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## Investigating EFL Instructors' Perceptions of Technology Integration in ELT

(Case Study at Prince Sattam bin Abdulaziz University)

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### Abstract

This study aims to define the different kinds of integrated technology used by English language instructors in teaching EFL learners, inspect whether instructors are well prepared to use technology in teaching EFL students, and identify the difficulties that instructors might face in integrating technology in teaching EFL learners, The instruments which are used as data collecting tools is a questionnaire the results indicate that: The instructors' attitude towards the use of the integrated technology with the EFL instructors and learners arouse their interest to teach the language. Follow up programs, videos that shown or displayed via tech-tools improve the learners' creativity to learn different aspects of the language. The study recommends that: EFL instructors and learners should be exposed to a variety of integrated technology so as to enhance their teaching and learning English language. Both instructors and the learners of the language should be acquainted with the technological tools in order to improve their knowledge about the language. Instructors should thoroughly be able to utilize the integrated technology. EFL learners should be given enough time to use their knowledge on the integrated technology during the class and their work should be evaluated.

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**Keywords:** perception, technology, integration, EFL, teaching

## Background

The current study investigates English language instructors' perceptions towards integrated technology in ELT. The researcher aims to; 1) define the different kinds of integrated technology used by English language instructors in teaching EFL learners, 2) inspect whether instructors are well prepared to use technology in teaching EFL students, 3) identify the difficulties that instructors might face in integrating technology in teaching EFL learners, 4) investigate English language instructors' attitudes towards the use of technology in teaching EFL learners, and 5) enable EFL instructors and learners to use dictionary apps and electronic devices such as laptops, tablets smart phones.

English Language has become the primary medium of international communication across numerous domains. As the most widely studied, read, written, and spoken foreign language, it plays a central role in global education, commerce, science, technology, and entertainment. With the evolution of language teaching methodologies, educators have continually adopted tools to enhance English language instruction. Each method traditionally relied on specific aids—such as blackboards for grammar-translation or audio devices for the audio-lingual approach. The most recent advancement is the integration of technology into ELT, encompassing tools like computers, laptops, projectors, CDs, DVDs, smart boards, mobile applications, and other digital innovations developed specifically for educational purposes.



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 teachers can utilize technology in the classroom and many are already doing it. Some Institutions use interactive Smart Boards to replace 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

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websites, as well as other computer software, allow instructors to track their students' progress and understanding of material.

By implementing technology into the process of ELT, the role of EFL students in the classroom was shifted from that of a traditional teacher or learner who uses textbooks to one who uses a variety of methods and techniques which include the use of technology in the process of teaching.

### Statement of the Problem

Integrating technology into EFL classrooms can enhance both instructors' and learners' proficiency in English. However, in secondary schools, the context differs, as students often require greater emphasis on specific skills like speaking and writing. Addressing these needs effectively calls for a syllabus grounded in the Communicative Language Teaching (CLT) approach. The broader aim of incorporating technology is not merely its use, but to transform the classroom environment—making learning more engaging, dynamic, and appealing to students.

However, many instructors struggle to adapt with technology without proper 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 major and significant role in enhancing ELT, 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. Define the different kinds of integrated technology used by English language instructors in teaching EFL learners.
2. Inspect whether instructors are well prepared to use technology in teaching EFL students.
3. Identify the difficulties that instructors might face in integrating technology in teaching EFL learners.

## The Questions of the Study

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

- What are the different kinds of technology integrated by English language instructors in teaching EFL learners?
- Are all English language instructors well prepared to use technology in teaching EFL learners?
- What are the English language instructors' attitudes towards the use of integrated technology in teaching EFL learners?

## The Hypotheses of the Study

1. There are different kinds of integrated technology used in teaching English language for EFL learners.

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2. Instructors are well prepared to use technology in classrooms to teach EFL learners.
3. Instructors are exposed to encounter difficulties in integrating technology in teaching EFL learners.

## Literature Review

### Definitions of Technology Integration

Technology integration has been defined by different researchers. İŞMAN (2012), defined it as 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. According to Hennessy et al. (2005) and Pourhossein 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.

### Obstacles Facing Technology Integration

Potential barriers vary across studies and little consensus has been reached regarding the obstacles facing instructors of particular subject areas (Hutchinson



and Reinking 2011) or grade levels (Nikolopoulou and Gialamas 2015) working in different countries (Albirini 2006). In addition to beliefs, teacher characteristics that may hinder technology integration include knowledge and skills (Mueller et al. 2008). To use technology in ways that facilitate student learning, instructors need to have knowledge on how to integrate technology into the teaching and learning of specific subject matter; often referred to as technological, pedagogical, content knowledge (Angeli and Valanides 2009). Such knowledge entails understanding the technology tools themselves and, more importantly, knowing their pedagogical affordances in order to achieve meaningful learning outcomes (Ertmer and Ottenbreit-Leftwich 2010). Specifically, instructors need to know how to select appropriate resources, evaluate student learning, manage their classrooms, and resolve simple technical issues (Hew and Brush 2007). A higher frequency of technology use is commonly associated with the availability of time to prepare technology-integrated lessons, time to teach students the basic technology skills they need, time during a class period, and time to learn new skills (Hutchinson and Reinking 2011). In this way, the time factor has been among the most cited challenges discouraging instructors from using technology tools beyond low levels (Kopcha 2012). Further, environmental factors including access, training, and support have been investigated extensively as they represent initial concerns towards any form of technology use in schools (Mueller et al. 2008). The constant advancement of technological tools and their need for ongoing maintenance change the nature of environmental barriers that instructors may encounter. Therefore, it remains important to reconsider these factors as potential obstacles.





## Teacher Age and Technology Integration

The age of the teacher is one of the main factors that affect the integration of new technology in the classroom.

Henry (2008) investigated the relationship between the age, gender, and personality of university instructors in the implementation of technology. The findings illustrate the positive effect of age on technology implementation; namely, the study indicated that older instructors tend to implement technology in their classes to a greater extent than younger instructors. According to Henry (2008), older members may be more comfortable with their content, which in turn allows them to feel more confident using new teaching methods that involve technology. However, some studies have suggested that age does not affect the use of technology in class.

## Teacher Level of Technology Proficiency and Technology Integration

Another contributing factor is the level of instructors' technology proficiency. Technology proficiency is an individual's ability to use different software applications effectively (Zhao et al. 2002). Instructors' capability and confidence, or lack thereof, when using different types of technology will affect technology integration in class. Namely, if the teacher lacks capability and confidence in using technology, the teacher will not be able to implement technology in class (Jones, 2004). Al-Asmari (2005) conducted a study of EFL instructors in four main technology colleges in Saudi Arabia. The participants showed low levels of technology proficiency. The study indicated that the participants had rarely even used the internet as an instructional tool. Nonetheless, the instructors in this study





showed an interest in using technology, acknowledging it could be helpful if they were able to use it properly in teaching

## **Problems in Integrating Technology in Classrooms**

Major Means Replaced by the Assisting One Application of technology is and assisting instrument to achieve the projected teaching effect. It is observed in practice that a lot of instructors are active in technology application but not proficient enough to handle it confidently. In class, they are standing by the computer and students are fixing their attention only on the screen, and therefore, there is no eye contact between instructors and students. The trend of modern information and technology teaching appears to the extremity regardless of the essence of the traditional teaching. And hence, the notion of Creative Education is to be fully comprehended those modern educational techniques serves an assisting instrument rather than a target: and that should not dominate class. They are substitutes to effective teaching and learning.

## **Loss of Speaking Communication**

English language and English analysis by the instructors are effective in conveying knowledge to the students from English pronunciation to comprehension, improving students' English thought patterns and oral expression, Whereas, the introduction of multimedia technology featuring audio, visual, textual effect fully meets audio and visual requirements of the students and enhance their interest, but it also results in lack of communication between instructors and students, replacement of instructors' voice by computer sound, and instructors' analysis by visual image and students have few chances for speaking communication . With



the favorable atmosphere by the mutual communication between instructors and students fading away, and sound and image of multimedia affecting students' initiative to think and speak, English class turns to course ware show and students are made viewers rather than the participants of class activities.

### **The Restriction of Students' Thinking Potential**

It is clear that language teaching is different from science subjects, for language teaching does not require demonstration by various steps, rather, the tense and orderly atmosphere is formed through questions and answer between instructors and students, Instructors raise impromptu and Realtime questions and guide the students to think, cultivate their capacity to discover and solve problems, however, due to over demonstration and pre-arranged order, the courseware lacks Realtime effect and cannot give feedback. It ignores emphasis and importance in teaching; it also neglects instruction in students' thinking, inspiring their paths of thinking, strengthening their capacity contemplating and solving problems.

### **Integrating Technology in Teacher Development**

The teacher must see the need. Without a sense of responsibility for providing students with rich experiences using technology to learn, a teacher will not move forward with his or her own development and learning to integrate technology into their curriculum. Instructors must believe that students need to use technology in the learning process. Also, instructors who lack confidence in learning new technologies must be adequately supported. This delicate situation must be handled carefully, always showing great respect for others and the challenges, they face learning something so difficult for them. Educational technology is not, and never



will be, transformative on its own—it requires instructors who can integrate technology into the curriculum and use it to improve student learning. In other words, computers cannot replace instructors—instructors are the key to whether technology is used appropriately and effectively. Instructors remain the gatekeepers for students' access to educational opportunities afforded by technology: they cannot and should not be ignored. Once instructors have mastered the basics of ICTs—operating systems, word processing, and Email and Internet navigation— they can use the technology to access professional development opportunities. This enables anytime, anywhere learning and overcomes the conventional limitations of face-to-face training workshops (cost, travel, accommodations, and low numbers of participants). E-learning is a way for instructors to learn new knowledge and skills using computer network technologies. The technologies provide not just text, but also sound, video, simulations, and collaboration with other learners who may be scattered around the country or the world. Currently, most e-learning is delivered using the World Wide Web; however, future e-learning could include delivery via mobile handheld devices, cell phones, and digital video devices.

The issue of attitude towards technology is not a new one; it has been around since computers were first placed in the classroom. There appears to be a positive attitude towards technology, so researchers aimed to seek out new information in an effort to find the relationship among instructors' tenure, age, educational level, experience and instructors' attitude toward technology. The purpose of this study was to investigate the attitude towards technology among instructors working in several institutes in Mazandaran. A total of 100 instructors including 38 males and 62 females, ranging in age from 22 to 50 and 20 to 42 respectively completed a

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survey. The non-parametric Spearman Rank-Order Correlation was used to find the relationship between the variables. The result of the research questions showed that: (1) there was a statistically significant relationship between teacher experience and attitude toward technology, (2) there was a statistically significant relationship between teacher tenure and attitude towards technology, and (3) there was a statistically significant relationship between teacher age and attitude toward technology.

## Methodology

In this paper, 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 will adopt to elicit instructors' attitudes towards integrated technology in teaching EFL learners in Abdulaziz University, Riyadh province, Al-Kharj, Saudi Arabia.

## The Procedure

The questionnaire statements 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 questionnaire is constructed and (40) instructors, who teach English as EFL. then, the researcher adopted the descriptive and analytical approach; quantitative and qualitative method.

### Table 1: The Importance of technology means to the instructors.



**Responses of study individuals on the topic statements the second is by approval ratings**

S. N	Statement		Agre e	Agre e	Neutral	Average	Standard deviation	Rank
1	The use of integrated technology in classrooms is seen as highly beneficial for EFL learners.	fre	40	0	0	3	0.00	1
		%	100	0	0			
2	The Internet has allowed language instructors to explore various methods of teaching.	fre	39	1	0	2.98	0.16	2
		%	97.5	2.5	0			
3	Integrating technology helps instructors to create language learning experiences.	fre	39	1	0	2.98	0.16	3
		%	97.5	2.5	0			
4	Integrating technology into EFL classes enables passive learners to interact effectively with others.	fre	33	6	1	2.80	0.46	4
		%	82.5	15	2.5			

**Table 2: The Impact of instructors' knowledge for using technology devices in teaching EFL**

Responses of study individuals on the topic statements the second is by approval ratings.

	Statement		Agree	Agree	Neutral	Average	Standard deviation	Rank
1	The goal of using integrated technology in EFL classrooms is to change the classroom atmosphere by making the learning process more interesting.	fre	36	2	2	2.85	0.48	4
		%	90	5	5			
2	EFL instructors' perceptions of the obstacles facilitate technology integration in classrooms.	fre	30	10	0	2.75	0.43	5
		%	75	25	0			
3	Using modern language learning applications and platforms like Kahoot allow instructors to monitor learners' progress by assessing their language proficiency in L2.	fre	37	3	0	2.93	0.26	1
		%	92.5	7.5	0			

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4	Integrating technology boosts EFL learners' proficiency in the target language by fostering a positive language learning environment.	fre	37	3	0	2.93	0.26	2
		%	92.5	7.5	0			
5	EFL instructors integrate technology into their classes to stay up to date on the latest language teaching methodologies.	fre	35	5	0	2.88	0.35	3
		%	87.5	12.5	0			

**Table 3: Identifying challenges of using technology means in teaching EFL.**

Responses of study individuals on the topic statements the second is by approval ratings.

	Statement		Agree	Agree	Neutral	Average	Standard deviation	Rank
1	EFL instructors face some difficulties in utilizing integrated technology in teaching EFL students.	fre	23	13	4	2.48	0.67	3
		%	57.5	32.5	10			
2	The use of integrated technology is - partially-challenging to EFL learners' competence in	fre	26	7	7	2.48	0.78	4
		%	65	17.5	17.5			

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	English language.							
3	Lack of IT support hinders using technology integration into teaching EFL effectively.	fre	35	4	1	2.85	0.42	1
		%	87.5	10	2.5			
4	Implementing technology integration affects learners' engagement by diverting their attention negatively (e.g., social media, games, etc.).	fre	21	9	10	2.28	0.84	5
		%	52.5	22.5	25			
5	Educational institutions lack funding for advanced tools, software licenses, or maintenance, limiting the adoption of effective technologies.	fre	25	13	2	2.58	0.59	2
		%	62.5	32.5	5			

## Findings, Recommendations and Conclusion

### Introduction

This paper aims to investigate the instructors' attitude towards the use of integrated technology in teaching EFL learners. The use integrated technology is fundamental in teaching and learning processes in our modern time. The researcher stated the following findings reached and recommendations.



## Findings

- 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.

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