technology.

Lack of Information: another barrier to technology integration into education is the inadequate knowledge of technology from the EFL students and teachers. In addition, both of them may be capable of utilizing technology effectively or technology cannot play a vital role into education and in their English language learning and teaching process.

(Students 2 and 3): We believe that some of the students in our classes in English Language Department still do not have enough knowledge about some of technological equipments due to lack of information and experience.

(Student 7): I think some of EFL still have not a good knowledge about how to use Internet for educational purpose.

(Teacher 2): Generally, I can use technology to manage my own job to some extent but I am not proficient in utilizing wide types of technologies due to lack of information.

(Teachers 4 and 9): Lack of knowledge and practice are factors that prevent the successful use of the Internet as a learning tool. Also, technology would remain unused if faculty members do not have knowledge about the use of various types of technological instruments.

Lack of Effective Training: lack of training courses for the students and teachers, and knowledge are the other barriers to the use of technology infrequently and effectively in the process of English language learning and teaching.

(Students 1): Due to inadequate knowledge and skills. I need training courses in order to I have strong understanding of the nature of utilizing various types of technological equipment.

(Student 3): In order to be able use and integrate technology in English language learning classes affectively we need effective and sufficed training courses.

(Student 5): The low frequency of technology use of students in English language department at our [Salahaddin] university could be due to lack of knowledge and training courses.

(Teacher 1): I think teachers in our [English Language] department at the university have enough knowledge about the use of technology but ministry

of higher education should allocate sufficient training courses for teachers in order to have wide knowledge about to use various types of technological equipment.

(Teacher 4): I think teachers must given sufficient training courses in order to increase their knowledge about the use of various types of technological tools and programs more effectively.

4.3.7 How to Overcome Technology Integration Barriers: In order to indicate that Salahaddin University the EFL students and teachers in English Language Department benefit from the use of technology in their English language classes like in many other developed universities in the world. Also, the students and teachers mentioned that there are many deficiencies and constraints of integration technology.

(Student 5): First of all there are many deficiencies and things that should to be done and providing to our [Salahaddin] University such as; more new computer centers, Data show [LCD Projector] for each classes, sound laboratories and The Internet access to each departments at Salahaddin University.

(Student 6): Students need tanning courses in order to use any kind of technological tools and programs. In addition, the all classrooms should be well equipped in our [English Language] department. Also, each department must have its own computer and sound laboratories.

(Students 1,2,3,9 and 10) There are many things that need to be done in order to motivate EFL students to use technology into their English language classrooms effectively for educational purpose. The university must be providing training courses for students, providing instruments, computer and sound labs and modern LCD projectors for each classes,

(Teacher 1): I think our [Salahaddin] University needs to allocate more money to improve and provide the necessary tools and programs for each class. Besides, training courses need be prepared to train instructors and students. Moreover, teachers shall have more freedom of teaching because it's important for them what they really want and like to teach in order to improve the quality of education.

(Teacher 3): I think ministry of high education and the administrators at our [Salahaddin] University must organizing relevant workshops and training courses for teachers on how to use technology and delivering seminars on the important of using technology in classrooms. Also, providing modern computer and sound laboratories to our [English Language] department are necessity.

(Teachers 2,4,7,8 and 9): We are planning to develop the university in terms of technology integration. We will try to overcome the shortages of equipment. For this reason, sufficient funds must be provided by the

government and providing training-courses for both teacher and students in order use technology effectively.

(Teacher 10): there are many things that need to be done such as providing a computer, Internet connection and projector for every classroom, encouraging students to submit their assignments through the Internet, and encouraging teachers to use electronic mail in order to assign the students a task.

In conclusion, the students showed that there are many things have to be done in order to increase students' knowledge about the use of technology and encourage them to integrate and utilize technology into their English language learning process. Besides, the students suggest that providing various technological tools and programs, providing effective training courses for the students, computer and sound laboratories and a good Internet connection for the all departments.

Furthermore, the teachers agreed with what the students said and suggested. The teachers believed that the Ministry of Higher Education will allocate and spend more money on education, providing workshops and training courses and providing a good access to the Internet connection. Moreover, providing special computer centers and sound laboratories for each department in order for teachers and students use them whenever they want.

In conclusion, we can say that all of the barriers and problems that are discussed above in the interviews with the students and teachers might be solved with providing financial support, effective training courses, computer and sound laboratories, access to the Internet and technical support.

4.3.8 Conclusion

This chapter presents the results of the analysis of the data collected from the questionnaires and interviews in the study. The data analysis related to the students' and teachers' frequency of technology use, the attitudes of students and teachers towards the use of technology for English language learning and teaching and the perceptions of the students and teachers about the barriers to use of technology in EFL.

The participant teachers reported that they sometimes use and integrate technology in classrooms for educational purpose when its necessity. We can conclude that the use

technology in classes is not too much due to technological deficiencies. The participant students also sometimes use technology for their English language learning.

In addition, according to the results of the questionnaires and interviews in the study, we can infer that the majority of the participants have positive attitudes towards the use of technology for the purpose of English language learning and teaching. Moreover, most of the participant students and teachers thought that technology integration into English language classrooms is more effective than traditional approaches.

Finally, the participants indicated a wide range of barriers to technology in EFL. Financial concern seems to be the foremost amongst the barriers to TAEFL. Lack of adequate equipment is another problem that discourages teachers and students from using technology for educational purposes. Moreover, lack of sufficient knowledge about how to use some technological tools and programs is other factors behind infrequent use of technology by students and teachers EFL.

5. DISCUSSION

5.1 Introduction

This study investigated the perceptions of the students and teachers about the advantages and disadvantages of technology aided English teaching as a foreign language (TAEFL) at Salahaddin University. For this study, the questionnaires and interviews were used as a data collection instruments. The participants of the study were EFL students and EFL teachers of Salahaddin University.

This study aimed to answer the following research questions:

1. To what frequency do the EFL students and teachers at Salahaddin University use technology?
- 2- What are EFL students' and teachers' attitudes towards using Technology Aided English as a Foreign Language (TAEFL) at Salahaddin University?
- 3- What barriers do EFL students and teachers encounter while using technology at Salahaddin University?

In this chapter, the findings taken from the results of data analysis and limitations of the study are discussed.

5.2 Discussion of the Findings

The findings collected from the data analysis in Chapter IV were reviewed and presented in three sections: in the first section, findings about students' and teachers' frequency of using technology were discussed. The second section presents findings about the participants' EFL students and teachers attitudes towards the use of TAEFL. The last section presents the finding about the barriers of TAEFL.

The Students' and Teachers' Frequency of Using Technology

In order to find out the EFL students' and teachers' present frequency of using technology at Salahaddin University in the College of English Language Department, the questionnaires and interviews were used. In the first part of section two questionnaires were prepared for this purpose, and the participants were interviewed in order to get more information and further details on the participants' frequency of using technology.

The participants shed light on the significance of a wide variety of technological tools and programs. The EFL students and teachers indicated that they were sometimes utilizing some kinds of technological instruments and software in their English language learning and teaching process such as; Computers, the Internet, Computer dictionary, Mobile dictionary, LCD projector, PowerPoint, DVD and CD-ROM.

They also reported that they infrequently use English online journals, the tape recorder and the website. In spite of the importance and essential role of some of these technological tools and programs have in the field of education especially in English language learning and teaching process. There are many deficiencies of technology integration at Salahaddin University and the EFL students and teachers unfortunately still not provided with adequate and necessity equipments in order to benefit from.

In this study, the results demonstrated that the majority of the participant EFL students and teachers reported that there are many things have to be done in order to

meet their needs such as lack of access to the Internet, lack of technological equipments, and lack of effective training courses and experience with these programs and tools that limited to the EFL students' of using technology.

Also, students and teachers who want to utilize and incorporate technology into their classrooms should have adequate information about the tools and programs that they are going to utilize because if they have not enough knowledge and are not familiar with the instruments they cannot benefit from them. In addition, the ability to utilize a variety of technological equipment is important and necessary especially for those teachers who intend to integrate it into their classroom use (Hawkar, 2010; Ismail, Almekhlafi & Al-Mekhlafy, 2010, Lee, 2001, Önsoy 2004).

The students reported that using technology in English language classrooms assisted them to show their performance , made them search for more details of given assignments. They indicated the importance of using and integrating educational technologies such as Computers, LCD projectors and Power point so as to attract students' attention to make them focus more on the discussed topics in the classrooms.

This idea was also confirmed by Ahmad (2012) and Muhammad (2011) who stated that in educational computer applications there are two "Cognition enhance". They are firstly computer tool which facilitates task for students to focus on constructing thinking skills as named Empowering environment; Secondly, interactive media technology which is about combining media of communications such as pictures, video, CDs and DVDs, animation and interactive games to present information about the subjects in classrooms. Both of the cognitions helping students' learning and developing their experience and knowledge.

Being able to utilize technological instruments effectively has a great effect on the frequency of using and incorporating technology in EFL process because it increases the motivation and encouragement of the teachers toward technology integration in their language teaching classrooms (Almekhlafi & Almeqdadi, 2010; Han, 2008, Kumar, Rose & D'Silva, 2008, Ismail, Almekhlafi & Al-Mekhlafy, 2010). Also, we can infer that those teachers who have further knowledge of various kinds of technological equipment will integrate and make use of technology more in their

foreign language teaching classrooms than those who has less information about the use of technology.

The results indicated that the EFL students do not have enough information about the use of various types of technological equipment. The findings also showed that the capacity of the participant students toward the use of technological instruments is limited for educational purposes in EFL. Also, most of the students who took part in this study confirmed that they do not have adequate proficiency to take advantage from the various types of technological instruments because they are not trained to use technology efficiently. Moreover, their teachers do not encourage them to make use of technology and make it as dependable resource. Klofer et al (2009) confirmed that for some teacher educators, changing teaching approaches by incorporating technology is not an easy task.

In short we can say that they need training courses in order to exploit the benefits of integrating and utilizing technology for their English language learning more effectively.

The results showed that the EFL teachers showed that they have enough information about the use of different kind of technological tools and programs. Consequently, they indicated that they do not need to have effective training courses so as to integrate and utilize various types of technological equipments in their English language teaching classrooms. In spite of having adequate knowledge about how to utilize and incorporate technology, but unfortunately the EFL teachers do not utilize and integrate technology in their English language classes so much.

In addition, the EFL students indicated that their EFL teachers sometimes integrate and use technology in their English language classes, although this idea was accepted by the participant teachers in this study, and they confirmed that due to lack of various kinds of technological instruments and programs that they sometimes integrate and utilize technology in their English language teaching classrooms.

The EFL students and teachers suggested that in order to use and integrate technology for their studies in English learning and teaching, more money should be allocated and spend in education process especially EFL. For both students and teachers should be provided with more computer centers, sound laboratory,

technology courses, access to the Internet, LCD projectors and PowerPoint programs as a teaching method and Class website.

In conclusion, by considering the participant EFL students and teachers responses, we can conclude that the use of technological tools and programs at Salahaddin University is not too much for educational purposes. Therefore, lack of proficiency and knowledge are not the only barriers behind the infrequent utilization and integration of technology because there are many other barriers and factors that discourage and prevent the EFL students and teachers from using technology in their English language learning and teaching classrooms effectively.

The Attitudes of the Students and Teachers towards the Use of TAEFL

This section sheds light on the findings of the research question that examined the EFL students' and teachers' attitudes towards technology integration in English language at Salahaddin University. In this respect, questionnaires in the study were administrated to the EFL students and teachers, and the interviews were conducted at the same university.

The majority of the participants have positive attitudes towards the use of technology aided English as a foreign language in English language studies. This result also is parallel to what exists in the literature review of the study. Also, there are many studies that have been conducted with students and teachers relating to using and integrating technology into education (Akbulut, 2008; Albirini, 2006, Awad & Alkaraki, 2013, Bordbar, 2010, Bulut, 2007, Emhamed & Krishnan, 2011, Eren, 2010, Hawkar, 2010, Karakaya, 2011, Kasapoğlu, 2010, Önsoy, 2004, Samira, 2011). Their results showed that most of the EFL students and teachers have positive attitudes towards the use of technology in English language learning and teaching. The present study investigated the students and teachers who use technology into EFL process. This study reports the same positive attitudes towards the use of TAEFL. In short, we can say that the students' and teachers' frequency of using technology do not have an effect on the positive attitudes of the students and teachers about using and integrating technology into EFL.

The positive attitudes of the participants of this study may be due to some advantages of using TAEFL. At first, the students believed that using and integrating technology

effectively helps them in the process of English language learning, and it is beneficial for them. The students can improve their various skills and cognitive abilities to learn a foreign or second language throughout various communicative and interactive activities with native speakers such as exchange e-mails or chatting with native speakers and watching films in the target language. This idea was also supported by researchers in the literature review (see AbuSeileek, 2007; Chapelle, 2003, Hawkar, 2010, Kasapoğlu, 2010, Lai & Kritsonis, 2006, Manar, 2009, Vi, 2005, Wang, 2005).

Secondly, there is an agreement among EFL students and teachers in the use of technology which helps them to carry out and complete their tasks and duties better and faster. The use of various types of technology helps the students and teacher to be prepared well before their classrooms. Besides, the majority of the participants who took part of this study have positive attitudes towards the use of technology in EFL process because they believed that technology integration is necessary and crucial because it provides them with a wide variety of English language resources and enables them to reach and obtain these authentic materials quickly and easily through the help of technology.

Additionally, the EFL students and teachers accepted that due to lack of various types of printed English language books and sources, utilizing and incorporating educational technology for English language learning and teaching is difficult so various types of printed English language materials and resources should be provided.

Thirdly, the EFL teachers who took part in this study have positive attitudes towards the use of technology into EFL because they believed that it is easy to use and it saves time in language teaching process. The use of technology can help teachers to develop their English subjects and teaching style. The students also can improve and foster their English language learning. The teachers also can make use of technology integration in the process of their language teaching because it helps them to involve and motivate their students in the classroom more actively.

Furthermore, teachers focused on technology as a teaching approach as they believed it can foster language learning by providing students with a wide range of authentic

English language materials. This idea also was supported by the researcher in the literature review (Almekhlafi & Almeqdadi, 2010; Bolandifar, 2013, Hawkar, 2010, Koçak, 2010, Önsoy, 2004, Zhao & Frank, 2003).

The perceptions of the Students and Teachers about barriers to TAEFL

The last section of the questionnaires sheds light on the research question that investigated the problems about integrating technology into English language that discourages the EFL students and teachers from the use of technology in English language learning and teaching at Salahaddin University.

The positive attitudes of the participant EFL students and teachers who took a part in this study about utilizing and incorporating technology into EFL is not enough for those who are able to use technology in the process of English language learning and teaching, when there are many kinds of barriers that discourage and prevent from the use of technology in English language learning and teaching.

The overall results in this study showed that there are various types of problems about utilizing and integrating technology into English language process that discourage the EFL students and teachers from the use of technological tools and programs in their English language learning and teaching classroom.

Having lack of access to various types of technological equipment are the most common barriers that the participant EFL students and teachers encounter in EFL process for English language learning and teaching. The majority of the students stated that they do not have any opportunity for utilizing technology at their university whenever they want because there is a shortage of technological equipment. They indicated that there are only two computer laps at their university but they cannot connect to the Internet connection. Therefore, since these computer and language laboratories usually used for computer classes at the university, and the students are only allowed to use then in limited times.

Also, most of the teachers confirmed that their university has not provided with any needed equipment necessary for the process of English language learning and teaching. Moreover, the EFL students and teachers cannot have access to the internet.

The main factor behind the lack of variety types of technological tools and programs is due to lack of adequate financial supports for the university because the participants who took a part in this study indicated that the government does not provided and allocated sufficient financial supports to spend for the university.

Lack of knowledge and experience in utilizing and integrating various types of technological equipments in the process of English language learning and teaching is another common barrier for the participant EFL students and teachers. However, many of the participants who took a part in this study acknowledged that in order to use technology effectively in EFL process, they need training courses.

In addition, the finding of this study indicated that the participant EFL students have difficulties in using technology for English language learning due to lack of information in utilizing a wide variety of technological instruments. Therefore, the majority of the participant students reported that they need effective training courses in order to be able to use all of the technological instruments in language learning process. Moreover, the participant teachers stated that in spite of having information and experience with the use of technology, although they need sufficient training courses in order to be able to use various types of technological tools and programs more effectively for educational purpose in the process of English language teaching classrooms.

Moreover, another problem is lack of time and technical support toward the use of technology in EFL process. The results of this study also revealed that the interviewees who took part in this study indicated that technology integration wastes time because they believed that when someone uses technology and searches the Internet for resources they might encounter some constraints, deficiencies and it takes time for the search. Furthermore, integration of educational technology into the process of English language learning and teaching needs much more time in order to be used in the classes effectively.

In conclusion, we can say that the students and teachers like to integrate technology into their English language learning and teaching process but they suffer from many barriers discourage them to use technology.

5.3 Limitations of the Study

This study has several limitations. The first limitation is that the questionnaires might not have fully covered all aspects of technology integration in EFL. The questionnaires include attitudes towards TAEFL, frequency of technology use and barriers to TAEFL.

Another limitation of the study is due time constraint to conduct the study the number of participants might be more and the study was carried out only in the College of Languages – English Language Department at Salahaddin University. The study covers one hundred and thirty students' and fifty teachers' attitudes towards the use of TAEFL.

The last limitation of this study is that all the teachers were interviewed about English language and literary classes. Their frequency about the use of technology and their attitudes towards technology integration into EFL process may be similar. Therefore, the study cannot be generalized because it was conducted with the students and teachers in the Department of English Language – College of Languages – at Salahaddin University. It would not be accurate to generalize the study to all students and teachers studying in other departments at Salahaddin University or other universities in Iraq since they may have had different conditions.

6. CONCLUSION

6.1 Conclusion

The study provided information on the benefits of and barriers to technology integration into EFL from the perception of the EFL students and EFL teachers in Department of English Language – College of Languages – at Salahaddin University. The majority of the students and teachers have positive attitudes towards the use of technology in the process of English language learning and teaching.

The technological developments in the last two decades caused radical changes in the life of people in many ways. The rapid development has inevitably challenged foreign language pedagogy which requires new methodology of teaching. In the process of foreign / second language teaching, new methods, approaches, strategies and educational instruments should be used and they should be integrated into the EFL curriculums and foreign / second language education system in a well-arranged way.

In addition, foreign language teachers should integrate educational technology into their teaching classrooms through the use of technology aided English as a foreign language (TAEFL), through instruments, programs, DVDs, CDs and class websites. Nevertheless, the learners' attitudes play a great role in the success and develop of materials adopted and incorporate into education system.

In presents study the EFL students' and EFL teachers' overall attitudes towards TAEFL were positive. Also, some other studies conducted and show the same results. Hawkar (2010) concluded a study about the benefits of and barriers to technology- enhanced language learning (TELL) from administrators, teachers and students perspective. The results indicated that most of the teachers and students have positive attitudes towards the use of technology into language teaching and learning. The findings of his study showed that the teachers and students frequency

of technology use was not enough in their EFL process, due to lack of technological materials.

Durdu (2003) examined the students' and teachers' perception of a web-based learning instrument for an English course as a second language at elementary level. The site was used to as a supplementary material for 8th grade participant students. The results of the study indicated that more than half of the participants perceived and had positive attitudes towards it in the terms of vocabulary learning through the dictionaries, chatting and activities pages. Also, students thought that chat page is more suitable for them in communication.

İşman et all (2004) stated that students give more importance to the educational computers as a part of their life. Kasapoğlu (2010) shows that EFL students believe that using technology especially using educational technology tools help them to improve their second language and communications skills such as listening comprehension, speaking skills, reading comprehension skills and writing skills. Guilloteaux and Dörnyei (2009) indicated that the teacher's level of enthusiasm and commitment is one of the most important factors that affect the language learners' motivation in using technology for language learning.

Ateş, Altunay and Altun (2006) concluded that implementation of Computer-assisted English instruction (CAEI) made a positive effect on high school students' attitudes towards computers and technology. Additionally, Almekhlafi and Almeqdadi (2010) stated that the teacher had positive perception about technology integration in classrooms due to its positive impact on language learning and teaching classrooms.

Furthermore, Tunçok (2010) showed that the use of technological tools may provide authentic tasks that students can develop and improve their language skills in meaningful and real life activities that can also be more enjoyable for the students. The students also can chat or write e-mails to each other or to foreign or second language speakers in other countries. Moreover, Önsoy (2004) indicated that students feel more comfortable and less anxious while studying with computers technology. For that reason foreign language curriculum and materials should be scrutinized and adopted according to students' needs and wants. Presenting interesting topics through

the use of technology in classrooms may change the attitudes of students towards foreign language in positive way.

Moreover, Almekhlafi and Almeqdadi (2010) suggested that in order to improve and increase effective technology integration the teachers recommend the following; (1) providing professional development workshop, (2) enhancing curriculum with technology-enhanced materials such as; CDs, DVDs and videos, (3) increasing collaboration between private and public schools across the country, and (4) giving enough freedom for teachers in the selection of curriculum materials.

The findings of the study indicated that even though the participant EFL students and EFL teachers have a great tendency to integrate technology into English language classrooms, the use of a wide variety of technological tools and programs in English Language Department – College of Languages – at Salahaddin University was not enough. However, the findings showed the main reason behind not using technology too much at Salahaddin University were various types of technological deficiencies.

There were many main factors that discouraged and stopped the participant students and teachers from utilizing and integrating technological instruments and programs in English language learning and teaching process. In addition, they included technological constraints, financial support, limited access to technological equipments, lack of information about how to use various types of technological tools and programs, and lack of effective training courses for both the students and teachers.

Allocating and providing adequate financial support for educational technology instruments, effective training courses for students and teachers, access to the Internet and technical support were several suggestions in order to make use of technology integration effectively in the process of English language learning and teaching.

The finding of this study showed that the use of technology for English language learning and teaching in Department of English Language – College of Languages at Salahaddin University was not too much despite of the participant EFL students and teachers positive attitudes towards technology integration into EFL. Nevertheless, their positive perceptions concerning the use of technology for developing various

skills are not sufficient to incorporate educational technology in English language instruction. The use of technology ought to be increased and developed in the process of English language learning and teaching in order to the students and teachers can make us from technology integration in EFL.

There are many constraints and deficiencies about the use of technological equipments at Salahaddin University. The results of this study suggested that the students and teachers must be provided with the necessary tools and programs such as modern computer labs, Internet connection, sound labs, LCD projectors for each classroom and effective training courses for both students and teachers in order to be familiar with integrating technology within English language learning and teaching approaches. Besides, technical support must be improved and increased for the effective use of technology in the process of English language learning and teaching. Therefore, the government must allocate and spend much money on technology integration into EFL.

In addition, the EFL students' and teachers' knowledge and experience about the use of a wide variety of technological tools and programs are not sufficient to incorporate new educational technology in English language learning and teaching process effectively. They need enough knowledge and sufficient technological instruments and programs. Additionally, it is essential that the teachers should have enough information about how to utilizing and integrating technology efficiently in classrooms. Also, the teachers should educate students how to take advantage from the Internet sources in support of their various language learning skills. Also, the findings of this study suggested that the students should be made aware of the benefit of the technological instruments and programs as their teachers. Through the use of a wide variety of technological instruments in English language instruction, the students and teacher must be provided with the needed knowledge concerning the benefits of educational technology in language teaching and learning process (Hawkar, 2010; Herman, 2002, Koçak, 2010, Önsöy, 2004, Tunçok, 2010).

After 2003, according to private communications with students and teachers, new private universities opened in Erbil offering modern strategies of teaching by well qualified teachers. These are Cihan University, Ishik University, Hayat University, Lebanese French University, SABIS University and Kurdistan University. Teachers

in these universities have enough knowledge about how to integrate technology in classes because their curriculum encourages their teachers and students to use educational technology for their study. Therefore, the appearance of these new modern universities has made positive difference on public universities in Iraq. For example, the University of Salahaddin has begun new projects which send qualified students and teachers abroad to participate in international training courses held on international levels according to the official websites of Salahaddin University. This is in order to renew, modernize, and develop the level of learning and skills as teachers have not enough experience of new ways of teaching, as well as lacking of knowledge of integrating technology into education.

I recommended that;

A. Training courses for students and teachers should be instituted to training people to use instructional technology sources competently, in support of their learning and teaching approaches. They would provide competency in the use of:

- i. Technological instruments such as LCD projectors, English educational channel / radio, Overhead projectors, DVDs, CD-ROMs, and Tape-recorders.
- ii. Computer software programs such as PowerPoint, Word, Chart, Excel, Movie maker, websites, and English online journals.

To help teachers to technology integration, certain strategies should be taken into consideration (Arkin, 2003). At first, the potential of instructional computer technology should be emphasized, then ongoing guidance and assistance will be needed while integrating technological resources into instruction.

B. The college of Languages should be provided with the required technological materials as well as personal computers for the teachers in favor of instructions. Computer centers, Sound labs, Internet connections, computers and LCD projectors for each classroom also should be provided.

C. Training students and teachers about how to use and integrate a wide variety of technological tools and programs in their English language learning and teaching process.

6.2 Suggestions for Further Research

The present study examined the perceptions of the students' and teachers' attitudes towards TAEFL, particularly in English language classes. This study also investigated the students and teachers frequency of technology use in EFL process. Furthermore, this study shed light on the benefits of and barriers to TAEFL.

This study was conducted with one hundred and thirty students and fifty teachers giving lecture courses in the Department of English Language – College of Languages – at Salahaddin University, therefore results cannot be generalized to all English teachers in other universities in Iraq or around the world. For that reason, the study could be conducted with many various students and teachers working in different universities. This type of study may possibly offer an opportunity to compare different students' and teachers' frequency of using technology and attitudes in relation to benefits and challenges of using TAEFL in language instruction in order to get further reliable data.

Since I was not teacher at the time I carried out the study, Salahaddin University did not allow me to teach there in order to examine the impacts of technology on students and students' achievements. If someone is allowed to have two groups and teach one group with the help of technology (experimental group) and the other group without technology (control group), they can conduct a quasi-experimental study on the effectiveness of technology on students and students achievement in order to understand to what extent technology increases students' achievements.

In addition, technological materials include a wide variety of instruments and programs. Further research can be conducted on a specific technological tool or program. In order to explore other students and teachers working at other universities their frequency and attitudes towards the use of TAEFL, future studies can be conducted, possibly in the form of a wide-scale survey.

Finally, the study was conducted only in English Language Department - College of Languages - at Salahaddin University. Therefore, further research can be conducted on students and teachers in other departments or universities.

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APPENDICES

APPENDIX A: STUDENTS' QUESTIONNAIRE

Dear Participant

I am a student at Istanbul Aydın University, in Master of English language and Literature program. This survey aims to explore your point of views and feelings about the benefits of and barriers to the use of technology for English language learning. This study also tries to find out your present frequency of technology use. I would like you to assist me by answering the following questionnaire items. Your answers will be kept completely confidential. I really appreciate your sincere consideration. Thank you in advance for your help and cooperation.

Researcher: Mahmood Imad Mohammed
halbaw_mahmood@yahoo.com

Section One: Background information

Please tick (✓) the appropriate choices and provide the necessary information below.

1) Your age: 20-25 26-30 31-36

2) Your Gender: Male Female

3) In which grade are you student this year?

First year Second year Third year Forth year

4) Did you have access to computer at high school? Yes No

5) Years of experience with a computer?

None 2 years of fewer 3-6 years 7-10 years More than 11 years

6) Do you have personal computer at home / dormitory? Yes No

Section Two: Frequency of using technology, students' attitudes towards technology integration and barriers to technology integration.

Part One: Frequency of using technology

A) Please Circle the answers that best show your opinion

1= Strongly Disagree 2= Disagree 3=Undecided 4= Agree 5= Strongly Agree

| | | | | | |
|--|---|---|---|---|---|
| 1. I use computers for my English language learning. | 1 | 2 | 3 | 4 | 5 |
| 2. I use internet for my English language learning. | 1 | 2 | 3 | 4 | 5 |
| 3. I am proficient in using a broad variety of technology. | 1 | 2 | 3 | 4 | 5 |
| 4. I have enough information about some basic computer programs | 1 | 2 | 3 | 4 | 5 |
| 5. I have access to technology at my university. | 1 | 2 | 3 | 4 | 5 |
| 6. I use basic software applications such as word processing to do my homework. | 1 | 2 | 3 | 4 | 5 |
| 7. My instructors teach English language with the help of technology at my university. | 1 | 2 | 3 | 4 | 5 |
| 8. I do not have enough experience with technology. | 1 | 2 | 3 | 4 | 5 |
| 9. I need training course in order to use computer technology for English language learning. | 1 | 2 | 3 | 4 | 5 |

B/ Circle tool (s) / program (s) that you use and indicate for what purpose (s) you use them. (It is possible to show that you use, for example, *computer* for both *personal* and *educational* purpose too)

| Tool(s) / Program(s) | Do you use? | Purpose | Tools(s) Program(s) | Do you use? | Purposes |
|----------------------|-------------|-------------------------------|-----------------------------------|-------------|-------------------------------|
| Computer | Yes No | 1. Personal 2. Educational | Power point | Yes No | 1. Personal 2. Educational |
| Internet | Yes No | 1. Personal 2. Educational | Scanner | Yes No | 1. Personal 2. Educational |
| Computer dictionary | Yes No | 1. Personal 2. Educational | LCD projector | Yes No | 1. Personal 2. Educational |
| Mobile dictionary | Yes No | 1. Personal 2. Educational | Educational English channel/radio | Yes No | 1. Personal 2. Educational |
| Tape-recorder | Yes No | 1. Personal 2. Educational | Your/class website | Yes No | 1. Personal 2. Educational |
| DVD | Yes No | 1. Personal 2. Educational | English online-journals | Yes No | 1. Personal 2. Educational |
| CD-ROM | Yes No | 1. Personal 2. Educational | | | |

Part II: The Students attitudes towards technology integration.

Circle the answer that best describes you.

1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree

| | | | | | |
|---|---|---|---|---|---|
| 1. I like using computers. | 1 | 2 | 3 | 4 | 5 |
| 2. Using technology helps me to be prepared well before my classes. | 1 | 2 | 3 | 4 | 5 |
| 3. Using technology generally makes completing my task easier. | 1 | 2 | 3 | 4 | 5 |
| 4. I generally have positive attitudes towards using technology in English language learning. | 1 | 2 | 3 | 4 | 5 |
| 5. I think technology integration in English language learning is more effective than the traditional approach. | 1 | 2 | 3 | 4 | 5 |
| 6. Technology can be a good supplement to support my English language learning. | 1 | 2 | 3 | 4 | 5 |
| 7. I like searching the Internet for English language learning sources. | 1 | 2 | 3 | 4 | 5 |
| 8. Using technology gives me more control over my English language learning. | 1 | 2 | 3 | 4 | 5 |
| 9. I feel nervous when I know I am going to study lessons in English language with technology. | 1 | 2 | 3 | 4 | 5 |

Part III: Barriers to technology integration.

A) Please Circle the answers that best shows your opinion.

1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree

I cannot use technology for my English language learning because

| | | | | | |
|---|---|---|---|---|---|
| 1. I do not have enough information about how to using technological instruments. | 1 | 2 | 3 | 4 | 5 |
| 2. I do not have access to technology at home or dormitory. | 1 | 2 | 3 | 4 | 5 |
| 3. Technological equipment is expensive. | 1 | 2 | 3 | 4 | 5 |
| 4. My university has not provided any necessary instrument. | 1 | 2 | 3 | 4 | 5 |
| 5. Neither my university nor any other institution and organization have technology training courses. | 1 | 2 | 3 | 4 | 5 |
| 6. I have an anxiety for the use of technology. | 1 | 2 | 3 | 4 | 5 |
| 7. Technology integration courses have more technical difficulties. | 1 | 2 | 3 | 4 | 5 |
| 8. I have not a positive attitude towards integration technology in English language classrooms. | 1 | 2 | 3 | 4 | 5 |
| 9. I follow a restricted curriculum that does not allow me to use technology in the classroom. | 1 | 2 | 3 | 4 | 5 |

Thank you so much for your participation.

APPENDIX B: TEACHERS' QUESTIONNAIRE

Dear Participant

I am a student at Istanbul Aydın University, in Master of English language and Literature program. This survey aims to explore your point of views and feelings about the benefits of and barriers to the use of technology for English language teaching. This study also tries to find out your present frequency of technology use. I would like you to assist me by answering the following questionnaire items. Your answers will be kept completely confidential. I really appreciate your sincere consideration. Thank you in advance for your help and cooperation.

Researcher: Mahmood Imad Mohammed
halbaw_mahmood@yahoo.com

Section One: Background information

Please tick (✓) the appropriate choices and provide the necessary information below.

1) Your age: 20-25 26-30 31-35 36-40 41-45 45+

2) Your Gender: Male Female

3) Educational degree: MA PhD MA student

4) Did you have access to computer when you were getting your MA/PHD?

Yes No

5) Years of experience with a computer?

None 2 years of fewer 3-6 years 7-10 years More than 11 years

6) Do you have personal computer at home / in your office? Yes No

Section Two: Frequency of using technology, teachers' attitudes towards technology integration and barriers of technology integration.

Part One: Frequency of using technology

A) Please Circle the answers that best shows your opinion

1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly

Agree

| | | | | | |
|--|---|---|---|---|---|
| 1. I use computers for my English language teaching. | 1 | 2 | 3 | 4 | 5 |
| 2. I use internet for my English language teaching. | 1 | 2 | 3 | 4 | 5 |
| 3. I am proficient in using a broad variety of technology. | 1 | 2 | 3 | 4 | 5 |
| 4. I have enough information on some basic computer programs | 1 | 2 | 3 | 4 | 5 |
| 5. I have access to technology at my university. | 1 | 2 | 3 | 4 | 5 |
| 6. I use basic software applications such as word processing to give homework and task to my students. | 1 | 2 | 3 | 4 | 5 |
| 7. My English language teaching often needs students to use computers to do their assignment. | 1 | 2 | 3 | 4 | 5 |
| 8. I do not have enough experience with technology. | 1 | 2 | 3 | 4 | 5 |
| 9. I need training courses in order to use computer technology for English language teaching. | 1 | 2 | 3 | 4 | 5 |

B/ Circle program (s) / tool (s) that you use, and point out for what purpose (s) you use them. (It is probable to show that you use, for example, *computer* for both *personal* and *educational* purpose too)

| Tool(s) / Program(s) | Do you use? | Purpose | Tool(s) Program(s) | Do you use? | Purpose |
|----------------------|-------------|-------------------------------|-----------------------------------|-------------|-------------------------------|
| Computer | Yes No | 1. Personal 2. Educational | Power point | Yes No | 1. Personal 2. Educational |
| Internet | Yes No | 1. Personal 2. Educational | Scanner | Yes No | 1. Personal 2. Educational |
| Computer dictionary | Yes No | 1. Personal 2. Educational | LCD projector | Yes No | 1. Personal 2. Educational |
| Mobile dictionary | Yes No | 1. Personal 2. Educational | Educational English channel/radio | Yes No | 1. Personal 2. Educational |
| Tape-recorder | Yes No | 1. Personal 2. Educational | Your/class website | Yes No | 1. Personal 2. Educational |
| DVD | Yes No | 1. Personal 2. Educational | English online-journals | Yes No | 1. Personal 2. Educational |
| CD-ROM | Yes No | 1. Personal 2. Educational | | | |

Part II: The Teachers attitudes towards technology integration.

Circle the answer that best describes you.

1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree

| | | | | | |
|---|---|---|---|---|---|
| 1. I like using computers. | 1 | 2 | 3 | 4 | 5 |
| 2. Using technology helps me to be prepared well before classes. | 1 | 2 | 3 | 4 | 5 |
| 3. Using technology generally makes completing my task easier. | 1 | 2 | 3 | 4 | 5 |
| 4. I generally have positive attitudes towards using technology in English language teaching. | 1 | 2 | 3 | 4 | 5 |
| 5. I think technology integration in English language teaching is more effective than the traditional approach. | 1 | 2 | 3 | 4 | 5 |
| 6. Technology can be a good supplement to support my English language teaching. | 1 | 2 | 3 | 4 | 5 |
| 7. I like searching the Internet for English language teaching sources. | 1 | 2 | 3 | 4 | 5 |
| 8. Using technology gives me more control over my English language teaching. | 1 | 2 | 3 | 4 | 5 |
| 9. I feel nervous when I know I am going to give lessons with technology. | 1 | 2 | 3 | 4 | 5 |

Part III: Barriers to technology integration.

A) Please Circle the answers that best shows your opinion.

1= Strongly Disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly Agree

I cannot use technology for my English language teaching because

| | | | | | |
|---|---|---|---|---|---|
| 1. I do not have enough information about how to use technological instruments. | 1 | 2 | 3 | 4 | 5 |
| 2. I do not have access to technology at home or in my office | 1 | 2 | 3 | 4 | 5 |
| 3. Technological equipment is expensive. | 1 | 2 | 3 | 4 | 5 |
| 4. My university has not provided any necessary instrument. | 1 | 2 | 3 | 4 | 5 |
| 5. Neither my university nor any other institution and organization have technology training courses. | 1 | 2 | 3 | 4 | 5 |
| 6. I have an anxiety for the use of technology. | 1 | 2 | 3 | 4 | 5 |
| 7. Technology integration courses have more technical difficulties. | 1 | 2 | 3 | 4 | 5 |
| 8. I have not a positive attitude towards integration technology in English language classrooms. | 1 | 2 | 3 | 4 | 5 |
| 9. I follow a restricted curriculum that does not allow me to use technology in the classroom. | 1 | 2 | 3 | 4 | 5 |

Thank you so much for your participation.

APPENDIX C: INTERVIEW WITH STUDENTS

I am a student at Istanbul Aydın University, in the MA English language and Literature program. I am writing an MA thesis. My MA thesis aims to investigate the benefits of and barriers to the use of technology for language learning and teaching from your perspective. Your answers will be kept completely confidentially.

- 1- Do you use technology for your English language learning?

- 2- Do your teachers use technology in their classrooms for teaching English language?

- 3- Do you think your teachers have enough knowledge to use technology in the classroom? What about students in general?

- 4- Do you think technology integration is necessary or unnecessary? Why do you think so?

- 5- What are the advantages and disadvantages of integration technology in education from your perception?

- 6- What are the barriers to technology integration in your faculty that may limit your access to technology?

- 7- How do you think these barriers can be overcome?

.....

Thank you very much for your help and cooperation.

APPENDIX D: INTERVIEW WITH TEACHERS

I am a student at Istanbul Aydın University, in the MA English language and Literature program. I am writing an MA thesis. My MA thesis aims to investigate the benefits of and barriers to the use of technology for English language learning and teaching from your perspective. Your answers will be kept completely confidentially.

1- Do you use technology for your English language teaching?

2- Do you have enough information about using technology beneficially?

3- Do you think technology integration is necessary or unnecessary? Why do you think so?

4- What are the advantages and disadvantages of integration technology in education from your perception?

5- What are the main factors that prevent you from using technology for your English language teaching?

6- How do you think these factors can be overcome?

7- What do you think need to be done to encourage teachers to integrate technology for English language teaching into their classrooms?

.....

Thank you so much for your help and corporation.



SOSYAL BİLİMLER ENSTİTÜSÜ

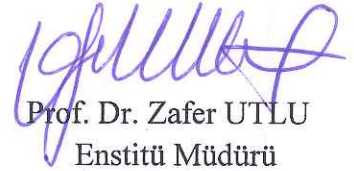
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Konu: ANKET

02.06.2015

Sayın Mahmood Imad MOHAMMED

Enstitümüz Y1312.020026 numaralı İngiliz Dili ve Edebiyatı Ana Bilim Dalı İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans programı öğrencilerinden MAHMOOD IMAD MOHAMMED' in "THE PERCEPTIONS OF STUDENTS AND TEACHERS ABOUT THE BENEFITS OF AND BARIERS TO TECHONOLOGY AIDED EFL" adlı tez çalışması gereği "APPENDIX A: STUDENTS' QUESTIONNAIRE" ve "APPENDIX B: STUDENTS' QUESTIONNAIRE" ile ilgili anketleri 18.05.2015 tarih ve 2015/06 İstanbul Aydın Üniversitesi Etik Komisyon Kararı ile etik olarak uygun olduğuna karar verilmiştir.

Bilgilerinize rica ederim.


Prof. Dr. Zafer UTLU
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- English language teacher at Ako Evening School 2011 - 2013
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- July 2010, (How to Teach Foreign language) and (Curriculum and Instruction or Teaching Methods Course) at Bilkent University in Ankara, Turkey.
- March 2012, (Teaching Effectiveness) at Cihan University in Erbil, Iraq.