RESEARCH ARTICLE

PEDAGOGICAL PERCEPTIONS TOWARDS INSTRUCTIONAL TECHNOLOGY TRAINING AND TEACHING PRACTICABILITY

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ABSTRACT

The core aim of this research paper is to survey the correlation between the instructional technology training on teaching practicability. The researchers used the descriptive method to conduct this research paper. The data of the research paper was collected through a questionnaire which was tried out on different English language teachers at Alahfad University for Women. The respondents were 50 university teachers. The obtained information was analysed by using (SPSS) program. Having checked and verified the truth of hypotheses; the results have revealed that English language teachers are faced with some challenges when using technology as availability, accessibility, support and applicability. The EFL teachers' knowledge about technology is not enough for implementing instructional technology properly. Most English teachers demonstrated positive attitudes towards instructional technology. The constant training program in technology is desirable by the majority of English language teachers.

Keywords: Pedagogical Perceptions, Instructional Technology Training, Teaching Practicability

Introduction

The role of instructional technology as an aid in foreign language teaching and learning is increasing recently. Educators are recognising its ability to create both independent and collaborative learning environment. This is enabling teachers to make students able to acquire and practice a new language properly. The rapid development of instructional technology has changed the way lessons are being delivered. The use of instructional technology has greatly enhanced the quality of the outcomes of the lessons taught.

This research paper highlights instructional technology training in terms of its impact on teachers' performance. It is an attempt to find out, how does it improve the teachers' performance. It will focus on a very important dimension related to the implementation of the instructional technology training. Consequently, Sudanese teachers of English as a foreign language (EFL) would know that technology is going to aid teaching process. It would help them to use it in a professional manner.

However, the researchers are highly interested in technologies that enhance instruction of teachers' experience. Primarily, the research paper is encouraging Sudanese EFL teachers to produce and use technology in their classroom which is going to be a reward for their performance and reflected in their competency.

Aims and Scope of Study

The focus of the research paper aimed to encourage teachers to use instructional technology in their classroom and make it as a part of teaching tools. It also aims to enable them to become competent in using instructional technology through overcoming the negative attitude towards the instructional technology use and finally, applying teachers' training to reduce the factors that hinder the implementation of instructional technology.

The scope of the research paper focuses on selecting different English language teachers at AHFAD University whose number equals (50) teachers who responded to the questionnaire by which the data of the paper in question has been gathered.

Literature Review

Theories of instructional technology

This section covers the theoretical framework of the research paper. The basic theory's views shape FL classroom practices; particularly examining how English language teachers play a mediating role in using instructional technology in the classroom with relation to technology training. This section discusses and outlines relevant themes to technology assisted language teaching theory such as mediation and collaboration.

The Impact of Instructional Technology

Baylor and Ritchie, (2002) remarked that Instructional technology has shown to have a positive impact on teaching and learning in classrooms as in:

There are two kinds of tools; physical tools and psychological tools. Erben, et al. (2008) distinguished between two types of tools, physical tools (such as concrete objects) and psychological tools (such as language). In this vein, speech may in effect be seen to be a cultural tool used by individuals for the organisation of thinking. Vygotsky, (1981) declared that all psychological tools, in other words, language, counting, systems, mnemonic techniques, algebraic symbol systems, art writing, schemes, diagrams, maps, mechanical drawings, and all other types of conventional signs acquire different forms depending on the historical context of a culture and the individuals within any given social or cultural context.

Mercer, (1993) described learning as a social experience not only a solitary attempt. They suggest that both teaching and learning occur in successful classrooms.

Roles of Instructional Technology in Teaching

Chen, (2012) claims that there are three roles for technology in teaching:

1. Technology as a tutor: for language drills or skill practice.

2. Technology as a tool: for writing, presenting, and researching.

3. Technology as a medium of global communication.

Instructional Technology in the Language Classroom

According to Chen that technology can be used in the language class in four different ways as follows:

A. Teaching with/on the computer in the class.

1. Delivery of content (PowerPoint, word-processor, Web pages, etc.)

2. Classroom activities- discussions mediated by the computer.

3. Interactive whiteboard/projector.

B. *Teaching in the computer network room* (network-based language teaching).

1- Task-based group work/activities.

2- Computer-mediated communication (CMC): asynchronous /synchronous.

3- Tandem learning.

C. *Self-access learning* (independent learning)

1. Drills and exercises

2. Word processing

3. Resource searching

D. *Distance learning* (i.e. individual learners working by themselves, at a place and time of their choice and, to some extent, at a pace and in an order also chosen by themselves.)

1- Delivering online course content.

2- CMC activities: email, discussion forum, chat rooms

3- Tandem learning

4- Community Building

Instructional Technology Knowledge, Skills and Training

The use of instructional technologies has several advantages for both the teacher and the students. Instructional technologies motivate students, capture their attention, and help explain complex concepts.

Knowledge and skills

In teacher education and training, the discussion around technology is a more recent one. One of the reasons for delay according to Reinders, (2009) is that exactly what should be taught is unclear. Reinders, (2009) mentioned three main questions about what should be taught. The first question is whether teachers' education should include both technical and pedagogical aspects or the teaching of computer literacy should be left to information technology (IT) professionals? That may not be an option as often there is no dedicated staff to provide courses in the case of in-service education. There is also an argument to be made against separating the technology from its use. The second question is what needs to be taught and to what level? The use of computer operating software, the Internet and word processing software, Web site design or the use of authoring tools? The distinction is between teachers being able to first; use a certain technology; second, being able to create materials and activities using that technology; and third, being able to teach with technology, based on the idea that knowing how to use it in a teaching situation. This is where the technical focus shifts to a pedagogic one. A third question is to what extent teacher education in this area should be technology-driven? It is important to determine the aims first, no matter whichever approach is taken.

Hubbard and Levy (2006) point out that different contexts may call for different types and levels of knowledge", they propose a framework based on an individual teacher's expected role, to determine the skills that need to be acquired. Reinders, (2009). A teacher's expected role basically depends on the teacher's institutional role (pre-service, in-service, CALL specialist, CALL professional) and his/her functional role (practitioner, developer, researcher, and trainer).

Technology can be taught separately as Reinders, (2009) asserted that there are a number of advantages of teaching the use of technology in a course separate from teachers' classroom teaching. Having a dedicated course on using technology ensures that sufficient time is allotted for teachers to learn the necessary skills. In in-service context, a separate course may also give technology education a more formal position in the institution and enhance its status. It can also make it easier for the participant to concentrate on the topic at hand without having to worry about immediately applying the new knowledge to a teaching situation.

In pre-service courses, some successful models exist that combine a separate course with integration into the rest of the curriculum. Reinders (2009) stated that many teachers learn to use technology informally, out of enthusiasm for the medium and with help from colleagues. Reinders (2009) further claims that although this may work well for some, it is almost certain to leave out others; a formal approach is likely to lead to more consistent results across the board. The third distinction in teacher education is more generic or more specific technology education. Reinders (2009) asserted that generic approaches aim to provide teachers with basic skills that will enable them to apply any technology to a teaching situation. On the other hand, the specific approach would teach how to use a certain commercial program. The generic approach would, for example, show to access the suitability of that program and others like it and how to make decisions on whether to apply it in the classroom and how. Reinders (2009) asserted that a large part of the rationale for the generic model comes from making technology education future-proof as it aims to provide skills that are independent of any particular technology. But in practice, there have been many reasons why it has not always worked despite the potential benefit of such approaches. One of these reasons is a lack of time, as developing a good generic knowledge is demanding and still requires teachers to apply that knowledge to the specific tools available in the school. Reinders (2009) further claimed that if it is not immediately related to the teaching demands faced by teachers, such training also runs the risk of being rather abstract.

Teachers and Instructional Technology Training

Training instils new skills and abilities to perform tasks which were not possible previously. It provides confidence in teachers in undertaking their duties. Ochs, (1993) observed that, while training is an investment in the skill and productivity of programs, companies (administrators) tend to look at only costs and programmers often see the only loss of production time. Although sometimes books may be available for teachers to read about how to produce and use instructional materials, "good training courses are almost always superior because they effectively drill concepts into a format that is easy to master". The National Library Power Program, which was soliciting ideas from teachers about media specialists, asked teachers what instructional assistance they would desire from the library media specialists. Their responses showed that they "would like to be trained to use the emerging instructional technologies effectively including information about how to motivate their students. Turner, (1996) declared that training on the use of instructional technologies can be done in both pre-service or initial training programs and in-service programs. Pre-service training. When tutors are undergoing training at the University to become tutors, they need to be exposed to how different technologies are operated and how

they can be used in a classroom situation. Practical experiences in actually using those technologies should be part of their training when they are in college, and also when they go for their teaching practice. Likewise, student teachers should also be exposed to this training 14 on the use of technologies. Supervisors should see them using the technologies so that when they qualify they should be able to use them in their classrooms. In-service training.

Brace and Roberts, (1996) noted that Lack of training creates a barrier to faculty's use of technology in general. Faculty requires hands-on experience [through] workshops and orientations that are offered at convenient times". In addition to the initial training on the use of technology in the classroom in Orange County, California, which increased teachers' technology skills and assisted them in meeting their own individual learning goals in the follow-up hours, teachers were also responsible for attending any additional technology workshop or conference provided by the district or any organisation.

Models of Teacher Learning

There are three main models of teacher learning. They are the craft model, the applied science model and the reflective model. Wallace, (1993) described the three models as follows:

The Craft Model

A master teacher is a model for a trainee, whom he/she observes and imitates. Rather like shoemaking or carpentry, the professional action is seen as a craft to be learned most effectively through an apprenticeship system and accumulated experience.

The Applied Science Model

The trainee studies theoretical courses in applied linguistics and other allied subjects, which are then, through the construction of an appropriate methodology, applied to classroom practice. Many universities and college-based teacher-training courses are based, explicitly or implicitly, on this idea of teacher learning.

The Reflective Model

In order to work out theories about teaching, the trainee can teach or observe lessons, or recall past experience, then try these out again in practice. Such a cycle aims for continuous improvement and development of personal theories of action. This model is used by teacher development groups and in some recently designed training courses.

Reasons for Using Instructional Technology

Instructional Technologies for Motivation

Charles and Senter, (2002) stated that teachers strive to bring this desire to their students so they will fully engage in instructional activities and develop an in-depth understanding of concepts. Motivation appears in two forms, intrinsic and extrinsic Intrinsic motivation. Noels, Clement and Pelletier (1999) looked at intrinsic motivation as a performance of an activity simply for the pleasure and satisfaction that accompanies the action. When students are intrinsically motivated, teachers do not have to worry because students are tuned for success.

Bullock and DeStefano (2001) also emphasised that students [who are] intrinsically motivated more easily learn on their own 10 because their stick and or carrot are internal". The challenges that come with new technologies should be seen as opportunities for growth and improvement, and not as obstacles. Extrinsic motivation. In the absence of intrinsic motivation, extrinsic motivation can be used to bring students in and keep them involved in lessons.

Instructional Technologies for Explaining Concepts

Majed, (1996) states that through instructional technologies, the teacher can explain concepts that would be difficult to elaborate orally. When students see the material, its mechanism, and its function. Teachers are saved the hard explanation and students easily understand what the teacher is talking about. Furthermore, instructional technologies help students to acquire listening and observational skills that assist in their understanding of complex concepts.

Majed, (1996) also asserted that the use of technology makes possible increased individualised instructional opportunities which enable the teacher to have adequate spare time for preparation of instruction that will meet the needs of the learners". When teachers use technologies in their teaching and students are involved in the use of those technologies and notice the relationship and relevance of what the teacher is teaching and the technologies being used, the students' attitudes towards learning get improved, and that prepares them for the technologically oriented society.

Barriers to the Use of Instructional Technologies

In addition to training, adequate supplies, support from administrators and peers, and access to instructional technologies, which influence the use of instructional technologies, there can also be barriers that impede the use of technologies:

Lack of Preparation Time

Sammons (1994) observed that teachers who already have too much class work and school responsibilities may find that instructional technologies require additional time to learn and to prepare for using them in the classroom. They may feel that they have no extra time to spare to facilitate their use of technology. However, these make teachers prefer other tools than technology.

Lack of Incentives

Research has shown that minimal or lack of incentives for the teachers who sacrifice their time to integrate technology in their classes contributes significantly to teachers unwillingness to use technology. In a survey conducted at Hollins University in 2000 on obstacles to technology integration, "70% [of respondents reported] that there were n outside incentives provided to initiate these changes. Recognizing and rewarding teachers will enhance technology's integration in the teaching and learning process and suggested several ways of how this can be done: pay stipends to teachers to explore educational computing and related, technologies, provide technology role models for teachers, lend various configurations of technology to teachers for their use, encourage and praise to teachers for using technology, schedule convenient technology staff development sessions, and set aside time during the workday for teachers to explore computers and related technology.

Factors Contributing to Use of Technologies

The use of instructional technologies should be backed up with "encouragement, ready access to technology, training, and support before they take steps towards enhancing how and what then with the use of technology. Spodark, (2003) called this an enabling environment that caters for, "universal student access, reliable networks, multiple opportunities for training, and consulting, and a faculty ethos which values experimentation and toleration". There are several factors that contribute to the use of technology. According to reviewed studies, when these are put in place, teachers are more likely to use technology.

Availability

For teachers to use instructional technologies in their teaching, the technologies should be made available. As will be elaborated later in the chapter, teaching materials can be substituted, they can be improvised and still deliver the same message. But there are some technologies that cannot be substituted

and cannot be improvised, for example, overhead projectors and computers. Such materials need to be supplied by the institutions and universities.

Support

Different support systems have to be put in place to enable continuity and sustainability when new skills are learned. For example, adequate implementation of the use of instructional technologies requires support from the administration, such as financial allocation for technical support and training as well as monitoring and encouraging faculty to use technology in their classes. It is important that administrators take the initiative to organise in-house discussions and sharing of ideas on how some of the technologies can be incorporated in the classrooms.

Hope, (1997) observed that "Leadership must foster an environment where teachers are encouraged to be creative and to explore new innovations like technology. Without leadership with a vision, technology can't reach its potential in schools". Another source of support comes from members of staff as they support peers in the use of instructional technologies.

Beggs, (2000) affirmed the need for such support as instructors [teachers] first use instructional technology, the friendly, helping hand of support can make the experience easier". Peer support can be one of the easiest and most available ways that teachers can get help, but it also calls for collaboration with colleagues, where those who know how to work with a particular technology are willing to render the support needed. Such support is possible when all members of staff have a common goal 16 and work as a team. This collegial bond allows for a free and open exchange of experiences and knowledge among teachers.

Access

Some instructional technologies are designated in special rooms like computer labs and audio-visual rooms where overhead projectors and video equipment are kept. These special rooms need to be easily accessed by members of staff when they need to use a particular technology. Brace and Roberts, (1996) also emphasised that "Faculty need access to technology of all types," and give examples like, "networked computer, audio-visual equipment must be readily available". It should be noted, however, that availability and accessibility are slightly different because sometimes the equipment may be available at the teacher training colleges but kept under strict rules. Brace and Roberts, (1996) recommended a check-out system that makes technology available and accessible anytime and everywhere. Such accessibility enhances lesson preparation and delivery as well as eliminating the frustrations that teachers may have if they cannot access a particular technology that they have planned to use.

Materials and Methods

Hypothesis of the study

The researcher assumes the following.

1. Teachers use instructional technology in their teaching occasionally and don't consider it as a part of teaching tools.
2. Teachers become competent in using instructional technologies through practice.
3. Some teachers have a negative attitude towards the instructional technology use.
4. Training reduces the factors that hinder the instructional technology implementation.

Questions of the study

The study is addressed the following questions.

1. How often do teachers use instructional technology in their classroom and do they consider it as part of teaching tools?
2. How do teachers perceive their competence levels in using instructional technology?
3. What attitudes do teachers have towards the use of instructional technology?
4. In What way does training reduce factors influence the use of instructional technology?

Pilot Study

In order to check the validity of the questionnaire, the researchers ran a pilot study. Thirty copies of the questionnaire were distributed to some of the English language teachers from English Language Department at the International University of Sudan, The teachers filled in the questionnaire and wrote down their

comments, suggestions, notes and advice, at the end of the questionnaire as requested by the researcher. According to their comments, suggestions, notes and advice, the number of the statements were reduced from thirty in the pilot questionnaire to sixteen statements. Also, some of the statements were changed.

Questionnaire Reliability

The reliability of the questionnaire was measured statistically by using SPSS program. The Cronbach's alpha formula was used as stated below:

Table (1A): Reliability Statistics: the questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
.969	.975	16

Table (1) shows that The value of reliability lies between 0 and 1. The reliability increases according to the increase of alpha value up to 1. Generally, if the alpha value is more than or equal 0.4 the reliability is considered and the questionnaire is reliable. In such case; it was noticeable that $\alpha = 0.975$ which mean that the questionnaire has a high reliability.

Questionnaire Validity

Three ELT professors were requested to comment on the questionnaire in terms of clarity and validity of the items and their relevance. The questionnaire items were reduced in the light of associate professors' judgment. The items became sixteen instead of thirty to accurately achieve the purpose. Some statements were dropped. Whereas, complicated or ambiguous ones were reworded and simplified in order to make them concise and precise. Moreover, the length of the questionnaire and the time needed for administration were taken into consideration.

Discussion and Results

The questionnaire was distributed to the subjects and they were requested to fill it in their free time. The subjects were given three days to fill in the questionnaire. The descriptive and interpretive analysis was used to analyse qualitative data gathered through a questionnaire. The obtained data were analysed by using basic descriptive statistics and factor analysis, using SPSS as illustrated below as follows:

Part One: General information

This part is concerned with the presentation of the general information about the questionnaire participants. It gives a description of gender, years of experiences in teaching the English language. It presents academic qualifications and teachers' view towards instructional technology training.

Table (1B) manifests the subjects' gender. By having a look at the above table that (74%) of the sample were males, (26%) of them were females.

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	37	74.0	74.0	74.0
Valid	Female	13	26.0	26.0	100.0
	Total	50	100.0	100.0	

Table (2) shows subjects' years of experience

Years		Frequency	Percent	Valid Percent	Cumulative Percent
	1 – 5	20	40.0	40.0	40.0
	6 -10	17	34.0	34.0	74.0
Valid	11 – 15	7	14.0	14.0	88.0
	16 -20	2	4.0	4.0	92.0
	21 – more	4	8.0	8.0	100.0
	Total	50	100.0	100.0	
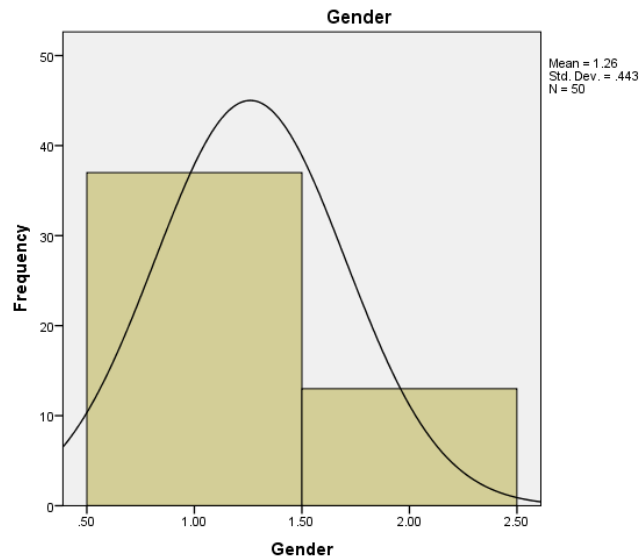
Graph (1): reflects the gender of the subjects in which the curve indicates (37) of the sample were males who outnumbered (13) females of the subjects.
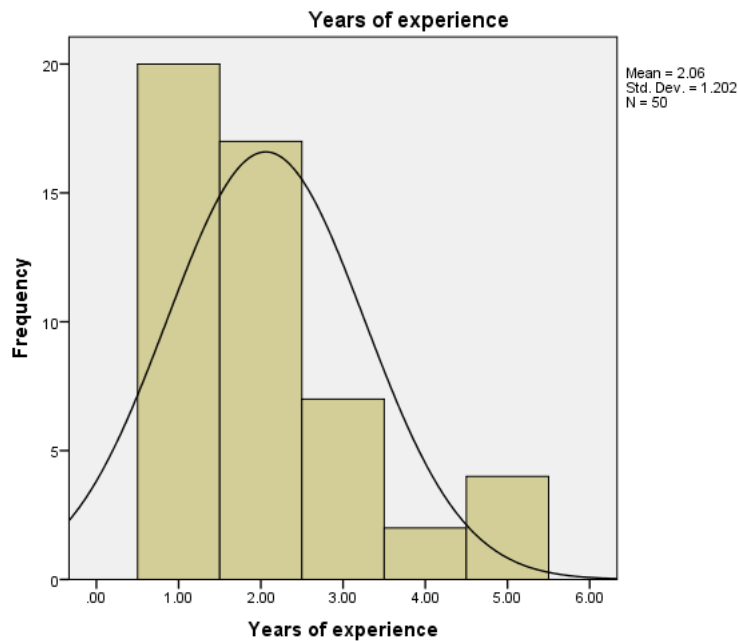

Graph (2): shows the subject's years of experience in using technology

The above table and graph show the subjects' years of experience. The subjects whose experiences between one to five years represent (40.0%). The subjects whose experiences between six to ten years represent (34.0%) and those whose experiences between eleven to fifteen years represent (14.0%). Those who taught English between sixteen to twenty years are about (4.0%) and the rest have experience more than twenty years which represents (8.0%). According to the figure, we can see about (60.0%) of the sample have teaching experience from six to more than twenty years. This is a good factor because these teachers can give reliable judgment to support the hypotheses of the research due to their long experiences in teaching the English language.

Table (3) Qualifications of The Subjects

Degree		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BA	2	4.0	4.0	4.0
	MA	40	80.0	80.0	84.0
	PhD	8	16.0	16.0	100.0
	Total	50	100.0	100.0	
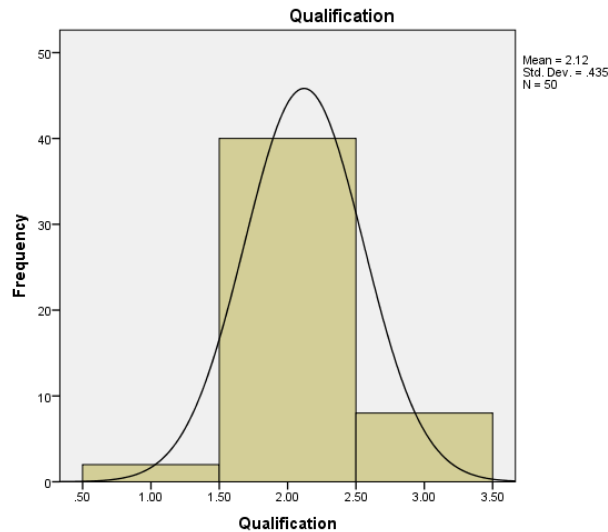
Graph (3): reflects the subjects' qualifications

The table (3) above and graph (3) reflects qualifications of the subjects. By having a look at the above table, about (4.0%) of the sample hold Bachelor degree, (80.0%) of them hold Master degree and (16.0%) of the sample hold PHD degree. From the figure, it can be seen that the majority of the sample are PHD holders and master's degree holders which can enable them to judge on the topic of the research.

Teachers' View Towards Instructional Technology Training:

Table (4) unprepared teachers to use technology

Unprepared		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	52.0	52.0	52.0
	No	24	48.0	48.0	48.0 100.0
	Total	50	100.0	100.0	
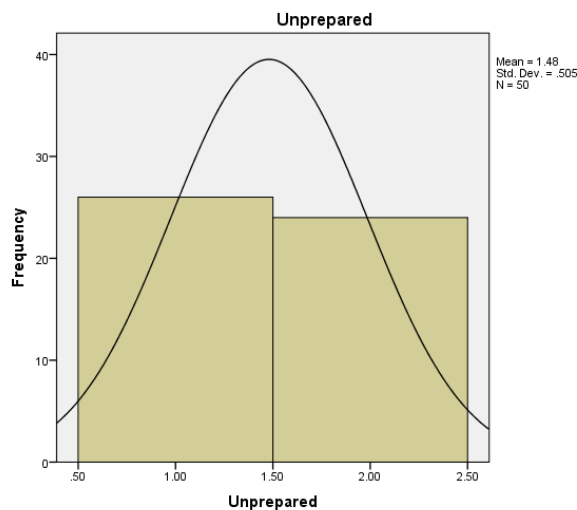
Graph (4): Illustrates teachers who unprepared to use technology

The table (4) above represents teacher's view towards instructional technology training in terms of being prepared. The chart reflects the majority of teachers were unprepared to use instructional technology with 52% out of 100%. This leads to a necessity to train teachers to use technology in classes.

Part Two: Analysis of Questionnaire Statements

This part shows the analysis of questionnaire statements. The questionnaire is divided into four sections. Each one includes four statements.

Keys: S D Means Strongly Disagree, D: Means Disagree, N: Means Not Sure

A   Means Agree, S A: Means Strongly Agree

Section 1: Reasons for NOT Using Instructional Technology:

Not Applicable

Scales		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	18	18.0	36.0	36.0
	N	12	24.0	24.0	24.0
	SA	20	40.0	40.0	40.0
	Total	50	100.0	100.0	

The table (5) above shows that most of the sample (36%) disagree with using instructional technology in EFL classes is not applicable. (24%) are not sure and (40%) agree with this statement.

A lack of Appropriate Training

Scales		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DA	10	20.0	20.0	20.0
	A	18	36.0	36.0	36.0
	SA	22	44.0	44.0	44.0
	Total	50	100.0	100.0	

The table above (6) A large percentage of the respondents (44%) strongly agree and agree that lack of training is influenced their use of technology. While few respondents (20%) of respondents disagree upon that and this reflect the need for training.

Unavailable Technology tools

Scales		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	3	6.0	6.0	6.0
	A	20	40.0	40.0	46.0
	SA	27	54.0	54.0	48.0 100.0
	Total	50	100.0	100.0	

The table above (7) An extremely large percent of the respondents (54%) strongly agree and agree that technologies are not available in the classes. (6%) of respondents are not sure of this statement.

Technologies Are Not Accessible

Scales		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DS	5	10.0	10.0	10.0
	N	6	12.0	12.0	22.0
	A	19	38.0	38.0	68.0
	SA	20	40.0	40.0	100.0
	Total	50	100.0	100.0	

The table (8)above manifests that the majority of the sample (40%) strongly agree and agree that technologies are not accessible in the classes. Few number of sample (10%) disagree whereas (12%) are not sure.

Section 2: Computer Assisted Teaching:

The Effect Of Using Projector in Teaching

Scales		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DS	1	2.0	2.0	2.0
	N	6	12.0	12.0	14.0
	A	23	46.0	46.0	60.0
	SA	20	40.0	40.0	100.0
	Total	50	100.0	100.0	

The table above (9) A considerable percent of the respondents (46%) agree that projector is assisted teaching and (40%) strongly agree. (2%) disagree and (2%) are not sure.

The Effect Of Using Computer in teaching

Scales		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SDA	1	2.0	2.0	2.0
	DS	2	4.0	4.0	6.0
	N	11	22.0	22.0	28.0
	A	25	50.0	50.0	78.0
	SA	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

The table above (10) A majority of respondents (50%) agree that using a computer is important in teaching while few respondents are not sure (22%) and other respondents disagree with this statement (4%).

Teachers' Computer Awareness

Scales		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DS	2	4.0	4.0	4.0
	N	5	10.0	10.0	14.0
	A	29	58.0	58.0	72.0
	SA	14	28.0	28.0	100.0
	Total	50	100.0	100.0	

The table above (11) Most of the respondents (58%) agree that being aware of computer use will improve EFL teaching. (4%) disagree whereas (10%) are not sure.

Teaching Through Video

Scales		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SDA	1	2.0	2.0	2.0
	N	5	10.0	10.0	12.0
	A	17	34.0	34.0	46.0
	SA	27	54.0	54.0	100.0
	Total	50	100.0	100.0	

The table (12) shows a large amount of the sample (54%) strongly agree that using video is useful for teaching. (2%) of sample strongly disagree and (10%) are not sure.

Section 3: Teachers' Attitudes Towards Using Technology:

The Importance of Chalkboard

Scales		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SDA	2	4.0	4.0	4.0
	N	1	2.0	2.0	6.0
	A	19	38.0	38.0	44.0
	SA	28	56.0	56.0	100.0
	Total	50	100.0	100.0	

The table above (13) A big percentage of the respondents (56%) strongly agree that chalkboard is very important in teaching. (4%) disagree and (2%) are not sure.

The Effect Of The Electronic Materials

Scales		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DS	4	8.0	8.0	8.0
	N	15	30.0	30.0	38.0
	A	18	36.0	36.0	74.0
	SA	13	26.0	26.0	100.0
	Total	50	100.0	100.0	

The table above (14) An extremely large percent of the respondents (36%) agrees that materials are helpful in teaching. (8%) of the respondents disagree.

Computer And Projector Are Helpful

Scales		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DS	4	8.0	8.0	16.0
	N	4	8.0	8.0	16.0
	A	18	36.0	36.0	52.0
	SA	24	48.0	48.0	100.0
	Total	50	100.0	100.0	

The table above (15) An extremely large percent of the sample (48%) agree that computer and overhead projector are helpful in EFL teaching whereas (8%) disagree and not sure.

The Effect Of Video Aid

Scales		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SDA	1	2.0	2.0	2.0
	DS	4	8.0	8.0	10.0
	N	6	12.0	12.0	22.0
	A	20	40.0	40.0	62.0
	SA	19	38.0	38.0	100.0
	Total	50	100.0	100.0	

The table above (16) A big percent of the sample (40%) agree that video aid is useful to deliver lessons and engaging EFL Learners. (2%) of respondents are strongly disagree,(8%) disagreed and (12%) are not sure. So it is natural such response which concords with the previous statement result.

Section 4: Factors Make Instructional Technology Successful:

Training

Scales		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SDA	3	6.0	6.0	6.0
	N	1	2.0	2.0	6.0
	A	14	28.0	28.0	28.0
	SA	32	64.0	64.0	100.0
	Total	50	100.0	100.0	

The table above (17) A big percentage of the respondents (64%) agree that training is a key success for instructional technology use. (6%) disagree and few percent are not sure (2%).

The Importance Of Workshops And Seminars

Scales		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DS	4	8.0	8.0	8.0
	N	10	20.0	20.0	20.0
	A	16	32.0	32.0	32.0
	SA	20	40.0	40.0	100.0
	Total	50	100.0	100.0	

The table above (17) An extremely large percent of the respondents (40%) agrees that workshops and seminars play a great role to fulfil instructional technology. A few sample disagree (8%) while the fewest are not sure.

Teachers' Personal Interest

Scales		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DS	7	14.0	14.0	14.0
	N	6	12.0	12.0	12.0
	A	21	42.0	42.0	42.0
	SA	16	32.0	32.0	100.0
	Total	50	100.0	100.0	

The table above (18) An extremely large percent of the sample (42%) agree that personal interest in technology knowledge has a great impact on utilising it in EFL teaching. (14%) disagree with this statement while (12%) are not sure.

Authority Support

Scales		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SDA	7	14.0	14.0	14.0
	DS	8	16.0	16.0	16.0
	N	4	8.0	8.0	8.0
	A	19	38.0	38.0	38.0
	SA	12	24.0	24.0	100.0
	Total	50	100.0	100.0	

The table above (19) A big percent of the sample (38%) agree that administrative support is necessary for the availability of technology tools. A few number of the sample disagree (16%) whereas (8%) are not sure.

Report Discussion

This paper explored the Pedagogical Perceptions towards Instructional Technology Training and Teaching Practicability. The results of the paper revealed that most of the English language teachers have positive attitudes towards the use of the computer in teaching the English language. Indeed, training is a key success to generalise this experience. Several studies have been done in different countries also found similar findings of ELT practitioners' attitudes towards technology tools, Even though, there are some challenges that face teachers. Positive attitudes are promising to make it true in the near future. The findings showed that technology tools can be used as a teaching tool in an EFL classroom. The findings also showed that most of the English language teachers are not sufficiently trained to use computer technology in teaching situations. It can be stated that simply providing computer technology does not guarantee its use in English language instruction. Therefore, it is necessary to convince teachers of the usefulness and benefits of computer technology in improving teaching and learning the English language. This suggests the need for effective guidance, support and training for teachers in integrating computer technology into language instruction through more hands-on and direct practical experience. It can be understood that there is a need for ongoing training and assistance in helping English language teachers to better employ computer technology in teaching situations. The results of this study revealed that technology tools are not available for teaching purposes, lack of support and educational guidance.

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