

Embracing Technology in Higher Education: English Teachers' Perspectives in Saudi Arabian Universities

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Abstract

This research article explores the application of technology in the field of English language teaching within the context of higher education in Saudi Arabian universities. As technology continues to evolve rapidly, its integration into educational practices has become essential. This study aims to investigate the perceptions of English teachers regarding the utilization of technology, the challenges they encounter, and proposes recommendations for the enhancement of technology integration in the teaching-learning process. To achieve the study aims, English teachers from ten rural universities across Saudi Arabia responded to a questionnaire, expressing favorable views on the integration of technology in the educational environment. Despite their positive stance, participants highlighted several significant challenges to widespread technology adoption, namely a) inadequate teacher training, b) insufficient facilities (classrooms and laboratories), and c) a scarcity of technological resources (computers). The survey's results underscore the necessity for a well-defined vision and strategy for technology use. Instructors emphasized that the combination of financial incentives and the establishment of a standardized physical infrastructure could encourage widespread adoption.

Keywords: English, ICT, technology, obstacles, university

1. Introduction

Since the advent of affordable way to integrate technology, it has now widely been used and has significantly impacted many facets of society as a whole including education, which is one of the most important facets of being alive. "Teaching in the digital age meant we must teach tomorrow's skills today," said Fleming (2013). In this sense, technology offers an exciting opportunity to broaden and improve education while removing barriers to high-quality education delivery at scale. Instructional technology is deemed as a knowledge pathway which assists in application of developing and designing, implementing and utilization, management, and evaluation of methods and assets for learning (Earle, 2002).

Technology integration is the process of utilizing already-existing tools, resources, and electronic media to enhance learning (Okojie, Olinzock & Okojie-Boulder, 2006). They asserted that technology integration is more than just using different software tools in the classroom and contended that a comprehensive approach should include concepts for integration, strategies for choosing technology, and abilities to demonstrate, utilize, evaluate, and modify the use of technology to support learning. Similarly, Earle (2002) corroborated this hypothesis. He made the observation that the goal of utilizing technology is to concentrate on curriculum and overall education. He was in favor of defining integration in terms of how and why rather than by the kind or quantity of technology employed in daily life. Given the importance to teaching, it became necessary for academics to ascertain the attitudes, obstacles, and recommendations that educators have in relation to the integration of technology into their teaching environments. Understanding these obstacles is a crucial first step toward raising the standard of instruction in universities all throughout the world. This tendency is followed by the research that looks at how Saudi English instructors in the Al-Jouf use technology in their university classes. The necessity of teaching pupils to speak two languages in Saudi Arabia is the fundamental reason why this study is relevant. Since global trade has increased, it is now crucial to have a solid command of one's home tongue in addition to being able to read, write, and speak

English—especially in the fields of engineering and science.

1.1 Problem Statement

Teachers were no longer the primary source of information for pupils because the internet has evolved into an accessible tool for information retrieval. As a result, rather than being teacher-centered, education now has a stronger learner-centered focus. AlAbaul kareem (quoted in Oyaid, 2009) said that instructors' roles have evolved from imparting information and serving as lecturers to being experts who guide students in their pursuit of knowledge. Although it is a complex process, experts have long recognized the benefits of integrating technology in the classroom. The context, environment, and geography all have a role in the barriers that prevent people from using ICT (information and communication technology) (AlSulaimani, 2010; Alshumaimeri, 2019). As to Aytekin et al. (2012), Hakami, Hussin & Dahlan (2013), and Alharbi (2013), regrettably, a lot of English teachers have not been successful in incorporating technology into their lessons.

1.2 Research Aim

This study intends to investigate how University English instructors in Saudi Arabia felt about integrating technology in classroom. The study will also determine some of the obstacles that keep instructors from utilizing instructional technology. Finally, it will look over the solutions suggested by instructors to get beyond the obstacles.

1.3 Research Question

What are the attitudes of university English instructors in Saudi Arabia towards incorporating technology in the classroom?

What challenges hinder English instructors from utilizing instructional technology in their teaching environments?

What solutions do English instructors propose to overcome these challenges and promote effective integration of technology in the classroom?

1.4 Limitations

The study approach has its limits, just like any other. In order to gather data, the strategy relied only on the survey technique rather than on focus groups, interviews, or observation with parents, teachers, administrators, or students. Additionally, the study focused solely on English instructors in universities.

2. Review of Literature

According to a number of studies (e.g. Bingimlas, 2009; Alshumaimeri & Bamanger, 2013) stated that using contemporary technology in the classroom is crucial for preparing students for success in the Internet age. Marwan (2008) claimed that a large number of educational institutions throughout the globe have incorporated computer technology into their curricula, offering many advantages. For instance, by utilizing the newest technology, educators may now reduce the amount of time spent in class explaining abstract concepts by visualizing them alongside simulations of real-world scenarios. However, the majority of teachers continue to employ conventional techniques, even if some have adopted the newest technology (Solanki, 2012). Bamanger & Alhassan, 2015; Alshumaimeri, Gashan, & Bamanger, 2019), the use of technology in English language instruction has been the subject of several researches. According to Lee (2000), there are numerous advantages to incorporating technology into the classroom. These include improving students' learning attitudes and linguistic skills through the use of technology, as well as providing access to real educational materials and research papers that demonstrate a variety of English usage and authentic educational content.

Despite obstacles, teachers have contributed significantly to the integration of technology when educational institutions invest in infrastructure (Marwan, 2008) as referenced in (Salehi & Salehi, 2012). According to Alwani and Soomro (2010), a number of variables, including the educational setting, the introduction's goal, and its timing, affect successful integration. Numerous studies have examined the obstacles preventing the integration of technology with education (Alwani & Soomro, 2010; Bingimlas, 2009; Darus & Luin, 2008; Groff & Mouza, 2008; Ismail, 2010; Jacobsen, 1998; Kabilan & Rajab, 2010; Khan, Hasan, & Clement, 2012; Lee, 2000; Lu, 2006; Marwan, 2008; Olowa, 2012; Salehi & Salehi, 2012; and Semary, 2011). It is a complicated and challenging process to integrate ICT into education and instruction, according to Salehi & Salehi (2012, p. 218).

2.1 Saudi Arabia's Technological Infrastructure

According Al-Maliki (2013); Alshumaim and Alhassan (2010), Saudi Arabia did not have internet connection before to January 1999. The only routes were via neighboring Gulf nations like the United Arab Emirates or Bahrain. Over

time, email along with internet-based networks becomes indispensable to the majority of Saudi enterprises for doing daily business (Al-Maliki, 2013). ICT promotion has been of the utmost importance. Since internet access is a crucial component of ICT advancement and required for companies to function efficiently (Almalki & Williams, 2012, p. 42). To raise the nation's level of computer and internet use, the Saudi government spent millions of dollars on education (Alharbi, 2013, p. 10). However, there have been several obstacles in Saudi Arabia when it comes to integrating technology into the classroom. Keeping up with technological advancements has been the main challenge, requiring more time, money, and human resources (Al-Maliki, 2013). According to Almalki and Williams (2012); Alshumaimeri (2019), Saudi Arabia, being a developing nation, lacks the technological infrastructure of industrialized nations, and there is a general dearth of study on the barriers to ICT adoption (Almaliki, 2013).

2.2 Teachers' Views

According to studies, attitudes in instruction and learning are crucial for integrating technology (Mumtaz, 2000) and frequently have a significant impact on the accomplishment of learning objectives (Alshumaimeri, 2008). However, Egbert, Paulus, and Nakamichi, (2002) ; Gashan and Alshumaimeri (2015), it is frequently the case that teachers' favorable views do not suggest that they have utilized technology in their classrooms. Oyaid (2009) discovered a positive association between teachers' ICT use and their perspectives towards computers. This was supported by Al-Mekhlafi (2004) & Ageel (2011), who also discovered that despite their enthusiasm in learning related to and receiving training in ICT, the majority of participants did not employ ICT in their instruction. According to Almalki and Williams (2012), teachers who fervently pursued the development of their ways of learning were more likely to include technology into their instruction. Oyaid (2009) asserts that a variety of factors, such as incentives, motivators, and supportive factors—as well as barriers that impeded the usage of ICT—have affected this connection. Boulter (2007) also pointed out that there are a variety of elements that influence how instructors utilize technology in the classroom, such as peer modeling, expectations from the school administration, accessibility, and favorable experiences utilizing computers in the classroom, and teachers' attitudes and views about using technology in the classroom. In addition, it was stated that the absence of guidelines restricts teachers' use of technology and affects their desire to use it (Okojie, Olinzock, and Okojie-Boulder, 2006). They also stated that teachers who do not know why technology integration is important may not be successful in the classroom. Teachers' attitudes and views toward the use of technology in the classroom can either facilitate or hinder its use. Numerous studies have shown that educators see the use of technology in the classroom favorably (Egbert, Paulus, & Nakamichi, 2002). Oyaid (2009) discovered that instructors who were more confident had good views about ICT, whereas teachers who were less confident had negative sentiments. The impact of instructors' computer proficiency on attitudes was one reason. More proficient usage of computers classes, according to Muir-Herzig (2004), leads to a decrease in anxiety and the development of positive attitudes.

Ismail, Almekhlafi, and Al-Mekhlafy (2010) stated that teachers' opinions regarding incorporating technology into the classroom were shown to be positive. In a research done in the United Arab Emirates, The results showed that instructors' lack of time to prepare and use ICT was the main obstacle preventing ICT integration. Dashtestani (2012) found that although there were a number of obstacles, Iranian EFL instructors had positive attitudes regarding CALL. These comprised internal obstacles including instructors' lack of knowledge, supplies, expertise, and accessibility to CALL-based material; external factors included things like a lack of time, money, and technological assistance, as well as inadequate teacher training programs and restrictive curriculum. In a similar vein, it was discovered that teachers in South Korea had favorable opinions of technology (Park & Son, 2009). They found that outside variables such a lack of time, inadequate computer resources, strict textbooks and curriculum, and a shortage of administrative support had a detrimental impact on the use of CALL in the classroom. The low computer proficiency and understanding of instructors, together with their ideas and opinions of CALL, were among the internal variables that impacted their judgments regarding its implementation. According to Nor and Vasu (2010), although issues with infrastructure and instructors' attitudes were obstacles that prevented implementation, Malaysian teachers felt positively about CALL lessons. Hamed and Devi (2011) examined the opinions of English language instructors in Libya about the use of technology in the classroom. The majority of the instructors, according to their results, had good views toward this integration even if they encountered issues with lack of administrative assistance and time restrictions.

Oyaid (2009) argues that Saudi Arabia, as a developing nation, lacks expertise with ICT use in the classroom because the technology was first introduced in middle school after 2000. Research on the use of ICT in Saudi Arabia is often lacking. On the other hand, a great deal of research conducted in the West has focused on the elements that facilitate instructors' use of ICT and the obstacles that stand in the way of its use. The results of these researches have been beneficial in offering guidance for the advancement of ICT use in Saudi Arabia. The few studies on English

teachers' attitudes towards ICT that have been conducted have revealed a number of obstacles that have prevented the instructors from using ICT, like a) availability, b) period of time, c) education and training, d) devices, and e) technical assistance. In order to get beyond these obstacles, educators have proposed comprehensive growth for the future in the areas of curriculum, teacher preparation, and education. Few studies have found that classrooms in Saudi secondary school teachers having good opinions to use interactive whiteboard (Aytekin, AbdulAziz, Barakat, & Abdelrahman, 2012).

Alshumaimeri (2008) found a direct link between a teacher's positive sentiments on the application of ICT within the Saudi classroom—both for PCs and CALL—and their attendance during training. Alharbi (2013) investigated how teachers in Saudi Arabia and the US felt about integrating technology into the classroom and what obstacles they faced. She discovered that although there were disparities regarding the preparation of teachers for using technology, teachers in both countries had positive attitudes toward this approach.

Regarding the accessibility of technology in schools, there were variations as well. One of the biggest obstacles to the usage and integration of Technology within the curriculum was time restrictions.

In a similar vein, several more research on this topic has shown similar results. Al-Sulaimani (2010) discovered that although time constraints, a lack of ICT course materials, and limited access to outside training for female teachers were obstacles to classroom use, teachers within the state of Saudi Arabia of Saudi Arabia had a positive mindset toward integrating information and communication technology into the curriculum for science.

2.3 Improving the Teaching of ICT Utilization

Comprehensive planning, according to Almalki and Williams (2012), is essential to overcoming issues such a lack of budgetary support, adjusting to diverse local cultures, and inadequate training. The authors made the argument that ICT originated in industrialized nations with distinct cultures may have something to do with Saudi Arabia's failure to successfully implement ICT plans. Earle (2002) contended that the impetus for ICT integration encompasses the potency and possibilities of novel advancements, swift accessibility, inventiveness, internet connectivity, convenience of communication, as well as its anticipated influence on education. According to Muir-Herzig (2004), training used to concentrate more on how to use the apparatus than on how educators should incorporate technology into their lesson plans. This was also noted by Earle (2002), who suggested that the objective be to guarantee that information is taught more successfully while utilizing technology as an instrument to enhance instruction. The constant evolution of new technologies brings about rapid changes, accelerating the pace of development (Yuzulia, 2021) Consequently, the integration of technological tools becomes crucial in overcoming obstacles faced by learners, such as speaking the target language during times of crisis (Ying et al., 2021). Nevertheless, despite the potential benefits that technology offers for learning, various challenges need to be addressed. These challenges are diverse, varying from individual to individual, school to school, region to region, and country to country. It's important to note that integrating technology into learning isn't solely a concern for developing nations; developed countries also encounter hurdles in this regard. While some challenges may be shared between countries, others are unique to specific contexts (Rintaningrum, 2023)

3. Research Methodology

The purpose of this study was to measure the opinions of Saudi English teachers about the application of ICT in the classroom, pinpoint some of the challenges to its usage, and compile recommendations for classroom applications. **This research used quantitative approach.** According to the claim of Cohen, Manion, and Morrison (2010) stating "triangular methods are appropriate when a more holistic view of educational results is sought" served as the rationale for employing both approaches. Using data gathering tools—typically linked with the qualitative approach—was the most appropriate technique to investigate these concerns (Oyaid, 2009). To better grasp the concerns, open-ended questions and a Likert scale with five points were included in the questionnaire employed in this study. To get data that might be applied to a larger population, a questionnaire was used. When compared to the interview approach, the self-administered questionnaires yielded a bigger sample (Oyaid, 2009). The rationale behind use open-ended questions to collect qualitative data was the belief that doing so made it easier to comprehend how educational practitioners saw the use of ICT in the classroom.

3.1 Population- (Participants)

The study population included ten universities, 43 male English instructors, and female English teachers in Saudi Arabia. A representative group of 76 English teachers participated in the study, consisted of 35 men (46.1%) and 41 women (53.9%). Thirty-seven (46.7%) of the participants were in the 20–30 age range, whereas 31 (40.8%) were in

the 30–40 age range. Of the participants, just 8 (10.5 %) were older than 40. The majority of participants (54.8%) were in their twenties, 9.6% were in their thirties, and 2.7% were PhD holders. Furthermore, 38.4% of participants held a teaching qualification in English, and 9.6% possessed a unique teaching certification. None of those involved held any ICT-related credentials. Of the participants, 31.6% had been teaching for 10–14 years, while 28.9% had only been teaching for 5 years, 21.1% had been teaching for 5–9 years, 11.8% had been teaching for 15–19 years, and just 6.6% had been teaching for more than 20 years. For personal usage, the vast majority (93.3%) of people possessed laptops, tablets, or personal computers at home. Similarly, a sizable portion of participants (78.7%) said that their classes typically had more than 20 pupils. The remaining survey respondents (21.3%) said that their class consisted of less than 20 pupils. Lastly, training sessions on the use of technology in the classroom were attended by 63.5% of teachers.

3.2 Instrument Utilized in Study

The widespread use of questionnaires in educational research has aided in the collection of results that may be applied to a wider audience. All such attempts, however, have drawbacks, including vagueness and the potential for misunderstanding. Furthermore, a number of studies have shown that questionnaire design is a study variable in and of itself. It was customary to include as few questions as possible, but it also proved true that fewer questions had an impact on the outcomes (Oyaid, 2009). Similar survey questions from the study literature served as the basis for the initial draft of the questionnaire. The manuscript was then revised in light of the relevance and clarity recommendations made by two EFL specialists. The fifty questions overall on the five sections of the questionnaire were all in English. The participants' demographic information was asked for in the first section. The views of EFL instructors in Saudi Arabia toward using technology within English language instruction were investigated in the second segment. The opinions of EFL teachers on challenges to integrating technology were examined in the third segment. Questions in the fourth part asked EFL teachers for advice on how to get over the obstacles. Likert scales were employed in Sections 2–4 (5 being strongly agree, 4 being agree, 3 being neutral, 2 being disagree, and 1 being strongly disagree). Whereas, the fifth section's questions were all open-ended in order to delve deeper into the participants' thoughts and perspectives on the incorporation of technology.

3.3 Application of Instrument

The Saudi Arabia administration received a letter and questionnaire from the authors explaining the purpose of the study and asking for their involvement. In response, ten universities received letters from Saudi Arabia Government Authority requesting their participation in the study. On April 30, 2023, the survey was mailed to the Universities. Every participant had mailed back their completed questionnaires by May 25, 2023. The questionnaire's Cronbach's Alpha Coefficient was used as the main indicator of consistency. With a computed score of 0.891, great dependability was indicated. After reviewing the questionnaire's validity, two academics from King Saud University with expertise in EFL concluded that it was appropriate.

4. Analysis of Data

Data analysis, a crucial stage in every research project, turns the unprocessed information gathered from surveys into insightful knowledge. According to Oyaid (2009), the methods used to perform this transformation have to be appropriate for the study topics. The main analysis tool was the Statistical Package of Social Sciences (the SPSS program, version 23). A descriptive analysis of the responses collected from the closed-ended questions, including percentages, frequencies, means, and standard deviations, was part of the first stage. The questionnaire's open-ended questions underwent both descriptive and content analyses. It is important to note that there were not many answers to open-ended questions. Interviews revealed that teachers thought the closed-ended questions addressed every possible scenario.

5. Research Findings

The study's tabulated results are described in this section. The overall subject is listed in the first section of each sub-section. On the basis of the Likert scale, the results for all questions are displayed in the following tables.

5.1 Views of Teachers Regarding Technology Integration in English Language Instruction

What are the advantages of using technology in English teaching, in the opinion of English teachers in Saudi Arabia?

Table 1 show that the first portion of the questionnaire had a mean score of 4.37. This demonstrated that the participants' opinions about using technology to teach English were overwhelmingly positive. For instance, nearly all

of them (92%) said that " Using technology broadens the range of possible educational approaches and tactics (e.g., audio recordings for pronunciation)." The three additional statements, " Teachers and students have better access to relevant information when they use technology" (91%), " Teachers and students have better access to relevant information when they use technology." (90.2%), and "Students are more motivated to study English when the language is taught via technology." (90%), all had high levels of agreement. Every statement had a level of agreement greater than 80%.

Table 1. Advantages of Using Technology in English Teaching according to the Opinion of English Teachers in Saudi Arabia

| S.No | Statements | Combined Agreed% | Strongly Agreed% | Agree % | Neutral % | Disagree% | Strongly Agreed % | Mean | Std.Dev |
|------|---|------------------|------------------|---------|-----------|-----------|-------------------|------|---------|
| 1 | Using technology broadens the range of possible educational approaches and tactics (e.g., audio recordings for pronunciation) | 92 | 60.1 | 34.2 | 5.2 | 0 | 0 | 4.3 | 0.4 |
| 2 | Teachers and students have better access to relevant information when they use technology | 91 | 63.1 | 25.2 | 9 | 0 | 0 | 4.6 | 0.62 |
| 3 | Teachers and students have better access to relevant information when they use technology. | 90.2 | 60.3 | 30.8 | 9.1 | 0 | 0 | 4.6 | 0.66 |
| 4 | Students are more motivated to study English when the language is taught via technology. | 90.0 | 60.1 | 30.5 | 9.0 | 1.2 | 0 | 4.58 | 0.71 |
| 5 | It's crucial to use technology while teaching various English language proficiency levels. | 89.4 | 59.3 | 36.9 | 8.5 | 1.1 | 0 | 4.31 | 0.69 |
| 6 | The time and effort spent by teachers teaching English is reduced when they use technology. | 88.9 | 58.7 | 35.1 | 8.2 | 0 | 1.2 | 4.30 | 0.73 |
| 7 | Technology makes the process of teaching English easier and more participatory. | 88.5 | 55.2 | 34.8 | 9 | 0 | 0 | 4.32 | 0.69 |
| 8 | Project work and collaborative learning are made easier by the use of technology. | 88.2 | 51.3 | 44.5 | 12 | 0 | 0 | 4.20 | 0.60 |
| 9 | Technology is useful because it makes it easier for teachers to evaluate pupils fairly. | 86.1 | 48.4 | 43.2 | 11.7 | 1.2 | 0 | 4.19 | 0.70 |
| 10 | Technology use advances the professional development of English teachers. | 85.3 | 48.1 | 37.2 | 12.1 | 1.4 | 1.5 | 4.20 | 0.81 |
| 11 | Students' proficiency in the English language increases as they use technology. | 85.2 | 44.4 | 39.5 | 10.4 | 4.4 | 0 | 4.45 | 0.84 |
| 12 | Students' learning of the English language is improved by using technology. | 84.1 | 43.2 | 37.1 | 14.2 | 1.3 | 0 | 4.42 | 0.75 |

5.2 Teachers' Views on the Barriers to Technology Integration

What challenges exist in the way of English teachers in Saudi Arabia utilizing technology to enhance their teaching?

Table 2 presents the opinions of English teachers about the challenges that impede the integration of technology into the classroom. Table 2 shows that every statement had agreement with a level of at least 50%, and that in fourteen out of the eighteen statements, the levels of agreement exceeded 60%. Three key difficulties, when considered holistically, hindered teachers' use of ICT: a) a dearth of ICT training courses; b) problems with infrastructure; and c) a shortage of technical resources. Teachers were invited to write back if they thought there were any additional factors impeding the utilization of ICT in the classroom in order to get more detailed information. Their answers indicated that the top three challenges were tiny classrooms, a large number of pupils, and a dearth of technology tools. Teachers also stated that low student accomplishment, students' unwillingness to utilizing ICT, and a dearth of knowledge and expertise surrounding ICT use were obstacles to adopting ICT for instruction. Teachers also identified various barriers, such as a lack of training programs, scheduling conflicts, curriculum, teacher reluctance, and managerial concerns.

Table 2. Opinions of English Teachers about the Challenges that Impede the Integration of Technology into the Classroom

| S.No. | Statements | Combined Agreed% | Strongly Agreed | Agree | Neutral | Disagree | Strongly Agreed | Mean | Std.Dev |
|-------|--|------------------|-----------------|-------|---------|----------|-----------------|------|---------|
| 1 | Absence of courses for teacher trainings on the use of technology in the teaching of English. | 83 | 21.2 | 62.3 | 6.4 | 6.2 | 0 | 4.01 | 0.73 |
| 2 | The classroom's architecture is inappropriate, or there isn't a dedicated lab or auditorium to IT (instructional technology) for blended learning. | 81.1 | 41 | 38 | 17 | 5 | 0 | 4.11 | 0.85 |
| 3 | Lack of technological tools for teachers in schools, such as laptops, iPads, projectors, and the internet. | 80 | 32 | 38 | 9.7 | 15.9 | 3.9 | 3.68 | 1.20 |
| 4 | The equipment that is offered is either out-of-date in terms of software or equipment maintenance. | 79.3 | 24 | 46 | 18.9 | 10 | 0 | 3.9 | 0.90 |
| 5 | Lack of administrative or governmental support for policies pertaining to the utilization of technology in education. | 79.2 | 20 | 46 | 12 | 14 | 4 | 3.7 | 1.11 |
| 6 | Not having enough time to prepare lessons | 78 | 24 | 43 | 18 | 10 | 3 | 3.80 | 1.02 |
| 7 | The potential for integrating information and communication technology, or ICT, into the educational process are not well-known to teachers. | 77.2 | 10 | 49 | 21 | 9.1 | 7 | 3.91 | 1.00 |
| 8 | Insufficient time to properly integrate technology into the | 76.5 | 26 | 38 | 22 | 11 | 1.9 | 3.8 | 0.99 |

| | | | | | | | | | |
|----|---|------|------|------|------|------|------|------|------|
| | classroom. | | | | | | | | |
| 9 | There is insufficient lab equipment to suit the demands of the pupils. | 75.3 | 24.1 | 42.1 | 27.4 | 11 | 1.1 | 3.80 | 0.98 |
| 10 | This level of education's curriculum does not support the application of IT for English instruction. | 74.4 | 21 | 42 | 21 | 12 | 4.0 | 3.77 | 0.98 |
| 11 | There are no rewards for teachers who employ technology in the classroom. | 74.2 | 29.1 | 31.4 | 22 | 14 | 1.9 | 3.5 | 0.95 |
| 12 | The lack of appropriate technology tools or software for teaching English in the local market. | 73.2 | 27 | 39 | 15 | 18.9 | 3.9 | 3.61 | 1.13 |
| 13 | The degree of assessment systems in these institutions makes it difficult to employ IT to support English language instruction. | 73.1 | 21 | 40 | 25.9 | 11.0 | 2.4 | 3.75 | 1.01 |
| 14 | Lack of teachers' expertise and abilities in employing technology in teaching English as a language. | 71.2 | 14.9 | 46 | 21.0 | 18 | 1.0 | 3.74 | 0.98 |
| 15 | There is little student incentive to incorporate technology into the classroom. | 70.8 | 22 | 38 | 11 | 26 | 3.9 | 3.50 | 1.10 |
| 16 | There aren't enough technical support employees on hand. | 70.2 | 11.9 | 46 | 25 | 14 | 4.1 | 3.49 | 1.09 |
| 17 | The opposition of educators to using technology in the classroom. | 67.2 | 11.0 | 39.0 | 21.0 | 21.0 | 8.0 | 3.19 | 1.10 |
| 18 | Opposition from parents to technology being used in the classroom | 66.7 | 8.8 | 41.2 | 16.0 | 23 | 11.1 | 3.09 | 1.22 |

5.3 Teachers' Suggestions on How to Get Through the Challenges

What actions can the government, school administrators, teachers, pupils, and parents do, in the opinion of the teachers, to get over these challenges? (13 statements; refer to Table 3)

Table 3 makes this evident: every statement received agreement levels greater than 80%, while five out of the thirteen received levels greater than 80%. Teachers saw three recommendations as the most crucial measures to take in order to get over the challenges: "Teachers should be informed of the overarching goal and plan for integrating technology into the classroom. This must be made clearer" (92%); 2. "Establish physical facilities (classrooms, labs)." (91.8%), and "Motivate teachers by offering sufficient rewards for integrating technology into the classroom" (91.7%).

One person said it would be beneficial to introduce students to ICT at a young age. Some participants thought that increasing class size, providing training, increasing the quantity and quality of support staff, decreasing the number of learners in the class, providing awareness-raising workshops for teachers and students, providing longer classes, and providing incentives for students to use technology during instruction could all be significant factors in the growth of ICT use in English teaching. Finally, one answer mentioned how infrastructure development may improve the usage of English-language media for teaching, including news broadcasts or audio-books.

Table 3. Demonstrates How English Teachers View the Actions that Stakeholders May Take to Remove the Challenges

| S.No | Statements | Combined Agreed% | Strongly Agreed | Agree | Neutral | Disagree | Strongly Agreed | Mean | Std. Dev |
|------|--|------------------|-----------------|-------|---------|----------|-----------------|------|----------|
| 1 | Teachers should be informed of the overarching goal and plan for integrating technology into the classroom. This must be made clearer. | 91 | 42 | 51 | 7.0 | 0 | 1.1 | 4.39 | 0.75 |
| 2 | Establish physical facilities (classrooms, labs). | 92 | 46.0 | 32 | 6.5 | 1.2 | 0 | 4.32 | 0.64 |
| 3 | Motivate teachers by offering sufficient rewards for integrating technology into the classroom. | 91.7 | 41.5 | 25.6 | 5.3 | 1.2 | 0 | 4.51 | 0.66 |
| 4 | Occasionally offering technical support staff training. | 91.4 | 42.9 | 31.9 | 6.4 | 0 | 0 | 4.32 | 0.66 |
| 5 | Increasing the number and caliber of support employees. | 90.8 | 39.7 | 30.7 | 7.2 | 1.5 | 0 | 4.33 | 0.62 |
| 6 | Funding educational institutions to buy the necessary hardware and software. | 90.4 | 38.9 | 29.9 | 3.2 | 2.4 | 1.5 | 4.32 | 0.65 |
| 7 | Making curricular modifications to support ICT-based instruction. | 89.7 | 37.9 | 30.4 | 4.2 | 2.7 | 0 | 4.65 | 0.68 |
| 8 | Modifying the evaluation methodology to support ICT-based instruction. | 88.5 | 38.2 | 33.2 | 3.7 | 2.1 | 0 | 4.32 | 0.74 |
| 9 | Courses that focus on integrating technology into the classroom should be part of programs for teacher education and training. | 85.7 | 36.4 | 34.1 | 3.3 | 1.6 | 0 | 4.27 | 0.72 |
| 10 | Setting together seminars on the advantages of integration and current trends for both teachers and pupils. | 84.8 | 35.2 | 24.7 | 4.2 | 1.8 | 0 | 4.41 | 0.69 |
| 11 | Facilitate communication with parents to better convey the advantages of IT use in the classroom. | 84.4 | 34.9 | 40.1 | 5.2 | 1.5 | 0 | 4.34 | 0.69 |
| 12 | Periodically, once every six months, private companies have to be invited to the schools to come and engage with the staff and kids in order to inform them of their services. | 83.6 | 36.4 | 37.2 | 3.3 | 2.3 | 1.6 | 4.22 | 0.71 |
| 13 | Extend class hours to facilitate instructors' use of technology in English language instruction. | 82.8 | 34.1 | 32.3 | 2.1 | 1.4 | 0 | 4.33 | 0.65 |

6. Discussion

The fact that 80% of participants owned personal computers, laptops, or tablets in their homes for their own usage was an important answer. The majority of teachers were evidently conversant with the technology based on this high proportion. The study's findings also showed that English teachers' opinions on using technology into the classroom were generally favorable. This is a crucial component of technology utilization in the classroom (Dashtestani, 2012). Additionally, Oyaid (2009) pointed out that teachers who have a positive outlook find it easier to use ICT. According to Almaliki and Williams (2012), ICT has the power to alter the manner that we teach.

The study's participants were the teachers who were enthusiastic about integrating technology into the classroom because they believed it would enable them to carry out their jobs more successfully. This is in line with earlier research showing that teachers feel that technology use expands their options for instructional tactics and methodologies and facilitates easier access to additional resources.

The interest in training indicated how willing people were to use ICT in the classroom. Positive views on the integration were shown even by individuals over 30 (agreement percentage > 80%, with a mean score = 4.2). Furthermore, these results have been concurred with those studies (e.g. Aytakin, AbdulAziz, Barakat, & Abdelrahman, 2012; Dashtestani, 2012; Hamad & Devi, 2011; Ismail et al., 2010; Nor & Vasu, 2010) and of many other investigations. According to Oyaid (2009), it's critical to understand the factors influencing teachers' current ICT usage. This information aids in efforts to maximize or decrease the elements that facilitate or obstruct its utilization. The instructors in this study discussed a few obstacles that limited their usage of ICT in the classroom. The three primary causes were a lack of technological resources, infrastructural problems, and teacher training courses.

In contrast to inadequate training or lack of opportunities for training, a poor training program, a lack of training in the most recent technology, or a lack of pedagogical training, Almaliki and Williams (2012) stressed the significance of good training to help instructors to enhance teacher proficiency and ability in ICT. According to Alshumaimri (2008), instructors of today need to adopt a new epistemology in light of their greater reliance on technological instruments. Ongoing ICT training may help instructors stay motivated and equipped to handle any challenges they may face. It also helps them overcome various obstacles. Additionally, training sessions conducted in schools must to guarantee high instructor understanding and acceptance of ICT use, as well as strong attendance rates. The study's conclusions (e.g. Alshumaimri & Alhassan, 2010; Boulter, 2007; Oyaid, 2009) aligned with those of a number of earlier investigations.

Infrastructure deficiencies and budgetary constraints are further barriers to ICT adoption. Considering the quantity of pupils, most schools lack enough ICT resources and infrastructure (Hakami et al., 2013). Some schools lack even an English laboratory work, as well as the ones that do have antiquated technology. According to other educators in the current study, using ICT in small classes is hampered. According to the instructors in Akcaoğlu's (2008) study, one of the main things impeding ICT utilization is a lack of infrastructure. According to the teachers in the present research, ICT use in the classroom was hampered by the infrastructure and a lack of technological resources. Additionally, it was observed that inadequate funding may contribute to flaws in the hardware and software architecture of schools, and that financing for technological assets is a prerequisite for the efficient use of ICT tools including computers, projectors, CDs, DVDs, and laptops (Almaliki & Williams, 2012). ICT implementation is negatively impacted by shortages on this account. According to Akcaoğlu (2008), if instructors do not have access to technology, even when they possess fundamental computer skills and a good attitude, this may not translate into high instructional computer utilization. These results are consistent with those of earlier research by Lu (2006), Oyaid (2009), Dashtestani (2012), Boulter (2007), Egbert et al. (2002), and Alshumaim and Alhassan (2010).

Other significant obstacles that are clear from this study are the lack of upkeep and outdated software and hardware, administrators' lack of plan for integrating technology into education, and time constraints. It was also emphasized how crucial it is to give yourself enough time to get ready before implementing ICT (Almaliki & Williams, 2012). Other hurdles mentioned by instructors in this survey were large class sizes, tiny classrooms, a lack of ICT knowledge and abilities, poor accomplishment levels and opposition from students, a rigid curriculum, resistance from teachers, and management concerns.

The participants deem the tactics listed in the questionnaire to be of utmost importance when it comes to the recommendations made by Saudi English teachers in order to enhance the state of technological integration in the classroom. The fact that all of the items had agreement levels higher than 74% made this clear. The domains of administrators as well as stakeholders constituted the most consequential measures. They must be clearer about their overarching goals and plan for integrating technology into the classroom. This result supports the assertion made by

Careful planning is necessary for an effective ICT integration (Almaliki & Williams, 2012). According to Khan et al. (2012), careful planning, carrying out, and overseeing are essential for the successful integration of ICT in education. The teachers in this research concurred that one of the crucial elements to carrying out this integration successfully was building the physical infrastructure. According to Alshumaim and Alhassan (2010), strategies for ICT integration that aren't cohesive may unintentionally prevent schools from advancing the technology. Adequate educational incentives for using technology, according to the instructors in the current study, would improve adoption.

The discussion outlines various perspectives on the importance and challenges of integrating technology into education. Almaliki and Williams (2012) emphasize the necessity of comprehensive planning to address issues such as lack of budgetary support, cultural diversity, and inadequate training. They suggest that Saudi Arabia's struggles with ICT implementation may stem from its adoption of technologies originating from industrialized nations with different cultural contexts. Earle (2002) discusses the potential benefits of ICT integration, including swift accessibility, enhanced communication, and its impact on education. Muir-Herzig (2004) and Earle (2002) highlight the need for educators to receive training on incorporating technology effectively into lesson plans, rather than solely focusing on technical skills. Additionally, Yuzulia (2021) and Ying et al. (2021) stress the importance of technological integration in overcoming learning obstacles, such as language barriers during crises. Rintaningrum (2023) acknowledges the diverse challenges in technology integration, affecting individuals, schools, and regions across both developing and developed countries.

7. Conclusion

It's common knowledge that using ICT in educational institutions has several advantages. However, in accordance with the results of the research, the instructors have found it difficult to create a proper ICT environment. The results showed that instructors had a favorable perception of using ICT in the classroom. They also noted a number of obstacles to actual application. The study's primary obstacles were found to be external. The three biggest challenges were insufficient infrastructure, a dearth of technical resources, and a lack of teacher training. As a result, English language teachers recommended many changes, such as making clear the overall goal and plan for ICT use, expanding the access of physical facilities, and giving teachers sufficient incentives.

To sum up, in order to enhance the use of ICT in the classroom, educational authorities should work to remove the external impediments that have been found and consider the recommendations made by teachers. This will help the instructors' already favorable attitudes even more. In order for instructors to accomplish ICT integration, they need to have well-defined strategies and processes. Technology integration becomes easier when ICT training programs are available. Teachers will become more competent and confident as a result of the training, and they will also become more aware of the advantages of ICT as well as the abilities needed to integrate it. Future utilization of information and communication technologies in the classroom will be positively impacted by teachers becoming more technologically literate.

8. Future Research

In light of further possible study, the following recommendations are made for educational researchers to assist them in better understanding the problems associated with the use of ICT in the classroom:

1. Determining the best practices and approaches for using technology into instruction.
2. Using surveys in conjunction with other techniques like interviewing and observation. This might offer a deeper understanding of how educators view the things that help and impede the usage of ICT in the classroom.
3. An emphasis on the kinds of digital literacy abilities that are applicable to teaching English as a second language.
4. Evaluation of the impact of the student learning curve on teachers using cutting-edge technology.

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