



A Case Study of a Kurdish University Teacher's Perceptions on the Use of ICT in EFL Classrooms

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Abstract

The rapid development of Information Communication and Technologies (ICTs) has made tremendous changes in the educational process at the tertiary level in all the countries across the world. ICT is said to bring a variety of benefits in facilitating the teaching and learning for English as a foreign language. This case study explored the perceptions of a Kurdish university teacher on the use of ICT in his classroom teaching and also examines to what extent he feels that ICT offers good tools to help his students. A student's opinion on questions regarding the perceived benefits of technology and what she thinks about her teacher's technology usage are also investigated. Study findings show that both the teacher and student have a positive perception towards the use of ICT. However, the teacher claimed that he faces challenges in using ICT and due to insufficient facilities his use stays at a personal, rather than pedagogical level. There is also a mismatch between teacher's expectations and the actual levels of ICT use due to the limited infrastructure, support, and consequent uncertainty of students' competence levels of ICT use. The result of the study may be useful for English instructors and foreign language program leaders in a Kurdish context to manage better ICT integration into the process of teaching English as a foreign language.

Keywords: *ICT, EFL teachers, Perception;*