THE PERCEPTIONS OF STUDENTS AND TEACHERS ABOUT THE BENEFITS OF AND BARRIERS TO TECHNOLOGY AIDED EFL

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Abstract

In this study the viewpoints and feelings of EFL students and EFL teachers on the benefits of and barriers to technology aided English as a foreign language (TAEFL) were examined. This study was conducted at Salahaddin University - College of Languages - Department of English Language in Erbil, in the North of Iraq. The purpose of the study was to understand the attitudes of EFL students and teachers who use technology for educational purposes towards the use of technology in the process of English language learning and teaching. In addition, the study aimed to find out the participants EFL students and teachers frequency of technology use. Finally, the study examined the barriers that the EFL students and teachers encounter while using technology.

The questionnaires and interviews were administered in order to collect the data. The first questionnaire was administered to 130 EFL students at Salahaddin University - College of Languages - Department of English Language whose educational grades were first, second, third and fourth year students. The second questionnaire was administered to 50 EFL teachers at Salahaddin University - College of Languages - Department of English Language whose educational degrees were PhD, MA and MA student. Furthermore, in order to get more information, ten EFL students and ten EFL teachers were interviewed in this study.

The findings of this study indicated that in spite of having positive attitudes towards integration of technology in EFL, the participants of EFL students and teachers did not use technology in their English language too much. In addition, the use of technology is not too much due to several barriers. Deficiencies and constraints of technological instruments, financial supports, lack of time, lack of information about how to use various types of technological equipment and programs, and lack of effective training courses are the challenges that discourage and prevent the participants EFL students and teachers from utilizing and integrating technology into their English language learning and teaching process.

Key words: *Technology Aided English As A Foreign Language (TAEFL). Attitudes towards TAEFL. Benefits of and Barriers to TAEFL. Frequency of Using Technology.*

1. Introduction

Technology integration in education is now prevalent and has become an important aspect of successful learning and teaching second or foreign language. In the 21st century, with the growing integration of educational technologies into education systems, educational technology is being increasingly used in language to develop and enhance second English language learning and teaching process. There are various types of using educational technology in the process of foreign language learning and teaching: Computer, Internet, TV, Computer and Mobile dictionaries, CD-Rom, DVD, E-mail, Power point, LCD Projector and Online journals. Using these effective technologies has become a trend in language learning and teaching especially in EFL.

In the last two decades, technology has highly developed and started to take its place in English language. Education is one of the fields that include technological advances. Due to its rapid growth, technology has come into use by foreign / second language teachers and students as a modern approach to enhance teachers' and students' competencies for teaching and learning foreign / second language. Nowadays, in most of the educational institutions in many developing countries over the world have evolved and changed their style of learning and teaching EFL throughout the use of various kinds of technology. Technology has become a major component of the educational curriculum. However, in some universities and schools in the developing countries, traditional approaches remain the focus of foreign language teaching (Farid & Motachareh, 2014; Hawkar, 2010, Martin, 2004, Sumaya, 2010, Tunçok, 2010).

Teachers have different attitudes towards integrating technology into their classrooms. Integration and utilizing technology in the classes has become a significant aspect of successful teaching and learning second / foreign language. Some of teachers see incorporating technology into their curricula as an important and successful method of learning and teaching foreign or second language while others rejected it. Almekhlafi and Almeqdadi (2010) state that some of EFL teachers prefer utilizing and integrating technology in their classes for EFL teaching because it accelerates their ability to teach a foreign or second language while others think that there is no need to incorporating technology into their teaching.

There are factors that seriously affect teachers' viewpoints on technology integration. Mohammadi and Samadi (2014) and Önsoy (2004) have argued that, nowadays, computer technology have started to take their places in

education. Although, adopting on educational technology is still a controversial issue in the field of teaching and learning language. Many of contemporary students and teachers believed that technology will improve their language learning and teaching. Lam (2000) argues that lack of understanding of the effectiveness of integration technology leads teachers to have negative attitudes towards the use of technology for teaching. Lam and Lawrence (2002) state that there are teachers who are afraid of losing their authority in the classrooms and so have ambivalent feelings about using technology in their lessons. At the same time newer teachers are more confident in using technology because they might have had experiences in utilizing computer technology when they were students (Önsoy, 2004; Ghulam, 2013).

Hawkar (2010) indicated that the variety of tools which technology supplies, artifacts and practices such as multimedia computers, internet, videotapes, online chat-rooms, web pages, e-mail, electronic journals, databases, audio and video can be used in learning and teaching EFL approaches. In addition of these technologies, recently innovated technologies have been incorporated into education such as mobile phone dictionaries, Moodle, Wiki, interactive whiteboard technology and educational computer games. Bani Hani (2014) found that teachers who are scared of losing authority in the classes and have ambivalent point of views about integrating technology in their classrooms. Recently, some studies show that most of EFL students and teachers have positive attitudes towards using and incorporation technology for foreign or second language learning and teaching. Mohammad et al (2012) stated that foreign language learners enjoying using computer lab and being in courses which technology are used. In addition, students think that computer technology provides them with necessary and useful information which is why they express their preference for technology use (Korkmaz, 2010; Tunçok, 2010).

Akalın (2002) concluded that the role of video technology, for teaching and learning language process is more effective in improving and increasing students' language skills and by using videotaping students can practice their pronunciation and presentation skills through active participation, and it helps teachers to improve their teaching style. Besides, the integration of this kind of technology increased students' motivation and provided them feedback on their language skills.

Technology helps teachers and learners to develop their teaching and learning process. Teachers can utilize technology to support their teaching. Students also can use technology to prepare themselves for lessons beforehand and review lectures wherever they want (Cheng-Chieh & Lai & William, 2006, Martin, 2004, Vi, 2005). Uzun (2009) concluded that using computer games, for teaching and learning vocabulary is more effective than other vocabulary games. Tanner and Landon (2009) show that computer-assisted technology affected ESL learners' use of pronunciation and overall comprehensibility. The use of computer technology in ESL lessons has also been shown to increase learners' confidence and self-esteem, such that students feel less pressure and enjoy their freedom of decision-making (Alev, Ugur & Eralp; 2006, Iacob, 2009, Ming-Mu; 2008). Nevertheless, problems such as financial barriers, which are the foremost difficulty that faces EFL teachers when they tend to use technology, cannot be ignored (Dashtestani, 2012; Hawkar, 2010 , Mohammad et al, 2012, Vi, 2005 Warschauer & Meskill, 2000). Another barrier is teachers' inadequate technical knowledge about technology; many teachers are not familiar enough with technology to use it effectively for their teaching (Hawkar, 2010; Iacob, 2009, Bani Hani, 2014, Sa'd, 2014).

1.2. Research Questions

The study aims to address and answer the following research questions:

1. To what frequency do the EFL students and teachers at Salahaddin University use technology?

2- What are EFL students and teachers attitudes towards using Technology Aided English as a Foreign Language (TAEFL) at Salahaddin University?

3- What barriers do EFL students and teachers encounter while using technology at Salahaddin University?

2. Methodology

2.1 Participants:

This study was conducted at Salahaddin University - College of Languages - Department of English Language. Salahaddin University is a state university located in Erbil, North of Iraq. The participants of the study were undergraduate EFL students in their first, second, third and fourth year classes. The number of students and teachers who participated in this study were 130 EFL students and 50 teachers in the Department of English Languages. 10 students and 10 teachers were interviewed.

2.1 Instruments:

In this study, two types of data collection instruments were used, the questionnaires and the interview. To explore the first research question, a questionnaire was prepared and designed to elicit information about the present frequency of using technology of EFL students in the Department of English language. The other questionnaire was prepared and designed to elicit information about the present levels of using technology of

EFL teachers in the Department of English language. The questionnaire and the interview were also prepared to use to get data from participants to address the second research questions of the study which is about EFL students' and teachers' attitudes towards the use of TAEFL. Moreover, the questionnaire and the interview were prepared and designed to explore and get information about the third research question which is about barriers of EFL students and teachers encounter when they using technology.

3.Results

This section of the study investigates the present frequency of technology use for personal and educational purpose by the EFL students and teachers at Salahaddin University - College of Languages - Department of English Language (First Research question).

Table 3.1: Students' frequency of using technology:

	SD	D	U	A	SA
Q1. I use computers for my English language learning.	3.8	7.7	11.5	54.6	22.3
Q2. I use internet for my English language learning.	2.3	3.8	10.8	53.1	30.0
Q3. I am proficient in using a broad variety of technology.	3.1	22.3	29.2	40.8	4.6
Q4. I have enough information on some basic computer programs.	6.2	9.2	12.3	52.3	20.0
Q5. I have access to technology at my university.	26.9	36.2	10.0	16.9	10.0
Q6. I use basic software applications such as word processing to do my homework.	10.0	19.2	26.2	35.4	9.2
Q7. My Instructors teach English language with the help of technology at my university.	8.5	23.8	15.4	39.2	13.1
Q8. I do not have enough experience with technology.	33.1	32.3	18.5	14.6	1.5
Q9. I need training courses in order to use computer technology for English language learning.	10.8	16.2	14.6	27.7	30.8

SD: Strongly Disagree;   D: Disagree;   U: Undecided;   A: Agree;   SA: Strongly Agree

The results in Table 3.1 show that majority of the student (76.9%) use computers and (83.1%) of them use internet for their English language learning; however, there are a small number of the students who replied that they do not use either computer or Internet for their English language learning. Almost, most of the students (45.4%) agreed to the statement that 'I am proficient in using a broad variety of technology' while, (25.4% D) of students disagreed with the statement (Q3). Furthermore, (72.3%) of the students who believed that they have enough information on some basic computer programs, whereas (15.4%) of them disagreed.

As Table 3.1 shows that most of the student (63.1%) reported that they have access to technology at their university, whereas (26.9%) of them disagreed. This reveals that the EFL students are not provided with enough access to technological facilities.

The results show that most of the students (44.6%) use software applications such as word processing to do their homework, but (29.2%) of them disagreed. This may be as a result of lack of information and technological instrument and it may be because their EFL teachers do not integrate and use technology in the classes. Although, almost most of the students (52.4%) agreed that their instructors teach English language with the help of technology at their university, but (32.3%) of them disagreed (Q7). Most of the students (33.1% SD and 32.3% D) disagreed that they do not have enough experience with technology, but there were a small group of students (14.6% A and 1.5% SA) agreed. Finally, most of the students (30.8% SA and 27.7% A) agreed that they need training course in order to use computer technology for English language learning.

Table 3.2: The purpose and percentage of using different types of technological tools / programs by the participant EFL students'**.**

Tools / Programs	Yes	No	PP	EP	Both
Computer	100	0.0	16.9	12.3	70.8
Internet	97.7	2.3	12.3	9.2	76.2
Computer dictionary	69.2	30.8	.8	48.5	20.0
Mobile dictionary	96.2	3.8	3.1	47.7	45.4
Tape recorder	53.1	46.9	9.2	26.9	16.9
DVD	54.6	45.4	17.7	13.8	23.1
CD-ROM	46.9	53.1	15.4	13.8	17.7
PowerPoint	85.4	14.6	4.6	71.5	9.2
Scanner	40.8	59.2	10.0	17.7	13.1
LCD projector	48.5	51.5	1.5	48.5	1.5
English channel / radio	62.3	37.7	17.7	21.5	23.1
Your / Class website	51.5	48.5	5.4	30.8	51.5
English online journals	34.6	65.4	8.5	15.4	10.8

Yes: students who use a tools / program of technology.

No: students who do not use a tools / programs of technology

PP: personal purpose.

EP: educational purpose.

Both: for both personal and educational purpose.

The results in Table 3.2 indicates that there is some tool and program that is used very much and has a lot higher frequencies used by the students for both personal and educational purposes. The results showed that all of the participants' use computers (100.0%) for personal and educational purposes. Also, the majority of the participants use Internet (97.7%), Mobile dictionary (96.2%) and PowerPoint (85.4%) for educational and personal purpose. Also, most of the students use Computer dictionary (69.2%), English channel or radio, DVD (54.6%), Tape recorder (53.1%) and Your or Class website (51.5%) for both personal and educational purposes.

On the other hand, there is other equipment and software which are not used very much by the participants and that is why they have less frequency. Such as; English online journals (34.6%), Scanner (40.8%), CD-ROM (46.9%).

Thus, we can conclude that the students have different opinions for different technological tools and programs.

Table 3.3: Teachers' frequency of using technology:

	SD	D	U	A	SA
Q1. I use computers for my English language teaching.	0.0	0.0	4.0	38.0	58.0
Q2. I use internet for my English language teaching.	0.0	4.0	6.0	46.0	44.0
Q3. I am proficient in using a broad variety of technology.	0.0	4.0	22.0	66.0	8.0
Q4. I have enough information on some basic computer programs.	0.0	8.0	6.0	56.0	30.0
Q5. I have access to technology at my university.	12.0	12.0	30.0	38.0	8.0
Q6. I can use basic software applications such as ward processing to give homework and task to my students.	4.0	20.0	20.0	42.0	14.0
Q7. My English language teaching often needs students to use computers to do their assignment.	4.0	22.0	24.0	36.0	14.0
Q8. I do not have enough experience with technology.	48.0	32.0	10.0	8.0	2.0
Q9. I need training courses in order to use computer technology for English language teaching.	30.0	32.0	16.0	20.0	2.0

SD: Strongly Disagree;   D: Disagree;   U: Undecided;   A: Agree;   SA; Strongly Agree

As can be seen in Table 3.3, almost all of the teachers agreed (38.0% A and 58.0% SA) that they use computers for their English language teaching (Q1) and majority of them agreed (46.0% A and 44.0% SA) that they use the Internet for their English language teaching as well (Q2). This meant that teachers had positive attitudes toward

integrating technology in the process of English language teaching.

The results of questions 3 and 4, which are about the participants' proficiency level and knowledge of technology, indicate that the majority of the participants agreed that they are proficient in using technological instruments and (22.0% U) of them could not decided whether they are proficient in using technological equipment or not. This may be because they have some basic information but they are not satisfied with it. Almost some of the teachers (38.0% A and 8.0% SA) agreed that they have access to technological equipment at their university, while (30.0% U) of them were undecided, although, (12.0% D and 12.0% SD) of the teachers felt that they did not have such access to technology at their university. We can conclude that some of the teachers believed that access to technology at their university is insufficient.

The majority of the teachers (42.0% A and 14.0% SA) agreed that their assignments require students to use technology or that they use any technological programs to give assignments, while (20.0% D and 4.0% SD) of them disagreed (Q6). Most of the teachers (36.0% A and 14.0% SA) agreed that for their English language assignments while (24.0% U) of them undecided, but (22.0% D and 4.0% SD) of them disagreed (Q7). However, the majority of teachers (48.0% SD and 32.0% D) disagreed that they did not have enough experience with the use of technology (Q8). Furthermore, most of the teachers (30.0% SD and 32.0% D) thought that they do not need any training courses in order to use computers technology for their English language teaching (Q9).

Table 3.4: The purpose and percentage of using different types of technological tools / programs by the participant EFL teachers'.

Tools / Programs	Yes	No	PP	EP	Both
Computer	100.0	0.0	2.0	16.0	82.0
Internet	98.0	2.0	8.0	14.0	76.0
Computer dictionary	98.0	2.0	16.0	28.0	54.0
Mobile dictionary	84.0	16.0	26.0	10.0	48.0
Tape recorder	40.0	60.0	6.0	22.0	12.0
DVD	68.0	32.0	16.0	24.0	28.0
CD-ROM	72.0	28.0	8.0	28.0	36.0
PowerPoint	96.0	4.0	0.0	60.0	36.0
Scanner	70.0	30.0	28.0	10.0	32.0
LCD projector	74.0	26.0	0.0	62.0	12.0
English channel / radio	62.0	38.0	16.0	14.0	32.0
Your / Class website	44.0	56.0	4.0	12.0	28.0
English online journals	84.0	16.0	10.0	32.0	42.0

Yes: teachers who use a tools **/** programs of technology.
No: teachers who do not use a tools **/** programs of technology.
PP: personal purpose.
EP: educational purpose.
Both: for both personal and educational purpose.

The results in Table 3.4 show that there are some tools and programs use much and have much high frequency. The results revealed that all of the participant teachers use Computers (100.0%) and the majority of the participant teachers use Internet (98.0%) for personal and educational purposes. In contrast, more than half of the teachers (56.0%) answered that they do not use Your or Class website for any purpose.

The findings also show that the use of both computer dictionaries (98.0%) and mobile dictionaries (84.0%) has a high frequency. Moreover, the majority of the teachers use PowerPoint (96.0%), English online journals, (84.0%) for both personal and educational purposes.

From Table 3.4, we can understand that scanners, LCD projector, CD-ROM , Scanner , DVD and English channel / radio are to some extent used by the teachers while the percentages of teachers using Tape recorder, Your / class website are less than the half. We can conclude that some technological instruments and software like computers, the Internet, computer dictionaries and mobile dictionaries are frequently used by the teachers while other tools and programs such as, tape-recorders and Your or Class website are not used very much. In contrast, there are some teachers who did not use few technological tools and programs very much such as; Tape recorder (60.0%) and Your or Class website (56.0%).

In the second section, in order to get more information about the students' and teachers' attitudes towards TAEFL and address the questions of what are EFL students' and teachers' viewpoints and feelings about using and

integrating technology into education in the Department of English Language, Salahaddin University (Second research question). The data was gathered and analyzed from the questionnaires and interviews.

Table 3.5: Students' attitudes towards the use of TAEFL:

	SD	D	U	A	SA
Q1. I like using computers.	2.3	5.4	2.3	40.8	49.2
Q2. Using technology helps me to be prepared well before my classes.	3.1	8.5	13.8	40.8	33.8
Q3. Using technology generally makes completing my task easier.	3.8	4.6	12.3	48.5	30.8
Q4. I generally have positive attitudes towards using technology in English language learning.	2.3	6.9	13.1	47.7	30.0
Q5. I think technology integration in English language learning is more effective than the traditional approach.	5.4	12.3	21.5	30.0	30.8
Q6. Technology can be a good supplement to support my English language learning.	2.3	8.5	9.2	49.2	30.8
Q7. I like searching the Internet for English language learning sources.	1.5	8.5	6.9	36.2	46.9
Q8. Using technology gives me more control over my English language learning.	2.3	5.4	12.3	53.1	26.9
Q9. I feel nervous when I know I am going to study lessons in English language with technology.	21.5	34.6	17.7	15.4	10.8

SD: Strongly Disagree;   D: Disagree;   U: Undecided;   A: Agree;   SA: Strongly Agree

Table 3.5 shows that although the majority of the students (40.8% A and 49.2% SA) reported that they like using computers, there are students (2.3% SD and 4.5% D) who do not like using computers.

The majority of the students (53.1% A and 26.9% SA) revealed that they have positive attitudes towards the use of technology for language learning. The reason for their positive attitudes towards technology integration can be understood when the results of questions 2, 3, 6, 7 and 8 are seen. Most of the students seem to have positive views about technology because they think it can help them get prepared beforehand, ease the difficulties of their duties and tasks, and support their English language acquisition process. In addition, they believed that technology provides them with essential English language learning resources, and gives them the opportunity to control their English language learning process.

Table 3.5 also reveals that the majority of the students (30.8% A and 30.8% SA) believed that technology integration is a better approach than the traditional one. It seems that the students see those lectures in which technology is integrated as effectively and this is better than those lectures that are taught without the use of technology. Moreover, the percentages of the last question show that most of the students (21.5% SD and 34.6% D) disagreed that they get nervous when they know they are going to study lessons with technology (Q9). Despite the fact that the majority of the students feel satisfied with technology, there are students who get nervous when they attend technology-based lectures.

Table 3.6: Teachers' attitude towards the use of TAEFL

	SD	D	U	A	SA
Q1. I like using computers.	2.0	4.0	.00	32.0	62.0
Q2. Using technology helps me to be prepared well before my classes.	0.0	4.0	0.0	34.0	62.0
Q3. Using technology generally makes completing my task easier.	0.0	4.0	4.0	48.0	44.0
Q4. I generally have positive attitudes towards using technology in English language teaching.	2.0	4.0	2.0	40.0	52.0
Q5. I think technology integration in English language teaching is more effective than the traditional approach.	0.0	4.0	10.0	40.0	46.0
Q6. Technology can be a good supplement to support my English language teaching.	0.0	2.0	4.0	56.0	38.0
Q7. I like searching the Internet for English language teaching sources.	0.0	4.0	2.0	40.0	54.0
Q8. Using technology gives me more control over my English language teaching.	0.0	8.0	10.0	38.0	44.0
Q9. I feel nervous when I know I am going to give lessons with technology.	38.0	34.0	10.0	12.0	6.0

SD: Strongly Disagree; D: Disagree; U: Undecided;   A: Agree; SA: Strongly Agree

The majority of the teachers reported that they like using computers. Likewise, most of the teachers (40.0% A and 52.0% SA) agreed that they had a positive attitude towards the use of technology for English language teaching (Q4). Moreover, most of the teachers (38.0% A and 44.0% SA) indicated they have positive attitudes towards the use of technology because they believe technology helps them to be prepared before class, makes their job easier, and gives them more control over their English language teaching. This was supported by the distribution of responses to questions 2, 3 and 8.

As can be seen in Table 3.6, for questions 5 and 6, most of the teachers (86.0%) believed that the integration of technology into English language teaching is more effective than the traditional approaches; it can provide a good support for English language teaching process. Furthermore, all of the teachers (40.0% A and 54.0% SA) agreed that they like searching the Internet for English language teaching resources (Q7). The last question in the teachers' questionnaire aimed to find out whether the teachers get nervous when they are teaching with the aid of technology. More than half of the teachers replied that they do not get nervous with technology.

In the last section, in order to understand and get more information about the perception of the students' and teachers' opinions about barriers to TAEFL and address the question of what kind of barriers do EFL students and teachers encounter while using technology at Salahaddin University. (Third research question).

Table 3.7: Barriers the students' encounter while using technology:

	SD	D	U	A	SA
Q1. I do not have enough information about how to use technological instruments.	23.8	35.4	16.9	17.7	6.2
Q2. I do not have access to technology at home or dormitory.	28.5	32.3	10.8	16.2	12.3
Q3. Technological equipment is expensive.	8.5	13.8	18.5	40.0	19.2
Q4. My university has not provided any necessary instrument.	10.0	10.0	9.2	29.2	41.5
Q5. Neither my university nor any other institution and organization have technology training courses.	9.2	15.4	20.8	30.8	23.8
Q6. I have an anxiety for the use of technology.	16.9	33.8	22.3	21.5	5.4
Q7. Technology integration courses have more technical difficulties.	6.2	29.2	24.6	30.0	10.0
Q8. I have not a positive attitude towards integration technology in English language classrooms.	13.8	37.7	22.3	16.9	9.2
Q9. I follow a restricted curriculum that does not allow me to use technology in the classroom.	14.6	31.5	20.8	27.7	5.4

SD: Strongly Disagree;   D: Disagree;   U: Undecided;   A: Agree;   SA: Strongly Agree

As can be seen in Table 3.7, most of the students (59.2%) believed that lack of information about how to use technological instruments is not a factor that discourages them from using technology for English language learning whereas (23.9%) of them agreed. Moreover, most of the students (60.8%) thought that lack of access to technology at home or dormitory not stops them from using technology for English language learning while (28.5%) of them agreed.

The majority of the students (40.0% A and 19.2% SA) agreed that technological equipment is expensive (Q3). This suggests that students cannot buy technological tools due to their high costs. Thus, financial problems can be one of the major barriers that stop the students from integrating technology into their education. Similarly, most of the students (29.2% A and 41.5% SA) believed that their university has not provided necessary equipment. This is another deficiency of technology that affects the process of technology integration in education. Another reason behind the infrequent use of technology by students may be a lack of technology training courses as reported by the majority of the students.

The majority of the students (16.9% SD and 33.8% D) disagreed that they were anxious about using technology. Moreover, (40.0%) of them disagreed that technical difficulties of technology integrated courses discourages them from integrating technology (Q7). And (51.5%) of them disagreed with the statement that they do not use technology because they do not have positive attitude (Q8). We can understand that the majority of the students did not believe that having anxiety, technical difficulties, and not having positive attitudes towards TAEFL are the factors that prevent them from using technology for their language learning. Finally, the majority of the students thought the curriculum restricts their freedom of technology use. This may imply that the students cannot use their own technological instruments in the classrooms

Table 3.8: Barriers the teachers' encounter while using technology:

	SD	D	U	A	SA
Q1. I do not have enough information about how to use technological instruments.	44.0	42.0	4.0	6.0	4.0
Q2. I do not have access to technology at home or in my office.	44.0	50.0	2.0	2.0	2.0
Q3. Technological equipment is expensive.	8.0	28.0	24.0	30.0	10.0
Q4. My university has not provided any necessary instrument.	8.0	20.0	32.0	28.0	12.0
Q5. Neither my university nor any other institution and organization have technology training courses.	18.0	40.0	20.0	20.0	2.0
Q6. I have an anxiety for the use of technology.	28.0	40.0	8.0	16.0	8.0
Q7. Technology integration courses have more technical difficulties.	18.0	42.0	26.0	12.0	2.0
Q8. I have not a positive attitude towards integration technology in English language classrooms.	36.0	40.0	12.0	4.0	8.0
Q9. I follow a restricted curriculum that does not allow me to use technology in the classroom.	24.0	50.0	14.0	10.0	2.0

SD: Strongly Disagree;   D: Disagree;   U: Undecided;   A: Agree;   SA: Strongly Agree

Most of the teachers (28.0% A and 12.0% SA) disagreed that their university has not provided necessary equipment (Q4). In contrast, most of the teachers (36.0% SD and 40.0% D) disagree with the idea that they cannot use technology for their English language teaching because they do not have a positive attitude towards the technology integration (Q8). This means lack of necessary equipment provided by the university is one of the most common barriers that may prevent the teachers from using technology in their English classroom. We can also understand that if the teachers do not use technology for their language teaching, it is not because of their attitudes towards technology use. Additionally, the responses to the first two questions revealed that the majority of the teachers believed that lack of adequate knowledge about how to use technological tools and lack of access to technology at home do not significantly discourage them from incorporating technology into their lectures.

Moreover, almost half of the teachers (58.0%) disagreed with the questions about whether lack of technological-training courses, having anxiety with technology or restrictions on the curriculum prevent them from using technology for their English language teaching (Qs 5, 6 and 9).This may be because they, to some degree, agreed that these factors prevent them from using technology for teaching but these factor are not the most discouraging reasons. And more than half of the teachers (40.0%) were disagreed to the question that asked whether costs of instruments cause non-use of technology for their English language teaching. We can understand that those teachers who were undecided believed that those factors that mentioned above may discourage them from integrating technology into their English classes but they are not the serious problems that may definitely prevent them.

Furthermore, teachers had different responses to question about whether technology integrated courses have more technical difficulties (Q7). The results were (52.0% D, 26.0% U and 14.0% A).We can conclude that some of the teachers thought technical difficulties of technology-based courses are a factor that prevented them from using technology in the classroom. In the last section, in order to better understand, get supplementary and complementary information about the barriers that the participant of EFL students' and teachers at Salahaddin University – College of Languages – Department of English Language encounter during the use of technology in education. Interviews were conducted with the students' and teachers. The students and teachers mentioned various types of barriers about using technology in their English language learning and teaching, and technology integration in education.

4. Discussion of the Findings

The findings collected from the data analysis were reviewed and presented in three sections: in the first section, findings about students' and teachers' frequency of using technology were discussed. The second section presents findings about the participants' EFL students and teachers attitudes towards the use of TAEFL. The last section presents the finding about the barriers of TAEFL.

The Students' and Teachers' Frequency of Using Technology

In order to find out the EFL students' and teachers' present frequency of using technology at Salahaddin University in the College of English Language Department, the questionnaires and interviews were used. In the first part of section two questionnaires were prepared for this purpose, and the participants were interviewed in order to get more information and further details on the participants' frequency of using technology. The participants shed light on the significance of a wide variety of technological tools and programs. The EFL

students and teachers indicated that they were sometimes utilizing some kinds of technological instruments and software in their English language learning and teaching process such as; Computers, the Internet, Computer dictionary, Mobile dictionary, LCD projector, PowerPoint, DVD and CD-ROM.

They also reported that they infrequently use English online journals, the tape recorder and the website. In spite of the importance and essential role of some of these technological tools and programs have in the field of education especially in English language learning and teaching process. There are many deficiencies of technology integration at Salahaddin University and the EFL students and teachers unfortunately still not provided with adequate and necessity equipments in order to benefit from.

In this study, the results demonstrated that the majority of the participant EFL students and teachers reported that there are many things have to be done in order to meet their needs such as lack of access to the Internet, lack of technological equipments, and lack of effective training courses and experience with these programs and tools that limited to the EFL students' of using technology. Also, students and teachers who want to utilize and incorporate technology into their classrooms should have adequate information about the tools and programs that they are going to utilize because if they have not enough knowledge and are not familiar with the instruments they cannot benefit from them.   In addition, the ability to utilize a variety of technological equipment is important and necessary especially for those teachers who intend to integrate it into their classroom use (Hawkar, 2010; Ismail, Almekhlafi & Al-Mekhlafy, 2010, Lee, 2001, Önsoy 2004).

The students reported that using technology in English language classrooms assisted them to show their performance , made them search for more details of given assignments. They indicated the importance of using and integrating educational technologies such as Computers, LCD projectors and Power point so as to attract students' attention to make them focus more on the discussed topics in the classrooms.

This idea was also confirmed by Ahmad (2012) and Muhammad (2011) who stated that in educational computer applications there are two "Cognition enhance". They are firstly computer tool which facilitates task for students to focus on constructing thinking skills as named Empowering environment; Secondly, interactive media technology which is about combining media of communications such as pictures, video, CDs and DVDs, animation and interactive games to present information about the subjects in classrooms. Both of the cognitions helping students' learning and developing their experience and knowledge.

Being able to utilize technological instruments effectively has a great effect on the frequency of using and incorporating technology in EFL process because it increases the motivation and encouragement of the teachers toward technology integration in their language teaching classrooms (Almekhlafi & Almeqdadi, 2010; Han, 2008, Kumar, Rose & D'Silva, 2008, Ismail, Almekhlafi & Al-Mekhlafy, 2010). Also, we can infer that those teachers who have further knowledge of various kinds of technological equipment will integrate and make use of technology more in their foreign language teaching classrooms than those who has less information about the use of technology.

The results indicated that the EFL students do not have enough information about the use of various types of technological equipment. The findings also showed that the capacity of the participant students toward the use of technological instruments is limited for educational purposes in EFL. Also, most of the students who took part in this study confirmed that they do not have adequate proficiency to take advantage from the various types of technological instruments because they are not trained to use technology efficiently. Moreover, their teachers do not encourage them to make use of technology and make it as dependable resource. Klofer et al (2009) confirmed that for some teacher educators, changing teaching approaches by incorporating technology is not an easy task.

In short we can say that they need training courses in order to exploit the benefits of integrating and utilizing technology for their English language learning more effectively.

The results showed that the EFL teachers showed that they have enough information about the use of different kind of technological tools and programs. Consequently, they indicated that they do not need to have effective training courses so as to integrate and utilize various types of technological equipments in their English language teaching classrooms. In spite of having adequate knowledge about how to utilize and incorporate technology, but unfortunately the EFL teachers do not utilize and integrate technology in their English language classes so much.

In addition, the EFL students indicated that their EFL teachers sometimes integrate and use technology in their English language classes, although this idea was accepted by the participant teachers in this study, and they confirmed that due to lack of various kinds of technological instruments and programs that they sometimes integrate and utilize technology in their English language teaching classrooms.

The EFL students and teachers suggested that in order to use and integrate technology for their studies in English learning and teaching, more money should be allocated and spend in education process especially EFL. For both students and teachers should be provided with more computer centers, sound laboratory, technology courses, access to the Internet, LCD projectors and PowerPoint programs as a teaching method and Class website.

The Attitudes of the Students and Teachers towards the Use of TAEFL

This section sheds light on the findings of the research question that examined the EFL students' and teachers' attitudes towards technology integration in English language at Salahaddin University. In this respect, questionnaires in the study were administrated to the EFL students and teachers, and the interviews were conducted at the same university.

The majority of the participants have positive attitudes towards the use of technology aided English as a foreign language in English language studies. This result also is parallel to what exists in the literature review of the study. Also, there are many studies that have been conducted with students and teachers relating to using and integrating technology into education (Akbulut, 2008; Albirini, 2006, Awad & Alkaraki, 2013, Bordbar, 2010, Bulut, 2007, Emhamed & Krishnan, 2011, Eren, 2010, Hawkar, 2010, Karakaya, 2011, Kasapoğlu, 2010, Önsoy, 2004, Samira, 2011). Their results showed that most of the EFL students and teachers have positive attitudes towards the use of technology in English language learning and teaching. The present study investigated the students and teachers who use technology into EFL process. This study reports the same positive attitudes towards the use of TAEFL. In short, we can say that the students' and teachers' frequency of using technology do not have an effect on the positive attitudes of the students and teachers about using and integrating technology into EFL.

The positive attitudes of the participants of this study may be due to some advantages of using TAEFL. At first, the students believed that using and integrating technology effectively helps them in the process of English language learning, and it is beneficial for them. The students can improve their various skills and cognitive abilities to learn a foreign or second language throughout various communicative and interactive activities with native speakers such as exchange e-mails or chatting with native speakers and watching films in the target language. This idea was also supported by researchers in the literature review (see Chapelle, 2003; Hawkar, 2010, Kasapoğlu, 2010, Manar, 2009, Vi, 2005, Wang, 2005).

Secondly, there is an agreement among EFL students and teachers in the use of technology which helps them to carry out and complete their tasks and duties better and faster. The use of various types of technology helps the students and teacher to be prepared well before their classrooms. Besides, the majority of the participants who took part of this study have positive attitudes towards the use of technology in EFL process because they believed that technology integration is necessary and crucial because it provides them with a wide variety of English language resources and enables them to reach and obtain these authentic materials quickly and easily through the help of technology. Additionally, the EFL students and teachers accepted that due to lack of various types of printed English language books and sources, utilizing and incorporating educational technology for English language learning and teaching is difficult so various types of printed English language materials and resources should be provided.

Thirdly, the EFL teachers who took part in this study have positive attitudes towards the use of technology into EFL because they believed that it is easy to use and it saves time in language teaching process. The use of technology can help teachers to develop their English subjects and teaching style. The students also can improve and foster their English language learning. The teachers also can make use of technology integration in the process of their language teaching because it helps them to involve and motivate their students in the classroom more actively. Furthermore, teachers focused on technology as a teaching approach as they believed it can foster language learning by providing students with a wide range of authentic English language materials. This idea also was supported by the researcher in the literature review (Almekhlafi & Almeqdadi, 2010; Bolandifar, 2013, Hawkar, 2010, Koçak, 2010, Önsoy, 2004).

The perceptions of the Students and Teachers about barriers to TAEFL

The last section of the questionnaires sheds light on the research question that investigated the problems about integrating technology into English language that discourages the EFL students and teachers from the use of technology in English language learning and teaching at Salahaddin University. The positive attitudes of the participant EFL students and teachers who took a part in this study about utilizing and incorporating technology into EFL is not enough for those who are able to use technology in the process of English language learning and teaching, when there are many kinds of barriers that discourage and prevent from the use of technology in English language learning and teaching.

The overall results in this study showed that there are various types of problems about utilizing and integrating technology into English language process that discourage the EFL students and teachers from the use of technological tools and programs in their English language learning and teaching classroom.

Having lack of access to various types of technological equipment are the most common barriers that the participant EFL students and teachers encounter in EFL process for English language learning and teaching. The majority of the students stated that they do not have any opportunity for utilizing technology at their university whenever they want because there is a shortage of technological equipment. They indicated that there are only two computer laps at their university but they cannot connect to the Internet connection. Therefore, since these

computer and language laboratories usually used for computer classes at the university, and the students are only allowed to use then in limited times.

Also, most of the teachers confirmed that their university has not provided with any needed equipment necessary for the process of English language learning and teaching. Moreover, the EFL students and teachers cannot have access to the internet. The main factor behind the lack of variety types of technological tools and programs is due to lack of adequate financial supports for the university because the participants who took a part in this study indicated that the government does not provided and allocated sufficient financial supports to spend for the university. Lack of knowledge and experience in utilizing and integrating various types of technological equipments in the process of English language learning and teaching is another common barrier for the participant EFL students and teachers. However, many of the participants who took a part in this study acknowledged that in order to use technology effectively in EFL process, they need training courses.

In addition, the finding of this study indicated that the participant EFL students have difficulties in using technology for English language learning due to lack of information in utilizing a wide variety of technological instruments. Therefore, the majority of the participant students reported that they need effective training courses in order to be able to use all of the technological instruments in language learning process. Moreover, the participant teachers stated that in spite of having information and experience with the use of technology, although they need sufficient training courses in order to be able to use various types of technological tools and programs more effectively for educational purpose in the process of English language teaching classrooms.

Moreover, another problem is lack of time and technical support toward the use of technology in EFL process. The results of this study also revealed that the interviewees who took part in this study indicated that technology integration wastes time because they believed that when someone uses technology and searches the Internet for resources they might encounter some constraints, deficiencies and it takes time for the search. Furthermore, integration of educational technology into the process of English language learning and teaching needs much more time in order to be used in the classes effectively.

5. Conclusion

The study provided information on the benefits of and barriers to technology integration into EFL from the perception of the EFL students and EFL teachers in Department of English Language – College of Languages – at Salahaddin University. The majority of the students and teachers have positive attitudes towards the use of technology in the process of English language learning and teaching.

The findings of the study indicated that even though the participant EFL students and EFL teachers have a great tendency to integrate technology into English language classrooms, the use of a wide variety of technological tools and programs in English Language Department – College of Languages – at Salahaddin University was not enough. However, the findings showed the main reason behind not using technology too much at Salahaddin University were various types of technological deficiencies.

There were many main factors that discouraged and stopped the participant students and teachers from utilizing and integrating technological instruments and programs in English language learning and teaching process. In addition, they included technological constraints, financial support, limited access to technological equipments, lack of information about how to use various types of technological tools and programs, and lack of effective training courses for both the students and teachers. Allocating and providing adequate financial support for educational technology instruments, effective training courses for students and teachers, access to the Internet and technical support were several suggestions in order to make use of technology integration effectively in the process of English language learning and teaching.

The finding of this study showed that the use of technology for English language learning and teaching in Department of English Language – College of Languages at Salahaddin University was not too much despite of the participant EFL students and teachers positive attitudes towards technology integration into EFL. Nevertheless, their positive perceptions concerning the use of technology for developing various skills are not sufficient to incorporate educational technology in English language instruction. The use of technology ought to be increased and developed in the process of English language learning and teaching in order to the students and teachers can make us from technology integration in EFL.

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