MEU جامعة الشرق الأوسط
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The Attitudes of English Teachers toward Educational
Technology in Teaching English and their Relation to the
Degree of its Utilization in Primary Schools in the
Governorate of Baghdad

إتجاهات معلمي اللغة الانجليزية نحو تكنولوجيا التعليم في تدريس اللغة الانجليزية
وعلاقتها بدرجة إستخدامهم لها في المدارس الابتدائية بمحافظة بغداد

By

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Authorization

I, Omar Ibrahim Sulaiman hereby authorize Middle East University to provide libraries, organizations and even individuals with copies of my thesis upon request.

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This thesis entitled "The Attitudes of English Teachers toward Educational Technology in Teaching English and their Relation to the Degree of its Utilization in Primary Schools in the Governorate of Baghdad" was discussed and certified on 7 / 1 / 2017.

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Dedication

This thesis is dedicated to my lovely and wonderful father, brother, and sister whom I love the most. They provided me with great support along the whole path and lit my way with their guidance and unconditional love. I also dedicate this study to public school teachers everywhere. Keep fighting the good fight.

Table of Contents

List of Abbreviations

ESL ……………   English as a Second Language

EFL ……………...   English as a Foreign Language

CALL …………. Computer Assisted Language Learning

ICT   …………. Information and Communication Technology

CMC …………. Computer Mediated Communication

TAM ………….. Technology Acceptance Model

FL   ………….. Foreign Language

EIL   ………….. English as International Language

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Abstract

This study aimed at finding out the attitudes of English teachers toward educational technology in teaching English and their relation to the degree of its utilization in primary schools in the Governorate of Baghdad. The sample consisted of (327) male and female teachers. Two questionnaires were used to collect data. The first was to find out the attitudes of English teachers toward educational technology in teaching English in primary schools. The second was to determine the degree of educational technology utilization in teaching English in primary schools. Validity and reliability of the two instruments were assured.

1. The findings of the study showed that the degree of English language teachers' attitudes toward using educational technology in teaching English in primary schools in the Governorate of Baghdad was high.

2. The degree of utilizing educational technology in teaching English in primary schools in the Governorate of Baghdad by English teachers was moderate.

3. There was a significant correlational relationship between teachers' attitudes toward the use of educational technology and teachers' utilization of educational technology in teaching English in primary schools in the Governorate of Baghdad.

4. There were significant differences at ($\alpha \leq 0.05$) in English teachers' attitudes toward using educational technology in teaching English attributed to sex, in favor of male teachers, to academic qualification in favor of (B.A.) and (M.A.), and to experience in favor of teachers whom experience categories are (1-5) years and (6-10) years.

5. There were significant differences at ($\alpha \leq 0.05$) in English teachers' utilization of educational technology in teaching English attributed to sex, in favor of male teachers, to academic qualification, in favor of (B.A.) and (M.A.), and to experience, in favor of teachers whom experience categories are (1-5) years and (6-10) years.

Among the recommendations, the researcher recommended the following:

- Organizing training courses for English teachers on utilizing educational technology in teaching English as a foreign language.

- Motivating and encouraging English teachers to use educational technology in teaching English, by offering rewards to them.

*Keywords: Attitudes, English teachers, Educational technology.

إتجاهات معلمي اللغة الانجليزية نحو تكنولوجيا التعليم في تدريس اللغة الانجليزية وعلاقتها بدرجة إستخدامهم لها في المدارس الابتدائية بمحافظة بغداد

إعداد

عمر ابراهيم سليمان

إشراف

الدكتور عاطف ابو حميد الشرمان

الملخص

هدفت هذه الدراسة للتعرف الى إتجاهات معلمي اللغة الانجليزية نحو تكنولوجيا التعليم في تدريس اللغة الانجليزية، وعلاقتها بدرجة إستخدامهم لها في المدارس الابتدائية في محافظة بغداد. وقد تكونت عينة الدراسة من (327) معلماً ومعلمة. وأُستخدمت إستبانتان لجمع البيانات بعد التأكد من صدقهما وثباتهما. الأولى للتعرف الى إتجاهات معلمي اللغة الانجليزية نحو تكنولوجيا التعليم في تدريس اللغة الانجليزية، والثانية لتحديد درجة إستخدام تكنولوجيا التعليم في تدريس اللغة الانجليزية في المدارس الابتدائية.

و أظهرت نتائج الدراسة:

1. أن درجة اتجاهات معلمي اللغة الانجليزية نحو إستخدام تكنولوجيا التعليم في تدريس اللغة الانجليزية في المدارس الابتدائية كانت مرتفعة.

2. ان درجة إستخدام تكنولوجيا التعليم في تدريس اللغة الانجليزية في المدارس الابتدائية في محافظة بغداد من معلمي اللغة الانجليزية كانت متوسطة.

3. ان هناك علاقة إرتباطية ذات دلالة إحصائية عند مستوى ($\alpha \leq 0.05$) بين اتجاهات معلمي اللغة الانجليزية نحو إستخدام تكنولوجيا التعليم ودرجة إستخدام معلمي اللغة الانجليزية لتكنولوجيا التعليم في تدريس اللغة الانجليزية في المدارس الابتدائية في محافظة بغداد.

4. ان هناك فروق ذات دلالة إحصائية عند مستوى ($\alpha \leq 0.05$) في إتجاهات معلمي اللغة الانجليزية نحو إستخدام تكنولوجيا التعليم في تدريس اللغة الانجليزية تعزى للجنس ولصالح

الذكور، وللمؤهل الاكاديمي ولصالح حملة البكالوريوس والماجستير، وللخبرة ولصالح أصحاب فئتي الخبرة من (1-5) سنوات و (6-10) سنوات.

5. توجد فروق ذات دلالة إحصائية عند مستوى ($\alpha \leq 0.05$) في درجة إستخدام معلمي اللغة الانجليزية لتكنولوجيا التعليم في تدريس اللغة الانجليزية تعزى للجنس ولصالح الذكور، وللمؤهل العلمي الأكاديمي ولصالح حملة البكالوريوس والماجستير، وللخبرة ولصالح أصحاب فئتي الخبرة من (1-5) سنوات و (6-10) سنوات.

من بين التوصيات التي اوصى بها الباحث ما يأتي:

- تنظيم دورات تدريبية لمعلمي اللغة الانجليزية فيما يتعلق بأستخدام تكنولوجيا التعليم في تدريس اللغة الانجليزية كلغة اجنبية.

- تحفيز معلمي اللغة الانجليزية وتشجيعهم على إستخدام تكنولوجيا التعليم في تدريس اللغة الانجليزية، بتقديم المكافآت لهم.

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* كلمات مفتاحية: الاتجاهات، معلمي اللغة الانجليزية، تكنولوجيا التعليم.

Chapter One

Background and Importance of the Study

Introduction

In recent years, the rapid diffusion of educational technology in education has increased the attention and expectation given to its integration in teaching English as a second language (ESL) or English as a foreign language (EFL).

Educational technology is considered as the most prominent developments produced by modern technology in the twentieth century. The emergence of educational technology imposed a lot of variables in all cognitive and practical aspects, and educational technology became used in various fields to form a powerful tool for keeping and processing of information and transfer (Alsharhan, 2000). Furthermore, the relationship between the teacher and students has been subject to unparalleled alteration. The teacher's role, the learning context and the course content function, are challenging factors that need to be redefined, as the students became more engrossed in using educational technology as a means of communication and information (Barad, 2009). In addition, teachers were perceived as very active agents with regard to the change process and

implementing the new thoughts and ideas, as their attitudes and beliefs may impede or support the educational reform success such as using creative technology program (Ismail, Almekhlafi, and Almekhlafy, 2010).

Some language education institutions and teachers were unsure of how educational technology could help them to achieve their goals, therefore, end up purchasing a staggering amount of hardware and software that they do not know how to use it (Frase, 1996). With increased demands made by administrators and increased expectations from students and their parents, foreign language faculty appeared to have no other choice but to embrace technology in language teaching (Adolph & LeBlanc, 1998).

White (2004) as mentioned in Boulter (2007) indicated that technology is a driving power in education especially in the current century, some teachers resisted utilizing technology in teaching, because no one provided them with a satisfying explanation of how technology empower them. Whether technology accepted or not by teachers, the educational institutions mandate the merging of educational technology into academic programs.

Many researchers claimed that teachers' attitudes regarding the role of technology were the most essential factor in determining the content and scope of their use of technology in their classrooms (Albirini, 2006;

Hermans, Tondeur, Van Braak, & Valacke, 2008). Accordingly, English as a foreign language (EFL) teachers' attitudes toward educational technology is believed to have profound impact on their utilization of technology in language teaching.

Sang, Valcke, and Tondeur (2009) suggested that teachers' integration of educational technology into classroom instruction is powerfully mediated by their interrelated belief systems. Their attitudes, whether positive or negative, affect their respond to technologies. EFL teachers' attitudes play an important and pervasive role in the nature of classroom instruction and in the professional lives of teachers. As Gilakjani and Leong (2012) indicated that the success of students' learning with educational technology depend largely on the attitudes of EFL teachers, and their desire to adopt technology in teaching process.

Therefore, considering the fundamental impact of teachers' attitudes toward educational technology on their teaching practices, the current study will investigate Iraqi English language teachers' attitudes toward educational technology on teaching EFL and their relation to the degree of its utilization.

The Problem of the Study

Teachers are continuously bombarded with various types of technology and expected to integrate them in their teaching, aiming to improve learning outcomes. Considering efforts from educational systems and administrators to equip schools with technologies and modify curriculum to become more aligned with the new technological era, various factors can affect the ultimate utilization and benefit from these technologies. The Iraqi government has supplied schools with technologies, nevertheless, previous studies have indicated that these technologies may have not been used properly (Zidane, 2015). Therefore, it can be beneficial to investigate some factors in the Iraqi context which prevent teachers from implementing technology in their teaching. Despite identifying several factors influencing teachers' utilization of technology such as infrastructure, curriculum, the technology itself, and content, there has been much emphasis on the impact of teachers' attitudes on their teaching practices (Oda, 2011; Salazar, 2015), therefore, Abuhmaid (2013) and Hussein (2014) recommended studying several factors which can influence educational technology integration such as teachers' attitudes. In addition, due to the lack of previous studies in the Iraqi context especially which examines the implementation of educational technology in teaching EFL, the current study will try to find out the attitudes of English teachers toward

educational technology in teaching English and their relation to the degree of its utilization in primary schools in the Governorate of Baghdad.

The Aim and Questions of the Study

This study aims at answering the following questions:

1- What are the attitudes of English language teachers toward using educational technology in primary schools in the Governorate of Baghdad?

2- What is the degree of English language teachers' utilization of educational technology in primary schools in the Governorate of Baghdad?

3- Is there a significant correlational relationship at the level ($\alpha \leq 0.05$) between teachers' attitudes toward the use of educational technology in teaching English, and its utilization in their teaching?

4- Are there any significant differences at ($\alpha \leq 0.05$) in English teachers' attitudes toward the use of educational technology in language teaching attributed to gender, academic qualification, and experience variables?

5- Are there any significant differences at (α≤0.05) in English teachers' utilization of educational technology in language teaching attributed to gender, academic qualification, and experience variables?

Significance of the Study

The current study is believed to contribute to the literature in the field of the integration of educational technology in teaching and learning EFL.

In addition, the study will shed light on the current situation of EFL in the Iraqi context providing a clear view of attitudes of Iraqi teachers with regard to the integration of educational technology in EFL teaching. Therefore, the provided information and insights can be of a great value to teachers, decision makers and administrators in the educational context which can reflect on decisions and practices in the area of EFL education.

Limitations of the Study

The study included Iraqi English teachers in primary schools in the Governorate of Baghdad during the academic year 2015-2016.

Delimitations of the Study

The results of this study were delimited by the reliability and validity of the two questionnaires as well as the participants' answers.

Definition of Terms

The following terms were defined conceptually and operationally:

Attitude

Attitude is a relatively constant organization of feelings, beliefs, and behavioral trends towards socially important objects, groups, events or symbols (Gilakjani & Leong, 2012).

For the purpose of this study, attitude refers to the degree that participants in the study achieved on the questionnaire that was developed for the purpose of this study.

Educational Technology

According to Januszewski and Molenda (2008), educational technology is the study and ethical practice of facilitating learning and improving performance by using, creating, and managing appropriate technological processes and resources.

For the purpose of the current study, educational technology refers to all forms of computers and their peripherals (e.g. CD-ROM, projection devices, and networks), as well as more traditional technologies (e.g. telephones, video, and cameras), which helps in teaching English as a foreign language.

Utilization of Educational Technology

The operational definition is as the following: Utilization of educational technology refers to the degree that participants in the study achieved on the questionnaire which was developed for this study.

Chapter Two

Literature Review and Previous Studies

Introduction

This chapter is concerned with presenting a theoretical background on educational technology and its use in education and revision of related studies on educational technology, teachers' attitudes and their usages, as the following:

First: Literature Review

Background

According to the developments of the technology there has been an attendant benefit emerged, through the application of the new technology in education, as well as, conducting predications with regard to how technology affect the future of education, through classrooms and students. In spite of most specialists associate the birth of educational technology, with the 1970's and 1980's, the history of this science, in fact returns back to 1940's. Writers expected a future that communication and science would be reinforced with divergent systems of information. In forecasting the technological future, it is important to consider what capabilities of

educational technology are, and what can be done in the classroom language that will remain current, even if the technology does not (Celce-Murcia, 2010).

In the early 1980s, increased computer availability fueled a growing interest in computer assisted language learning (CALL). Teachers were able to write or modify the application of computer to suit the situations of the specific language learning. Language teachers from the beginning of the 1990's, began making greater utilization of the network computers, and by the mid-decade the explosive growth of the Internet prompted CALL educators to adopt socio-collaborative modes of learning (Davies & Elder, 2006).

One cannot ignore the impact that technology has had, and continues to have, on our educational landscape. As technology has expanded throughout school systems, it has been led to a cycle of further technological expansion. Gulbahar (2007:944) indicated that "the rapid developments in technology drive the educational institutions that train the 21st century's generation to inevitably adapt to technological innovation". This, in turn, led to a number of educational executives taking notice of technological integration in schools today. "The potential value of technology as a tool for teaching and learning has not gone unnoticed by major actors in education" (Lawless & Pellegrino, 2007, 576). In addition,

technology had changed the very nature of classroom learning "By choosing the appropriate technology, teachers have opportunities to change and adapt curriculum in different ways or to improve the quality of classroom activities" (Gulbahar, 2007, 945).

Studies in EFL education have indicated that the main benefit of educational technology in the classroom is students' motivation for both linguistic proficiency and language learning (Lee, 2000), in addition to increased learning competencies (Jorge, Gutierrez, Gracia, Jorge & Diaz 2003). Students display an enhanced sense of achievement and increase in self-directed learning, with the ability to communicate, conduct research and present ideas effectively beyond the confines of the class (Shetzer & Warschauer, 2000). Additionally, the literature still emphasizes more on how EFL students can benefit from educational technology than on what EFL teachers really think of it.

However, the need is necessary for EFL teacher involvement in order to avoid leaving technology to control the lessons. Educational technology can be effective only when the teacher's role becomes as "facilitator" the learning process through planning and guiding the lesson (Brandl, 2002). The EFL teacher must also be prepared to assume new roles (McLaren, Madrid, & Bueno, 2005). The use of educational technology as a tool to develop the different language skills (listening, speaking, reading and

writing) has received huge attention (Dudenny, 2000; Chapelle, 2001; Young, 2003; Yunus, 2007).

The Use of Technology in Education

The last two decades have witnessed a worldwide proliferation of information and communication technologies (ICT) into the field of education. The universal adoption of ICT into education has often been based on the potential of the new technological instruments to revolutionize educational systems to better preparation of students for the information age, and accelerating the efforts of national development (Albirini, 2006).

Romano (2003) as mentioned in Boulter (2007) indicated that technology facilitates the transmission, storage, and retrieving of information in teaching on an individualized, interactive foundation. In an information age, technology could be considered as a vital tool to keep up-to-date concepts of accessing and communicating information. The quantifiable improvements in learning and teaching result from empowering teachers to utilize technology as a tool of education.

Jones and Sato (1998) as mentioned in Richards and Renandya (2002), emphasized that it is the teacher, not the technology, who determines the quality of the learning that takes place in the classroom.

Therefore, they insisted that the following questions should be considered when adopting a new technology:

- Is the new technology facilitates the course goals attainment?

- Is the teacher qualified for working with the technology? Is an additional training required?

- Is it cost-effective? Do the benefits outweigh its cost?

- Does it help teachers to make more efficient use of class time?

- Does it serve the needs of the teacher and student?

The potentially positive outcomes of integrating technology in education have convinced a number of countries to embark on the use of the information technology and internet in their educational systems in order to produce workforces that are educated, skilled in new technologies and able to face universal challenges (Ismail, Almekhlafi, & Almekhlafy, 2010).

As technology is rapidly developing, Warschauer and Whittaker (as mentioned in Richards & Renandya, 2002: 362) indicated that it is advisable to provide a set of guidelines that can be applied across many of

computer network-based tasks. The guidelines, which conform to sound pedagogical principles, suggest that teachers should consider the following:

Goals. The first thing that teachers should do is to clarify their main goals. When the aims are appropriate tasks, specified and activities can be designed.

Integration. In order to gain best results, computer-based activities should be integrated into the course curriculum as a whole.

Technical support. In spite of many students are quite knowledgeable about the computer, sufficient support should be provided to students, to avoid the problems of technology.

Learner – centered teaching. Teachers should involve students throughout the entire instruction process as much as possible. Involving students in deciding on the class direction is likely to create the kind of classroom atmosphere that promotes optimal learning.

The Use of Educational Technology in FL Education

Information and communication teaching (ICT) usage generally, is any use of "computer instruments like laptops, desktop computers, Internet for instructional purposes or software" (Hew & Brush, 2007, 225). However, it refers to technology using by teachers for delivering

instruction, instructional preparation and technology as a means of learning for students (Inan & Lowther, 2010). Using of ICT in foreign language education, has been developed from the earliest stages in audio tapes, CD-ROM, and word processing (Becker, Ravitz, & Wong 1999; Evelyn & Oliver, 1987) to Internet browsing, online interaction with peers and people of similar interests using Computer Mediated Communication (CMC), synchronous and asynchronous, such as video teleconferencing, chat, discussion forum, whiteboard, social networking sites, email and other forms of technology including wikis, IPod, blogs and MP3s (Murray, 2005).

Educational Technology

It is important to define educational technology first and foremost.

Educational technology is defined as: "The use of technological developments, such as computers, audiovisual equipment, and mass media, as tools to enhance and optimize the teaching and learning environment" (International Technology Education Association, 2003: 137).

Educational technology is a field involved in the facilitation of human learning through the systematic identification, development, organization, and utilization of a full range of learning resources and through the management of these processes (Ely, 1982). It includes the

utilization and application of technology-based tools in the educational process (Jones & Paolucci, 1999).

A number of studies have reported that the use of educational technology may lead to increased student motivation, improved student self-concept, improved student attitudes toward learning, increased initiative and increased time on task (Ringstaff & Kelley, 2002). The difficulty in interpreting these findings is that the integration of educational technology within the constructivist classroom environment is most frequently accompanied by interdisciplinary, project-based learning activities that meet the above mentioned indicators. So it may be inaccurate to state that it is the use of technology that has a positive effect on these student characteristics, when it may in fact be the pedagogical approach employed by the teachers that result in these student changes. It may be argued that the instructional approach that lends itself most readily to the meaningful use of educational technology is based on constructivist epistemic beliefs (Jonassen, Howland, Moore, & Marra, 2003; Roblyer, 2003).

There have been several studies that support the use of educational technologies, such as e-mail, listserv, interactive videoconferencing, multimedia presentations, and Internet exploration in facilitating constructivist pedagogy (Vannatta & Beyerbach, 2001). It has been noted

within this context that there are important differences between learning from computers and learning with computers (Reeves, 1998). Learning from computers often means the use of drill-and-practice software to reinforce concepts from instructional units. Learning with computers, in contrast, means that the educational technology becomes a learning tool, which may be used by students to help them achieve a variety of learning goals. Others have furthered this statement by indicating "technology is most powerful when used as a tool for problem solving, conceptual development, and critical thinking" (Ringstaff & Kelley, 2002: 5). This moves the role of technology well beyond that seen in a drill-and-practice setting. Several researchers agreed that many educational technologies have tremendous potential as tools to aid in problem solving and higher-order reasoning as students use technology to gather, organize, and analyze information (Dede, 2005; Reeves, 1998; Ringstaff & Kelley, 2002). Many of these technologies, including the Internet, require students to employ higher-order thinking skills through the comparison of numerous sources of information in order to draw unique conclusions (Dede, 2005). Ultimately, it is self-evident to properly match the use of educational technology with the material to be taught and the learning goals for the particular curriculum in order to be assured that the methods used support the desired learning outcomes. Teachers may choose the approach that seems most

appropriate to them to support student learning within the culture of the school system and the classroom context (Dexter, Anderson, & Becker, 1999).

Factors Affecting the Implementation of Educational Technology

There are several factors to the adoption of educational technology that may be seen as operating hand-in-hand with the vast array of technology options available. Some barriers are external to the teacher, whereas other barriers are internal (Ertmer, 1999). Examples of external barriers identified in the literature included teacher preparation and professional development, access to technology, reliability of technology, and administrator support (Park & Ertmer, 2007). Some researchers have suggested that not all of the barriers are true barriers to adoption, indicating support and access may no longer be an issue for the majority of teachers (Cuban, 2001). Yet with all the national attention for the variety of technologies in education and the adoption, until recently little has been written about the fundamental relationship between learners, teachers, and content knowledge as involved with educational technology (Koehler & Mishra, 2008). This gives rise to the consideration of internal barriers, which include teachers' beliefs about teaching and learning and their

beliefs regarding the role of technology in classroom instruction. It may be the case that a teacher's beliefs about the teaching and learning process is a more significant factor in the decision to integrate technology in the classroom than are barriers external to the teacher and over which the teacher has little control (Dede, 1998).

Staples, Pugach, and Himes (2005) argued that to integrate technology successfully, it is important to realize how technology relates to curricular goals, how professional development must be layered to adopt both curricular alignment and technology learning in relationship to one another, and how carefully constructed professional development can support technology's most judicious use. Ertmer (2005) reported that teachers' pedagogical beliefs should be considered as an additional barrier. Abuhmaid (2009) reported that other studies such as: Farenga et al., (2001); Means, (1994); and Veen, (1993) have confirmed that such teacher factors as attitude, competence and time, are of a greater significance than factors associated with hardware.

Teachers' Attitudes toward Technology

McMeniman and Evans (1998) as mentioned in Bordbar, (2010:30-31) concluded that language teachers change their practices and beliefs (or "learn") when "presented with the evidence that show positive impacts of the new method of teaching on quality of learning outcomes "and" develop expertise in the new method". In other words, many teachers may not alter their practice to integrate technology. Since they do not perceive that there is sufficient evidence of any positive effects of technology-enhanced teaching. Even when teachers do believe that technology has "empowering potential", they do not always know how to make this happen in the classroom. Even one educational technology course may positively affect teachers' attitudes toward technology, providing them with more confidence and convincing them that technology is a valuable means. Teachers' attitudes that were strongly related to their success in using technology and teacher confidence are crucial. However, a positive attitude towards technology does not guarantee that teachers may be able to use it in teaching. Unfortunately, much of the early research on technology usage in education has neglected teacher's attitude towards the new machines. Teachers' attitudes are a major enable / disable factor in the adoption of technology. Teachers with positive attitudes toward technology feel more comfortable with utilizing it and generally integrate

it into their teaching. In fact, any successful transformation in educational setting needs the development of the positive attitudes of the user towards the new technology. Developing positive attitudes toward technology is considered as a key factor not only for enhancing educational technology integration but also for avoiding teachers' resistance to educational technology use.

Kim (2008) holds the view that most teachers agree on the importance of integrating educational technology into their curriculum. Their applications of educational technology may differ depending on their perception of technology, as well as their technological skills and knowledge. But no matter how advance and powerful the state of technology is, the extent to which it is performed depends on the positive attitudes of teachers towards it (Gilakjani and Leong, 2012).

Rogers (1995) as mentioned in Bordbar (2010) clarified that one of the main factors that affect teachers' attitudes toward a new teaching is the attributes of technology itself. He determined five main attributes of technology that affect its acceptance and subsequent adoption: relative advantage, compatibility, observability, complexity, and can be experimented. Thus a new technology will be increasingly spread around the world if potential adopters perceive that the innovation: (1) has an advantage over previous innovations; (2) is convenient with the current

practices; (3)is not complex to understand and use; (4)show observable results, and (5) can be experimented with on a limited basis before adoption.

Attitude, motivation, and school culture are contributing factors to the usage of an innovation. Davis et al. (1989) as mentioned in Darus & Luin (2008) had developed a theory called the Technology Acceptance Model (TAM)1 to clarify technology– utilization behavior that related to causes why some people use technology and their attitude towards them. This model links the perceived benefit and the ease of using with attitude toward using educational technology and actual use. They explored that people's use of technology was predicted by their intention to use it and that perceived benefit was strongly associated with these intentions. A positive attitude with regard to performing some kind of behavior was related to the perceived value of those behaviors.

Technology in Language Learning

The integration of technology in the classrooms of language includes different issues of language teaching, such as pedagogical approaches, learning styles, language skills, students' target language proficiency levels, and motivation. There are some basic concerns with regard to the incorporation of technology in the classrooms of language, such as whether

teachers perceive that technology support their integration of meaningful and real communication into language-teaching curriculum or whether teachers envision technology as a student-centered teaching practice in a constructivist paradigm. The use of technology was sometimes believed to transform teachers' pedagogical practices from teacher-centered to student-centered one (Kim, 2008).

Warschauer and Helay (1998) indicated three functions of technology in language learning:

1. **The technology as a tutor**: The technology could be programmed to ask questions, receive answers and tell the user whether the answers were right or wrong.

2. **The technology as a language learning tool**: The use of technology for listening practices often provides not only sound, but also visual input providing students with more contextual cues. Students who interact with technology also use motor skills as well, which can be considered as a strong enhancing effect on the learning process by connecting physical actions (typing, clicking) with desired results. Students are also allowed to have more control over their own learning process, as they make the decisions when to repeat exercises, sequences and questions based on their own progress.

3. **The technology as a messenger**: With the coming of the internet, the technology, whether in society or in the classroom, has been transformed from a device for information processing and display to a means for information processing and communication. Learners of a language can communicate inexpensively and quickly with other learners or speakers of the target language all over the world.

Limitations of Technology Use in Language Teaching

Such restrictions of providing feedback, lack of nonverbal clues, as well as the limited language of language learners' seem to decrease the value of technology usage in teaching language. As a result, a dominant reason for applying technology seems to be limited for communicating with target language users or other students instead of using their potential of creating optimal learning environments in which learners can participate and increase their cognitive development (Kim, 2008).

Daws (1999) as mentioned in Darus and Luin (2008) found that the anxiety of teachers could be caused by some factors. The first one is a psychological factor such as having little or losing control over the students' activity. Teachers do not like to be seen as incompetent by their students. They fear that the students may possess knowledge of technology

more than they have. The second factor is a sociological factor such as ICT being considered as a solidarity activity, requiring to be clever to use one and being substituted by other in the long term.

Technological change is necessarily disruptive to familiar teaching practice. This disruption could explain why many ESL/EFL teachers may not consider educational technology as a viable instrument for teaching English language skills (Boulter, 2007).

Educators are not allowed to use technology in many ways. These include time pressures whether outside or during class; lack of materials and resources; insufficient or inflexible guidelines, standards, and curricula, lack of support or recognition for integrating computer; a contention between technologies and universities and older ones in school; lack of leadership; and inadequate training and technical support. The other factors that may influence technology are sex, age, motivations, attitudes toward technology, and teaching experience (Bordbar, 2010).

Acquisition of English Language Skills

The use of technology in foreign language teaching and learning also appears to influence the development of linguistic skills (Stepp-Greany, 2002). English language skills are classified into two categories namely input skills and output skills. Input skills subdivided into listening

and reading while output skills subdivided into speaking and writing. It is expected that these subdivisions when utilized together efficiently will enhance language acquisition skills. Each of the sections can be enhanced through the use of various technological skills (Nomass, 2013).

Second: Related Previous Studies

1. Previous studies related to teachers' attitudes toward educational technology

Bangou (2003) conducted a study aimed at investigating a situated approach to knowledge construction related to technology enhanced foreign language teaching and learning for preservice teachers, in a large Midwestern master of education program in Glendale, Arizona. The sample of the study consisted of six preservice teachers in an initial teachers preparation program. Observations, interviews, chatroom discussions and review of written documents were used to collect data from June 2001 to June 2002. The results showed that the research participants were grateful to be "forced" to learn about technology-enhanced language teaching and learning. They admitted that without it they would not have felt confident enough to try using computer technology on their own. It appeared that the

research participants were able to complete the different requirements of the program in part, because they were forced to learn about computer technology in a supportive way and they agreed that students needed to acquire technological skills.

Bruess (2003) conducted an interpretive qualitative study to examine the experiences of university ESL instructors, and their use of computer in teaching. The study also aimed at exploring the factors that may affect teachers' decisions regarding the use of computer technology in their teaching. The sample consisted of five ESL instructors working at five different higher learning institutions in the southern States of USA. Interviews, self report surveys and document materials, were used as tools to collect data. The findings showed that the use of computer by the instructions was very minimal, and their beliefs and perceptions of using technology, were affected by their experiences of using technology. From the emergent ideas, eight influential factors that affect the decesions of instructors. These factors included: perceived values, anxiety, personal style, machines and language teaching environment, peer influence, Style of teaching and time. The findings of the study showed that the demographic information of the instructors had no effect on their use and perceptions of technology.

Eynon (2005) carried out a study aimed at identifying academics' experiences of using ICTs for teaching and learning, panel discussion hosted by institutional academies of higher education in Oxford focused on the use of information technology on three main themes: teaching design, research methodology, and research analysis. Providing students with scientific references on the internet considered the most prominent uses of information and communication technology, the results showed that academics should encourage their students to use the information technology and that is led to the development of educational experiences for students, and offset some of the shortcomings in the education output. Difficulties faced by academics with their application of information technology in education, it included: the lack of time and lack of satisfaction with computer systems.

Toussaint (2005) carried out a study to investigate the effectiveness of computer technology as an instructional tool in the improvement of students' second language acquisition. The study used a quantitative research methodology with a posttest-only experimental design in order to examine the effectiveness of computer technology as an instructional and learning tool with high school students studying French as a second language. The sample consisted of 48 Level II French students who were

learning French as a foreign language. The study participants were from a public high school located in the Northeastern United States. The results revealed when computer technology was used as the primary means of instruction in second language learning, second language learners seemed to be more enthusiastic and motivated about the task, they performed better.

Yang (2005) conducted a study to explore teacher learning process, by viewing teacher-learners as active agents. The sample of the study consisted of 12 students who were taking the class during the study period. A qualitative case study approach was used. To collect data, field notes, questionnaires, interviews and documents were used. The findings expanded understanding with regard to how teachers achieve the objectives of their learning. It challenges the point of views of teacher-learners as passive receivers, teacher learning process, and teacher learning as the only factor affect.

The study of Gagliardi (2007) aimed at identifying concepts for teachers' constructivism and the use of technology in the classrooms. Instruments for the purpose of the study included an on-line teacher survey, the Pedagogical Dimensions of Technology Integration Survey, and a focus

group interview protocol. Participants of the focus group interviews were invited to sessions that were organized by grade level after school at the conclusion of the school day. In total, sixteen teachers (N= 16) volunteered for the focus group interview session representing 42% of the total participants 38 teachers (N=38) in Hartford, USA. The results showed that teachers have positive motivation to use websites to support the traditional teaching methods. Moreover, the results revealed that traditional methods of teaching are complementary to the means of educational technology, and finally, results showed that e-mails, word processing programs, and Excel programs are more technological tools that were used by teachers.

Jimoyiannis and Komis (2007) examined the beliefs and attitudes of teachers toward information and communication technologies in education. The sample of the study consisted of (1165) Greek primary and secondary school teachers in Ioannina. A survey was used to collect data. The finding showed that the majority of teachers had positive attitudes toward the training program they attended.

Oda (2011) conducted a multiple case study to find out how postsecondary foreign language (FL) teachers' beliefs about

teaching/learning and technology/teaching with technology are interrelated and how these relationships impact FL teachers' practice with technology. The samples included 20 instructors working at Central University. The researcher used interviews to collect data. The results of the study demonstrated the significance of investigating how teachers' beliefs are held in addition to what their beliefs are. Findings from this study underscore the need for technology oriented professional development programs to focus primarily on challenging teachers' deeply held beliefs if they are to successfully help post-secondary FL teachers implement technology in ways that closely align with the constructivist principles espoused by the field of learning technologies.

Abuhmaid (2013) carried out a descriptive study aimed at investigating the effect of using Intel Classmate in the learning domains: cognitive, affective, and psychomotor learning domains of the students from teachers' point of view at Alhofaz Academy in Jordan. The study included a sample of 72 teachers, data were collected by using a questionnaire covers three areas prepared for the purpose of the study, which applied after confirmation of its validity and reliability, and the data were statistically manipulated. The results revealed simple statistical differences for the positive view for the use of a personal computer in

education, teachers mentioned the obstacles that reduced the effectiveness to the use of the personal computer in education from their points of view, such as technical and technological obstacles, especially it was the first experiment in Jordan.

Light and Pierson (2013) conducted a study that aimed at evaluating the experience of using a personal computer in education in San Luis schools, Argentina. Data were collected using a note card for the purpose of the study in addition to interviews. The sample included 300 students. The results revealed several features to use a personal computer in education, such as improving teaching methods and converted from conventional to constructions, and students deal with homework.

Hussein's study (2014) aimed at finding out the effect of using classmate Pc and interactive board on creative thinking and academic achievement for basic second grade students in private schools in science. A quasi- experimental methodology was used. The sample consisted of 56 students male and female, in private primary schools in Amman. The findings showed that there were significant differences at(α= 0.05) between arithmetic means of the basic second grade students in

achievement test attributed to the use of (classmate Pc, Interactive Board and traditional technique) in favor of the group that was taught science by using classmate PC.

Salazar (2015) carried out a study aimed at finding out the use of technology in teaching English language learners, and examining the beliefs of teachers regarding technological access in the classroom and teaching efficacy toward using technology for bilingual learners. A survey was conducted on a sample consisted of 161 bilingual education and (ESL) teachers. The findings showed that teachers consisted themselves able to encounter the linguistic challenges that result from using technology. Data suggested that teachers who frequently use computer outside the school had a high degree of confidence in using technology inside the classroom.

2. Previous studies related teachers' utilization of educational technology

Oxford (2005) conducted a study aimed at identifying teachers who embrace and use educational technology in classroom materials, and how teachers integrate between educational technology and teaching material.

The sample included 6 teachers as case studies in public schools district in the New Mexico State, USA. For the purpose of the study surveys, observations, and interviews were used to collect data. The results showed that the technology was able to create an ideal environment for education and increased personal students' use of technology after it used by the teacher in the classroom.

Braul (2006) carried out a study to evaluate how language teachers are integrating computer assisted language learning (CALL) and responding to the ever-changing landscape. The study explored English as a second language (ESL), teacher perceptions and attitudes towards CALL in one university-affiliated ESL program and how CALL was being integrated into that ESL curriculum. A twenty-one page CALL survey was distributed to a group of 19 teachers in the ESL program. Follow-up interviews with three of teachers were used to explore issues in greater depth. The results indicated that, generally, teachers see CALL as potentially valuable and are using a variety of computer applications in their classrooms; however, teachers also experience barriers that inhibit the effective and widespread use of CALL in this program. Barriers, as well suggestions for overcoming them, were discussed.

The study of Jung (2006) aimed at investigating the use of ICT in learning English as an international language. The sample of the study consisted of 591 Chinese university students in an Inland city. The findings showed the aspiration of students toward acquiring English as well as the problems and challenges encountered in the globalization era. The study also indicated that the economic and sociocultural contexts affected their language learning experience through technology.

Marple (2008) conducted a study showing the use of technology in secondary school in 1997 and 2007 at West Virginia University, to find out the willingness of the school to integrate technology in the curriculum. Experimental study was conducted in 1997 in ABC secondary school to identify changes caused by technology, especially computers in teaching and reached: the fear of teachers from the computer use, either because lack of training or poor infrastructure for schools, the lack of computers, and time constraints. In 2007, the experimental study was returned to the same school, the study has reached different results, including that teachers have positive attitudes toward the use of computer in education at classrooms and integrate computers into the curriculum.

Miller (2013) carried out a qualitative study entitled "Technological- enhanced classroom environments and English language acquisition among native Spanish- Speaking. English language learners in the preschool and elementary classroom". The study conducted with the support of six school districts and 15 schools in Texas. The sample consisted of 46 teachers completed the self-identified online questionnaire. From this sample 10 teachers where chosen for interviews. The findings showed that teachers have positive attitudes to use technology in classrooms.

Zidane (2015) conducted a study aimed at investigating the problems of using technology in education encountering Arabic language teachers in preparatory stage at AL-Ramadi city in Iraq from teachers' point of view. The sample of the study consisted of (88) male and female Arabic language teachers, who were selected randomly from the population of the study. For the purpose of the study, a questionnaire was developed by the researcher. The results of the study showed that the percentage of applying technology in education was high from Arabic language teachers' point of view and the level of problems related to the Arabic language teachers were medium.

Summary of the Previous Studies

Previous studies discussed teachers' attitudes toward using technology in teaching and learning such as Bangou (2003), Bruess (2003), Eynon (2005), Toussaint (2005), Yang (2005), Jimoyiannis and Komis (2007), Gagliardi (2007), Oda (2011), AbuHmaid (2013), Light and Pierson (2013), Hussien (2014), and Salazar (2015). In addition, studies discussed the integration of technology in teaching and learning such as Oxford (2005), Braul (2006), Jung (2006), Marple (2008), Miller (2013), and Zidane (2015). However, the current study differed from the previous studies with regard to the attitudes of English language teachers toward the use of technology in teaching EFL and their relation to its utilization.

The sample sizes of the previous studies ranged from (5) as in Bruess (2003) study to (1165) as in Jimoyiannis and Komis (2007) study.

The sample size of the current study was (327) male and female English language teachers.

With regard to the instruments used in the previous studies were: observations, interviews notecards, and questionnaires. While the current study, used two questionnaires, after finding their validity and reliability.

Thus, previous studies paved the way and helped in the design and methodology of the study. So, the current study will rely on some previous studies to build a questionnaire. Additionally, findings from previous studies will help in making sense of the results of the current study when discussed in chapter five.

Chapter Three

Methodology

Introduction

This chapter included the research methodology used in this study, population, sample of the study, instruments of the study and their validity and reliability. It included also a description of the procedures of the study used in applying the two instruments, as well as the procedures of the study and the statistical manipulation in analyzing data.

Research Methodology

A descriptive correlational research method was used as the appropriate method for this study, and two questionnaires were applied to collect data, after assuring their validity and reliability.

The Population of the Study

The population of the present study consisted of all male and female English teachers in primary schools at Baghdad Governorate for the academic year 2015-2016. Their total number was (6454) teachers, distributed on two main districts: Al-Risafa and Al-Karkh, as shown in table (1)

Table (1)

The distribution of the population of the study according to the gender of teachers and school district:

School District	Gender of Teachers		Total
	Male	Female	
Al-Risafa 1	122	1048	1170
Al-Risafa 2	221	974	1195
Al-Risafa 3	268	491	759
Al-Karkh 1	163	872	1035
Al-Karkh 2	211	1207	1418
Al-Karkh 3	207	670	877
Total	1192	5262	6454

The Sample of the Study

Two school districts were chosen randomly from the population by using clustered sample method. One district was from Al-Risafa (1), while the second was from Al-Karkh (1). Then a proportional stratified random sample was chosen according to gender of teachers' variable from these two

districts (Al-Risafa and Al-Karkh). The sample subjects were (327) male and female teachers. The size of this sample was determined after returning to the table of determining sample size from the size of the population that was prepared by Krejcie and Morgan (1970), as shown in table (2)

Table (2)

The distribution of the sample subjects according to the gender of teachers variable and school district:

School district	Gender of teachers		Total
	Males	Females	
Al-Risafa 1	24	130	154
Al-Karkh 1	18	155	173
Total	42	285	327

The Instruments of the Study

The researcher developed two instruments to collect data. The first was to measure English teachers' attitudes toward educational technology in teaching English developed from Albirini (2006) and Bordbar (2010) studies. The second was to measure the degree of utilizing educational

technology in teaching English language in primary schools developed from Moersch (2002) and Zaidane (2015) studies.

The Content Validity of the Two Instruments

To make sure of the face validity of the two instruments, the researcher distributed copies of the two questionnaires to 10 faculty staff members as shown in appendix (2), to judge the validity of the items, or if they need any modification or deletion. Items that gained 80% of agreement from the jury and more were selected for the questionnaires. The researcher modified the items that the jury suggested modification or delete them. The first questionnaire was "Attitudes of English teachers toward educational technology" consisted of (26) items in its initial form and (25) items in its final form while the second questionnaire was "Teachers utilization of educational technology" consisted of (33) items in its initial form and (29) items in its final form as shown in appendix (1) and appendix (3).

The Reliability of the Two Instruments

To make sure of the reliability of the two questionnaires, a test- retest method was used.

The questionnaires were applied on a sample consisted of (30) male and female English teachers outside of the study sample, and after two weeks the questionnaires were applied again on the same sample, the Pearson Correlation Coefficient was calculated, its value was (0.85) for the first questionnaire "Teachers' attitudes toward educational technology" and (0.81) for the second questionnaire "Teachers' utilization of educational technology". Moreover Cronbach Alpha was calculated, its value was (0.90) for the first questionnaire "Teachers' attitudes toward educational technology" and (0.89) for the second questionnaire "Teachers' utilization of educational technology".

Procedures of the Study

After determining the population of the study and drawing the sample, the researcher conducted the following procedures:

- Developing the two questionnaires to collect data.

- Obtaining two letters of facilitating the task of conducting the study from the Middle East University, one to Al-Risafa1 as seen in appendix (4) and the other to Al-Karkh1 as seen in appendix (5).

- Distributing the two questionnaires on the sample subjects.

- Collecting all the copies of the two questionnaires after filling them from the sample subjects.

The Variables of the Study

1. Independent mediator variables:

   a. Gender: males and females

   b. Academic qualification: It consisted of three levels:

      (1) Diploma

      (2) B. A.

      (3) M. A.

   c. Experience: Teaching experience consisted of three levels:

      (1)   1-5 years

      (2)   6-10 years

      (3)   11 years or more

2. Dependent variables:

   a. English language teachers' attitudes

   b. Educational technology utilization by English language teachers.

Data Analysis

- To find out the degree of the attitudes of English teachers toward educational technology and the degree of their utilization of educational technology in teaching English in primary schools in the Governorate of Baghdad, the following formula was used:

The high value of the alternative – the low value of the alternative

———————————————————————————————————

Number of levels

$\dfrac{5\text{-}1}{3}$ = 1.33 the range

The low degree is from 1 - 2.33

The middle degree is from 2.34 - 3.67

The high degree is from 3.68 - 5

- To answer questions one and two, means, standard deviations, and ranks were used

- To answer question three, Pearson Correlation Coefficient was used to find out the relationship between the two variables, and returning to statistical tables to find out the level of significance for the value of Pearson Correlation.

- To answer questions four and five, t –test for two independent samples was used with regard to sex variable. While One-way ANOVA was used with regard to academic qualification and experience variables.

- Scheffe post test was used to find out to which category the difference returns with regard to academic qualification and experience variables.

- Pearson Correlation Coefficient and Cronbach Alpha were used to find out the reliability and the internal consistency of the two questionnaires.

Chapter Four

Findings

Introduction

This chapter presented the findings of the study, in light of its questions, as the following:

The first question is: "What are the attitudes of English language teachers toward using educational technology in primary schools in the Governorate of Baghdad?"

To answer this question means, standard deviations, ranks and the degree of English language teachers' attitudes toward using educational technology in primary schools in the Governorate of Baghdad were calculated, as shown in table (1).

Table (1)

Means, Standard Deviations, Ranks and the degree of English language teachers' attitudes toward using educational technology in primary schools in the Governorate of Baghdad ranked descendingly.

No.	Items	Mean	Standard deviation	Rank	Degree
14	Educational technology is useful for language learning	4.45	0.56	1	High
19	I find computers to be a necessary part of classroom instruction	4.42	0.57	2	High
1	Educational technology makes me feel comfortable	4.41	0.55	3	High
2	I enjoy using educational technology	4.41	0.57	3	High
25	I think that educational technologies should be a priority in education	4.40	0.60	5	High
10	Educational technology can enhance students' learning	4.38	0.59	6	High
13	Educational technology can make the subject matter more interesting	4.34	0.63	7	High
17	Educational technology use is appropriate for many language learning activities	4.32	0.61	8	High
12	Teaching with educational technology is more effective than traditional teaching	4.31	0.66	9	High
11	Educational technology can improve teaching	4.30	0.64	10	High
18	Educational technology use suits my students' learning preferences	4.28	0.60	11	High
3	Educational technology saves effort	4.25	0.65	12	High
4	Educational technology saves time	4.24	0.69	13	High
8	Educational technology motivates students to study more	4.23	0.64	14	High
6	I think that educational technology should be used by students in all subjects	4.20	0.68	15	High
9	I think that educational technology is an efficient means for obtaining information	4.19	0.67	16	High
5	I think that educational technology makes schools a better place	4.07	0.71	17	High
15	Educational technology use fits well into my curriculum goals	4.07	0.72	17	High
22	I think that students prefer learning from teachers than learning from educational technology	1.86	0.75	19	Low

16	I think that class time is too limited for educational technology use	1.85	0.69	20	Low
23	I think that the available software is not suitable for me	1.83	0.65	21	Low
24	I think that social issues can limit implementing educational technology in my school	1.81	0.72	22	Low
20	Educational technology makes my teaching task easy in the classroom	1.77	0.73	23	Low
21	Educational technology will not make any difference in our lives	1.69	0.68	24	Low
7	Learning about educational technology and using them is a waste of time	1.54	0.57	25	Low
	Total	3.68	0.17		High

Table (1) shows that the degree of English language teachers' attitudes toward using educational technology in teaching English in primary schools in the Governorate of Baghdad was high, with a mean of (3.68) and a standard deviation of (0.17). Also the items came in the high and low degrees. The highest was item (14) "Educational technology is useful for language learning" with a mean of (4.45) and a standard deviation of (0.56). In the second rank came item (19) "I find computers to be a necessary part of classroom instruction "with a mean of (4.42) and a standard deviation of (0.57). While the item (21) "Technology will not make any difference in our lives" came before the last item with a mean of (1.69) and a standard deviation of (0.68), and finally item (7) "Learning about educational technologies and using them is a waste of time" came in the last rank with a mean of (1.54) and a standard deviation of (0.57).

The findings of the second question which states: "What is the degree of English language teachers' utilization of educational technology in primary schools in the Governorate of Baghdad?"

To answer this question means, standard deviations, ranks and the degree of English language teachers' utilization of educational technology in primary schools in the Governorate of Baghdad were calculated, as shown in table (2).

Table (2)

Means, standard deviations, ranks and the degree of utilizing educational technology in primary schools in the Governorate of Baghdad by English language teachers ranked descendingly.

No.	Items	Mean	Standard Deviation	Rank	Degree
29	We need educational technology software that better suit the Arabic culture	4.22	0.71	1	High
8	I seek software applications that maximize the use of the array of computers and technology available to my students	4.16	0.75	2	High
11	I allocate time for students to practice their computer skills on the classroom computer(s)	4.16	0.73	2	High
13	I integrate the most current research on teaching and learning when using the classroom computer(s)	4.11	0.72	4	High
9	I use computer(s) primarily for word processing	4.07	0.81	5	High
1	I am motivated to find ways to use educational technology in my classroom	3.96	0.79	6	High
10	I am proficient with basic software applications (e.g., power point)	3.91	0.81	7	High
16	I can troubleshoot hardware problems with computers (printers, peripherals)	3.81	0.81	8	High
18	I can show others how to integrate technology with curricula	3.80	0.79	9	High
17	I am able to troubleshoot various software problems	3.78	0.80	10	High
28	I use my classroom computer(s) primarily to register achievement grades	3.76	0.84	11	High
15	Computers are old so I cannot use them in my instruction	3.59	0.79	12	Moderate
19	It is easy for me to evaluate software applications to determine whether the use of the computer(s) is seamlessly linked to students' critical thinking skills and authentic problem solving	3.59	0.78	12	Moderate
27	I use electronic technology (daily) to send/receive e-mail	3.57	0.76	14	Moderate
24	I use computer-related activities to meet students' needs	3.55	0.79	15	Moderate

20	My students' authentic problem-solving is supported by computer-based tools and technology	3.47	0.71	16	Moderate
14	I do not have time to use the classroom computer(s)	3.45	0.72	17	Moderate
4	I rely on others (student assistants, close friends) to do my computer-related tasks for me in my classroom	3.36	0.55	18	Moderate
21	I seek out computer-related activities that promote higher order thinking skills (e.g. problem-solving and critical thinking)	3.35	0.76	19	Moderate
7	I use the internet quite frequently	3.34	0.58	20	Moderate
6	I understand the basic functions of educational technologies	3.33	0.53	21	Moderate
12	Using the classroom computer(s) is a priority for me	3.33	0.54	21	Moderate
2	I primarily use drill and practice computer programs in my classroom	3.32	0.55	23	Moderate
5	My primary technology goal is for students to be comfortable using the classroom computer(s)	3.32	0.55	23	Moderate
3	I assign daily or weekly computer-related tasks that support my curriculum	3.31	0.54	25	Moderate
22	I plan computer-related activities to improve students' basic skills (e.g., speaking, listening, reading, writing)	3.26	0.67	26	Moderate
23	In my classroom, students use technology to solve authentic problems	3.18	0.65	27	Moderate
25	I provide short-term (daily) assignments using the classroom computer(s) that emphasize the use of different software applications	3.16	0.66	28	Moderate
26	I use electronic technology (daily) to browse the internet	2.95	0.71	29	Moderate
	Total	3.59	0.22		Moderate

Table (2) shows that the degree of utilizing educational technology in teaching English in primary schools in the Governorate of Baghdad by English language teachers was moderate with a mean of (3.59) and a

standard deviation of (0.22). Meanwhile the means of the items came in the high and moderate degrees. The item (29) "We need educational technology software that better suit the Arabic culture" came in the first rank with a mean of (4.22) and a standard deviation of (0.71). Followed by item (8) "I seek software applications that maximize the use of the array of computers and technology available to my students" with a mean of (4.16) and a standard deviation of (0.75). While item (25) "I provide short-term (daily) assignments using the classroom computer(s) that emphasize the use of different software applications came before the last item with a mean of (3.16) and a standard deviation of (0.66). Finally item (26) "I use electronic technology (daily) to browse the internet" came in the last rank with a mean of (2.95) and a standard deviation of (0.71)

The findings of question three which states: "Is there a significant correlational relationship at the level ($\alpha \leq 0.05$) between teachers' attitudes toward the use of educational technology in teaching English and its utilization in their teaching?

The correlational relationship between teachers' attitudes toward the use of educational technology and teachers' utilization of educational technology in teaching English in primary schools in the Governorate of Baghdad was significant at ($\alpha \leq 0.05$). The r value was (0.58).

The findings of question four which states: "Are there any significant differences at (α≤0.05) in English teachers' attitudes toward the use of educational technology in language teaching attributed to sex, academic qualification, and experience variables?" This question was answered according to its variables as the following:

1. Gender variable

To answer this question a t-test was conducted as shown in table (3).

Table (3)

Means, standard deviation and t-test for the differences in attitudes toward the use of educational technology in language teaching in primary schools in the Governorate of Baghdad attributed to gender variable.

Gender Variable	SS	Mean	SD	t-value	df	Level of Sig
Female	285	3.66	0.16			
Male	42	3.80	0.14	-5.166	325	0.000

Table (3) shows that there were significant differences at (α≤ 0.05) in English teachers' attitudes toward using educational technology in teaching

English language attributed to gender variable in favor of male teachers. The t value was (-5.166).

2. Academic qualification variable

Means and standard deviations for the total degree of English teachers' attitudes toward using educational technology in language teaching in primary schools in the Governorate of Baghdad were calculated according to teachers' academic qualification levels as shown in table (4).

Table (4)

Means, standard deviations for the attitudes toward the use of educational technology in language teaching in primary schools in the Governorate of Baghdad according to their academic qualification variable.

Academic qualification	SS	Mean	SD
Diploma Degree	116	3.59	0.17
B.A Degree	184	3.73	0.15
M.A Degree	27	3.75	0.19
Total	327	3.68	0.17

Table (4) shows that there were noticeable differences in the means of the attitudes toward the use of educational technology in language teaching in primary schools in the Governorate of Baghdad according to teachers'

levels of experience, and to find out if these differences are significant, a

One Way ANOVA test was conducted as clarified in table (5).

Table (5)

One Way ANOVA for the differences in the means of English teachers' attitudes toward the use of educational technology in language teaching in primary schools in the Governorate of Baghdad according to teachers' academic qualification variable.

Variation of Source	Sum of Squares	Df	Mean Square	F	Level of Sig.
Between groups	1.501	2	0.751	32.552	0.000
Within groups	7.472	324	0.023		
Total	8.973	326			

Table (5) shows that there were significant differences at ($\alpha \leq 0.05$) in the means of attitudes toward the use of educational technology in language teaching in primary schools in the Governorate of Baghdad according to teachers' academic qualification levels with F=(32.552) at (0.000) level of significance. To find out the source of differences, Scheffe post test was conducted as shown in table (6).

Table (6)

Scheffe test for the differences between the means of English teachers' attitudes toward using educational technology in language teaching according to teachers' academic qualification variable.

Academic qualification	Mean	Diploma	BA	M.A
		3.59	3.73	3.75
Diploma	3.59	-	*-0.13	*-0.160
B.A	3.73		-	0.021
M.A	3.75			-

Table (6) shows that the differences in the means of the attitudes toward using educational technology in language teaching are attributed to teachers whom their academic qualifications are (B.A) and (M.A).

3. Experience variable

Means and standard deviations of English teachers' attitudes toward the use of educational technology in language teaching in primary schools in the Governorate of Baghdad according to teachers' experience were calculated, as shown in table (7).

Table (7)

Means, Standard Deviations of English teachers' attitudes toward using educational technology in language teaching in primary schools in the Governorate of Baghdad according to teachers' experience variable.

Experience variable	SS	Mean	SD
(1-5) years	109	3.75	0.129
(6-10) years	99	3.74	0.160
(11 years and more)	119	3.56	0.015
Total	327	3.68	0.165

Table (7) shows that there were noticeable differences in the means of teachers' attitudes toward using educational technology in language teaching in primary schools in the Governorate of Baghdad according to teachers' experience variable. To find out if these differences are significant, a One Way ANOVA was conducted as clarified in table (8).

Table (8)

One Way ANOVA for the differences in the means of English teachers' attitudes toward using educational technology in language teaching in primary schools in the Governorate of Baghdad according to teachers' experience variable

Source of Variation	Sum of Squares	Df	Mean Square	F	Level of Sig.
Between groups	2.577	2	1.289	65.286	.000
Within groups	6.396	324	.020		
Total	8.973	326			

Table (8) shows that there were significant differences at (α≤ 0.05) in the means of teachers' attitudes toward the use of educational technology in language teaching in primary schools in the Governorate of Baghdad according to teachers' experience variable. The F-value was 65.286. It was significant at (α≤ 0.000). To find out the source of differences, Scheffe test was used as shown in table (9).

Table (9)

Scheffe test for the differences between the means for English teachers' attitudes toward the use of educational technology in language teaching according to teachers' experience variable.

Experience variable	Mean	(1-5) years	(6-10) years	(11 years and more)
		3.75	3.74	3.56
(1-5) years	3.75	-	0.001	*0.183
(6-10) years	3.74		-	0.185*
(11 years and more)	3.56			-

Table (9) shows that there were differences in the means of teachers' attitudes toward the use of educational technology in language teaching attributed to those whom experience categories are (1-5) years and (6-10) years.

The fifth question is: "Are there any significant differences at (α≤0.05) in English teachers' utilization of educational technology in language teaching attributed to: gender, experience and qualification variables?"

This question was answered according to its variables, as the following:

1. Gender variable

A t-test was conducted as shown in table (10)

Table (10)

Means, standard deviations and t-test for the differences in English teachers' utilization of educational technology in language teaching in primary schools in the Governorate of Baghdad attributed to gender variable

Gender Variable		SS	Mean	SD	T	df	Level of Sig.
Total Degree	Female	285	3.58	0.2183	-3.523	325	0.000
	Male	42	3.70	0.2127			

Table (10) shows that there were significant differences at (α≤0.000) in English teachers' utilization of educational technology in teaching English language attributed to gender variable in favor of male teachers. The t-value was (-3.523).

2. Academic Qualification variable

Means, standard deviations for the utilization of educational technology in language teaching by English teachers were calculated as shown in table (11).

Table (11)

Means, standard deviations was used for the utilization of educational technology in primary schools in the Governorate of Baghdad in language teaching by English teachers attributed to their academic qualification variable.

Academic qualification variable	SS	Mean	SD
Diploma Degree	116	3.48	0.25
B.A Degree	184	3.66	0.17
M.A Degree	27	3.65	0.20
Total	327	3.59	0.22

Table (11) shows that there were noticeable differences in the means of the English teachers' utilization of educational technology in language teaching according to academic qualification variable, and to find out if these differences are significant, a One Way ANOVA was conducted as clarified in table (12).

Table (12)

One Way ANOVA for the differences in the means of the utilization of educational technology in language teaching by English teacher attributed to their academic qualification variable.

Variance Source	Sum of Squares	Df	Mean Square	F	Level of Sig.
Academic Qualification variable	2.386	2	1.193		
	13.591	324	0.042	28.442	0.000
	15.977	326			

Table (12) shows that there were significant differences at (α≤ 0.05) in the means of utilization degree of educational technology in language teaching by English teachers according to their academic qualification variable. The F-value was (28.442). It was significant at (α≤ 0.000). To find out the source of differences, Scheffe test was used, as shown in table (13).

Table (13)

Scheffe test for the differences between the means of the utilization degree of educational technology in language teaching in primary schools in the Governorate of Baghdad by English teachers attributed to their academic qualification variable.

Degree of academic qualification	Mean	Diploma	B.A	M.A
		3.66	3.62	3.51
Diploma	3.48	-	-0.179*	-0.171*
B.A	3.66		-	-0.009
M.A	3.65			-

Table (13) shows that there were differences in the means of teachers' utilization degree of educational technology in language teaching in primary schools in the Governorate of Baghdad attributed to those whom their academic qualifications are B.A and M.A.

3. Experience variable

Means and standard deviations for the utilization of educational technology in language teaching by English teachers in primary schools in the Governorate of Baghdad were calculated according to their levels of experience, as shown in table (14).

Table (14)

Means, Standard Deviations for English teachers' utilization of educational
technology in language teaching in primary schools in the Governorate of
Baghdad according to their experience levels.

Level of experience	SS	Mean	SD
(1- 5) years	109	3.66	0.21
(6- 10) years	99	3.62	0.17
(11 years and more)	119	3.51	0.25
Total	327	3.59	0.22

Table (14) shows that there were noticeable differences in the means
of educational technology utilization in language teaching by English
teachers according to their experience level, and to find out if these
differences are significant, a One Way ANOVA was conducted as shown
in table (15).

Table (15)

One Way ANOVA for the differences in the means of educational technology utilization in language teaching by English teachers in the Governorate of Baghdad attributed to their experience variable.

Source of Variation	Sum of Squares	Df	Mean Square	F	Level of Sig.
Between groups	1.235	2	0.618	13.573	0.000
Within groups	14.742	324	0.045		
Total	15.977	326			

Table (15) shows that there were significant differences at (α≤0.000) with F (13.573) in the means of English teachers' utilization of educational technology in language teaching according to their experience variable. To find out the source of these differences Scheffe test was conducted as shown in table (16).

Table (16)

Scheffe test for the differences between the means of the utilization of educational technology in language teaching in primary schools in the Governorate of Baghdad by English teachers attributed to their levels of experience

Experience variable	Mean	(1-5) years	(6-10) years	(11 years and more)
		3.66	3.62	3.51
(1-5) years	3.66	-	0.035	0.144*
(6-10) years	3.62		-	0.105*
(11 years and more)	3.51			-

Table (16) shows that there were differences in the means of English teachers' utilization of educational technology in language teaching attributed to those whom levels of experience are (1-5) years and (6-10) years.

Chapter Five

Discussion of the Findings

Introduction

This chapter included the discussion of the findings of the study in light of its questions, as the following:

1. The discussion of the findings related to question one: "What are the attitudes of English language teachers toward using educational technology in primary schools in the Governorate of Baghdad?"

Findings in table (1) showed that the level of the attitudes of English language teachers toward using educational technology in primary schools in the Governorate of Baghdad was high. The mean was 3.68 with a standard deviation of (0.17). There were (18) items in a high level, while there were (7) items in a low level. This result can be attributed to the belief that teachers have regarding the usefulness of educational technology, especially in teaching English as a foreign language, i.e. educational technology can be considered as a contemporary mean that may help both teachers and students in achieving the objectives of the educational process. This result may be also attributed to the positive attitudes of teachers about computers as main tools in teaching and

learning. From a psychological point of view, using educational technology by teachers, when they teach English language perhaps let them feel more comfortable, can satisfy their needs and achieve their objectives, through using computers in teaching. So, most of English language teachers enjoy using computers, because of their many characteristics in teaching that may support the teachers' efforts in this area. At the same time English language teachers may think that some social issues affect using educational technology in teaching negatively. According to English language teachers, they think that educational technology is a necessary and important instrument that should be available in every school, and should take a priority. This result may be also attributed to the positive attitudes of English language teachers toward using educational technology as a tool that may reinforce and encourage students' learning, especially if the students themselves have enough opportunity to use computers inside the classroom, in front of other students from the same class. Perhaps, students may enjoy using educational technology, because they find it interesting and the subject-matter more interesting. As well as, English language teachers may think that using educational technology can facilitate learning language, and can be applied in different domains of knowledge, and various activities related to language learning, especially beginning learners who study a foreign language. So teachers, from their experience in using

educational technology, may prefer teaching by using educational technology on teaching by using the traditional method, because they enjoy using technology, or perhaps they found it more practical, can improve teaching as well as saving time and effort. This result may reflect students desire as expressed by teachers' opinions in using educational technology in their learning English language, because it provides students with rapid information regarding English as a foreign language. So the majority of teachers had positive attitudes toward educational technology and its usage in education in general, and teaching a foreign language in particular.

On the other hand, there were some negative attitudes of English language teachers against teaching English language by using educational technology, because of many reasons. Some teachers belief that teaching any subject-matter by a teacher is better than teaching the same subject by using a machine, or any other tools, because teaching process requires a direct interaction between the teacher and his students, so using educational technology as the teachers themselves believe, prevents this interaction, as well as, prevents this clarifying concepts or answering the questions of students regarding the subject matter, especially in English as a foreign language, that requires more effort from the teachers.

These negative attitudes may be reflected in teachers' beliefs about some main elements such as time, which is limited for using technology in

teaching. But the main problem of these negative attitudes may lay in some excuses. One of them is teachers are unable to use technology effectively in teaching, because they were not trained well on using this technology.

In general, in spite of the importance of educational technology in teaching different subject-matters, but the teachers have not enough trust in using technology, for many reasons, one of these reasons may be represented by teachers' desire in using the traditional method, and probably they were not sure that they could achieve the objectives of the subject-matter by using technology in teaching.

This result agreed with Bangou (2003), Eynon (2005), Toussaint (2005), Yang (2005), Jung (2006), Gagliardi (2007), Oda (2011), Abuhmaid (2013), Light and Pierson (2013), Hussein (2014), and Salazar (2015). Moreover, this result differed with Bruess (2003) study.

2. The discussion of the findings related to question two: "What is the degree of English language teachers' utilization of educational technology in primary schools in the Governorate of Baghdad?"

Findings in table (2) indicated that the degree of utilizing educational technology in primary schools in the Governorate of Baghdad was moderate. The mean was (3.59) with a standard deviation of (0.22). There

were (11) items gained high degree, while the other (18) items gained moderate degree.

These findings can be attributed to teachers' need for software that may be suitable for the Iraqi culture, and may be helpful in teaching English as a foreign language, so teachers do their best to make such software available to their students. This process indicates that teachers support the idea regarding utilizing educational technology in teaching English as a foreign language.

This result may be attributed to teachers' concern and their desire in utilizing educational technology because they found this technology useful for students, so they specified time for students to develop their skills in using computer inside the classroom. This action may encourage other students to participate in such activity. As well as, this result may reflect teachers' concern regarding the integration of current research on teaching and learning when using the computer in the learning process. Perhaps, this result may be returned to teachers' wish in using computers in word processing, which find them more and comfortable. This action may encourage teachers to look for ways that help them in using computers in classrooms, or probably the teachers have the ability in preparing and applying software that reinforce their effort in utilizing computers, or they can explore any problem that prevents hardware from working as usual.

When teachers are proficient and able to manage any problem, that they encounter in using computers in teaching, they would like to work on this tool to facilitate students' learning, depending on their belief that computer as a main aid in teaching may overcome on many problems that students may encounter when they learn English as a foreign language. Some skills that teachers have may be considered important in using computers in teaching such as integrating technology with curricula. This may provide teachers with more information regarding technology and curricula, and encourages them to go ahead in using computers.

This result may be attributed to teachers' emphasis on scoring high grading in English when computers are used in teaching. This idea may motivate teachers to work on computers.

In contrast, when computers that available in classrooms are old, and teachers can't use them effectively in the teaching process, they don't like to use such tools in instruction, because of wasting time in manipulating them. As a result of the recent usage of computers in schools, teachers restrict using of their tools on teaching only, and sometimes they use them in meeting students' needs through some related activities. Because of the many problems that teachers encounter from using computers, or in computers themselves, some teachers like to leave using computers, especially in teaching. As well as, some teachers have not enough skills in

using computers, so they probably depend on others whether they are colleagues, friends or students in doing related skills instead of them in the classroom. In general teachers are different in their aptitudes, attitudes, desires and abilities, some of them like to use technology in light of these characteristics, others do not like to do so. This result agreed with Braul (2006), and Jung (2006). Moreover, this result differed with Oxford (2005), Marple (2008), Miller (2013), and Zidane (2015).

3. The discussion of the findings related to question three: "Is there a significant correlational relationship at (α≤0.05) between teachers' attitudes toward the use of educational technology in teaching English, and its utilization in their teaching?"

The findings indicated that there was a significant correlational relationship at (α≤0.05) between teachers' attitudes toward using educational in teaching English, and its utilization in their teaching. The r value was (0.58).

This result may be attributed to teachers' positive attitudes toward using educational technology in teaching English as a foreign language that affect their educational technology utilization. The higher degree of teachers' attitudes toward using educational technology increased the integration degree of educational technology by teachers, i.e. the first

variable represented by teachers' attitudes affected the second variable represented by teachers' utilization of educational technology. This result may be attributed to teachers' positive attitudes and their desire in using educational technology that let them utilize computers in spite of some obstacles they may encounter as a result of this action.

4. The discussion of the findings related to question four: "Are there any significant differences at ($\alpha \leq 0.05$) in English teachers' attitudes toward the use of educational technology in language teaching attributed to gender, academic qualification, and experience variables?

The discussion of the question was done according to its variables as the following:

- **Gender variable:**

The findings showed that there were significant differences at ($\alpha \leq 0.05$) in English teachers' attitudes toward using educational technology in teaching English as a foreign language, attributed to gender variables in favor of male teachers. The t-test was (-5.166). It can be clarified, from this result, that sex is considered as an effective variable in determining the degree of teachers' attitudes toward using educational technology in

teaching English as a foreign language. This difference may be clarified that male teachers are more active than female teachers, or may they have more concern in technology, or they have a desire in using technology in teaching. This result may be explained that male teachers seek for competition more than the females, as well as, their desire for using computers in teaching may be more than female teachers. This desire may motivate them to work on technology rather than using the traditional method in teaching. This result differed from Bruess (2013) study.

- **Academic qualification variable**

The findings indicated that there were significant differences at (α≤0.05) in English teachers' attitudes toward using of educational technology in language teaching in primary schools. The F value was (32.552). This means that the academic qualification as a variable can be described as an effective variable in determining the degree of teachers' attitudes in teaching English as a foreign language.

Scheffe test in table (6) indicated that the difference was in favor of teachers who had B.A. and M.A. degrees. This result may clarify the importance of the academic qualification in determining the attitudes toward using technology in teaching. Furthermore, teachers with high qualifications may have positive perspective about the importance of using

technology in teaching English and their role in achieving the educational objectives of English as a foreign language. Probably teachers from these two categories have the desire to use technology more than the third category. Moreover, teachers with such qualifications may have more information and enough skills to handle and use technology comparing with teachers who have diploma. This result differed from Bruess (2013) study.

- **Experience variable**

The findings in table (8) showed that there were significant differences at ($\alpha \leq 0.05$) in English teachers' attitudes toward using educational technology in teaching English in primary schools. The F value was (65.286). This value means that experience variable is an effective factor with regard to determining teachers' attitudes toward the use of technology in teaching English.

Scheffe test in table (9) showed that the differences were in favor of teachers who had an experience of (1-5) years and (6-10) years comparing with teachers who had an experience of (11) years and more. This result may emphasize the role of experience in teaching sector in general. It may be explained that the two categories of experience, (1-5) years and (6-10) years still young, and more active comparing with the third category (11)

years and more, because using technology requires effort and energy that youth can do. As well as, the first two categories may have the ability to evaluate teachers' attitudes accurately. Moreover, those young teachers want to demonstrate their ability that they can run out the tasks related to computers and using them successfully. This result differed from Bruess (2013) study.

5. The discussion of the findings related to question five: "Are there any significant differences at (α≤0.05) in English teachers' utilization of educational technology in language teaching attributed to sex, academic qualification, and experience variables?

   The discussion of this question was done according to its variables as the following:

   - **Gender variable**

   The findings in table (10) indicated that there were significant differences at (α≤0.05) in English teachers' utilization of educational technology in language teaching in primary schools in the Governorate of Baghdad attributed to gender variable, in favor of male teachers. The value was (-3.523). This result means that sex variable is effective in determining

the degree of utilizing educational technology in teaching English as a foreign language. It may be attributed to the desire of male teachers and their conviction in using educational technology in teaching English language, more than female teachers, who may have different direction with regard to the aid that they like to utilize in teaching, or they may prefer the traditional method in teaching English as a foreign language, because they were accustomed on that method for many years. Moreover, male teachers may be more active and full of energy who can move and change tools and aids rapidly; their nature is different, so it may be reflected on their desires, actions, trends and other psychological issues. This result differed from Bruess (2013) study.

- **Academic qualification variable**

The findings in table (12) showed that there were significant differences at ($\alpha \leq 0.05$) in the degree of utilizing educational in language teaching attributed to academic qualification variable. The F value (28.442). This result indicated that academic qualification is an effective variable in determining the degree of utilizing educational technology in teaching English as a foreign language in primary schools in the Governorate of Baghdad.

To find out the return of the differences, Scheffe test was used. Its results indicated that the differences were in favor of teachers who had B.A. and M.A. degrees, comparing with teachers who hold diploma certificate as shown in table (13).

This result indicates that, whenever the teacher was higher certificate, was able to determine the degree of utilizing educational technology more accurately. This may be attributed to the knowledge and information that teachers acquired from their university studies, and higher studies. Moreover, teachers with such qualifications may have clear vision regarding teaching aids and which one is more useful and effective than others. Those teachers may have a positive imagination about technology and its different applications in the field of education in general and teaching methods in particular, or they may have ample knowledge regarding technology and its various implementation, that enable them to succeed in their tasks, when they utilize technology in teaching English as a foreign language. This result differed from Bruess (2013) study.

- **Experience variable**

The findings in table (15) indicated that there were significant differences at ($\alpha \leq 0.05$) in the degree of utilizing educational technology in language teaching, attributed to experience variable. The F value was

(13.573). This result means that this variable is effective in determining the degree of utilizing computers in teaching English as a foreign language.

To find out the return of the differences, Scheffe test was used. Its results indicated in table (16) that the differences were in favor of (1-5) years and (6-10) years categories when they compared with the third category. It may conclude that teachers with less experience like to be more active and may desire to acquire information and knowledge regarding the utilization of computers in teaching, more than other category with more than 10 years and above. As well as, those teachers with few years of experience in teaching, may tend to clarify to others they are able and can use computers in teaching. This result differed from Bruess (2013) study.

Recommendations

In light of the findings the researcher recommended the following:

6. The findings of question one showed that the degree of English teachers' attitudes toward educational technology was high, so it was recommended to motivate English teachers and encourage them to use educational technology in teaching English as a foreign language in primary schools, by offering rewards to them.

7. The findings of question two indicated that the degree of utilizing educational technology in teaching English as a foreign language in primary schools in the Governorate of Baghdad was moderate. So, it was recommended to organize training courses for those teachers on utilizing educational technology in teaching.

8. Conducting a similar study on intermediate and secondary schools.

9. Conducting a correlational study between utilizing educational technology and other variables such as: teachers' motivation.

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Appendix (1)

Middle East University

Faculty of Educational Sciences

Department of Administration and Curricula

Dear Dr. ……………………………………………

The researcher is conducting a study entitled "The attitudes of English teachers toward educational technology in teaching English and their relation to the degree of its utilization in primary schools in the governorate of Baghdad" in partial fulfillment for the requirements of the master degree in curricula and teaching methods.

To achieve the purpose of the study, the researcher developed two questionnaires: The first was to find out the attitudes of English teachers toward educational technology in teaching English. The second was to determine English teachers' utilization of educational technology in teaching English.

The researcher seeks your opinion on the items of the two questionnaires. Therefore, please do not hesitate to comment, modify or add items which all will be appreciated.

With respect and gratitude

The researcher

Omar Ibrahim Sulaiman

Demographics

1. Gende: Female ☐   Male ☐

2. Years of experiences: 1-5 ☐

6-10 ☐

11or more ☐

3. Qualification (Degree): Diploma ☐

Bachelor ☐

Master ☐

Teachers' Attitudes toward Educational Technology

No.	Items	Suitable	Unsuitable	Notes
1	Educational technology makes me feel comfortable			
2	I enjoy using educational technology			
3	Educational technology saves effort			
4	Educational technology saves time			
5	I think educational technology makes schools a better place			
6	I think educational technology must be used by students in all subjects			
7	Learning about educational technologies and using them is a waste of time			
8	Educational technology motivates students to do more study			
9	I think educational technology is an efficient means of obtaining information			
10	Educational technology can enhance student learning			
11	Educational technology can improve education			
12	Teaching with educational technology is more effective than traditional teaching			
13	Educational technology can make the subject matter more interesting			
14	Educational technology is useful for language learning			
15	Educational technology use fits well into my curriculum goals			
16	I think class time is too limited for educational technology use			
17	Educational technology use is appropriate for many language learning activities			
18	Educational technology use suits my students' learning preferences and their level of educational technology knowledge			
19	I understand the basic functions of educational technologies			
20	Educational technologies make my teaching task easy in the classroom			
21	Technology will not make any difference in our classrooms, schools, or lives			
22	I think students prefer learning from teachers to learning from educational technology			

23	I think the available software is not suitable for me			
24	There are other social issues that need to be addressed before implementing technology in education			
25	I think social issues can limit implementing educational technology in my school			
26	I think educational technologies should be a priority in education			

Teachers' Utilization of Educational Technology

No.	Items	Suitable	Unsuitable	Notes
1	I am motivated to find ways to use educational technology in my classroom			
2	I primarily use drill and practice programs in my classroom			
3	I assign daily or weekly computer-related tasks that support my curriculum			
4	I provide short-term (daily or weekly) assignments using the classroom computer(s) that emphasize the use of different software applications			
5	I rely on others (student assistants, close friends) to do my computer-related tasks for me in my classroom			
6	I alter my instruction to accommodate new technologies			
7	My primary technology goal is for students to be comfortable using the classroom computer(s)			
8	I find computers to be a necessary part of classroom instruction			
9	I access the internet quite frequently			
10	I seek professional development, software applications, and peripherals that maximize the use of the endless array of computers and technology available to my students			
11	I use the classroom computer(s) primarily for word processing			
12	I am proficient with basic software applications (e.g., power point)			
13	I allocate time for students to practice their computer skills on the classroom computer(s)			
14	Using the classroom computer(s) is a priority for me			
15	I integrate the most current research on teaching and learning when using the classroom computer(s)			
16	I prefer that my students go to a school computer lab for instruction without me			
17	I do not have time to use the classroom computer(s)			
18	Computers are old so I cannot use them in my instruction			

19	I can troubleshoot hardware problems with computers (printers, peripherals)			
20	It is easy for me to evaluate software applications to determine whether the use of the computer(s) is seamlessly linked to students' critical thinking skills and authentic problem solving			
21	I have the background to show others how to merge technology with integrated, thematic curricula			
22	My students' authentic problem-solving is supported by continuous access to a vast array of current computer-based tools and technology			
23	My students discover innovative ways to use the endless array of classroom computers to make a difference in their lives and in their community			
24	I seek out activities that promote increased problem-solving and critical thinking using the classroom computer(s)			
25	I plan computer-related activities in my classroom that will improve my students' basic skills (e.g., speaking, listening, reading, writing)			
26	In my classroom, students use technology to solve authentic problems			
27	I use my students' interests, experiences, and desire to solve authentic problems when planning computer-related activities in my classroom			
29	I am able to troubleshoot various software problems			
30	I use electronic technology routinely to browse the internet			
31	I use electronic technology routinely to send/receive email			
32	I use my classroom computer(s) primarily to track grades			
33	We need educational technology software that better suit the Arabic culture and identity			

Appendix (2)

No.	Name	University
1	Prof. Abu Jaber, Majed, Ph.D., Faculty of Educational Sciences	The University of Jordan
2	Asst. Prof. Alassaf, Hamzeh, Ph.D., Faculty of Educational Sciences	Middle East University
3	Prof. Al-Bayati, Abdul-Jabar, Ph.D., Faculty of Educational Sciences	Middle East University
4	Prof. Al-Shrifee, Abbas, Ph.D., Faculty of Educational Sciences	Middle East University
5	Prof. Darwesh, Abdul-Jabar, Ph.D., College of Basic Education	University of Al-Mustansiriyah
6	Prof. Hassan, Dhuha, Ph.D., College of Basic Education	University of Al-Mustansiriyah
7	Prof. Kaylany, Anmar, Ph.D. Faculty of Educational Sciences	The University of Jordan
8	Prof. Khalieleh, Ghazi Ph.D., Faculty of Educational Sciences	Middle East University
9	Prof. Taweel, Hani, Ph.D. Faculty of Educational Science	The University of Jordan
10	Prof. Yahya, Eman, Ph.D., College of Basic Education	University of Al-Mustansiriyah

Appendix (3)

Middle East University

Faculty of Educational Sciences

Department of Administration and Curricula

Dear Teacher,

The researcher is conducting a study entitled "The attitudes of English language teachers toward educational technology in teaching English and their relation to the degree of its utilization in primary schools in the Governorate of Baghdad" in partial fulfillment for the requirements of the master degree in curricula and teaching methods.

Two questionnaires were developed; the first was to find out the attitudes of English language teachers toward educational technology in teaching English. The second was to determine English language teachers' utilization of educational technology in teaching English.

The researcher appreciates your participation and cooperation in the study and wants to emphasize that all information provided is anonymous and confidential.

With respect and gratitude

The researcher

Omar Ibrahim Sulaiman

Demographics

2. Gender: Female ☐ Male ☐

2. Years of experiences: 1-5 ☐

6-10 ☐

11or more ☐

3. Qualification (Degree): Diploma ☐

Bachelor ☐

Master ☐

Teachers' Attitudes toward Educational Technology

No.	Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Educational technology makes me feel comfortable					
2	I enjoy using educational technology					
3	Educational technology saves effort					
4	Educational technology saves time					
5	I think that educational technology makes schools a better place					
6	I think that educational technology should be used by students in all subjects					
7	Learning about educational technologies and using them is a waste of time					
8	Educational technology motivates students to study more					
9	I think that educational technology is an efficient means for obtaining information					
10	Educational technology can enhance students' learning					
11	Educational technology can improve teaching					
12	Teaching with educational technology is more effective than traditional teaching					
13	Educational technology can make the subject matter more interesting					
14	Educational technology is useful for language learning					
15	Educational technology use fits well into my curriculum goals					
16	I think that class time is too limited for educational technology use					
17	Educational technology use is appropriate for many language learning activities					
18	Educational technology use suits my students' learning preferences					
19	I find computers to be a necessary part of classroom instruction					

20	Educational technologies make my teaching task easy in the classroom					
21	Technology will not make any difference in our lives					
22	I think that students prefer learning from teachers than learning from educational technology					
23	I think that the available software is not suitable for me					
24	I think that social issues can limit implementing educational technology in my school					
25	I think that educational technologies should be a priority in education					

Teachers' Utilization of Educational Technology

No.	Items	Never	Seldom	Sometimes	Usually	Always
1	I am motivated to find ways to use educational technology in my classroom					
2	I primarily use drill and practice computer programs in my classroom					
3	I assign daily or weekly computer-related tasks that support my curriculum					
4	I rely on others (student assistants, close friends) to do my computer-related tasks for me in my classroom					
5	My primary technology goal is for students to be comfortable using the classroom computer(s)					
6	I understand the basic functions of educational technologies					
7	I use the internet quite frequently					
8	I seek software applications that maximize the use of the array of computers and technology available to my students					
9	I use computer(s) primarily for word processing					
10	I am proficient with basic software applications (e.g., power point)					
11	I allocate time for students to practice their computer skills on the classroom computer(s)					
12	Using the classroom computer(s) is a priority for me					
13	I integrate the most current research on teaching and learning when using the classroom computer(s)					
14	I do not have time to use the classroom computer(s)					
15	Computers are old so I cannot use them in my instruction					
16	I can troubleshoot hardware problems with computers (printers, peripherals)					
17	I am able to troubleshoot various software problems					
18	I can show others how to integrate technology with curricula					

19	It is easy for me to evaluate software applications to determine whether the use of the computer(s) is seamlessly linked to students' critical thinking skills and authentic problem solving					
20	My students' authentic problem-solving is supported by computer-based tools and technology					
21	I seek out computer-related activities that promote higher order thinking skills (e.g. problem-solving and critical thinking)					
22	I plan computer-related activities to improve students' basic skills (e.g., speaking, listening, reading, writing)					
23	In my classroom, students use technology to solve authentic problems					
24	I use computer-related activities to meet students' needs					
25	I provide short-term (daily) assignments using the classroom computer(s) that emphasize the use of different software applications					
26	I use electronic technology (daily or weekly) to browse the internet					
27	I use electronic technology (daily or weekly) to send/receive email					
28	I use my classroom computer(s) primarily to register achievement grades					
29	We need educational technology software that better suit the Arabic culture					

Appendix (4)

MEU
جامعـــة الشــــرق الأوسـط
MIDDLE EAST UNIVERSITY

Faculty of Educational Sciences
كلية العلوم التربوية

الرقم :ك ع ت/خ/40/1
التاريخ :2016/7/12

مديري مدارس الرصافة الأولى المحترمين

يقوم الطالب " عمر ابراهيم سليمان " بإجراء دراسة ميدانية بعنوان: " The Attitudes of English Teachers toward Educational Technology in Teaching English and their Relation to the Degree of its Utilization in Primary Schools in the Governorate of Baghdad " استكمالاً لمتطلبات الحصول على درجة الماجستير من جامعة الشرق الأوسط.

يرجى التكرّم بتسهيل مهمة تطبيق الباحث لاداة الدراسة وذلك من أجل الإسهام في تحقيق أهداف الدراسة والوصول إلى نتائج دقيقة تهم التربية والتعليم .

ونحن إذ نشكر عطوفتكم على كل تعاون واهتمام تقدمونه في هذا الشأن، فإننا نؤكد بأن المعلومات التي سيحصل عليها الباحث ستبقى سرّية، ولن تُستخدم إلاّ لأغراض البحث العلمي فقط.

وتفضلوا بقبول فائق الاحترام والتقدير

عميد كلية العلوم التربوية
أ.د.عبد الحافظ سلامه

نسخة :الصادر الخارجي

Appendix (5)

MEU جامعة الشرق الأوسط
MIDDLE EAST UNIVERSITY

Faculty of Educational Sciences
كلية العلوم التربوية

الرقم : ك ع ت/خ/1/40
التاريخ : 2016/7/12

مديري مدارس الكرخ الأولى المحترمين

يقوم الطالب " عمر ابراهيم سليمان " بإجراء دراسة ميدانية بعنوان: " The Attitudes of English Teachers toward Educational Technology in Teaching English and their Relation to the Degree of its Utilization in Primary Schools in the Governorate of Baghdad " استكمالاً لمتطلبات الحصول على درجة الماجستير من جامعة الشرق الأوسط.

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ونحن إذ نشكر عطوفتكم على كل تعاون واهتمام تقدمونه في هذا الشأن، فإننا نؤكد بأن المعلومات التي سيحصل عليها الباحث ستبقى سرّية، ولن تُستخدم إلاّ لأغراض البحث العلمي فقط.

وتفضلوا بقبول فائق الاحترام والتقدير

عميد كلية العلوم التربوية

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