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EVALUATING THE AWARENESS AND PERCEPTIONS OF ENGLISH TEACHERS IN USING E-LEARNING TOOLS FOR TEACHING IN SAUDI HIGH SCHOOLS

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ABSTRACT: *The study was carried out to evaluate English teachers' awareness and perceptions in using e-learning tools. In this study, a total of 22 English teachers from Yanbu educational department participated in the online survey. The majority of the participants (77.3%) are male. Different e-learning parameters were measured like; skill in using educational technology, teachers' personal use of technology, type of technology used in the classroom, e-learning confidence, barriers to e-learning, perceived effectiveness of e-learning, and willingness to adopt e-learning tools for teaching. The result of the study showed that English teachers are aware and familiar with popular e-learning tools and perceived its usefulness in teaching and learning. Moreover, teachers were faced with some barriers that prevent them to employ technology in the classroom like; lack of reliable Internet connectivity, lack of training, inadequate devices for both teachers and students, and shortage of class time needed to integrate technology in classroom. The study recommends among other things to provide training programs, workshops and seminars to improve teachers' skills in integrating technology. Furthermore, it suggest to equip schools with a reliable Internet connectivity and technology devices and to provide teachers with enough time to prepare for using e-learning tools.*

KEYWORDS: English Teachers, Awareness, Perceptions, E-Learning Tools, Saudi Arabia

INTRODUCTION

The widespread use of the internet, and the ease of using the technology tools to browse the extensive range of information resources and services on the Web have made e-learning very effective and popular in teaching and learning field. According to Holley (2002) students who participate in online/ e-learning performed better than students who studied traditional method. Optimistic Results of studies conducted on E-learning encouraged teachers all over the world to integrate Information and Communication Technology (ICT) and its applications in the classroom. Integrating ICT into education seems to be a trending and challenging issue for schoolers, educators, and education administrators in the world. However, there are still some barriers prevent teachers to use and employ ICT in the classroom. These barriers are ranging from lack of awareness and perceptions of E-learning tools, absence of motivation and training, and access to

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resource materials. Therefore, the objective of this study was to evaluate the high school English teachers' awareness and perceptions of using e-learning tools for teaching English in Yanbu. Furthermore, it explored the obstacles that obstruct the successful implementation of e-learning tools in the classroom.

Background

Use of E-Learning tools in teaching English

The uses of Information and Communication Technology (ICT) have become an essential part of learning and teaching. In this regards, E-learning becomes a key factor in English teaching field. The introduction of ICT in language teaching has opened new horizons for language teachers to have more interactive and learner-centered classroom environment (Chou, 2010). Carmen *et al*., (2003) stated that integrating ICT tools in teaching leads to increased students' learning competencies and increased opportunities for communication. E-learning made English language easy and available for everyone by providing different tools and methods. Moreover, generally It "… increase motivation, decrease anxiety, foster more student-centered activities, provide students with authentic materials and audiences" (Erben, 2013).

E-learning in Saudi Arabia

The information and instructional technologies and their influence on teaching and learning made significant changes in academic environment in the Kingdom of Saudi Arabia (KSA) (Al-Asmari, *et al*., 2014). Moreover, since 2002, when e-learning started in KSA, it has gained recognition and interest among academic institutions, academics and students. According to weber (2010) KSA has made substantial investments in the E-Learning arena because of lower educational dissemination costs, the anytime / anywhere philosophy, and the desire to upgrade existing educational programs to meet best practices and international standards. Alkhalaf stated that the interest in E-learning in Saudi Arabia has developed quickly during the past decade or so, for a number of reasons:

"First, the demand for higher education has far outstripped supply, such that institutions are faced with overcrowding and insufficiency of facilities and human resources for the delivery of traditional-style education to the entire nation's qualified applicants for admission. E-learning has been suggested as a means to overcome these limitations.
Second, KSA is a large country in terms of geographical area, with a significant number of communities being isolated from major population centers. E-learning offers the potential to deliver educational services to remote locations, thereby reducing disparities across the various regions and areas.

Third, in KSA's higher education, men and women receive their instruction in separate classes, for cultural and religious reasons. This puts further strains on the limited facilities and human resources available. It has been observed that women are often among the strongest supporters of E-learning which potentially facilitates their access to higher education" (Alkhalaf *et al*., 2010, p. 1).

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One of the important step in E-learning in KSA was in 2003, Umm Al-Qura University and King Fahad University of Petroleum and Minerals cooperated to establish e-learning center under the deanery of academic development. The main task of this center was to help academic people in university to benefit from learning technology to develop the process of education (Aldraiby, 2010).

In 2008, according to The Ministry of Education, the government called for a national plan to adopt information technology across the country. The plan recommends implementation of E-learning and distance learning, and their prospective applications in higher education. Moreover, it called for a national center to be founded to provide the technical support, instruments, and aids needed to develop the content of digital education. The Ministry of Education established an integrated educational system that adapt the technologies of E-learning and distance. According to (Al-Asmari, et al., 2014), the e-learning industry in KSA is expected to reach US $125m in 2008 and is set to grow at a compound annual rate of 33% over the next five years, which means it would reach US $670m by 2014.

Starting from 2009, The National Centre for E-learning and Distance Learning (NCeL) of the Ministry of Education "plays a leading role in order to make a quantum leap to make e-learning and distance education a catalyst to participate in the development of education and improve performance". According to (NCeL, 2015), the center has been established to achieve several major objectives. The most noted are as follows:

1. The promotion of e-Learning and distance education applications in compliance with quality standards.
2. Raising awareness of proper e-Learning culture and understanding.
3. Quality assurance of projects and programs for e-Learning and distance education.
4. Support for research in the fields of e-Learning and distance education.
5. The creation of national quality standards for the design, production, and publication of e-learning practices.
6. The provision of consultancies to other partners relevant to NCeL's areas of specialization.
7. The launch of national e-Learning initiatives.
8. Encouragement and coordination of distinguished projects in e-Learning and distance education.
9. The organization of meetings, conferences, and workshops that contribute to the development of E-Learning and distance education.
10. International cooperation with similar global organizations and bodies (NCeL, 2015).

NCeL started from 2009 organizing international conference on E-learning and distance education. According to NCeL, the aim of this conference is gathering leading educators, researchers, practitioners, investors, key decision-makers and end-users to share best practices, highlight key issues and present the latest developments in the fields of e-learning and distance education. The 4th conference in 2015 for example, - titled "Innovative Learning … Promising Future"- addressed multiple themes, including

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"Innovative Learning Applications and Practices, Ideas and Experiences, Creative Digital Educational Content, Future of Education and Learning in Knowledge Societies, Innovation and Participation for Better Learning and Issues of Quality, Creativity and Innovation" (NCeL, 2015). According to Dr Rob Kadel (cited in Sutton, 2015), Head of the Washington-based Pearson Research and Innovation Network and one of the 4th conference speakers, "Using games and social media to help students learn, engage and enjoy the learning process, is key to our modern technological breakthroughs making a real impact on educational enhancement. This is particularly true for Saudi Arabia, which has some of the highest mobile penetration rates, per capita, anywhere in the world. At around 73%, mobile penetration in Saudi Arabia is significantly higher than in the USA or UK. The question is, how do we translate these statistics into improved outcomes for learners? We need to give educators the skills and the confidence to embrace the new opportunities that come with digital innovation, and help them find practical ways of exploiting these innovations in the classroom" (Sutton, 2015).

The rapid growth in e-learning infrastructure and usage in KSA reflected on the number of studies focusing on Saudi experiences with E-learning. Many studies conducted to investigate E-learning and education technologies from different sides. These studies are ranging from assessing the effectiveness of E-learning, evaluating students and teachers' motivation, and identifying implementation obstacles and difficulties. According to a survey by Weber "The total number of peer-reviewed studies of e-learning in KSA published during the period 2000-2010 was over 150, making the country the second highest producer of such studies in the Middle East and North Africa region" (Alkhalaf *et al*., 2011, p. 2).

Although most of E-learning programs and studies are in high education sector, there are optimistic efforts to do so in K-12 also. Ministry of Education, for example, has made all Saudi's national curriculums available in CDs and in the web in an interactive way. Moreover, teachers, students and parents can download it from the internet at *Tatweer* Site (2015) or from different applications stores like Apple Store Apps for iPad, iPhone, or iPod touch, Android Apps for Samsung phones, tablets and other different devices and Microsoft Apps store. In addition, From E-Learning Gate Site (2015), teachers, students and parents can also evaluate contents and add comments and suggestions to improve the curriculums.

According to Al-Asmari "there are numerous projects undertaken by both public and private schools in KSA that have largely been set up on a unilateral basis and often in close partnership with leading ICT vendors, e.g. Microsoft and Fakieh School" (Al-Asmari, 2014, p. 3). The objectives of these projects are to turn to e-learning and develop infrastructure within schools "to provide closer working relations between parents, students teachers and faculty staff, via school nets and the use of e-learning resources" (Al-Asmari, 2014, p. 3).

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LITERATURE REVIEW

Existence of internet and the effectiveness of using the technology tools in different fields boosted technology integration in teaching and learning. As a result, interesting in e-learning revealed an extensive number of studies. Part of these studies conducted to evaluate e-learning adaption, e-learning Readiness and confidence, and teachers' awareness and perceptions of e-learning in different schools and academic institutions, (Agboola, 2006; Edumadze, J. *et. al.* 2014; Ugwu, *et al.*, 2015). Moreover, some other studies focused on different difficulties and barriers obstacle effective implementation of e-learning (Balannskat, *et al.* 2006; Mbodila1, *et al.* 2013; Kinley, 2010). Since technology integration is a very wide concept According to (Almekhlafi, *et al.*, 2010), researchers tend to categorize technology integration studies into four different categories:

1. Technology Integration and its Impact on Students and Teachers

Technology Integration in general is the use of technology tools in education. A variety of studies conducted to investigate and evaluate technology integration. Most of studies shown positive impact on both students and teachers (e.g., Pearson, et. al., 2005; Gulek, et al., 2005; Choy, et al., 2009; Horn, et al., 2011; Light, et al., 2011; Jethro et al., 2012)

Weathersbee, (2008) conducted a study focuses on the integration of technology in public schools and the impact of technology on the academic performance of public school children. She collected data from 6,654 Texas public schools and examined test scores of public school students enrolled in 4th, 8th, and 11th grades, in the areas of reading, math, and science. Study result shown that the integration of technology into the classroom positively influences the academic performance of public school students in reading, mathematics, and science in different grade levels.

1. Factors Influencing Teachers' Technology Integration in the Classroom

Some studies have shown a number of factors influencing teachers' technology integration in the classroom (e.g., Mumtaz, 2000; Franklin, C. 2007; Afshari, *et al.*, 2009; Chigona, A., & Chigona, W., 2010). Mumtaz for example, conducted a review to highlight factors that influence teachers' decisions to use ICT in the classroom. He mentioned number of factors such as; access to resources, quality of software and hardware, ease of use, incentives to change, support and collegiality in their school, school and national polices, commitment to professional learning, and background in formal computer training. Moreover, he cited that teachers' beliefs about using ICT in teaching and learning is central to integration. Finally, he addressed the teacher, the school and policy makers as the three interlocking frameworks for successful change in technology integration.

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ChanLin *et al.* (2006) conducted a study to identify the factors affecting eight teachers' use of technology in creative teaching practicies. The study indicates that the factors influencing the integration of computer technology with creative teaching are not solely from the teaching environment and personal factors; there are also social factors and curricular factors surrounding teaching and learning issues. In addition, these factors can be used as a basis for future assessment of teachers' perceptions.

Zhao (2007) conducted a qualitative interview research to investigate social studies teachers' perceptions of technology integration. The study indicated that teachers believed on a range of views towards technology integration that influenced their use of technology in the classroom. Technology integration training positively affected most of the participants in their instructional practices with technology. Teachers attributed their attitudes and instructional changes as well as their present level of technology use to several factors: InTech training, personal commitment, early success, and learning from different resources. Most teachers were willing to use technology, expressed positive experiences with technology integration training, increased their use of technology in the classroom, and used technology more creatively.

2. Teachers' Awareness and Perceptions of Technology Integration

Recently, Edumadze, J. *et al.* (2014) conducted a study to assess the awareness and perceptions of lecturers in using e-learning tools. He indicates some key parameters used in measuring perception of staff towards using E-learning. The first one is adoption of E-learning, which refers to the decision of schools, instructors or teachers, and students to use E-learning and its tools for instructional delivery and learning. The second parameter is e-learning readiness, which is an important factor in any organization or school. It discusses the condition of schools, instructors as well as students to engage in using e-learning as a means of educational package delivery. Likewise, the study regards confidence and perception of instructors or trainers as a critical issue can affect the learning capabilities of the student or learner. E-learning users must trust and believe the abilities or good qualities of e-learning. The last parameter is e-learning training, which is closely related to confidence since the satisfactory training will reveal high confidence level. Finally, the study results, shown that many lecturers fail to use e-learning tools due to many reasons, but mainly, because they are not proficient in using them. Edumadze, J. *et al.* recommended to educate the lecturers on E-learning and give them the necessary training. Moreover, the University should provide reliable Internet and computer access coupled with adequate technologically enhanced classrooms and laboratories to facilitate the integration and use of e-learning tools by lecturers.

Another study was conducted by (Almekhlafi *et al.*, 2010) to investigate technology integration at UAE Model schools using a mixed method of data collection consisting. The study sample consisted of 40 female and 60 male teachers. Study results revealed that teachers at both schools are integrating technology in their classes' activities and they use a variety of technologies to promote students' learning. Moreover, they have high self perception of their abilities and competencies to integrate technology

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successfully in their teaching. In order to increase effective technology integration, both male and female teachers recommend the following: (1) regular professional development workshops, (2) enhancing curriculum with technology-enhanced materials such as CDs and videos, (3) increasing collaboration between schools across the country, and (4) giving enough freedom for teachers in the selection and coverage of curriculum materials.

3. Barriers to Technology Integration

The low level of technology use in education comparing to the high amount of existing technology tools has triggered many researchers to investigate more in Barriers to Technology Integration. For example, a study conducted by Hew and Brush (2006) to identify barriers to technology integration faced by K12 schools in the United States and other countries. The study found six common barriers. These barriers include inadequate knowledge and skills, lack of resources, attitudes and beliefs, subject culture, institutional barriers, and assessment. In order to overcome these difficulties, Hew and Bruch suggested to have professional development training, well prepared resources, changing attitudes and beliefs of teachers and students, a very clear vision and technology integration plan, and reconsidering assessments.

According to European Schoolnet "most schools in most countries, however, are in the early phase of ICT adoption, characterised by patchy uncoordinated provision and use, some enhancement of the learning process, some development of e-learning, but no profound improvements in learning and teaching" (Balannskat, *at el*. 2006, p. 2). European Schoolnet is an international association which encourages the use of e-learning throughout all education levels and provides information for all parties participated in the educational process including students, teachers, and educational professionals on the diverse facets of teaching and learning with technology. From a review of 17 recent studies and surveys of ICT impact on schools in Europe, European Schoolnet summarized the factors that impede the successful implementation of ICT in teaching by the following:

• **Teacher-level barriers**: Teachers' poor ICT competence, low motivation and lack of confidence in using new technologies in teaching are significant determinants of their levels of engagement in ICT. These are directly related to the quality and quantity of teacher training programmes.

• **School level barriers**: Limited access to ICT (due to a lack or poor organisation of ICT resources), poor quality and inadequate maintenance of hardware as well as unsuitable educational software are also defining elements in teachers' levels of ICT use. Moreover, the absence of an ICT dimension in the overall schools' strategies and their limited experience with project-oriented activities supported by ICT, are decisive in determining levels of ICT use by teachers.

• **System-level barriers:** In some countries, it is the educational system itself and its rigid assessment structures that impede the integration of ICT into everyday learning activities (Balannskat, et al., 2006, p. 5).

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Kinley (2010) conducted a study to explore the use of E-learning by student, teachers, and faculty members at the Paro College of Education, Royal University of Bhutan. He found that the absence of E-learning training provided to lecturers, inadequate student computer access and the slow Internet connection among the main factors that hinder the successful adaption of E-learning. The study shown clearly that most of the lecturers have average computer competency. Among others, Kinley suggests that the College should develop a strategic plan for ICT infrastructure and resources that includes policy and guidelines for use. In addition to training and professional development programs.

Salehi, *et al.* (2012) conducted a study to identify challenges and barriers of integrating ICT in language teaching. The study mainly focuses on barriers that prevent English teachers to use ICT in the classroom and develop supporting materials through ICT. They found that, although high school teachers are familiar with ICT and ICT usage, but they do not integrate ICT into the curriculum. According to Salehi et al., "insufficient technical supports at schools and little access to Internet and ICT prevent teachers to use ICT in the classroom". Moreover, shortage of class time and time needed to learn using ICT are the most discouraging factors for teachers to employ ICT into the curriculum.

Significance of the Study

Teachers' awareness and perceptions occupy a central position to success in technology integrating. Sorenson and Reiner (2003) mentioned the importance of evaluating teachers clearly, when they said, "to initiate the change to an online system of course, it is important to assess the readiness of the various stakeholders" (Sorenson and Reiner, 2003: p.16). Therefore, the objective of this study was to evaluate the high school English teachers' awareness and perceptions of using e-learning tools for teaching English in Yanbu. Moreover, it explored teachers' opinions, readiness to adapt e-learning, adaption obstacles, and problems related to using e-learning tools.

METHODOLOGY

The study used the descriptive survey design. The aim of this survey is to evaluate teachers' awareness and perceptions of using e-learning tools and other research's questions. The instrument used for the collection of data adapted mainly from (Edumadze, J. *et al.*, 2014). The questionnaire titled Teachers' Awareness And Perceptions In Using E-Learning Tools (TAPUELT). It was made available online for the participants from December 3, 2015 until December 12, 2015. Results analyzed by simple percentages as the previous study by Edumadze, J. et al. The participants were 22 teachers from public and private schools in Yanbu educational department, KSA. Seventeen of the participants were male, while the rest were female teachers.

RESULTS AND DISCUSSION

The study target was to evaluate English teachers' awareness and perceptions in using e-learning tools. In this study, a total of 22 English teachers from Yanbu educational

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department participated in the online survey. The majority of the participants (77.3%) are male. Different e-learning parameters were measured like; skill in using educational technology, teachers' personal use of technology, type of technology used in the classroom, e-learning confidence, barriers to e-learning, perceived effectiveness of e-learning, and willingness to adopt e-learning tools for teaching. In terms of the teaching experience variable, 40.9% of the respondents have between 4 to 6 years in teaching experience, and 40.9% have more than 9 years. Teaching experience is a critical factor in adopting e-learning tools. Researchers found that novice teachers with less than nine years of teaching experience are more likely to integrate technology in several teaching objectives (e.g., Rowand, 2000; NCES, 2000).

Teachers' personal use of technology

- **Electronic devices teachers use at home**

Respondents were asked about what devices they have and use at home. Their responses are reflected in Table 1.

Table 1: Electronic Devices Teachers Use at Home

Table 1: Electronic devices teachers use at home			
S/N	Electronic devices	Frequency	Percentage
1	iPad, iPad mini, iPod	4	18.2%
2	smart phone	13	59.1%
3	other type of tablet	0	0%
4	Nook or other e-book reader	2	9.1%
5	Laptop, PC, Mac computer	13	59.1%

Each respondent has at least one type of electronic devices mentioned in Table1, and some of them have more than one type. For example, 59.1% of respondents own laptop, PC, or Mac computer and more than 90% of them have smart phone, iPad, iPad mini, iPod, or e-book reader. Owning electronic devices regarded as a significant factor in adopting e-learning, that it can increase teachers' opportunity to integrate them into the classroom.

- **Personal Use of Social Media**

On their personal use of social media, Table 2 shows how often teachers use social media. The majority of teachers participating in the survey (81.8%) are using social media in daily basis. Social media can be of great benefits in communication, collaboration and sharing of knowledge and learning resources. Moreover, High frequency of using social media can increase teachers' skills and familiarity with technology. Some writers believe that using social media in everyday life can provide a good support in the educational context (Mazman & Usluel, 2010).

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Table 2: Frequency Use of Social Media

Table 2: Frequency use of social media			
S/N	Responses	Frequency	Percentage
1	Daily	18	81.8%
2	1 -2 times per week	2	9.1%
3	More than 3 times per week	0	0%
4	1-2 times per month	1	4.5%
5	Never	1	4.5%

Use of Technology for Instructional Delivery

- **Overall skill in using educational technology**

Respondents were asked to rate their overall skill in using educational technology. Their responses are reflected in Table 3.

Table 3: skill in Using Educational Technology

Table 3: skill in using educational technology			
S/N	**Overall skill level**	Frequency	Percentage
1	Challenged	1	4.5%
2	Basic	13	59.1%
3	Proficient	4	18.2%
4	Advanced	4	18.2%

Table 3 indicates that only 8 (36.4%) of respondents rated their skills as advanced and proficient in using educational technology, 13 (59.1%) as basic, and one (4.5%) as challenged. This suggest that English teachers need training in ICT and how to utilize it for teaching in a professional way. Teacher skill in using technology is very critical in improving student learning with technology. In other words, to improve students learning with ICT, teachers must know not only how to use technology but also when and why to use it. This finding is in agreement with Agboola (2006), he suggested that ICT users needed to be well supported and educated through professional development plans.

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Awareness of Technology Tools Used For Learning

Table 4 shows teachers' awareness of each technology tool.

Table 4: Teachers Awareness of Technology Tools

Table 4: Teachers Awareness Of Technology Tools			
S/N	**Technology Tools**	Frequency	Percentage
1	Microsoft PowerPoint	20	90.9%
2	E-mail	16	72.7%
3	Discussion Forum	20	90.9%
4	Learning Management System (LMS) (Moodle, blackboard)	19	86.4%
5	Chat	21	95.5%
6	Computer-Based Training (CBT)	19	86.4%
7	Mailing List	19	86.4%
8	Podcasts	20	90.9%
9	Audio/Video production/editing (Audacity, GarageBand, iMovie, Moviemaker, etc.)	21	95.5%
10	Classroom response system (clickers, etc.)	20	90.9%
11	Image (photo) editing	18	90%
12	Interactive Whiteboard Software (Promethean ActivInspire, SMART Notebook, etc.)	17	85%
13	Internet resources	20	100%
14	Video streaming (Discovery, Learn360, YouTube, etc.)	20	100%
15	Word processing	20	100%
16	E-book	17	85%
17	Tutorials	17	85%

Table 4 shows that teachers are aware of most types of popular technological tools like; Microsoft PowerPoint, Word processing, E-mail, Discussion Forum, Learning Management System, Chat, Podcasts, Interactive Whiteboard Software. For example, the study shown that 86.4% of respondents were aware of Learning Management System LMS like Moodle and blackboard, which is one of the important e-learning tools.

Willingness to adopt technology in classroom

Another highlighted point in the study is to evaluate teachers' willingness towards technology usage. In order to get the advantage of using technology in learning, teachers must be willing to adopt technology in the classroom. To test whether or not respondents were willing to adopt e-learning tools in the classroom, they were asked questions like; "Are you willing to adopt LMS (Moodle, blackboard) to supplement teaching" and "Are you Willingness to participate in an e-learning training program".

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Table 5: Adopting LMS and Participating in an E-Learning Training Program

Table 5: adopting LMS and participating in an e-learning training programme					
S/N	Description	Yes	%	No	%
1	willingness to adopt LMS (Moodle, blackboard)	18	81.8	4	18.2
2	willingness to participate in an e-learning training programme	18	81.8	4	18.2

As in Table 5, the study shows that high percentage (81.8%) of respondents were willing to adopt Learning Management System LMS like Moodle and blackboard for teaching and participate in an e-learning training program.

Table 6: Willingness to engage in an online Discussion Forum with students

Table 6: Willingness to engage in an online Discussion Forum with students			
S/N	Responses	Frequency	Percentage
1	Daily	7	31.8%
2	Weekly	7	31.8%
3	Whenever I have Time	4	18.2%
4	Whenever I realize my contribution is needed in the Forum	3	13.6%
5	Others	1	4.5%

Since the frequency of engaging in online discussion is essential in most important e-learning tools like LMS, respondents were asked about how often they are willing to participate in this activity. Table 6 indicates that all teachers were willing to engage with students but not at the same level. For example, 31.8% of teachers were willing to engage in daily basis, while 31.8% were willing to engage in an online discussion forum in weekly basis only. Similarly, another question about willingness to communicate with students through Emails shows positive results. Majority of respondents were ready to utilize Emails with students. For example, 9.1% in daily basis, 22.7% in weekly basis, and 45.4% depending on circumstances.

Table 7: Willingness to Communicate with Students Through Emails

Table 7: Willingness to communicate with students through Emails			
S/N	Responses	Frequency	Percentage
1	Daily	2	9.1%
2	Weekly	5	22.7%
3	Whenever I have Time	5	22.7%
4	Whenever I realize it is needed	5	22.7%
5	Others	5	22.7%

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Perception about E-Learning Adoption

This part is to measure the perception and views of the respondents regarding e-learning adoption. Teachers tend to integrate technology if they perceived its usefulness. In their answers, 86.3% agree that a LMS offers opportunity to improve teaching; 95.5% agree that an e-learning course would improve the quality of education; 95.4% feel that e-learning tools would make teaching easier; 90.9% agree that e-learning tools would develop skills needed in today's modern, technological world; 95.5% indicated that e-learning tools would provide collaborative learning opportunities.

Feelings of Uneasiness about Using E-Learning Tools.

In order to examine English teachers' feeling about uneasiness of using technology in education, they were asked to say whether or not they agree on different statements. Teachers' responses show that 40.9% strongly agree to the statement that e-learning system may lead to less personal contacts between teachers and students; 31.8% were undecided about that; 27.3% strongly agree that they are uncomfortable about making their teaching material open to others by e-learning system; 36.4% agree that students will be less motivated if all materials are on-line; 31.8% disagree that e-learning systems will make them lose control over the teaching and learning process.

Teachers' Confidence in E-Learning

Table 8: Teachers' Confidence in E-Learning

Table 8: Teachers' Confidence in E-Learning						
Perception	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)	Total (%)
A LMS has a great influence upon education.	50%	40%	10%	0%	0%	100%
In the future, a LMS will be a necessity for all lecturers.	50%	40%	10%	0%	0%	100%
All students have to use a LMS in the future.	40%	45%	15%	0%	0%	100%
The quality of teaching and learning is enhanced via the use of web-based tools.	35%	55%	10%	0%	0%	100%
It is convenient to have all documents (lecture notes, pictures, and Power Point presentations) for each course in the same place.	65%	25%	10%	0%	0%	100%

Table 8 shows data about the teachers' confidence in e-learning. Table 8 displays that 50% of respondents are strongly agreed that LMS has a great influence upon education. Similarly, 50% strongly agreed that in the future, a LMS will be a necessity for all

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teachers. In addition, 40% strongly agreed that all students in the future would have to use a LMS. Only 35% strongly agreed that the quality of teaching and learning is enhanced via the use of web-based tools. Finally, 65% strongly agreed that it is convenient to have all documents for each e-learning course in the same place.

Familiarity with tools for instructional delivery

Table 9 shows English teachers' familiarity with several e-learning tools for instructional delivery. They were inquired to indicate their rate of using each tool.

Table 9: Frequency of Technology Tools Usage

Table 9: Frequency Of Technology Tools Usage						
S/N	**Technology Tools**	Daily	Weekly	Infrequently	Never	N/A
1	Microsoft PowerPoint	22.7%	54.5%	13.6%	9.1%	0%
2	E-mail	9.1%	40.9%	22.7%	22.7%	4.5%
3	Discussion Forum	18.2%	36.4%	36.4%	9.1%	0%
4	Learning Management System (LMS) (Moodle, blackboard)	45.5%	22.7%	18.2%	13.6%	0%
5	Chat	22.7%	27.3%	45.5%	4.5%	0%
6	Computer-Based Training (CBT)	13.6%	27.3%	45.5%	9.1%	4.5%
7	Mailing List	13.6%	18.2%	54.5%	9.1%	4.5%
8	Podcasts	18.2%	40.9%	31.8%	9.1%	0%
9	Audio/Video production/editing (Audacity, GarageBand, iMovie, Moviemaker, etc.)	36.4%	50%	9.1%	4.5%	0%
10	Classroom response system (clickers, etc.)	36.4%	31.8%	22.7%	9.1%	0%
11	Image (photo) editing	31.8%	45.5%	13.6%	9.1%	0%
12	Interactive Whiteboard Software (Promethean ActivInspire, SMART Notebook, etc.)	36.4%	22.7%	27.3%	13.6%	0%
13	Internet resources	31.8%	50%	18.2%	0%	0%
14	Video streaming (Discovery, Learn360, YouTube, etc.)	36.4%	40.9%	27.3%	4.5%	0%
15	Word processing	27.3%	40.9%	27.3%	4.5%	0%
16	E-book	27.3%	22.7%	36.4%	13.6%	0%
17	Tutorials	18.2%	18.2%	50%	13.6%	0%

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Barriers to Technology Integration

Respondents were asked to indicate obstacles prevented them from adopting technology in the classroom.

Table 10: Barriers to Technology Integration

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S/N	Responses	Frequency	Percentage
1	Inadequate training time in technology.	6	27.3%
2	Not enough devices for classroom size.	12	54.5%
3	Devices not working properly.	5	22.7%
4	Lack of students' interest.	0	0%
5	Lack of teachers' interest.	0	0%
6	I do not know how to utilize all devices.	3	13.6%
7	Inadequate time to use technology.	4	18.2%
8	Problems with Internet access such as slow connection.	12	54.5%

Table 10 indicates that 54.5% of respondents considered problems of internet access like slow connection and inadequate devices are the main barriers in their schools. These were cited as topmost barriers by a number of studies (e.g., Balannskat, *et al.*, 2006; Panda, et al. 2007; Al-Senaidi, et al., 2009; Salehi, *et al.*, 2012). For example, Balannskat, *et al.* and Salehi, *et al.*, both of them mentioned these two obstacles and regarded both of them among the most discouraging factors for teachers to employ ICT. Inadequate training time in technology comes thirdly by 27.3% cited in (e.g., Butler, et al. 2002; Schoepp, k. 2005), then devices not working properly by 22.7%, after that inadequate time to use technology by 18.2%.

CONCLUSION

In summary, the majority of English teachers (59.1%) have basic skills in using information and communications technology for teaching and they need more training to integrate it in a professional way. Moreover, the study shown that English teachers are aware and familiar with popular e-learning tools like, Microsoft PowerPoint, Learning Management System, Podcasts, Interactive Whiteboard Software. For example, the study shown that 86.4% of respondents are aware of Learning Management System LMS like Moodle and blackboard, which is one of the important e-learning tools. However, this does not necessarily mean that they integrate e-learning tools in a skillful way.For usefulness and easiness, the study shown that teachers perceived technology usefulness in teaching and learning. In their answers, 86.3% agree that a LMS offers opportunity to improve teaching, and 95.5% agree that an e-learning course would improve the quality of education.Finally, teachers were faced with some barriers that prevent them to employ technology in the classroom like; lack of reliable Internet connectivity, lack of training,

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inadequate devices for both teachers and students, and shortage of class time needed to integrate technology in classroom.

RECOMMENDATIONS

Based on the above findings, the study recommends the following:

1. Provide training program, workshops and seminars to improve teachers' skills in integrating technology.
2. Equip schools with a reliable Internet connectivity and technology devices enough for both teachers and students.
3. Provide teachers with enough time to prepare for using e-learning tools.
4. Encourage schools stuff to integrate technology by awards and incentives.
5. Increase cooperation between schools through internet to exchange knowledge and materials.
6. Establish IT department for each schools complex to support teachers and overcome difficulties in integrating technology.

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