

Significance of Utilizing Integrated Technology in Learning EFL among Students in the Faculty of Education, Tamar University

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Abstract

The present study aimed to scrutinise the significance of integrating technology in the context of learning English as a foreign language (EFL) among the learners of English Language Department, Faculty of Education, Tamar University, Yemen. A sample of 100 EFL learners from the above-mentioned university participated in the study. The data was collected through a questionnaire, and the findings were analysed using quantitative methods. The results revealed a generally positive perception of technology integration among participants, with high levels of agreement and satisfaction. Participants recognized technology as a valuable tool that enhanced their productivity, academic performance, and language learning experiences. However, some participants expressed concerns and challenges related to technology integration, emphasizing the need for ongoing support and training. Based on the findings, some recommendations were provided for students, instructors, and future researchers showing the effectiveness of technology use in the English language learning context. This study could contribute to the existing literature on technology integration in language education and provide insights for policymakers, educators, and institutions to promote the best use of technology in learning EFL.

Keywords: integrated technology; EFL learners; Yemeni learners English; technology in language learning; technology in language teaching

Introduction

Technology integration in the educational context refers to the utilization of electronic devices within classrooms to enhance the learning environment, supplement instruction, and provide visual aids for students' learning experiences (Ahmadi & Reza, 2018; Dockstader, 2008). The utilization of new technological systems and tools to enhance educational and instructional activities has become increasingly prevalent since the beginning of the 21st century. Ürün (2016) defined technology as a comprehensive collection of techniques, skills, methods, and processes utilized in the production of goods, services, or the accomplishment of specific tasks. This often involves the utilization of machinery, tools, and

electronic devices. Eady and Lockyer (2013) emphasized the crucial role of technology in the educational landscape, as it enables teachers to enhance students' learning experiences. While the term "integration" is often used when discussing the incorporation of technology into teaching and learning, it is now necessary to shift our perspective and strive to seamlessly embed technology into the curriculum, making it an integral part of the learning process.

According to Rodinadze & Zarbazoia (2012), technology plays a crucial role in aiding both learners and teachers in accessing course materials quickly. The advancements in technology have significantly contributed to preparing learners for the job market, enabling them to apply what they learn in any subject area to their future careers. Additionally, technology serves as an effective educational tool, facilitating learning and promoting a conducive learning

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environment. Ybarra and Green (2003) demonstrated the widely acknowledged impact of information technology on our lives, with technology playing a pivotal role in the progress of human society. Recognizing this reality and harnessing the power of modern technological resources becomes vital to enhance English language education. Students learning English as a second language (ESL) require additional language support, necessitating practice in listening, reading, speaking, and writing to develop their skills and proficiency. To facilitate these tasks, various tools are necessary to aid them easily and effectively learn the language.

The widespread use of technology in our daily lives has significantly influenced education. Consequently, traditional teaching methods alone no longer meet students' expectations, particularly when they prefer digital and technological learning environments. To address this, it is imperative to integrate technology into educational settings. By incorporating Information and Communications Technology (ICT) tools such as interactive boards, tablets, cellphones, the internet, and computers, we can enhance students engagement, create more productive and captivating classes, facilitate efficient learning, and ultimately motivate students (Gunuc, 2016). The advent and widespread use of the internet and World Wide Web since the 1980s have provided language teachers and students with opportunities to explore diverse learning approaches. By incorporating technology into English teaching, the role of the EFL teacher has transformed from a traditional textbook-based instructor to one who employs a range of methods, including technology.

According to Aslan (2017), the integration of technology in foreign language instruction enhances interactive learning environments, allowing learners to apply their acquired foreign language skills. In simpler terms, the language learning

process becomes learner-focused, leading to increased motivation to learn foreign languages (Ahmadi, 2018 & Aydın, 2018). Therefore, integrating technology simplifies the process of acquiring a foreign language. Various technological tools can facilitate the integration of technology and support the learning of the English language, such as online English learning websites, electronic dictionaries, computer-assisted language learning (CALL) programs, chat programs, virtual conferences, and mobile-assisted language learning (Hazarika, 2017).

The successful integration of technology occurs when it aligns with curriculum goals and effectively helps students achieve their learning objectives (Imamah, 2019). Technology tools, when integrated well, have the potential to enhance learning experiences. Therefore, teachers should ensure that technology integration is aligned with the curriculum. The integration of technology into the curriculum emerged from the recognition that teaching about technology and its usage was insufficient; there was a need to teach students how to apply their technological knowledge and skills. As a result, technology was integrated into various subject areas, becoming an integral part of the learning process. This integration begins during the planning phase and continues throughout teaching and learning activities.

In the context of the English classroom, effective technology integration means that technology supports instruction and helps achieve teaching goals. Teachers incorporate technology into various activities to keep students engaged and enhance their English language skills. This can be achieved through the use of course books, audio-visual aids, and technology-based materials. By integrating technology into the English classroom, teachers aim to sustain student interest and promote better understanding of the subject matter.

Kemp (2020), Robin (2008), and Ozan (2013) noted that technology has transitioned from being a privilege to becoming an essential aspect of our daily lives. The importance of technology in human life is evident in various aspects, including education. The education system constantly adapts to societal changes, aiming to equip individuals with the necessary skills for real-life and integration into society. Technology plays a significant role in the education system, providing both direct and indirect contributions. These include online learning platforms, simulation environments, virtual laboratories, access to scientific information, real-time updates on technological advancements, and various online educational applications (Brito, Dias & Oliveira, 2018). The incorporation of science and technology in the educational process introduces new skills and concepts (Gunuc, 2017). Terms such as "technology literacy", "computer literacy", "21st-century learners", "internet generation", "technological native", and "digital native" are used to describe these emerging behaviours. Additionally, the National Education Association (NEA) highlighted the following as 21st-century skills (Tuzel-Iseri, 2018):

- Learning and innovation skills (creativity, critical thinking, problem-solving, communication, and collaboration).
- Information, media, and technology skills encompass competencies in information literacy and technology literacy.
- Life and career skills (flexibility, adaptability, entrepreneurship, leadership, and responsibility).

Types of Technology Integration

1. Computers

The use of computers has the potential to enhance learners' interest in English language by providing access to simple and easily comprehensible texts (Ybarra &

Green, 2003). Computer programs designed for reading can be utilized to improve students' vocabulary, fluency, and comprehension skills. These programs are particularly beneficial for EFL students (ELL) as they enable engagement with texts, cater to individual needs, and support the development of reading abilities, even with challenging materials (Alkahtani, 1999). Computers possess the advantage of multitasking and high-speed program execution. Educational computer programs can assess student exercises, gradually progress them from easier to more challenging tasks based on their abilities, provide answer corrections, and simulate tests in a user-friendly manner (Ybarra & Green, 2003).

Moreover, computers are crucial in developing writing skills for EFL students. Writing in a foreign language, including statements and paragraphs, can be challenging. However, the use of computers and graphics-based programs significantly simplifies the writing process, making it more enjoyable and enabling learners to express their thoughts more clearly. Word processing programs contribute to improving grammar skills by allowing learners to highlight specific parts of their text through underlining, bolding, italicizing, adjusting font size and color, and automatically checking spelling and grammar (Hoven, 1999). Consequently, utilizing computers as a tool for studying grammar is more motivating for students compared to traditional pen-and-paper methods.

In listening activities, computers provide visual and auditory stimuli that improve comprehension, generate ideas, and enhance listening skills. Computer-based listening assessments are instrumental in strengthening students' understanding abilities, while CD-ROM learning videos offer advantages over traditional methods (ibid). Furthermore, engaging in internet voice chats using the target language can enhance students' communication skills.

2. Multimedia Software

The use of multimedia software can greatly enhance vocabulary and reading skills by combining text, graphics, sound, video, and animation. These interactive computer programs have the potential to significantly increase learner motivation. Multimedia software refers to computer programs that integrate a combination of text, graphics, sound, video, and animation. By engaging with multimedia software, learners can experience an interactive and dynamic learning environment that encourages active participation in the development of their language abilities (Ridha & Fithriani, 2023).

3. Internet Text- chatting

Internet text-chatting is a valuable technique for improving writing skills as it provides an efficient online platform for expressing thoughts, exchanging ideas, and engaging in instant communication with other writers. It serves as a convenient tool for enhancing one's ability to write effectively. Furthermore, internet voice chatting enables direct communication between individuals using audio over the internet. This method can be highly advantageous for language learners, particularly when interacting with native speakers of the target language (Ürün, 2016).

4. Electronic Dictionaries

Utilizing electronic dictionaries is a modern approach to enhance vocabulary skills, especially for EFL students. These dictionaries provide a range of advanced features and tools that traditional book dictionaries lack. User-friendly and efficient, electronic dictionaries serve as valuable resources for quickly acquiring new vocabulary (Constantinescu, 2007).

5. Tape-Records

Although tape recorders are often seen as traditional listening tools, they offer unique benefits that remain relevant in English language learning. Their simplicity and user-friendly controls make

them accessible to learners of all ages and technological backgrounds. The tactile experience of handling a physical cassette and adjusting settings adds an immersive element to the learning process. Tape recorders facilitate listening comprehension and pronunciation practice by allowing learners to engage with pre-recorded native speaker conversations and imitate intonation and pronunciation patterns. They also enable self-study and independent learning, as learners can record their own voice to assess pronunciation and track progress. Additionally, tape recorders support dictation exercises, enhancing listening skills, concentration, and accuracy in written language production. Despite advancements in digital technology, tape recorders' benefits in facilitating listening, pronunciation, self-study, and dictation make them versatile tools for language learners. Incorporating tape recorders into language learning activities can enhance the overall learning experience and help learners achieve their proficiency goals (Ridha & Fithriani, 2023).

6. Broadcasting

Another effective method for enhancing comprehension skills is to utilize educational language programs on TV and radio. However, it is important for students to exercise caution when selecting programs that cater to their specific needs. Additionally, news satellite TV channels such as BBC can be beneficial for practicing with audio and video media (Ürün, 2016).

7. CD-players

CD-players are a modern tool that can significantly contribute to improving listening comprehension skills. These electronic devices are specifically designed for playing audio CD-ROMs. ELL students can utilize CD-players to access and store lectures and listening examinations for future use (Ridha and Fithriani, 2023).

Common Barriers to Technology Integration

The integration of technology into teaching and learning is a complex process that can encounter various challenges, commonly referred to as barriers. To provide a comprehensive overview, it is important to outline the established set of common barriers associated with technology integration. While these barriers may be labelled, measured, and rated differently, researchers such as Ridha & Fithriani, 2023; Parwez, 2022; Emhamed & Krishnan 2011; Beaudin, 2002; Snoeyink & Ertmer, 2002; Pajo & Wallace, 2001; Becker, 2000; Beggs, 2000; Rogers, 2000; Ertmer, 1999; Ertmer, et al. 1999; Newhouse, 1999; Anderson, et al., 1998 and Hadley & Sheingold, 1993 have identified these or similar variations as widespread barriers, which include the following: Lack of access to computers, inadequate availability of quality software, limited time for implementation, technical issues, teachers' attitudes towards computers, insufficient funding, lack of teacher confidence, resistance to change, inadequate administrative support, lack of computer skills, poor alignment with the curriculum, absence of incentives, scheduling difficulties, limited training opportunities, and a lack of vision regarding integration. These identified barriers collectively shape the discussion surrounding technology integration, and understanding them is vital for addressing the challenges associated with incorporating technology in educational settings.

Literature Review

Several studies have examined the integration of technology in teaching English as a foreign language (TEFL). Ridha & Fithriani (2023) investigated the perceptions of EFL pre-service teachers regarding the use of technology in English instruction during their teaching practicums in a junior high school in Medan, Indonesia. The findings revealed

that these teachers frequently used laptops, projectors, and smartphones to access websites and applications for English instruction. The study highlighted the advantages of integrating technology into English instruction, including increased student motivation and collaboration, as well as enhanced creativity and technology skills among pre-service teachers. However, the study also acknowledged challenges associated with incorporating technology into instructional practices, such as time-consuming implementation, limited facilities, and potential disruptions to the classroom environment.

Parwez (2022) conducted a study aiming to investigate the importance of integrating ICT tools in the learning process and proposed a framework for incorporating technology in English language instruction. The study highlighted the significance of technology in enhancing students' listening, reading, speaking, and writing skills. It discussed the advantages of using hardware and software technology in language instruction, such as easy access to materials, cost-effectiveness, and accelerated learning. However, it acknowledged that many teachers lack proficiency in technology. The study emphasized that the integration of technology should be deliberate and well-planned to positively impact instructional tasks. The study also highlighted the need to appropriately integrate technology into teaching and learning English to avoid any negative effects on students' learning process. Various sources, including previous research articles, dissertations, books, journals, and online resources, were relied upon for data collection in this descriptive study on integrating technology in EFL classrooms.

Başar and Şahin (2021) conducted a study with the objective of identifying research trends conducted between 2016 and 2020 regarding the role of technology

integration in TEFL. The findings revealed a growing trend in the number of studies conducted, particularly from 2016 onwards. Flipped learning and mobile-assisted language learning emerged as popular subjects of investigation. The study suggested that participants generally hold positive views towards technology integration. Based on the identified research trends, this study provides recommendations for future investigations in this field. Also, Yilmaz (2021) conducted a study with the aim of examining the effects of integrating technology on prospective teachers' critical and creative thinking skills, 21st-century skills, and academic achievements in the field of science education. The results revealed that the gradual integration of technology had a positive influence on the participants' critical and creative thinking abilities, multidimensional skills, and academic performance.

Qizi (2021) conducted a study that emphasized the integration of technology in language learning, which is crucial both inside and outside the classroom. The study specifically focused on the use of new technologies in ESL or EFL. It explored attitudes that support language learners in improving their skills through technology. The study provided definitions of technology and technology integration, explained their application in language classrooms, reviewed previous research, and offered recommendations for effective use. The study suggested that the effective utilization of new technologies enhances language learning skills.

Imamah (2019) carried out a study that explored the integration of technology in English classrooms. The study aimed to investigate the categories of technology used by teachers and classify their level of integration in English classroom instruction. The research identified five categories of technology integrated by teachers: word processing, spreadsheet

software, organizing and brainstorming tools, multimedia, and web resources. These technologies were primarily used in teaching listening, reading, and writing skills. The teacher also incorporated speaking practice by asking relevant questions during class discussions. The level of technology integration was assessed using the SAMR model, and it was determined that the teacher reached the augmentation level when teaching writing skills. This indicates that technology was used as a direct substitute tool with additional functionalities.

In the context of education, Gilakjani (2017) viewed technology as an integration of knowledge, tools, and techniques derived from scientific and engineering disciplines. This integration aims to develop, implement, and enhance educational practices, specifically within the realm of learning and teaching EFL. The study of Ürün (2016) aimed to assess the effectiveness of past and current practices in using information and communication technologies (ICTs) for language learning and teaching. The literature review revealed a limited number of well-designed and comprehensive studies on the impact of technology on language education. These studies were primarily conducted in higher education settings and primarily focused on short-term experiments that explored specific aspects of language learning, such as vocabulary acquisition. However, the existing experimental data consistently indicated positive effects of technology compared to traditional language instruction methods. The international literature primarily focused on using technology for communication opportunities, while in Turkey, the emphasis was on providing access to materials.

Cakici (2016) attempted to explore the advantages and disadvantages of integrating ICT in language education, specifically in EFL classrooms. The study

highlighted the positive effects of ICT on students' learning outcomes and emphasized the need for EFL teachers to adapt and develop new skills to enhance language learning through ICT. The use of ICT as a teaching tool enables students to access and analyse information while providing exposure to various media forms. However, careful decision-making, planning, and addressing potential challenges are necessary for successful integration. This study identified key factors that influence successful implementation and offered recommendations to maximize the benefits of ICT in EFL classroom settings.

Ince (2014) conducted a study that explored the perspectives of English language instructors in Turkey on the integration of technology in their teaching practices. The study employed a phenomenological framework and conducted in-depth interviews with four instructors from different universities. A semi-structured interview schedule was used to understand the instructors' perceptions and implementation of technology in the language classroom. The collected data underwent qualitative content analysis, resulting in five themes: the institution's perspective on technology, students and instructors' background knowledge of technology, technological equipment utilized, information and communication technologies, and professional experience. The findings highlighted the importance of widespread adoption of technology in the teaching of language, considering the rapidly changing world we live in.

Nomass (2013) conducted a study that probed the significance of integrating modern technology in teaching ESL. The study recommended various techniques and approaches that can assist EFL students in enhancing their learning skills through the use of technology. These techniques include online language learning websites, computer-assisted

language learning programs, presentation software, electronic dictionaries, chat and email messaging programs, listening CD-players, and instructional video clips. To evaluate the impact of technology on English language classrooms, a case study was conducted to gauge the response of typical students. The study identified the limitations and disadvantages of traditional English language learning tools.

Peregoy and Boyle (2012) conducted a study on the utilization of technology to enhance learners' reading and writing skills. The results revealed that technology tools improved learners' reading and writing abilities due to their user-friendly nature, enabling learners to progress at a quicker and more effective pace. Another significant finding was that learners achieved better results when utilizing technology tools compared to traditional teaching methods, as the Internet provided a conducive learning environment and a convenient platform for accessing educational resources.

Emhamed and Krishnan (2011) conducted a research that examined the attitudes of Libyan English language teachers towards incorporating technology in TEFL students and the challenges they face in using technology in secondary schools in Sebha city. The study utilized a mixed-method design, involving a questionnaire distributed to 40 teachers and semi-structured interviews with eight respondents. The findings indicated that the majority of teachers hold positive attitudes towards integrating technology but face difficulties due to time constraints and lack of administrative support. The study emphasized the importance of incorporating technology in teaching practices to enhance students' learning experiences.

Pen (2002) conducted a study aiming to integrate computer technology into ESL curriculum and instruction. The study provided computer-assisted instruction in English grammar, reading, and

conversation, emphasizing the positive impact of technology on critical thinking, problem-solving, and employability skills. The goal was to demonstrate the advantages of appropriately integrating technology into ESL education, enhancing motivation, confidence, and enthusiasm. Evaluation results showed positive student behaviour, with the majority ranking the project highly and expressing willingness to recommend it to others.

Methodology

Study Approach and Design

This research utilized the descriptive mixed-method, quantitative research approach. The study aimed to provide numerical descriptions of the study data by

presenting the results through numbers and tables.

Participants

The target population for this study comprised all EFL students studying the first semester of the academic year 2023-2024 in the English Language Department, Faculty of Education, Thamar University, Yemen. This study included two distinct samples. The first sample comprised all English Department students in the Faculty of Education, Thamar University, Yemen. This sample encompassed all EFL students of the English Language Department in the Faculty of Education, Thamar University. They were 100 students, whose gender is shown in Table 1 below.

Table 1: Gender of the Participants

Gender	Frequency	Percent
Male	12	12
Female	88	88
Total	100	100

Furthermore, Table 2 below provides a clear breakdown of the sample's distribution across different levels. The data revealed that participants from level

one accounted for 40% of the total sample, level two comprised 20%, level three consisted of 10%, and level four represented 30%.

Table 2: Level of the Participants

Level	Frequency	Percent
One	40	40
Two	20	20
Three	10	10
Four	30	30
Total	100	100

Study Instrument

The instrument of this study involved the use of a questionnaire that was administered to all English Department students and comprised 30 items. The questionnaire utilized a 5-point Likert scale, with response options ranging from "Strongly Agree" to "Strongly Disagree."

Participants were asked to select the option that best expressed their perspectives.

Data Collection and Analysis

Data for this study was collected a questionnaire distributed to 100 EFL participants of the study sample. The researchers distributed the questionnaire and provided assistance through

explaining any challenging aspects to the participants. All questionnaires were returned and analysed as part of the data collection process. The data was collected during the first semester of the academic year (2023-2024). The study instrument was specifically designed to gather information on the importance of integrated technology among students. The questionnaire data was analysed using the Statistical Package for Social Sciences (SPSS), employing both statistical and descriptive analysis techniques.

Reliability and Validity of the Instrument

The instrument's reliability was assessed by analyzing it using SPSS. The reliability

coefficient (Cronbach's alpha) was calculated to measure the internal consistency of the instrument as a whole. The study's instrument demonstrated a high level of reliability, with a Cronbach's alpha value of 0.979. To ensure the validity of the study's instrument, the items were reviewed by an expert in the Faculty of Education at Tamar University, who provided suggestions for modifications for the questionnaire for the students that comprised 30 items (questions).

Results

The results of the present study are exhibited according to the research items (questions), as shown in Table 3 below.

Table 3. Analysis of the Questionnaire's Data

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1.	Integrating technology makes it easier for me to do my duties.	63	34	0	0	3	100
2.	Integrating technology improves my academic performance.	55	32	8	3	2	100
3.	Integrating technology increases my learning productivity.	54	34	10	1	1	100
4.	Integrating technology is completely compatible with all aspects of my learning processes	40	40	12	5	3	100
5.	I believe that technology can enhance the learning experience in the English language classroom.	38	56	2	1	3	100
6.	I am willing to learn and explore new technologies to enhance my English language learning	36	39	15	8	2	100
7.	I feel that my college provides adequate resources for integrating technology into my English language learning.	11	19	22	22	26	100
8.	I believe that using technology in English language learning can help students better understand the language.	71	27	1	0	1	100
9.	I have experienced an improvement through engagement and motivation when using technology in English language learning.	29	53	11	4	3	100
10.	I believe that technology can help me differentiate different types of learning styles	59	32	9	0	0	100
11.	I believe that technology is difficult to integrate.	12	15	10	30	33	100
12.	Integrating technology is often frustrating.	9	10	11	33	37	100
13.	Learning through integrate technology is easy for me.	45	42	6	4	3	100

14.	I find internet essential in doing my assignments.	33	44	13	10	0	100
15.	Before deciding whether to integrate technology applications or not, I was able to properly try them out.	7	39	27	19	8	100
16.	The websites that students believe can provide information are easy to access in retrieving data	37	27	15	18	3	100
17.	I find using internet an obstacle specifically in searching for a topic.	4	11	5	26	54	100
18.	I believe that internet provides unbounded information in your query.	49	41	6	2	2	100
19.	your teacher recommends using internet in making your assignments.	26	56	10	6	2	100
20.	I have experienced getting good grades by submitted my assignments that the source come from the internet.	47	41	11	1	0	100
21.	I believe that technology can provide students with more opportunities for interactive and multimedia learning in English language learning.	53	36	7	4	0	100
22.	I believe that technology can provide student with more opportunities for authentic language use in English language learning.	29	46	14	7	4	100
23.	I am willing to invest my time and effort to learn how to integrate technology in English language learning.	58	36	5	0	1	100
24.	I believe that the use of technology in English language learning should be supported by the school administration.	53	41	6	0	0	100
25.	I believe that the use of technology in English language learning should be encouraged by the government.	47	45	6	1	1	100
26.	I believe that the use of technology in English language learning should be integrated into teacher education and training programs.	48	40	9	1	2	100
27.	I believe that the use of technology in English language learning should be included in the school curriculum.	67	23	7	2	1	100
28.	I want to learn more about using technology at home, at work, and at university.	71	19	8	0	2	100
29.	I know that technology can help me learn many things such as instant access to a vast amount of information and resources.	73	22	3	1	1	100
30.	I believe that I can improve my language skills using the internet.	72	22	4	1	1	100

The results of item 1 in the table above indicate a generally positive perception among the participants that integrating technology makes it easier for the learners to do their duties. A significant majority, 63% of the respondents, strongly agreed with the statement, suggesting that they strongly believe that incorporating

technology into their duties has a positive impact. Additionally, 34% of the participants agreed with the statement, further reinforcing the notion that technology plays a beneficial role in facilitating their responsibilities. The absence of any participants who disagreed or were neutral indicates a high level of

agreement and satisfaction regarding the integration of technology into their duties. These results imply that the participants perceive technology as a helpful tool that eases their work and enhances their productivity.

The outcomes of item 2 reveal a predominantly positive perception among the participants that integrating technology improves their academic performance. A considerable majority of 55% strongly agreed with the statement, indicating a strong belief that incorporating technology positively impacts their academic performance. Furthermore, 32% of the respondents agreed with the statement, further supporting the notion that technology has a beneficial effect on their academic achievements. It is worth noting that a smaller proportion of participants (8%) remained neutral, giving no opinion and suggesting that they may have mixed experiences or opinions regarding the relationship between technology integration and academic performance. However, the percentages of participants who strongly disagreed (2%) or disagreed (3%) were relatively low, indicating that the majority of participants perceive technology as having a positive influence on their academic performance. These results suggest that the participants recognize the value of technology in enhancing their educational outcomes.

The findings of the item 3 demonstrate a largely positive perception among the participants that Integrating technology increases my learning productivity. A significant majority of 54% strongly agreed with the statement, indicating a strong belief that incorporating technology enhances their learning productivity. Additionally, 34% of the respondents agreed with the statement, further reinforcing the notion that technology integration has a positive impact on their learning efficiency. While a small portion (10%) of participants remained neutral, the percentages of those who strongly

disagreed (1%) or disagreed (1%) were minimal. These findings suggest that the participants generally perceive technology as a valuable tool that boosts their learning productivity. The high percentage of strong agreement implies that technology integration is seen as a beneficial asset for improving learning outcomes and maximizing productivity levels in the educational context.

The outcomes of item 4 indicate a mixed perception among the participants with regard to integrating technology is completely compatible with all aspects of learners learning processes. While a significant proportion of 40% strongly agreed and an equal percentage agreed with the statement, suggesting that they perceive technology integration as highly compatible with their learning processes, it is noteworthy that a combined 8% of participants strongly disagreed or disagreed. This indicates that a small portion of participants have reservations or challenges regarding the compatibility of technology with their learning processes. Additionally, 12% of participants remained neutral, suggesting a lack of strong opinion or uncertainty on the matter. These results imply that while a considerable majority view technology integration as compatible with their learning processes, there is a need for further exploration and understanding of the concerns or barriers faced by the participants who expressed disagreement or neutrality. It highlights the importance of addressing any potential challenges or limitations in the effective integration of technology within the learning environment.

The results of the item 5 reflect a generally positive perception among the participants that technology can enhance the learning experience in the English language classroom. A significant majority of 38% strongly agreed and an additional 56% agreed with the statement, indicating a widespread belief that technology has the

potential to enhance the learning experience in the English language classroom. The combined 4% of participants who strongly disagreed or disagreed represent a small minority, suggesting that the majority of participants recognize the value and benefits of incorporating technology in English language learning. While a small percentage (2%) remained neutral, the overwhelming agreement indicates a strong consensus regarding the positive impact of technology on the learning experience in the English language classroom. These results underscore the potential of technology as a valuable tool to support and enhance English language acquisition and highlight the importance of integrating technology effectively to optimize the learning experience.

The findings of item 6 which stated "I am willing to learn and explore new technologies to enhance my English language learning" suggest a mixed attitude among the participants. While a notable proportion of 36% strongly agreed and an additional 39% agreed with the statement, indicating a positive willingness to learn and explore new technologies for enhancing English language learning, it is important to note that a combined 10% of participants strongly disagreed or disagreed. This suggests that a minority of participants expressed resistance or hesitation towards embracing new technologies for language learning purposes. Furthermore, 15% of participants remained neutral, indicating a lack of strong inclination or uncertainty. These findings highlight the need for further investigation into the reasons behind the resistance or ambivalence exhibited by some participants. It also emphasizes the importance of addressing any concerns or barriers that may hinder the willingness to adopt and explore new technologies in English language learning. Efforts should be made to provide support, training, and resources to encourage a

positive attitude and enhance the participants' readiness to embrace technology for language learning purposes.

The outcomes of item 7 "I feel that my college provides adequate resources for integrating technology into my English language learning" indicate a mixed perception among the participants. A significant proportion of 26% strongly disagreed and an additional 22% disagreed with the statement, highlighting a considerable dissatisfaction with the resources provided by their college for integrating technology into English language learning. Similarly, the 22% of participants who remained neutral suggest a lack of clarity or uncertainty regarding the adequacy of resources. On the other hand, 11% strongly agreed and 19% agreed, indicating a minority who feel that their college does provide sufficient resources for integrating technology. These results underscore the need for further evaluation and improvement of the resources available to students for technology integration in English language learning. It is crucial for colleges to address the concerns raised by a significant proportion of participants and strive to enhance the availability and quality of resources to ensure a more effective and supportive learning environment.

The findings of item 8 reveal a highly positive perception among the participants that using technology in English language learning can help learners better understand the language. An overwhelming majority of 71% strongly agreed with the statement, while an additional 27% agreed, indicating a strong consensus regarding the belief that technology usage can enhance students' understanding of the English language. It is notable that no participants disagreed with the statement, further emphasizing the widespread agreement. Only a small percentage (1%) remained neutral,

suggesting a lack of strong opinion or uncertainty. These results highlight the participants' recognition of the value and potential of technology as a tool to facilitate language comprehension and learning. The high percentage of strong agreement underscores the importance of integrating technology effectively to support students' language understanding and proficiency.

The results of item 9 indicate a positive perception among the participants that they experienced an improvement through engagement and motivation when using technology in English language learning. A majority of 29% strongly agreed and an additional 53% agreed with the statement, suggesting that technology usage has had a beneficial impact on their engagement and motivation in English language learning. While a small proportion (7%) of participants disagreed or strongly disagreed, it is worth noting that 11% remained neutral, indicating a lack of strong opinion or uncertainty. These results suggest that the majority of participants have experienced positive outcomes in terms of increased engagement and motivation when utilizing technology in their English language learning endeavours. The high percentage of agreement highlights the potential of technology to enhance students' interest and involvement in the learning process, ultimately contributing to improved learning outcomes.

The outcomes of item 10 indicate a highly positive perception among the participants that technology can help learners differentiate different types of learning styles. A significant majority of 59% strongly agreed and an additional 32% agreed with the statement, indicating a strong consensus regarding the belief that technology can assist in differentiating various learning styles. Notably, no participants expressed disagreement or strong disagreement with the statement. However, 9% of participants remained

neutral, suggesting a lack of strong opinion or uncertainty. These results highlight the participants' recognition of the potential of technology to cater to diverse learning styles and preferences. The high percentage of strong agreement underscores the importance of utilizing technology as a tool to create personalized and adaptive learning experiences that address the unique needs of individual learners. This finding emphasizes the value of incorporating technology in educational settings to support inclusive and effective learning environments.

The results of item 11 indicate a mixed perception among the participants that technology is difficult to integrate. While a significant proportion of 33% strongly disagreed and an additional 30% disagreed with the statement, suggesting a considerable disagreement with the notion that technology integration is difficult, it is important to note that a combined 27% of participants agreed or strongly agreed. Similarly, 10% of participants remained neutral, indicating a lack of strong opinion or uncertainty. These results suggest that while a majority of participants do not perceive technology integration as challenging, there is still a notable portion that expressed agreement or uncertainty regarding the difficulty of integrating technology. These findings highlight the importance of providing adequate support, training, and resources to address any perceived challenges or barriers that participants may encounter when integrating technology into their educational practices. It also emphasizes the need for ongoing professional development and guidance to ensure successful and effective technology integration in educational settings.

The results of item 12 reveal a mixed perception among the participants that integrating technology is often frustrating. While a significant proportion of 37% strongly disagreed and an additional 33% disagreed with the statement, indicating a

substantial disagreement with the notion that integrating technology is frequently frustrating, it is important to note that a combined 19% of participants agreed or strongly agreed. Similarly, 11% of participants remained neutral, indicating a lack of strong opinion or uncertainty. These results suggest that while a majority of participants do not find technology integration frustrating, there is still a notable portion that expressed agreement or uncertainty regarding the frustration associated with integrating technology. These findings emphasize the importance of providing adequate support, training, and resources to address any challenges or frustrations that participants may encounter during the integration process. It also highlights the need for ongoing professional development and guidance to ensure a smooth and successful integration of technology in educational settings, minimizing any potential frustrations that may arise.

The outcomes of item 13 reflect a positive perception among the participants that learning through integrated technology is easy for learners. A significant majority of 45% strongly agreed and an additional 42% agreed with the statement, indicating a widespread belief that learning through integrated technology is easy. While a small proportion (7%) of participants disagreed or strongly disagreed, it is worth noting that 6% remained neutral, suggesting a lack of strong opinion or uncertainty. These results suggest that the majority of participants find learning through integrated technology to be accessible and straightforward. The high percentage of agreement highlights the participants' comfort and proficiency in utilizing technology as a learning tool. This finding emphasizes the potential of integrated technology to facilitate and enhance the learning process, promoting engagement, interactivity, and efficiency. The results also indicate the importance of continuing to provide support and

resources to ensure that all participants can effectively navigate and benefit from learning through technology.

The findings of item 14 indicate a strong reliance on the internet among the participants. A significant majority of 33% strongly agreed and an additional 44% agreed with the statement, emphasizing the participants' belief in the essentiality of the internet for successfully completing their assignments. Notably, no participants expressed strong disagreement with the statement. However, 10% of participants disagreed, and 13% remained neutral, suggesting a range of perspectives. These results highlight the increasing significance of the internet as a valuable resource for academic work, research, and accessing information necessary for assignments. The high percentage of agreement underscores the participants' recognition of the internet's role in facilitating and supporting their assignment completion. These findings emphasize the importance of providing reliable internet access and promoting digital literacy skills to ensure equitable and effective learning experiences for all students.

The findings of item 15 which stated "Before deciding whether to integrate technology applications or not, I was able to properly try them out" indicate a mixed perception among the participants. While a notable proportion of 39% agreed and an additional 7% strongly agreed with the statement, suggesting that they had the opportunity to adequately test technology applications before deciding whether to integrate them, it is important to note that a combined 27% of participants expressed neutrality. Furthermore, a significant portion of 19% disagreed or strongly disagreed, indicating that they did not have the chance to properly try out technology applications before making integration decisions. These findings highlight the importance of providing adequate opportunities for educators and students to

explore and familiarize themselves with technology applications before incorporating them into the learning environment. It also emphasizes the need for proper training, support, and access to resources to ensure informed decision-making regarding technology integration. Efforts should be made to address the concerns raised by participants who felt they were unable to properly try out technology applications, in order to promote effective and successful integration practices.

The outcomes of item 16 indicate a generally positive perception among the participants that the websites that students believe can provide information are easy to access in retrieving data. A significant majority of 37% strongly agreed and an additional 27% agreed with the statement, highlighting the participants' belief that websites providing information are easily accessible for retrieving data. However, it is worth noting that a combined 21% of participants expressed disagreement or neutrality. This suggests that there is a portion of participants who find accessing information on websites challenging or remain uncertain about the ease of access. These findings underscore the importance of ensuring user-friendly interfaces, efficient search functionalities, and consistent availability of information on websites to enhance ease of access for students. Additionally, providing guidance and training to help students navigate and utilize websites effectively can further improve their ability to retrieve data. These efforts can contribute to a more seamless and productive information retrieval process, supporting students' learning and research activities.

The results of item 17 "I find using the internet an obstacle specifically in searching for a topic" indicate a strong disagreement among the participants. A significant majority of 54% strongly disagreed, and an additional 26% disagreed with the

statement, suggesting that they do not perceive the internet as an obstacle when searching for a topic. It is notable that only a small percentage (15%) expressed agreement or strong agreement, while 5% remained neutral. These results highlight the participants' confidence and proficiency in effectively utilizing the internet for topic searches. The high percentage of strong disagreement reflects the participants' belief that the internet is a valuable tool for finding information and conducting research. However, it is important to address the concerns raised by the participants who agreed or strongly agreed, as well as those who remained neutral. Providing additional guidance, training, and support in effective search strategies and information evaluation can further enhance students' ability to navigate and utilize the internet for topic searches.

The findings of item 18 indicate a strong agreement among the participants that the internet provides unbounded information in learners' query. A significant majority of 49% strongly agreed, and an additional 41% agreed with the statement, indicating that they believe the internet offers a vast amount of information without limitations when conducting queries. It is worth noting that only a small proportion (4%) expressed disagreement or strong disagreement, while 6% remained neutral. These results highlight the participants' confidence in the internet's ability to provide an extensive and diverse range of information to fulfil their queries. The high percentage of strong agreement underscores the participants' perception of the internet as a valuable resource for accessing a wide array of information. However, it is important to promote critical thinking skills and information literacy to help participants navigate and evaluate the vast amount of information available online effectively. By developing these skills, individuals can harness the internet's potential to access reliable and

relevant information that supports their learning and research endeavours.

The outcomes of item 19 indicate a strong endorsement from the participants' teachers regarding the use of the internet for assignment completion. A significant majority of 56% strongly agreed and an additional 52% agreed with the statement, highlighting the participants' acknowledgement of their teachers' recommendation to utilize the internet. Notably, only a small percentage (8%) expressed disagreement, while 10% remained neutral. These results emphasize the recognition of the internet as a valuable tool for gathering information, conducting research, and supporting the assignment-making process. The high percentage of agreement, particularly the strong agreement, suggests that participants perceive their teachers' recommendations as valuable guidance to enhance the quality and depth of their assignments. It also underscores the importance of digital literacy skills and critical evaluation of online resources to ensure that students can effectively utilize the internet for academic purposes. The results highlight the role of teachers in promoting the appropriate and effective use of the internet as a valuable educational resource.

The results of item 20 "I have experienced getting good grades by submitting my assignments that the source comes from the internet" indicate a strong belief among participants that using internet sources for their assignments has positively impacted their grades. A significant majority of 47% strongly agreed, and an additional 41% agreed with the statement, highlighting their perception that internet sources have contributed to their academic success. Notably, no participants strongly disagreed with the statement, and only a small percentage (1%) expressed disagreement. However, 11% remained neutral, suggesting a lack of certainty or mixed experiences. These

findings suggest that participants have found value in utilizing internet sources for their assignments and have witnessed positive outcomes in terms of their grades. It is important to note that while the internet can be a valuable resource, promoting critical thinking and proper citation practices is essential to ensure the integrity and academic rigor of assignments. Educators should continue to emphasize the importance of evaluating and using reliable sources from the internet to support learning and maintain academic standards.

The results of item 21 indicate a strong belief among the participants in the potential of technology to enhance English language learning. A significant majority of 53% strongly agreed, and an additional 36% agreed with the statement, highlighting their recognition of technology as a valuable tool for providing interactive and multimedia learning experiences. Notably, no participants strongly disagreed with the statement, and only a small percentage (4%) expressed disagreement. However, 7% remained neutral, suggesting a degree of uncertainty or mixed opinions. These findings underscore the participants' understanding of the benefits of technology in promoting engagement, interactivity, and multimedia content, which can facilitate and enhance English language learning. The high percentage of agreement reflects the participants' positive perception of technology's potential to provide diverse and interactive learning opportunities in the English language classroom setting. It reinforces the importance of integrating technology effectively in language learning to support students' engagement, motivation, and language acquisition.

The outcomes of the item 22 reflect a varied perception among the participants that technology can provide students with more opportunities for authentic language use in English language learning. While a majority of 46% agreed and an additional

29% strongly agreed with the statement, suggesting their belief in technology's potential to offer authentic language use opportunities, it is worth noting that a combined 11% expressed disagreement, and 14% remained neutral. These findings indicate a range of opinions regarding the effectiveness of technology in facilitating authentic language use in English language learning. The agreement from a significant proportion of participants suggests that they recognize the value of technology in providing real-world language experiences and interactions. However, the presence of disagreement and neutrality implies that some participants may have reservations or limited experiences with technology-mediated authentic language use. It is important to address the concerns raised by participants who expressed disagreement or remained neutral by exploring and implementing effective strategies that leverage technology to promote authentic language use and meaningful communication in the language learning process.

The findings of item 23 indicate a strong willingness among the participants to dedicate their time and efforts towards learning how to integrate technology in English language learning. A significant majority of 58% strongly agreed, and an additional 36% agreed with the statement, highlighting their enthusiasm and commitment to acquiring the necessary skills and knowledge for effective technology integration. Notably, no participants strongly disagreed or disagreed with the statement, and only a small percentage (5%) remained neutral. These findings emphasize the participants' recognition of the importance of technology in language learning and their motivation to enhance their instructional practices. The high percentage of strong agreement reveals a positive attitude and readiness to invest in professional

development and training opportunities related to technology integration. This willingness indicates the potential for successful implementation of technology in English language learning, with educators and learners actively engaging in incorporating digital tools and resources to enhance language acquisition and instruction.

The outcomes of item 24 indicate a strong consensus among the participants regarding the importance of school administration support for technology integration in English language learning. A significant majority of 53% strongly agreed, and an additional 41% agreed with the statement, highlighting their belief that the school administration should play a supportive role in facilitating the use of technology for language learning purposes. Notably, no participants strongly disagreed or disagreed with the statement, and only a small percentage (6%) remained neutral. These findings emphasize the participants' recognition of the significance of administrative support in promoting effective technology integration. The high percentage of agreement, particularly the strong agreement, suggests that participants understand the potential benefits and impact of technology on language learning outcomes and expect their schools to provide the necessary resources, training, and infrastructure to facilitate successful implementation. These results underscore the importance of fostering a supportive educational environment that encourages the integration of technology in English language learning and highlights the need for collaboration between educators, administrators, and other stakeholders to ensure the successful implementation of technology-enhanced language learning initiatives.

The results of item 25 reflect a strong inclination among the participants towards government support and encouragement for the use of technology in English

language learning. A significant majority of 47% strongly agreed, and an additional 45% agreed with the statement, indicating their belief in the importance of government involvement in promoting and fostering technology integration in language learning. Additionally, only a small percentage (2%) expressed disagreement, while 6% remained neutral. These findings highlight the participants' understanding of the potential benefits and impact of technology in English language learning, and their expectation that the government should play a role in creating favourable conditions and policies to support such initiatives. The high percentage of agreement, particularly the strong agreement, demonstrates the participants' recognition of the government's influence in shaping educational practices and the need for their active support in embracing technology as a valuable tool for language learning. These results suggest the importance of advocacy efforts and collaboration between educators, policymakers, and government entities to ensure the effective integration of technology in English language learning programs at a national level.

The findings of item 26 indicate a strong consensus among the participants regarding the importance of integrating technology into teacher education and training programs. A significant majority of 48% strongly agreed, and an additional 40% agreed with the statement, highlighting their belief that technology should be an integral part of preparing educators for effective English language instruction. Notably, only a small percentage (3%) expressed disagreement, with 2% strongly disagreeing and 1% disagreeing. Additionally, 9% of participants remained neutral. These findings underscore the participants' recognition of the significance of technology in language education and their expectation that teacher education and

training programs should equip educators with the necessary skills and knowledge to effectively incorporate technology into their instructional practices. The high percentage of agreement, particularly the strong agreement, emphasizes the participants' conviction that integrating technology into teacher education and training programs is crucial for preparing educators to meet the needs and demands of the modern digital age.

The results of item 27 indicate a strong consensus among the participants regarding integrating technology into the school curriculum for English language learning. A significant majority of 67% strongly agreed, and an additional 23% agreed with the statement, highlighting their belief that technology should be an essential component of the curriculum. Notably, only a small percentage (3%) expressed disagreement, with 2% strongly disagreeing and 1% disagreeing. Additionally, 7% of participants remained neutral. These findings underscore the participants' recognition of the importance of technology in language education and their expectation that it should be formally incorporated into the curriculum. The high percentage of agreement, particularly the strong agreement, highlights the participants' conviction that technology can enhance language learning outcomes and should be integrated systematically into the curriculum to provide students with meaningful and effective learning experiences. These results emphasize the need for educational institutions to embrace technology as an integral part of the curriculum, ensuring that students have access to technology tools and resources that facilitate their language learning journey and prepare them for the digital age.

The results of item 28 reveal a strong desire among the participants to expand their knowledge and skills in utilizing technology in various contexts. A significant majority of 71% strongly

agreed, and an additional 19% agreed with the statement, indicating their eagerness to learn more about technology's application in their personal, professional, and academic lives. Notably, no participants expressed disagreement, and only a small percentage (8%) remained neutral. These findings highlight the participants' recognition of the increasing significance of technology in modern society and their motivation to stay informed and competent in its use. The high percentage of strong agreement suggests that participants are proactive in seeking opportunities to enhance their technological literacy and competency. This result underscores the importance of providing accessible resources, training, and support to individuals across different settings, such as home, work, and university, to help them effectively navigate and leverage technology for their personal and professional growth.

The findings of item 29 indicate a strong consensus among the participants regarding the recognition and awareness of technology's potential in facilitating learning. A significant majority of 73% strongly agreed, and an additional 22% agreed with the statement, highlighting their understanding of technology's ability to provide instant access to a wealth of information and resources. Notably, only a small percentage (2%) expressed disagreement, with 1% strongly disagreeing and 1% disagreeing, while 3% remained neutral. These findings emphasize the participants' acknowledgment of the transformative power of technology in expanding learning opportunities and overcoming traditional limitations of time and space. The high percentage of agreement, particularly the strong agreement, reflects the participants' confidence in technology as a valuable tool for knowledge acquisition and resource utilization. These results underscore the importance of harnessing technology effectively in educational

settings to maximize learning outcomes and empower individuals with the ability to access and utilize vast amounts of information and resources for their personal and professional growth.

The results of item 30 highlight a strong belief among the participants in the internet's potential for enhancing language skills. A significant majority of 72% strongly agreed, and an additional 22% agreed with the statement, indicating their confidence in the internet as a valuable tool for language skill development. Notably, only a small percentage (2%) expressed disagreement, with 1% strongly disagreeing and 1% disagreeing, while 4% remained neutral. These findings underscore the participants' recognition of the internet as a rich resource for language learning, providing access to a wide range of authentic materials, interactive language exercises, language exchange platforms, and online language courses. The high percentage of agreement, particularly the strong agreement, suggests that participants have experienced or are aware of the benefits of utilizing the internet to improve their language proficiency. These results highlight the importance of incorporating digital resources and online learning opportunities to supplement traditional language learning approaches.

Discussion

This study aimed to identify the integration of technology in TEFL among English Department learners at Tamar University. The study had several objectives, including determining the kinds of technology integrated by English language teachers, investigating teachers' attitudes towards technology use, studying students' attitudes towards technology integration, and providing solutions and recommendations for effective technology use. The results of the questionnaire revealed a high level of agreement and satisfaction among participants regarding integrating technology into their duties. The majority of participants perceived

technology as a helpful tool that eases their work and enhances productivity. They also believed that technology had a positive influence on their academic performance and learning productivity. This indicates that technology is perceived as a valuable tool in boosting students' learning experiences.

While there was a consensus on the positive impact of technology on the learning experience in the English language classroom, some participants expressed disagreement or neutrality. This highlights the need for further exploration and understanding of the concerns or barriers faced by those participants. However, there was a positive willingness among the participants to learn and explore new technologies to enhance English language learning. The participants also recognized the value and potential of technology as a tool to facilitate language comprehension and learning. They reported increased engagement and motivation when utilizing technology in their English language learning endeavours. Additionally, the participants acknowledged the potential of technology to cater to diverse learning styles and preferences.

Regarding the challenges associated with technology integration, while a majority of participants did not perceive it as challenging or frustrating, there was still a notable portion that expressed agreement or uncertainty. This implies the need for further support and training to address any difficulties participants may face in integrating technology effectively. The participants highlighted the importance of user-friendly interfaces, efficient search functionalities, and consistent availability of information on websites to enhance ease of access for students. They also recognized the internet's role in facilitating assignment completion, information gathering, and research. However, it is crucial to address the concerns raised by

participants who expressed agreement or neutrality on these aspects.

Overall, the findings indicated a positive perception of integrated technology among both students and instructors. The integration of technology is seen as beneficial and not harmful in facilitating language learning, enhancing engagement, and improving overall academic performance. However, there is a need for ongoing support, training, and addressing any challenges or concerns that participants may have to ensure effective technology integration in the English language learning context. It is worth noting that the findings of this study align with previous research conducted by Ridha and Fithriani (2023), and Qizi (2021), Ürün (2016), Ybarra and Green (2003).

Conclusion

The study attempted to provide valuable insights into the of agreement among participants regarding the integration of technology into their duties. The participants perceived technology as a helpful tool that eases their work, enhances productivity, and has a positive influence on their academic performance. They recognized the value of technology perceptions and attitudes of both students and instructors towards technology integration in the English language learning context. The findings of the study indicated a generally positive perception and high level in facilitating language comprehension, providing real-world language experiences, and catering to diverse learning styles and preferences. The study highlighted the importance of addressing the concerns and barriers faced by participants who expressed disagreement or neutrality towards technology integration. This suggests the need for further exploration and understanding of the challenges associated with technology use in the English language learning process. Efforts should

be made to provide support, training, and resources to ensure effective and seamless integration of technology into the curriculum.

The instructors' perspectives further emphasized the benefits of integrated technology in enhancing language learning outcomes. They recognized the potential of technology in supporting teaching efforts, improving communication, and creating engaging learning experiences. The positive impact of technology on students, including increased engagement, improved language skills, critical thinking development, and enhanced information retention, underscores the significance of thoughtful and purposeful technology integration. The study also underscored the importance of user-friendly interfaces, efficient search functionalities, and consistent availability of information on websites to enhance ease of access for students. It highlighted the role of the internet in facilitating assignment completion, information gathering, and research. However, attention should be given to addressing the concerns raised by participants regarding the usability, availability, and reliability of online resources.

The findings of this study have implications for policymakers, educators, and institutions, including developing strategies, providing ongoing support, and offering training programs that promote effective technology integration in English language teaching. Efforts should be made to create an inclusive and supportive learning environment that harnesses the potential of technology to enhance language learning outcomes. The study emphasized the significance of integrated technology in learning EFL. It provided valuable insights into the perceptions, attitudes, and experiences of students and instructors, offering recommendations for the best use of technology in the English language learning context. By acknowledging the potential of technology and addressing the challenges, educators

can create a dynamic and engaging learning environment that fosters language acquisition and prepares students for the modern digital age.

Recommendations and Further Studies

1. Students should actively engage with and explore the various technologies available to enhance their English language learning. They should take advantage of the instant access to information and resources provided on the internet.
2. Students should seek guidance from instructors and educational resources to better understand how to effectively utilize technology in their language learning process.
3. It is important for students to develop digital literacy skills to navigate online resources, critically evaluate information, and use technology effectively for language learning purposes.
4. Students should take initiative in incorporating technology into their learning process. They can explore language learning apps, online language exchange platforms, and multimedia resources to enhance their language skills.
5. Instructors should engage in continuous professional development to enhance their knowledge and skills in integrating technology into English language teaching. This will enable them to effectively incorporate technology tools and resources into their instructional practices.
6. Instructors should align the integration of technology with the needs and interests of their students. They should consider the diverse learning styles and preferences of their students when selecting and implementing technology tools in the classroom.
7. Instructors should provide guidance and support to students in utilizing technology for language learning. They can offer workshops, tutorials, and resources to help students navigate and make the most of technology tools and online platforms.

8. Instructors should collaborate with colleagues and share best practices for technology integration in language teaching. This can be done through professional learning communities, conferences, and online platforms dedicated to language education.

9. Future researchers should delve deeper into the concerns, barriers, and challenges faced by students and instructors in integrating technology into English language learning. This will contribute to a better understanding of the factors that impact successful technology integration.

10. Researchers can focus on specific technology tools, platforms, or applications and explore their effectiveness in enhancing language

learning outcomes. They can conduct comparative studies to identify the most effective tools for specific language learning objectives.

11. Longitudinal studies can be conducted to examine the long-term impact of technology integration on language learning outcomes. This can provide valuable insights into the sustained benefits and challenges associated with the use of technology in language education.

12. Researchers should explore the equity and accessibility aspects of technology integration in language learning. They can examine how technology can be made more inclusive and accessible for students from diverse backgrounds and with varying levels of technological resources.

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أهمية توظيف التكنولوجيا المتكاملة في تعلّم اللغة الإنجليزية كلغة أجنبية لدى طلاب كلية التربية بجامعة ذمار

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الملخص

هدفت الدراسة الحالية إلى تقصي أهمية دمج التكنولوجيا في سياق تعلّم اللغة الإنجليزية كلغة أجنبية لدى طلاب قسم اللغة الإنجليزية بكلية التربية، جامعة ذمار، اليمن. شارك في الدراسة عيّنة مكوّنة من 100 متعلّم للغة الإنجليزية من قسم اللغة الإنجليزية بكلية التربية، جامعة ذمار. جُمعت البيانات من خلال استبانة، وتم تحليل النتائج باستخدام الأساليب الكمية. أظهرت النتائج وجود توجه إيجابي عام لدى المشاركين تجاه دمج التكنولوجيا، مع مستويات مرتفعة من الاتفاق والرضا. وقد أدرك المشاركون أن التكنولوجيا أداة قيّمة أسهمت في تعزيز إنتاجيتهم، وأدائهم الأكاديمي، وتجاربهم في تعلّم اللغة. ومن ناحية أخرى، عبّر بعض المشاركين عن مخاوف وتحديات تتعلّق بدمج التكنولوجيا، مؤكدين الحاجة إلى دعم وتدريب مستمرين. وبناءً على النتائج، قُدّمت مجموعة من التوصيات للطلاب وأعضاء هيئة التدريس والباحثين المستقبليين تُبرز فاعلية استخدام التكنولوجيا في سياق تعلّم اللغة الإنجليزية. ويمكن أن تُسهم هذه الدراسة في إثراء الأدبيات القائمة حول دمج التكنولوجيا في تعليم اللغات، وتقديم رؤى لصنّاع القرار والمريّين والمؤسسات التعليمية لتعزيز الاستخدام الأمثل للتكنولوجيا في تعلّم اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: التكنولوجيا المتكاملة؛ متعلّمو اللغة الإنجليزية كلغة أجنبية؛ المتعلّمون اليمينيون للغة الإنجليزية؛ التكنولوجيا في تعلّم اللغة؛ التكنولوجيا في تدريس اللغة