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Investigating English Language Instructors' Attitudes towards Integrated Technology in ELT (A Case Study at Prince Sattam bin Abdulaziz University)

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Abstract

The current study investigates English language instructors' attitudes toward integrating technology in English Language Teaching (ELT). It aims to identify the types of technology used in teaching EFL learners, investigate English language instructors' attitudes towards the use of technology in teaching EFL learners, and enable EFL instructors and learners to use dictionary apps and electronic devices such as laptops, tablets and smart phones. The study uses a structured questionnaire (25 items) as the primary data collection tool. Findings reveal that instructors generally have positive attitudes toward using technology in ELT, as it increases motivation and engagement for both teachers and students. The use of videos and tech-based follow-up programs contributes to enhancing learners' creativity and supports teaching various aspects of the language. However, for technology to be effectively implemented, instructors must be properly trained and equipped to transition from outdated methods to modern, digital teaching practices. The study recommends that EFL instructors and learners should regularly engage with a range of technological tools to enhance both teaching and learning. Instructors should be capable of fully utilizing integrated technologies and ensure equitable access for all learners. Class activities should provide ample opportunities for learners to apply their tech skills, and instructors should monitor and assess their progress. Ultimately, lessons should be adapted to include technology more frequently to improve clarity and effectiveness in language instruction.

Keywords: instructors, attitudes, technology, integration, teaching

INTRODUCTION

The current study investigates English language instructors' attitudes towards integrated technology in ELT. The researcher aims to; investigate English language instructors' attitudes towards the use of technology in teaching EFL learners, inspect whether instructors are well prepared to use technology in teaching EFL students, identify the difficulties that instructors might face in integrating technology in teaching

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EFL learners, investigate English language instructors' attitudes towards the use of technology in teaching EFL learners, and enable EFL instructors and learners to use dictionary apps and electronic devices such as laptops, tablets smart phones.

Today English Language has become the main medium of international communication for a vast number of purposes. English is also the world's most widely studied, read, written, and spoken foreign language as it has been the dominant language of education, commerce, science, technology, and entertainment in the global village. English is now more important than ever before since the emergence of teaching methods and approaches. Educators have always tried to manage tools to facilitate teaching and learning processes of English Language. Every specified method of language teaching and learning has it is own tool to support it. For example, the best tool for the grammar translation method is the blackboard while tape recorder formerly and now flash memory or memory card reader are best media for video and audio-lingual method. The latest change in this area is the use of integrated technology in ELT and learning refers to the invention of the technological tools and services which consist of; PCs, laptops, overhead projectors, compact discs (CDs), digital video discs (DVDs), smart boards, applications which have been designed for smartphones, and the whole range of modern devices which have been developed by technological companies to be used in the field of ELT and learning.

According to Percival (1984, p. 1) the use of technology is highly seen beneficial for language learners. The emergence and the rise of the internet since its perception in 1980s; has allowed both English language instructors and learners to explore various methods of teaching and learning as well.

There are numerous ways that instructors can use technology in the classroom and many are already doing it. Some Institutions use interactive Smart Boards in place of traditional chalk or white boards in their classroom. These flat screen monitors are networked with the teacher's classroom computer and the school's internet connection. Interactive lessons in math, spelling, science and other subjects can be put on screen for students to participate in. The boards use touch screen technology and, in some cases, students are given handheld remote ―clickers‖ that act as controllers for answering questions presented on screen. Instructors can use technology to give more colorful, stimulating lectures. There are many techniques applicable in various degrees to language learning situation. Some are useful for testing and distance education, and some for teaching business English, spoken English, reading, listening or interpreting. Some instructors encourage students to sign up for email updates or text message alerts to receive homework assignments and reminders for tests and projects. Many students respond well to these types of communications and thus, respond better to the assignments themselves. Educational book publishers have also jumped on board the proverbial technological bandwagon by making books available online and interactive activities that supplement the curriculum being taught. Many instructors take advantage of these supplemental activities by permitting students to go online during class to complete them or encouraging students to visit the publishers' websites and complete the activities at home. Similarly, many of these ancillary websites, as well as other computer software, allow instructors to track their students' progress and understanding of material.

Statement of the Problem

Using Integrated Technology in teaching English in EFL classrooms can help improve instructors and learners' competence in English language. However, the situation is not the same in secondary schools as students have certain skills such as speaking and writing and they need more focus on them. It is a crucial thing to handle these problems using a syllabus based on Communicative Language Teaching Approach (CLT). The goal lies beyond using integrated technology in classrooms is to change their atmosphere in order to make the learning process more interesting and popular.

However, many instructors find it difficult to cope with it without appropriate training in this field. Providing instructors an access to use computers, software programs, and internet is only part of incorporating technology into teaching successfully. However, not all instructors use technology in their classrooms, and this is the problem of the current study at the tertiary level.

Significance of the Study

As technology can play a great role in enhancing ELT and learning, this study aims to investigate instructors' attitudes towards the use of integrated technology in teaching and learning EFL (EFL).

Objectives of the Study

This study aims to:

1. Investigate English language instructors' attitudes towards the use of technology in teaching EFL learners.
2. Enable EFL instructors and learners to use dictionary apps and electronic devices such as laptops, tablets smart phones.

The Questions of the Study

The researcher is attempting to find answers to the following questions:

1. To what extent does technology assist instructors teach, and learners learn?
2. Is it possible to get a rid of printed books and replace them with dictionary apps and technological devices in the process of teaching and learning?

The Hypotheses of the Study

This study hypothesizes the following:

1. English language instructors have positive attitudes towards using integrated technology in teaching EFL learners.
2. Instructors should be able to find remedy tools to integrate the four skills.

Methodology of the Study

In this study, the researcher has adopted the descriptive and analytical approaches, in other words, the researcher will conduct a questionnaire as a tool for data collection. The data were adopted to elicit instructors' attitudes towards integrated technology in teaching EFL learners. A sample has been chosen randomly of English language instructors for both tools at Prince Sattam bin Abdulaziz University, Riyadh province, Al-Kharj, Saudi Arabia.

LITERATURE REVIEW

Introduction

Technology integration in ELT has been a topic of interest for researchers and educators for decades. Several studies have investigated the impact of technology on language learning and teaching. In this chapter theoretical framework, conceptual framework besides the related studies in the field are investigated.

Overview

Technology has an important role in promoting activities for learners and has a significant effect on instructors' teaching methods. If instructors do not use technologies in their teaching, they will never be able to keep up with these technologies. Thus, it is very important for instructors to have a full knowledge of these technologies in teaching language skills (Pourhosein Gilakjani, 2017; Solanki and Shyamlee1, 2012). Developing learners' knowledge and skills pertinent to computer technology provides equity of opportunity, regardless of learners' background. Although learners have been born into a technologically rich world, they may not be skillful users of technology (Bennett S., et al. 2008). In addition, just providing access to technology is not adequate. Meaningful development of technology -based knowledge is significant for all learners in order to maximize their learning (Organization for Economic Co -operation and Development OECD 2010). In this review paper, the researcher will review some of the significant issues pertinent to the use of technology in the learning and teaching of English language skills. These issues are as follows: definition of technology, the use of technology in the classroom, previous studies on using technologies in improving English language learning skills, and recommendations for using technologies.

Technology in education mirrors the fast-paced world we live in. In modern classrooms, it is rare to find students all working on the same exact activity. Instead, today's schools are technology-rich learning spaces that promote diverse activity. They are abuzz with collaboration, critical thinking, creativity, and communication, all thanks to technology.

Ask an administrator about using technology in the workplace, and you might hear about edtech as a tool for going about the business of school. Technology facilitates scheduling, coordinates services, tracks students and instructors, and helps with data gathering and analysis. Digital devices and apps make previously unwieldy administrative tasks easier.

Instructors, however, see technology in education differently. Edtech is a necessary tool in modern classrooms, but not just for the instructors themselves. Technology has become a valuable instrument for students. It supports the learning process by engaging students in interactive lessons that delve deep into content and require problem-solving skills.

Of course, there is a lot more to technology integration than installing a few rows of computers in a lab. Even having the obligatory two or three stand-alone desktops at the back of the classroom does not invite tech integration. We want students to use edtech as a tool that continuously supports their learning.

Technology integration is most effective in education when it is mobile and versatile. In the hands of students, technology becomes an inseparable part of the learning process.

Definitions of Technology Integration

Technology integration has been defined by different researchers. According to İŞMAN (2012), it is the practical use of knowledge particularly in a specific area and is a way of doing a task especially using technical processes, methods, or knowledge. The implementation of technology includes not only machines (computer hardware) and instruments, but also involves structured relations with other humans, machines, and the environment (İŞMAN, 2012). According to Hennessy et al. (2005) and Pourhosein Gilakjani (2017), technology integration is defined in terms of how instructors use technology to perform familiar activities more effectively and how this usage can re-shape these activities. Dockstader (2008) defined technology integration as:

> *the use of technology to enhance the educational environment. It supports the classroom teaching through creating opportunities for learners to complete assignments on the computer rather than the normal pencil and paper.*

Therefore, technology integration is widely considered as one of the most significant methods used by instructors. Technology integration in classrooms refers to the enhancement of the educational environment with technology (Dockstader, 2008, as cited in Ahmadi, 2018). Instructors can use technology to facilitate the learning process and employ different resources to motivate different learners (Ahmadi, 2018). This method is thus beneficial for both higher and lower achievers. For instance, technology can enhance the learning process of higher achievers; simultaneously, technology can help lower achievers access extra materials to help them obtain a more accurate understanding of the lesson. Moreover, by using technology, students can access for more information than without it, and they can gain control over their learning process (Pourhosein Gilakjani Sabouri, 2014). Although technology integration in language classrooms is highly beneficial, several factors affect its implementation. Many of these factors are related to instructors, as instructors are generally the leaders in the learning process. The factors explored in this study include the teacher's age, the teacher's level of technology proficiency, and the teacher's perception of technology. All three factors can affect the implementation of technology in the classroom either positively or negatively. The present research aims to examine some key factors that affect the integration of new technologies in the classroom, namely instructors' age, level of technology proficiency, and perception of technology.

In fact, there is almost no standard definition of technology integration, although technology integration has become a very popular and interesting topic among education practitioners and researchers. Davies and West (2013) reveal that some researchers agree that technology integration is understood and implemented in the form of the use of applications or computer devices in the classroom, and also how instructors use these technologies to perform activities that are more reliable and productive. In other words, technological integration can occur if the teacher has been trained or accustomed to various uses of technology and in the determination of learning activities that are in accordance with the technology used (Solano et al. 2017). Therefore, instructors and students must also be able to routinely use the technology to optimize opportunities to practice and take advantage of the benefits of using technology inside and outside the classroom. Many educators and researchers believe that when eternal efforts are made to integrate technology for foreign language learners, language teaching and learning will develop well (Hamilton, 2015). It due to technology has tools and features that will give them opportunities for improving the language of students (Izzah et al. 2014).

Definition of Instructors' Attitudes

An attitude is defined as "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg and Vaughan, 2005, p. 150). In the educational environment, attitudes expressed by instructors as well as students play an important role in the achievement of educational objectives. Specifically, with regard to the use of new innovations in the classroom, traditional teaching methods are being forced to accommodate what are sometimes incommensurate information technologies. The attitudes of instructors play a prominent role in educational interaction as well as instructional choices and as such are fundamental in examining the outcome of technological integration in the classroom (Becker et al. 1999**;** Albion and Ertmer, 2002).Ellis (1985, p. 292) clarifies that attitude is sets of beliefs about factors as the target language culture, their own culture and, in case of classroom learning, of their instructors, and the learning task they are given. Attitudes towards the community and people who speak L2,

Factors Determining Technology Integration

Undoubtedly there are numerous variables that determine the complexity of integrating technology in schools (Li 2014; Salleh and Laxman 2014). The current study encompasses an investigation of a wide array of such factors, which are most commonly cited in the literature, and includes both teacher- and school-related factors. Obviously, solving extrinsic barriers will not lead to technology integration (Ertmer et al. 2012) and simply placing technological devices in instructors' hands will not lead to changes in classroom practices (Cuban 2013). Therefore, both extrinsic and intrinsic factors are investigated in the current study.

Technology Availability

Technology availability and support Schools successful in integrating technology into the curriculum are often well equipped with various technological resources (Inan and Lowther 2010). In these schools, both instructors and students are provided with relevant equipment that enhances teaching and learning (Hew and Brush 2007). It may be difficult for instructors to create learner-centered tasks when learners or small groups do not have access to appropriate tools. The study also investigates the type(s) of support existing in the schools. Kopcha (2012) argues that beyond technical support, instructors require instructional, collegial and administrative support. Research emphasizes the role of school leadership in supporting, guiding and rewarding instructors as a strong predicator of technology use (Anderson and Dexter 2005; Abdul Razzak 2015).

Teacher Perceptions and Technology Integration

In addition, instructors' perception of the use of technology in class is a key factor that affects technology integration. It has been found that instructors' beliefs are directly linked to the teaching methodology that they apply in their classroom (Kagan, 1992, as cited in Alsaied, 2016). In other words, if the teacher has a positive perception of technology integration, the teacher is more likely to adopt this methodology and apply it effectively to ELT. Research has shown that instructors perceive technology integration differently.

Formal Training

Several researchers have expressed their concern regarding the technology preparation of pre-service instructors at various universities. Selwyn (2007) described the formal use of technologies in higher education as "sporadic, uneven and often low level" (p. 84). In this respect, pre-service instructors are not adequately prepared to teach with technology and most of them graduate using technologies they could already use (Tondeur et al. 2012). To effectively prepare future instructors, universities must meet several standards considered essential pillars for technology preparation (ISTE 2008; Partnership for twenty-first Century Skills 2010).

Instructors' Roles

Instructors are the main agents of integrating technology in the classrooms. If we do not consider their role in implementing technology, it will bring about just limited effects for the learning process (Ferguson, 1997). Wenglinsky (2001) stated that technology itself does not make a significant effect on learners' achievement without paying attention to the instructors' role in its integration. According to Fishman and Davis (2006) and Zhu (2010), instructors are considered as an important factor in educational technologies. Technologies are increasing basic changes in the instructors' role and in the classroom activities. Zhu (2010) said that instructors have different roles. They are called expert, formal authority, personal model, facilitator, and delegator. In the role of expert, the instructors should have a lot of knowledge about the area they teach and should play the role of knowledge source for their learners. In the role of authority, the instructors should be very knowledgeable about the subject they teach and they consider themselves to be authoritarian in this area and learners should follow the rules the instructors determine for them. In the role of model, what the instructors say, perform or indicate in the classes acts as a model for learners to follow and learn from their instructors and this role can have an important effect on their learners' development (Zhu, 2010). In the role of facilitator, the teacher's guide their learners to learn new things according to what they already know and facilitate their learning processes. In the delegator role, the instructors give assignments to learners and urge them to work independently. According to Zhu et al. (2010), the adoption of particular teacher roles in the use of technologies can facilitate or stop learners' ability to acquire language skills. It should be mentioned that instructors can adopt the above roles in different situations. Kook (1997) stated that technologies change the teaching and learning process and the roles of the instructors will certainly change. Instructors will have the roles of information consultants, team collaborators, facilitators, course developers, and academic advisors. Cuban (1986) indicated that instructors are the gatekeepers of instructional technology. Instructors have a significant role in performing changes into their classes and providing the bridge between the school's objectives and the advantages learners get from these objectives. Instructors are the key persons in using ICT in schools because they are at the center of changing and can change the teaching and learning process; thus, the implementation of ICT depends on their eagerness and skills (Mooij and Smeets, 2001). Albirini (2006) emphasized that instructors who have positive beliefs in the cultural aspects of computer technology will use it in education. Williams et al. (2000) expressed that instructors should be skilled to implement ICT in teaching and learning effectively. According to Tong and Trinidada (2005), some instructors accept the application of computers in their classes but they do not know how to change their teaching methods.

Learners' Roles

Learners' roles are changed with the integration of technology into their classes. Smith and Kolosick (1996) and Ozerol (2009) stated that learners' roles change from passive to active with the integration of technology. Classes change from teacher-centered to learner-centered. Teacher-centered classes are traditional ones and learners have passive roles. In these classes, learners just receive information whereas instructors have active organizer roles. Instructors design lessons, identify the objectives of the lessons, and give feedback to their learners. Through changing teacher-centered classes to learner-centered ones, instructors' and learners' roles change

Integration of Technology into the Classroom

According to Dockstader (2008), there are some important reasons for integrating technology into the classes. They are as follows: 1) Through integrating technology, more depth into the content-area syllabus would be possible. 2) In the information age, there is an urgent need to learn technology. 3) Learners are motivated through technology that ultimately enhances academic engagement time. 4) Working in more depth with the content, learners can move beyond knowledge and comprehension to application and analysis of information. 5) Learners learn where to find information in an information rich world. 6) Computer skills should not be taught in isolation. 7) Learners develop computer literacy through using different computer skills as part of the learning process.

How Technologies Promote Learning

According to Jonassen et al. (2008), if technologies are used to promote meaningful learning, they should be used as facilitators of thinking. The following roles have been suggested for technologies in supporting meaningful learning: 1) Technology is a tool that supports knowledge construction for indicating learners' opinions, understandings, and beliefs and producing organized knowledge bases by learners. 2) Technology is an information vehicle for finding knowledge to support learning by making for accessing the necessary information and comparing beliefs and worldviews. 3) Technology is a real context to support learning by doing for showing and arousing meaningful difficulties, situations, and contexts, revealing beliefs, views, arguments, and defining a controllable problem space for students' thinking. 4) Technology is a social means to support learning by talking for cooperating with others, discussing, reasoning, and reaching an agreement among members of a society, and supporting conversation among knowledge-based communities. 5) Technology is an intellectual partner to support learning by thinking for helping learners to express and indicate what they know, thinking about what they have learned and how they came to know it, supporting learners' internal discussions and meaning constructing, making personal representations of meaning, and supporting creative thinking

The Growth of ELT through Technology

With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects come into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era. It's proved that technology plays a positive role in promoting activities and initiatives of student and teaching effect in English class. Technological innovations have gone hand-

in-hand with the growth of English and are changing the way in which we communicate. It is fair to assert that the growth of the internet has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many. With this there has been a very significant proliferation of literature regarding the use of technology in teaching English language. Mostly these writings unequivocally accept technology as the most essential part in teaching. In a sense, a tendency to emphasize on inevitable role of technology in pedagogy to the extent of obliterating human part of teacher by technology part has been very dominant. And as a result, if we neglect or ignore technological developments they will continue and perhaps, we will never be able to catch up, irrespective of our discipline or branch. For this reason, it is important for language instructors to be aware of the latest and best equipment and to have a full knowledge of what is available in any given situation.

The Importance of Growing Computer-Assisted Language Learning

Ahmadi D., and Reza M. (2018) argued that educational technology tools appeal greatly to language instructors due to their contribution to enhancing learner autonomy as well as students' active engagement and maximizing positive language learning outcomes. The use of technology has become an important part of the learning process in and out of classrooms and is viewed as the core requirement in modern schools and universities.

Modern language teaching and learning technology includes but is not limited to language labs, online learning platforms, digitalization, multimedia devices, mobile phones, learning apps, flashcards, audio/visual multimedia content (like podcasts and videos), EdTech solutions, and social media which can facilitate faster and more comprehensive language progression.

Creates a Better Learning Environment

In a technology-driven learning environment, flexible classroom spaces where connected devices, audiovisual tools, and purposeful furniture are integrated facilitate positive engagement of students and the mix of independent, small-group, and whole-class learning that is now viewed as essential to student success (EdTech staff, 2018).

Educational Technology Integration

The definition of educational technology integration often lacks consensus in the literature (Davies 2011). Definitions of the term may vary from using technology as a teaching tool that enhances instructors' lesson preparation and delivery to using technology as a learning tool that develops students' problem-solving and critical thinking skills (Judson 2006). Technology integration that supports traditional, teacher-directed instruction (such as, using presentation tools, searching the Internet for information) is often labeled low-level, whereas high-level uses engage students in the construction of deep and connected knowledge (Ertmer and Ottenbreit-Leftwich 2010).

METHODOLOGY

Introduction

The research method will be discussed in the following pages. It is attempted to introduce the method which is used to conduct the study and the data gathering tools.

The subjects are also explained and the procedures are implemented throughout the research. The quantitative and qualitative descriptive and analytical approaches are adopted by the researcher. part focuses on the research methodology, sampling of the study, questionnaire, observation, statistical method, population, validity and reliability.

The Subjects

The subjects of this study were chosen from different English language instructors at Sattam bin Abdulaziz University Preparatory Year Unit who teach EFL (EFL) at the University in Al-Kharj city, Riyadh Province, Saudi Arabia. It includes (40) instructors of different qualifications and experiences. The samples are selected randomly.

The Instrument

The instrument which is used as data collecting tool is the questionnaire. It is composed of (25) statements in order to collect data and test the hypotheses of the study.

The Procedure

The questionnaire statements items are revised and modified in the light of valuable comments, constructive criticism and suggestions made by the experts in the field of applied linguistics. They expressed their opinions by making certain omissions, additions and modifications. Some of the questions are rephrased for the sake of clarity, objectivity and comprehensiveness. The researcher adopted the descriptive and analytical approach; quantitative and qualitative method to analyze both data.

Validity and reliability

Reliability and Validity Statistics

Reliability Statistics	
No. of Items	Cronbach's Alpha
24	0.965

Reliability is the overall consistency of a measure. High reliability means the measure produces the same results under consistent conditions. In this questionnaire, the high reliability (0.97) indicates that it is consistent and dependable.

Validity Statistics	
No. of Items	0.98
24	

Validity refers to how accurately a method measures what it is intended to measure. High validity as in this questionnaire means it produces results that correspond to real properties, characteristics and variations.

DATA ANALYSIS

Investigating English Language Instructors' Attitudes towards Integrated Technology in English Language Teaching

The researcher has used the SPSS to analyze this questionnaire. Likert Scale is used to measure the data weights of the statements. The table below shows the categories and their weights.

Table 1: Categories Weights on Likert's Scale

Category	Agree	Neutral	Disagree
Symbol	A	N	D
Weight	3	2	1

Table (2) shows that *40* participants responded to *25* statements of the questionnaire.

All participants agreed that technology benefits EFL classrooms, reflecting a strong belief in its role in enhancing teaching and learning. This consensus highlights the value of tech integration in shaping future curriculum and training.

The 97.5% agreement rate shows strong consensus that the Internet has empowered EFL instructors to explore diverse teaching methods. This highlights its perceived transformative role in pedagogical innovation. With only 2.5% neutral, most instructors view the Internet as key to enriching instruction.

The third statement is analyzed separately because it is about types of integrated technology in teaching.

In the fourth statement, 39 participants responded agree which is 97.5% while 1 participant is neutral which is 2.5% while 0 responded disagree which is 0.0%. The 97.5% agreement shows EFL instructors strongly value the Internet for diversifying teaching methods. This reflects a shift toward tech-integrated, experience-based instruction. The 2.5% neutrality suggests cautious acknowledgment rather than opposition.

In the fifth statement, *33* participants responded agree which is 82.5%. This reflects a strong belief that technology boosts engagement among passive EFL learners while 6 participants are neutral which is 15%. This neutrality suggests some uncertainty or limited observation of this benefit and 1 participant responded disagree which is 2.5%. This disagreement shows the impact is seen as significant but not universal, warranting further study.

In the sixth statement, 36 participants responded agree which is 90%. This indicates a strong instructors' belief that technology enhances the learning atmosphere by increasing student interest. This highlights a common goal of using tech for engagement. While 2 participants are neutral which is 5% and 2 responded disagree which is 5%. However, the 10% neutrality/disagreement suggests differing views on its consistency or primary purpose in EFL teaching.

In the seventh statement, *30* participants responded agree which is 75% while 10 participants are neutral which is 25% and 0 participant responded disagree which is 0.0%. 75% of EFL instructors agree the Internet expands teaching methods and enriches language learning, while 25% remain neutral, suggesting reservations or varied adoption experiences. This neutrality underscores the need to investigate why a quarter of participants hesitate despite acknowledging technology's benefits.

In the eighth statement, 37 participants responded agree which is 92.5% while 3 participants are neutral which is 7.5% and 0 responded disagree which is 0.0%. 92.5% of EFL instructors agree the Internet and tools like Kahoot enhance method variety and track L2 progress. The low 7.5% neutrality shows broad acceptance of these tools in tech-supported language teaching.

In the ninth statement, *3*7 participants responded agree which is 92.5% while 3 participants are neutral which is 7.5% and 0 participant responded disagree which is 0.0%. The 92.5% agreement shows strong belief that technology enhances EFL learners' proficiency by fostering an engaging environment.

The 7.5% neutrality suggests minimal uncertainty about its effectiveness.

Overall, digital tools are widely seen as valuable for supporting language acquisition.

In the tenth statement, the 87.5% agreement shows most EFL instructors use technology to stay updated with modern teaching methods. This highlights its role in professional growth and instructional relevance. The 12.5% neutrality suggests some may have different or additional reasons for integration.

In the eleventh statement, 58% of EFL instructors acknowledge challenges with integrated technology use. 32% remain neutral, reflecting varied or uncertain experiences. 10% disagree, indicating some face few or no obstacles. This spread suggests differing levels of difficulty and highlights the need for deeper investigation into specific barriers and supports.

In the twelfth statement, 65% of instructors see technology as partially challenging to EFL learners' competence, while 35% express mixed or opposing views. This split suggests the impact varies by context, prompting further exploration into influencing factors.

In the thirteenth statement, *35* participants responded agree which is (87.5%). The strong (87.5%) agreement shows most EFL instructors see lack of IT support as a major barrier to effective technology use. This consensus highlights the crucial need for comprehensive technical assistance in education. With minimal neutrality four participants (10 %) and disagreement one participant (2.5%), ensuring adequate IT infrastructure is vital for successful tech integration in EFL teaching.

In statement fourteen, responses are split on technology's impact on learner engagement: 52.5% see it as distracting, while 25% disagree, and 22.5% are neutral. This highlights the challenge of balancing benefits and distractions, stressing the need for structured use and digital literacy training.

In the fifteenth statement, 25 participants responded agree which is 62.5% while 13 participants are neutral which is 32.5% and 2 participants responded disagree which is 5%. 62.5% view insufficient funding as a major barrier to effective technology adoption, while 32.5% remain neutral, suggesting varying financial constraints across institutions. This, highlights differing challenges in resource allocation within educational settings.

In the sixteenth statement, 38 participants responded agree which is 95%. The 95% agreement shows broad recognition that EFL instructors' tech readiness relies on training, support, and digital experience. While 2 participants are neutral which is 5%. The 5% neutrality suggests minor uncertainties, reinforcing the need for focused professional development and institutional backing. And 0 responded disagree which is 0.0%.

In the seventeenth statement, the data reveals strong positivity among EFL instructors toward technology integration, with 75% expressing clear support.

The 25% neutrality indicates no active resistance, only varying levels of enthusiasm or experience. Overall, instructors show a largely favorable attitude toward incorporating technology in their teaching.

In the eighteenth statement, 77.5% of EFL instructors express enthusiasm for using technology to enhance their teaching, indicating strong overall support. The 22.5% neutrality shows no significant opposition, only varied levels of confidence or experience. EFL instructors view technology as a promising and welcome addition to their classrooms.

In the nineteenth statement, *28* participants responded agree which is 70% agree that digital resources are replacing traditional books, indicating a clear shift toward digital reading. While 9 participants are neutral which is 22.5%. The 22.5% neutrality and 7.5% disagreement show limited ambivalence or resistance to this trend.

In the twentieth statement, 19 participants responded agree which is 47.5% while 16 participants are neutral which is 40% and 5 responded disagree which is 12.5%. Nearly half (47.5%) perceive adequate tech training, yet a substantial 40% are neutral, indicating considerable uncertainty or inconsistency. The (12.5%) disagreement suggests some gaps. This highlights that while training is often seen as sufficient, there's significant room for improvement or clarity on its adequacy.

In the twenty-first statement, *40* participants responded agree which is 100% while 0 participants are neutral which is 0.0% and 0 participant responded disagree which is 0.0%. The 100% agreement shows universal belief that technology significantly improves English proficiency in EFL classrooms.

This consensus highlights strong confidence in its positive impact on language learning.

In the twenty-second statement, 36 participants responded agree which is 90% agree that technology plays a key role in enhancing language teaching and learning, with 10% showing minor reservations. The findings underscore broad recognition of technology's essential place in modern language education.

In the twenty-third statement, 90% agree that instructors intentionally use technology to enhance student engagement and language learning. This reflects its strategic role in lesson planning. The 10% neutrality shows minor uncertainty but doesn't diminish the overall positive perception.

In the twenty-fourth statement, 37 participants responded agree which is 92.5%. They agree that technology helps turn passive learners into active participants, showing strong confidence in its motivational impact. The minimal neutrality two participants (5%) and disagreement one participant (2.5) highlight broad support for using digital tools to boost engagement in EFL settings.

In the twenty-fifth statement, *3*1 participants responded agree which is 77.5%. They believe technology integration effectively meets diverse learning needs in EFL classrooms. While 9 participants are neutral which is 22.5% and 0 participant responded disagree which is 0.0%. However, 22.5% neutrality suggests some uncertainty or limited experience with its practical impact.

Table (2): English Language Instructors' Attitudes towards Technology in English Teaching

No.	Statement	A	N	D	Total
1	The use of integrated technology in EFL classrooms for learners	40 (100%)	0 (0.0%)	0 (0.0%	40 (100%)
2	The internet has allowed EFL teachers to explore various methods of teaching	39 (97.5%)	1 (2.5%)	0 (0.0%)	40 (100%)
4	Integrating technology helps instructors to create language learning experience	39 (97.5%)	1 (2.5%)	0 (0.0%)	40 (100%)
5	Integrating technology into EFL classes enable passive learners to interact effectively with others	33 (82.5%)	6 15%	1 (2.5%)	40 (100%)
6	The goal of using integrated technology in EFL classrooms is to change the classroom atmosphere by making the learning process more interesting	36 (90%)	2 (5%)	2 (5%)	40 (100%)
7	EFL instructors' perceptions of the obstacles facilitate technology integration	30 (75%)	10 (25%)	0 (0.0%)	40 (100%)

8	Using modern language learning applications and platforms like kahoot allow instructors to monitor learners progress by assessing their language proficiency in L2	37 (92.5%)	3 (7.5%)	0 (0.0%)	40 (100%)
9	Integrating technology boosts EFL learners' proficiency in the target language by fostering a positive language learning environment	37 (92.5%)	3 (7.5%)	0 (0.0%)	40 (100%)
10	EFL instructors integrate technology in their classroom to stay up to date on the latest language teaching methodologies	35 (87.5%)	5 (12.5%)	0 (0.0%)	40 (100%)
11	EFL instructors face some difficulties in utilizing integrated technology in teaching EFL students	23 (57.5%)	13 (32.5%)	4 (10%)	40 (100%)
12	The use of integrated technology is – partially- challenging to EFL learners' competence in English language	26 (65%)	7 (17.5%)	7 (17.5%)	40 (100%)
13	Lack of IT support hinders using technology integration in teaching EFL effectively	35 (87.5%)	4 (10%)	1 (2.5%)	40 (100%)
14	Implementing technology integration affects learners' engagement by diverting their attention negatively (e.g. social media, games…etc.)	21 (52.5%)	9 (22.5%)	10 (25%)	40 (100%)
15	Educational institutions lack funding for advanced tools, software licenses, or maintenance limiting the adoption of effective technologies	25 (62.5%)	13 (32.5%)	2 (5%)	40 (100%)
16	Teacher preparedness to effectively integrate technology in EFL instruction often varies based on access to training institutional support and prior experience with digital tools	38 (95%)	2 (5%)	0 (0.0%)	40 (100%)
17	EFL instructors have a positive attitude towards using technology in teaching English as a foreign language	30 (75%)	10 (25%)	0 (0.0%)	40 (100%)
18	EFL instructors are excited about the potential of technology to enhance their EFL teaching	31 (77.5%)	9 (22.5%)	0 (0.0%)	40 (100%)
19	The increasing prevalence of digital resources suggests a trend towards technology progressively replacing traditional physical books in educational and general reading contexts	28 (70%)	9 (22.5%)	3 (7.5%)	40 (100%)
20	My institution provides adequate training for technology integration	19 (47.5%)	16 (40%)	5 (12.5%)	40 (100%)
21	Integrating technology in teaching English in EFL classrooms improves learners' proficiency in English language	40 (100%)	0 (0.0%)	0 (0.0%)	40 (100%)
22	Technology integration into teaching plays a significance role in enhancing the language teaching and learning processes	36 (90%)	4 (10%)	0 (0.0%)	40 (100%)
23	Instructors integrate technology activities into their lesson plan to engage students in order to promote language learning	36 (90%)	4 (10%)	0 (0.0%)	40 (100%)
24	Integrating technology positively influences passive learners and motivates them to actively engage in language learning	37 (92.5%)	2 (5%)	1 (2.5%)	40 (100%)
25	Technology integration helps in addressing diverse learning needs in EFL classrooms	31 (77.5%)	9 (22.5%)	0 (0.0%)	40 (100%)
Total		782 (81.5%)	142 (14.8%)	36 (3.7%)	960 (100%)

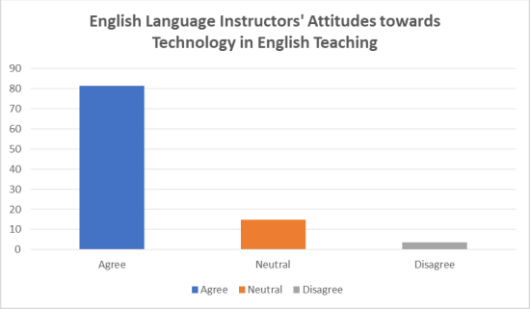

Figure (1) English Language Instructors' Attitudes towards Technology in English Teaching

In general, 40 participants respond to 24 statements. That means there are 960 responses to the statements' options agreeing, neutral or disagreeing.

Table (3): Statement 3 Analysis: Technology used in Teaching English

Internet	Computer	O.H.P	BB Platform	AI Platform	Others	Total
29	34	28	27	16	4	138
72.5%	85%	70%	67.5%	40%	10%	57.5%

Table (3) shows that 29 instructors out of 40 which is 72.5% depend on using internet to enhance teaching English in their EFL classrooms while 11instructors which is 27.5% do not use it.

On the other hand, 34 instructors out of 40, which is 85%, use the computer to facilitate the process of teaching English in EFL classrooms whereas 6 teachers, which is 15%, do not.

Moreover, 28 instructors out of 40, which is 70%, depend on using the overhead projector to help teaching English in their EFL classrooms while 12 instructors, which is 30%, do not use it.

Meanwhile, 27 instructors out of 40, which is 67.5%, use the blackboard platform to foster the process of teaching English in EFL classrooms whereas 13 teachers, which is 32.5%, do not.

In addition, 16 instructors out of 40, which is 40%, use the artificial intelligence platform to strengthen the process of teaching English in EFL classrooms whereas 24 teachers, which is 60%, do not use AI.

Finally, 4 teachers out of 40, which is 10% prefer using other aids to help them teach English in their EFL classrooms.

In general, we have 40 participants and 6 options of aids to teach English in the EFL classrooms that means we have 240 ways to enhance the process. The participants choose 138 ways out of 240, which is 57.5%.

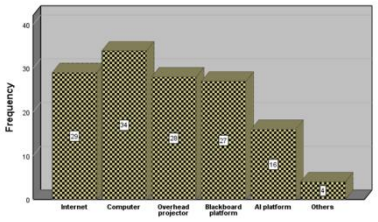

Figure (2) Technology Used in Teaching English

Table (4): T-Test

Statements	N	Mean	Std. Deviation
Statement 1	40	3.000	0.000
Statement 2	40	2.975	0.158
Statement 4	40	3.000	0.000
Statement 5	40	2.800	0.464
Statement 6	40	2.850	0.483
Statement 7	40	2.750	0.439
Statement 8	40	2.925	0.267
Statement 9	40	2.925	0.267
Statement 10	40	2.875	0.335

Statement 11	40	2.475	0.679
Statement 12	40	2.475	0.784
Statement 13	40	2.850	0.427
Statement 14	40	2.275	0.847
Statement 15	40	2.575	0.594
Statement 16	40	2.950	0.221
Statement 17	40	2.750	0.439
Statement 18	40	2.775	0.423
Statement 19	40	2.625	0.628
Statement 20	40	2.350	0.700
Statement 21	40	3.000	0.000
Statement 22	40	2.900	0.304
Statement 23	40	2.900	0.304
Statement 24	40	2.900	0.379
Statement 25	40	2.775	0.423

Table (5): One-Sample Test

Test Value = 0						
Statements	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Statement 2	119.000	39	0.00	2.975	2.924	3.026
Statement 5	38.158	39	0.00	2.800	2.652	2.948
Statement 6	37.315	39	0.00	2.850	2.696	3.005
Statement 7	39.661	39	0.00	2.750	2.610	2.890
Statement 8	69.352	39	0.00	2.925	2.840	3.010
Statement 9	69.352	39	0.00	2.925	2.840	3.010
Statement 10	54.289	39	0.00	2.875	2.770	2.982
Statement 11	23.057	39	0.00	2.475	2.260	2.692
Statement 12	19.964	39	0.00	2.475	2.224	2.726
Statement 13	42.245	39	0.00	2.850	2.714	2.987
Statement 14	16.989	39	0.00	2.275	2.004	2.546
Statement 15	27.403	39	0.00	2.575	2.385	2.765
Statement 16	84.529	39	0.00	2.950	2.879	3.021
Statement 17	39.661	39	0.00	2.750	2.610	2.890
Statement 18	41.500	39	0.00	2.775	2.640	2.910
Statement 19	26.441	39	0.00	2.625	2.424	2.826
Statement 20	21.238	39	0.00	2.350	2.126	2.574
Statement 22	60.368	39	0.00	2.900	2.803	2.997
Statement 23	60.368	39	0.00	2.900	2.803	2.997
Statement 24	48.402	39	0.00	2.900	2.779	3.021
Statement 25	41.500	39	0.00	2.775	2.610	2.910

From Table 5:

(a) Note that (t) cannot be computed for statements 1, 3, 4 and 21 because the standard deviation is 0. All responses are 100%. Statement 3 is a descriptive statement.

(b) Note that (t) cannot be computed for statement 3, because the sum of case weights is less than or equal 1. t cannot be computed. There are no valid cases for this analysis because no case weights are positive.

Tables 4 and 5 show the T-Test of the questionnaire statements. The mean is more than 2, the neutral value and there is no significance difference in standard deviation which means that the statements are true. The significance value is 0.00 that means $p < 0.05$, which means stronger evidence of the hypothesis; hence, the researcher's hypothesis is true.

When a t-value is high enough, it implies that the observed difference is statically significant meaning it is unlikely to have occurred by chance, while small t-value indicates that the groups are similar. This can be further confirmed by a low p-

value (0.00 < 0.05), which is probability of observing the data if there were no real difference between the groups.

The mean difference is more than 2, the neutral response option suggests the majority of the respondents' opinions tend towards agreement, approval or support for the statements or issue being measured depending on the context of the questionnaire.

Moreover, there are 40 participants and 24 statements each has 3 options. That means there are 960 answers agreeing, neutral or disagreeing to the statements. This can be summarized in the Table 6 and the figure below.

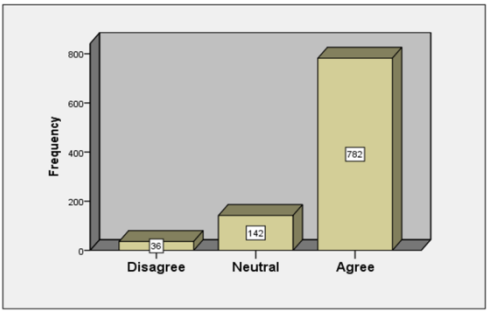

Figure (3): Attitudes Towards Technology in Teaching English

FINDINGS, RECOMMENDATIONS AND CONCLUSION

Findings

The researcher stated the following findings reached and recommendations.

1\ The instructors' attitude towards the use of the integrated technology with the EFL instructors and learners arouse their interest to teach the language.

2\ Follow up programs, videos that shown or displayed via tech-tools improve the learners' creativity to learn different aspects of the language.

3\ Instructors should be well trained and prepared to use various tech-tools in order to help them to be up to date with the modern techniques used in teaching EFL.

4\ Instructors have to get a rid of all old-fashioned techniques and to go with the current trends and to get adapted with the modern technological inventions and trends relevant to teaching and learning.

Recommendations

1- EFL instructors and learners should be exposed to a variety of integrated technology so as to enhance their teaching and learning English language.

2- Both instructors and the learners of the language should be acquainted with the technological tools in order to improve their knowledge about the language.

3- Instructors should thoroughly be able to utilize the integrated technology

4- EFL learners should be given enough time to use their knowledge on the integrated technology during the class and their work should be evaluated.

5- Instructors have to make sure that all learners are involved in using the tech-tools to assure that no one is left behind without any background about this modern technology.

6- EFL instructors should use the integrated technology more frequently and to adapt their lessons to it so that it could be easy and understandable.

Conclusion

This study focuses on the importance of the use of the integrated technology in the teaching and learning processes of English language and the potentiality of it to develop the instructors' as well as the learners' performance and competence in the language. The questionnaire and observation are used for data collection from English instructors.

The study led to the fact that utilizing integrated technology develops both EFL instructors' and learners' competence and performance in English language. It promotes the critical thinking for the EFL instructors and learners and will be well aware about what is new about the language and the varieties in which they should be exposed to.

EFL instructors and learners should be motivated and evaluated when using the integrated technology while they teach and learn EFL.

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