

YABANCI DİL ÖĞRETMENLERİNİN BİLGİ VE İLETİŞİM TEKNOLOJİLERİNE İLİŞKİN ALGILARI *

Zeynep Nur AYGÜN**

Öz

Eğitimde Bilgi ve İletişim Teknolojilerinin (BİT) kullanımı birçok ülkenin temel odak noktası haline gelmiştir. Son zamanlarda, Millî Eğitim Bakanlığı da BİT'i öğretme ve öğrenme ortamlarına uygulamak için önemli çabalar ve büyük mali yatırımlar yapmıştır. Ancak, birçok gelişmekte olan ülkede olduğu gibi, BİT araçları, öğretmenlerin BİT'e yönelik algıları dikkate alınmadan sağlanmaktadır. Bu çalışmanın amacı, Yabancı dil olarak İngilizce (English as a foreign language- EFL) öğretmenlerinin eğitimde BİT algısını ortaya çıkarmak ve ardından öğretmenlerin algısı ile öğretmenlerin mesleki deneyimiyle ilgili faktörler arasındaki ilişkiyi keşfetmektir. Bulgular, EFL öğretmenlerinin BİT algısının olumlu olduğunu göstermektedir. Öğretmenlerin algıları, bilgisayar özellikleri, kültürel algılar ve bilgisayar yeterliliği göz önüne alınarak elde edilmiştir. Sonuçlar, öğretmenlerin teknoloji vizyonuna, teknoloji ile ilgili deneyimlerine ve okulu çevreleyen kültürel koşulların önemine işaret etmektedir. Öğretmenlerin BİT'e yönelik tutumları cinsiyete göre farklılık göstermese de yaşa, bilgisayar sahipliğine ve ağırlıklı olarak da mesleki deneyimlerine göre farklılık göstermektedir.

Anahtar Kelimeler: Bilgi ve İletişim Teknolojileri, Yabancı Dil, Öğretmen, Mesleki Deneyim

Perceptions of Foreign Language Teachers Regarding Information and Communication Technologies

Abstract

The Turkish Ministry of Education has made significant efforts and investments to incorporate Information and Communication Technologies (ICT) into education. However, it is common for ICT tools to be provided to teachers without taking into account their perceptions of ICT. This study aimed to understand the perceptions of ICT in education among English as a Foreign Language (EFL) teachers and to explore the relationship between these perceptions and factors related to their professional experience. The results showed that EFL teachers generally have a positive perception of ICT. Factors such as the teacher's attitudes towards technology, their experiences with it, and cultural conditions all influence their perception. The results also showed that while there is no significant difference in ICT perceptions based on gender, there are differences based on age, computer ownership at home, computer experience, and professional experience.

Keywords: Information and Communication Technologies, Foreign Language, Teacher, Professional Experience.

INTRODUCTION

Information and communications technology (ICT) refers to the various devices, networking equipment, systems, and applications that enable modern computing. While there is no one, definitive definition of ICT, it is generally understood to encompass all the tools that allow people and organizations (such as businesses, governments, non-profits, and even criminal groups) to communicate and interact in the digital world.

Some studies have found that teachers generally hold positive attitudes towards ICT and see it as having potential benefits for language learning (Park & Cho, 2016; Tang, 2018). However, other research has found that teachers may also have concerns and reservations about ICT in the classroom, such as lack of technical skills or difficulties integrating technology into their lesson plans (Al-Hoorie, 2018; Jafari & Tabatabaei, 2017).

* Bu çalışma yüksek lisans projesinden üretilmiştir.

** MEB. Kayseri Merkez Mesleki ve Teknik Anadolu Lisesi İngilizce Öğretmeni,

e-posta: zeynepaygun1308@hotmail.com

Teacher perceptions, or the ideas and menta

Images that teachers hold about their students, are influenced by their background knowledge and personal experiences. These can include things like family history, education, work history, culture, and community, among others. All of these factors contribute to an individual's personal perspective and how they view others. Perception plays a role in acquiring information that is relevant to current goals, but it can also lead to learning that is unrelated to these goals. As with most skills, perception improves with practice and experience, and perceptual learning can be seen as a form of education in attention. Cultural and social factors are also often cited as reasons for a lack of interest in foreign languages.

Professional experience refers to an individual's competence and effectiveness in their chosen field over a specified period of time. It may not be necessary to have academic experience in order to be considered for a certain rank upon initial appointment. An individual's professional experience is evaluated based on the specific duties and responsibilities associated with their current rank. There is a positive correlation between student achievement and a teacher's level of experience. Research has shown that the greatest gains in teacher effectiveness occur during the first few years of teaching, but that these gains continue to be significant throughout the second and even third decades of a teacher's career.

In addition to attitudes towards ICT, professional experience may also play a role in shaping teachers' perceptions. Research has shown that teachers who have more experience may be more likely to have more positive attitudes towards technology, as they may have had more opportunities to learn about and use different forms of technology in their classrooms (Kim & Lee, 2014). However, it is also possible that teachers who have been teaching for longer time may to change and less willing to adopt new technologies (Hadfield, 2017).

There is an increasing demand for educational institutions to use ICTs (Information and Communication Technologies) to teach students the skills and knowledge they will need in the twenty-first century. It is clear that the field of foreign language education has consistently embraced the use of technology to enhance language learning (Lafford & Lafford, 1997). According to Huang and Liaw's research, teachers' perceptions of ICT influence their acceptance of technology's utility and integration into instruction and education (Huang & Liaw, 2005). Most ICT implementation cases have not sufficiently investigated "teachers' perception of ICT" and its relationship to their professional experience.

Based on the research literature on the importance of teachers' perceptions of information and communication technologies used in education, the primary goal of this study was to determine the perception of EFL teachers of ICT usage and investigate the connection between professional experience. There are numerous advantages to use educational ICT. ICTs assist students in visualizing theoretical ideas and make it simple to locate trustworthy data (Qing, 2007). If technology is included in a school, students' motivation, and confidence increase (Torff & Tirota, 2010). Academic achievement is also improved when students use computers (Mercier, 2013; House, 2012). According to Beal and Holcomb, teachers of any grade can easily design collective virtual actions for their students. According to Beal and Holcomb (2010), teachers at any grade level can easily design collaborative online activities for their students. (Beal & Holcomb, 2010).

While still in the early stages of adoption in education, devices like iPads and tablets show great potential. Studies have found that iPads can help special needs students improve reading and writing skills, as well as boost their attention and engagement in learning (Fernandez-Lopez & Martnez-Segura, 2013). It is evident that ICTs are vital to the education process, and as such, teachers

should be at the forefront of adopting and integrating these technologies into their teaching. There are many factors that impact this process, including organizational factors, attitudes towards technology, and more. These factors have been evolving for some time, and continue to do so today. It is important to consider these influences on teachers' use of ICTs in the instruction and education process.

The focus is to explore the relationship between insights of EFL teachers for ICT and their professional experience. Specifically, we aim to investigate whether there is a relationship between the length of time an EFL teacher has been teaching and their perceptions towards ICT.

The study investigated the subsequent questions:

1- How does EFL teachers' recognition of technology and use of it in instruction and education influence them in the classroom?

2- What is the relation between EFL teachers' perception of ICT and their professional experience?

METHODOLOGY

In this section, the study design, data collection tools, population and sampling, data collection procedures, and study analysis were presented.

Research Design

This study employed quantitative survey data This allowed to gain a deeper understanding of the teachers' perceptions on the topic at hand.

Although researchers generalize the topic to a larger group or population in quantitative research, the small group participating in the research is considered characteristic of total population.

Population and Sample

Based on the literature review, a survey was prepared. The survey for this study was distributed to participants using the Google Form platform. After a two-week period, participants were notified to stop collecting responses.

The population of interest for this study was EFL teachers in Turkey. The sample was chosen using of purposive sampling, with the aim of including a diverse group of EFL teachers with a range of professional experience. The sample included 45 teachers, with a roughly equal number of male and female teachers. Most of the them had 9-15 years of teaching experience.

Data collection tool

In order to address the research questions, an online survey was administered to gather information on the current perception of ICT. The survey, which was administered in English and contained 25 questions, was used as the primary tool to collect quantitative data. This study utilized a Likert scale in the survey. Likert items are statements that the respondent is asked to evaluate by assigning a numerical value to reflect their level of agreement or disagreement. This scale is commonly used to measure subjective or objective dimensions. The five-level Likert items are: Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree.

Table 1
Five-level Likert items.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Answers are presented on a Likert scale and students are supposed to pick the most representative number for each question. It's a five-point scale.

Data Collection Procedures

An online form is prepared with Google Forms. The survey with participants was conducted online. The survey on teachers lasted almost two weeks. Also, the survey took nearly 22 minutes to be submitted. After the submission of the survey, the result was collected by Google forms platform. To avoid non-responses or unintentional skips, the questions were designed as mandatory. Finally, each survey result was evaluated in MS Excel.

Analyzing the Data

There are many distinct forms of analysis. In this study descriptive analysis is used, which tries to define or review initial and current data, aiding to generate available information. The tools used for this purpose are Microsoft Excel as basic statistical software and Google Charts as data visualization tools.

FINDINGS

In this part of the study, the result of the research and the analyses are presented. There were 25 questions in the survey and 45 participants answered all the questions.

The overall response rate for the survey was 60%, with a total of 45 surveys completed. The majority of respondents reported having used ICT. There was a great degree of variability in the reported use of ICT, with some teachers using a wide range of technologies on a regular basis and others using fewer. EFL teachers in the sample reported generally positive perceptions towards ICT, with high scores on measures of confidence, efficacy, and willingness to use ICT in teaching. A major positive connection was discovered between professional experience and insights towards ICT. Specifically, teachers with more years of experience had higher scores on measures of confidence, efficacy, and willingness to use ICT in teaching.

Findings about the first Research Question

According to Table 2, most of the contributors thought that the usage of ICT in instruction and education processes is important and valuable. Only one teacher couldn't decide about the significance of the ICT in the instruction and education. But some teachers think that ICTs are not interesting enough to increase the motivation of the students.

Table 2
Total Number of Answers and The Mean Average of The Answers.

Nu	Questions	1	2	3	4	5	Mean
1	The integration of ICT in education is important.	0	0	1	23	21	4,44
2	Using ICT makes the instruction and education process more engaging.	0	0	6	15	24	4,4
3	The incorporation of ICT in instruction and education is valuable.	0	0	1	23	21	4,44
4	ICT can increase student motivation in the instruction and education process.	0	0	6	21	18	4,27
5	ICT can improve communication in the instruction and education process.	1	4	7	18	15	3,93
6	ICT can enhance the functionality of the curriculum in the instruction and education process.	0	0	5	18	22	4,38

7	Incorporating ICT in instruction and education can make the process more enjoyable.	0	0	2	20	23	4,47
8	I encourage my colleagues to use ICT in their instruction and education.	0	1	4	18	22	4,36
9	We believe that ICT is a useful tool in the instruction and education process.	0	0	3	18	24	4,47
10	I am interested in participating in an in-house training session on the utilization of ICT.	1	4	8	17	15	3,91
11	Using ICT in instruction and education can save energy.	1	4	5	17	18	4,04
12	Using ICT in instruction and education can save time.	0	3	10	11	21	4,11
13	I am attempting to incorporate ICT in my classroom instruction and education.	0	0	0	15	30	4,67
14	I prefer using ICT in the instruction and education process over traditional textbooks.	1	4	9	20	11	3,8
15	ICT can help to better organize the instruction and education process.	0	3	4	18	20	4,22
16	ICT can aid in the integration of curricula and instruction and education processes.	0	2	5	17	21	4,27
17	I encourage my students to use ICT in their instruction and education.	0	1	5	16	23	4,36
18	ICT can assist in the design of instruction and education processes in the classroom.	0	1	9	14	21	4,22
19	I am attempting to use educational software through ICT in instruction and education.	1	3	5	20	16	4,04
20	I am satisfied with the use of ICT in the instruction and education process in the classroom.	1	4	9	16	15	3,89
21	I believe that ICT enhances student learning in the instruction and education process.	0	0	0	19	26	4,58
22	ICT provides practical application for students in the instruction and education process.	0	1	3	16	25	4,44
23	I believe that ICT is a valuable tool for student learning in the classroom.	0	0	0	14	31	4,69
24	I think ICT is a powerful tool for helping students understand abstract concepts.	0	1	4	17	23	4,38
25	I believe every student should use ICT in the instruction and education process in the classroom.	0	1	3	16	25	4,44
	OVERALL	6	37	114	437	531	

One of the questions which has a mean below 4.00 is that the usage of ICT in the process of instruction and education makes interaction more efficient. Some teachers don't believe that ICT is not helping with the communication skills of the students. More than half of the teachers strongly agree that the usage of ICT is a proper instrument for the instruction and education process, so they

encourage their colleagues to benefit from ICT in their instruction and education process, the mean is 4.47.

The thought of utilizing ICT in the instruction and education process saves energy and time is commonly accepted but some teachers think the opposite. The cause should be the circumstances and the professional experience, in addition to this most of the teachers want to participate in an in-house training session on ICT utilization. According to experienced teachers, the usage of ICT in the instruction and education process makes the curriculum extra efficient.

Since the ICT-enabled learning is believed not only to get the instruction and education development extra enjoyable, but also to help in designing instruction and education processes in the classroom. The number of teachers supporting the use of ICT helping integrate curricula with instruction and education processes is like the ones who think the usage of ICT allows better organizing the instruction and education process.

Since many teachers believe that ICT presents a practical application for students in the instruction and education process, they inspire their learners to use ICTs. They believe that ICT enhances student learning in the instruction and education process. This shows that ICT is a powerful tool for helping students understand abstract content and should be used by all students in the classroom. The teachers who use ICT in the classroom practically, also use learning software with ICT in instruction and education. These teachers are satisfied with the usage of ICT in the instruction and education process in the classroom. The preference of usage of ICT in instruction and education processes over textbooks is considerably below the average. Professional experience affects the choice between ICT and textbooks.

EFL teachers' acceptance of the utility and addition of technology into instruction and education can have several influences in the classroom. Some potential influences include:

- Increased efficiency and effectiveness: Teachers who have a confident awareness of the utility of ICT are more prone to use technology during their teaching, which can help streamline various tasks and make the learning process more efficient and effective. For example, teachers may use technology to create interactive lessons, facilitate online discussions, or provide feedback on student work.
- Enhanced engagement and motivation: Teachers who are willing to integrate technology into their teaching may be able to engage and motivate students in new and innovative ways. For example, students may be more interested in learning if they are able to use technology to engage with course content in a hands-on, interactive way.
- Improved communication and collaboration: Teachers who are confident in using technology may be more likely to use it as a tool for communication and collaboration with students and colleagues. For example, they may use technology to facilitate online discussions or collaborate on projects using cloud-based tools.
- Greater adaptability and flexibility: Teachers who are open to using technology in their teaching may be more able to adapt to changes and new developments in the field. For example, if new technology becomes available or there is a shift towards more online teaching, teachers with a positive perception of technology may be more willing and able to adopt these changes.

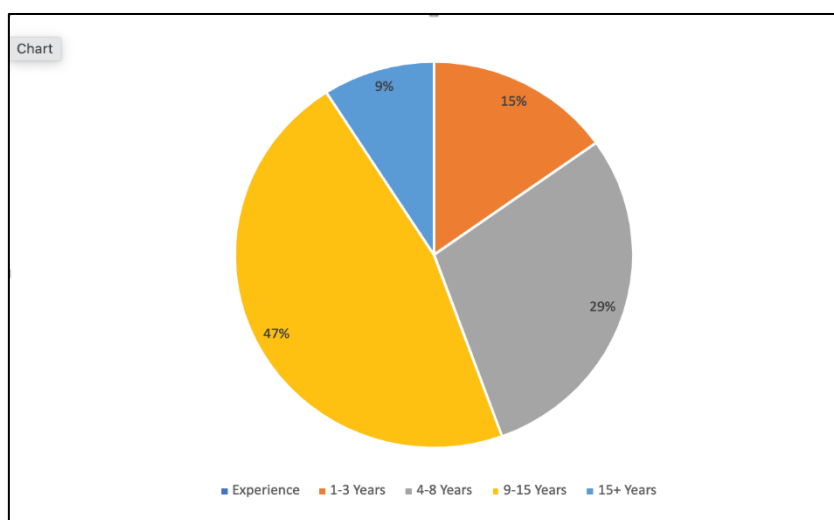
It is worth noting that while EFL teachers' acceptance of technology may have a number of benefits in the classroom, it is not a guarantee of success. Other factors, such as the quality of the technology, the availability of resources and support, and the specific needs and learning styles of students, may impact the effectiveness of technology in the school.

Findings about the Second Research Question

In this research, a major encouraging correlation was found between EFL teachers' professional experience and their perceptions towards ICT. Specifically, teachers with more years of experience had higher scores on measures of confidence, efficacy, and willingness to use ICT. This finding is in line with previous studies, which shows that teachers' attitudes and beliefs about ICT are influenced by their past experiences with technology.

Figure-1 shows the experience of all 45 participants in terms of professional years. The majority of the participants have 9-15 years of experience.

Figure 1
Pie chart showing the experience of the participants.



One potential explanation for this relationship is that teachers who have been using ICT in their teaching for a longer period of time have had more opportunities to develop their skills and confidence in using technology. They may also have had more time to reflect on the benefits and challenges of using ICT in the classroom, which could influence their overall perceptions of the technology.

It is worth noting that the relationship between professional experience and perceptions towards ICT may not be uniform across all teachers. Other factors, such as education and training in technology, access to resources and support, and the specific contexts in which teachers work, may also influence their perceptions of ICT. Future research could examine the relative influence of these different factors on EFL teachers' perceptions towards ICT.

DISCUSSION AND CONCLUSION

The findings of the study revealed that the EFL instructors in the sample had generally positive perceptions towards ICT, with a mean score of 4.28 on Likert scale (1 = strongly disagree and 5 = strongly agree).

While analyzing the relationship between professional experience and perceptions towards ICT, the results showed a moderate positive correlation. This suggests that as professional experience increases, so do EFL teachers' perceptions towards ICT. However, it is important to note that the correlation between professional experience and perceptions towards ICT was not strong, indicating that other factors may also be at play in shaping EFL teachers' attitudes towards ICT.

It is possible that the relationship between professional experience and perceptions towards ICT may be more complex than previously thought and may be influenced by other factors such as the type and level of ICT training received or the context in which the teachers work. It is also possible that the relationship between professional experience and perceptions towards ICT may vary across different cultural and educational contexts. Further research is needed to explore these possibilities and to gain a deeper understanding of the factors that shape EFL teachers' perceptions towards ICT.

The outcomes of this study have consequences for educational practice as well as policy. For example, professional development programs for EFL teachers could focus on building confidence and efficacy in using ICT, especially for teachers who are newer to the profession. Additionally, educational policymakers may want to consider the importance of providing ongoing support and resources for teachers to help them effectively integrate ICT into their teaching.

Conclusion: ICT became increasingly prevalent within education, with many schools and universities using several kinds of technology to maintain learning and tutoring. While use of ICT in education has been shown to have potential benefits, such as increased engagement and motivation, it is important to realize the opinions and mindsets of teachers towards ICT to effectively integrate technology into the classroom.

In the field of EFL, ICT has been used for a range of purposes, including language learning, assessment, and communication. Understanding EFL teachers' perceptions towards ICT is particularly important, as their attitudes and beliefs may influence how they use technology in their classrooms.

This study explored the relationship between EFL teachers' perceptions towards ICT and their professional experience. Results showed that EFL teachers generally have positive perceptions towards ICT and that professional experience is related to these perceptions. These findings have implications for educational practice and policy and suggest the importance of supporting EFL teachers in using ICT effectively in their teaching.

These findings have important implications for educational practice and policy, as they suggest that providing ongoing ICT training and support to EFL teachers, particularly those with less professional experience, may be an effective way to improve their attitudes towards ICT and their ability to effectively integrate technology into the classroom.

Suggestions: Further research could discover the connection between EFL instructors' perceptions towards ICT as well as their actual usage of technology in the school. This could help understanding the degree to which teachers' perceptions influence their behavior, and whether certain perceptions are more predictive of technology use than others. It would also be interesting to examine the relationship between EFL teachers' perceptions towards ICT and student outcomes. For example, do teachers who have more positive perceptions towards ICT have students who perform better on technology-based assessments or have higher levels of engagement in the classroom?

In terms of educational practice, professional development programs for EFL teachers could focus on building confidence and efficacy in using ICT, especially for teachers who are newer to the profession. This could involve providing opportunities for teachers to learn about different technologies and how to integrate them into their teaching, as well as providing ongoing support and resources for teachers to help them effectively use technology in the classroom. Educational policymakers may want to consider the importance of providing ongoing support and resources for teachers to help them effectively integrate ICT into their teaching. This could include providing access to technology and technical support, as well as skilled development chances and resources to learn about how to use ICT in the classroom.

REFERENCES

- Al-Hoorie, A. H. (2018). Teachers' beliefs about technology integration into language teaching: A critical review. *Teaching English with Technology*, 18(3), 23-39.
- Beal, C., & Holcomb, L. (2010). Integrating technology into the classroom: Eight keys to success. *Journal of Technology Integration in the Classroom*, 2(2), 25-32.
- Fernandez-Lopez, A., & Martinez-Segura, M. J. (2013). Improving reading and writing skills in special education students through the use of iPads. *Computers & Education*, 68, 661-675.
- Hadfield, M. (2017). Teacher attitudes towards technology. *ELT Journal*, 71(1), 65-69.
- House, J. (2012). The impact of computer usage on academic performance: Evidence from a randomized trial at the United States Military Academy. *Economics of Education Review*, 31(6), 145-154.
- Huang, W.H. D., & Liaw, S.S. (2005). Exploring user acceptance of multimedia instruction in a ubiquitous computing environment. *Journal of Educational Multimedia and Hypermedia*, 14(2), 129-148.
- Jafari, S., & Tabatabaei, O. (2017). Teacher beliefs and concerns about integrating technology into the English language curriculum: A case study of Iran. *Teaching English with Technology*, 17(3), 1-21.
- Kim, C., & Lee, J. (2014). A study of Korean EFL teachers' beliefs about, experience with, and willingness to adopt technology in language classrooms. *CALICO Journal*, 31(2), 181-203.
- Lafford, P. A., & Lafford, B. A. (1997). Technology and foreign language teaching: A review of recent research. *Foreign Language Annals*, 30(2), 212-224.
- Mercier, C. (2013). The effects of computer-assisted grammar instruction on English language learners' grammar knowledge and writing skills. *Language Learning & Technology*, 17(1), 141-165.
- Park, S.M., & Cho, M.H. (2016). Korean secondary school English teachers' perception and use of ICT in English language teaching. *Asia-Pacific Education Researcher*, 25(5), 731-741.
- Qing, L. (2007). Pedagogical affordances of multimedia-supported learning environments. *Journal of Educational Multimedia and Hypermedia*, 16(4), 377-393.
- Tang, K. S. (2018). A study of English teachers' perceptions and attitudes towards using technology in secondary schools in Hong Kong. *International Journal of Pedagogies and Learning*, 13(2), 134-146.
- Torff, B., & Tirota, R. (2010). Assessing the impact of computer-based learning resources on mathematics instruction with urban middle-school students. *Journal of Educational Psychology*, 102(1), 144-161.

EXTENDED ABSTRACT

Introduction: There is an increasing demand for educational institutions to use ICTs (Information and Communication Technologies) to teach students the skills and knowledge they will need in the twenty-first century. It is clear that the field of foreign language education has consistently embraced the use of technology to enhance language learning. According to Most ICT implementation cases have not sufficiently investigated "teachers' perception of ICT" and its relationship to their professional experience. Based on the research

literature on the importance of teachers' perceptions of information and communication technologies used in education, the primary goal of this study was to determine the perception of EFL teachers of ICT usage and investigate the connection between professional experience. There are numerous advantages to use educational ICT. If technology is included in a school, students' motivation, and confidence increase. While still in the early stages of adoption in education, devices like iPads and tablets show great potential. Studies have found that iPads can help special needs students improve reading and writing skills, as well as boost their attention and engagement in learning. It is important to consider influences on teachers' use of ICTs in the instruction and education process. The focus is to explore the relationship between insights of EFL teachers for ICT.

Methodology: This study employed quantitative survey data. This allowed to gain a deeper understanding of the teachers' perceptions on the topic at hand. Based on the literature review, a survey was prepared. The survey for this study was distributed to participants using the Google Form platform. After a two-week period, participants were notified to stop collecting responses. The population of interest for this study was EFL teachers in Turkey. The sample was chosen using of purposive sampling, with the aim of including a diverse group of EFL teachers with a range of professional experience. The sample included 45 teachers, with a roughly equal number of male and female teachers. Most of the them had 9-15 years of teaching experience. The survey, which was administered in English and contained 25 questions, was used as the primary tool to collect quantitative data. This study utilized a Likert scale in the survey. An online form is prepared with Google Forms. The survey with participants was conducted online. The survey on teachers lasted almost two weeks. Also, the survey took nearly 22 minutes to be submitted. After the submission of the survey, the result was collected by Google forms platform. In this study descriptive analysis is used, which tries to define or review initial and current data, aiding to generate available information.

Findings: There were 25 questions in the survey and 45 participants answered all the questions. The overall response rate for the survey was 60%, with a total of 45 surveys completed. The majority of respondents reported having used ICT. There was a great degree of variability in the reported use of ICT, with some teachers using a wide range of technologies on a regular basis and others using fewer. EFL teachers in the sample reported generally positive perceptions towards ICT, with high scores on measures of confidence, efficacy, and willingness to use ICT in teaching. A major positive connection was discovered between professional experience and insights towards ICT. Specifically, teachers with more years of experience had higher scores on measures of confidence, efficacy, and willingness to use ICT in teaching.

Discussion and Conclusion: The findings of the study revealed that the EFL instructors in the sample had generally positive perceptions towards ICT, with a mean score of 4.28 on Likert scale. While analyzing the relationship between professional experience and perceptions towards ICT, the results showed a moderate positive correlation. This suggests that as professional experience increases, so do EFL teachers' perceptions towards ICT. However, it is important to note that the correlation between professional experience and perceptions towards ICT was not strong, indicating that other factors may also be at play in shaping EFL teachers' attitudes towards ICT. The outcomes of this study have consequences for educational practice as well as policy. For example, professional development programs for EFL teachers could focus on building confidence and efficacy in using ICT, especially for teachers who are newer to the profession. Additionally, educational policymakers may want to consider the importance of providing ongoing support and resources for teachers to help them effectively integrate ICT into their teaching. Further research could discover the connection between EFL instructors' perceptions towards ICT as well as their actual usage of technology in the school. This could help understanding the degree to which teachers' perceptions influence their behavior, and whether certain perceptions are more predictive of technology use than others.