

Utilizing ICT in English Language Teaching and Learning from the Perspective of Afghan EFL Teachers

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ABSTRACT

This study researched to determine Afghanistan public universities teachers' perceptions and challenges towards ICT utilization in teaching and learning the English language. The study used a quantitative design to collect data from 50 Afghanistan public universities' teachers through a questionnaire which was analysed through descriptive statistics (percentage, mean, standard deviation and frequency). The results of the study indicated that Afghanistan public universities teachers' perceptions were positive towards ICT utilization in teaching and learning of the English language in spite of some major, mild and minor challenges which preclude them from using ICT in teaching. The study suggested that further research should be conducted to find out the perceptions and challenges of both private and public universities' teachers towards ICT use in teaching and learning the English language. Finally, the finding of this study is significant for MOHE, MOE, and MOICT to integrate a successful ICT system in Afghanistan, especially in educational institutions.

KEYWORDS

Afghan EFL teachers' perceptions; afghan EFL teachers' challenges; utilizing ICT; teaching and learning English language

INTRODUCTION

Afghanistan is located in central Asia which bonds margins with Tajikistan, Uzbekistan, Turkmenistan, Iran, Pakistan, and china. Pashto and Dari are the most widely spoken languages in Afghanistan. English is employed as a foreign language and has become the most important and widely used language for instruction and communication. Alamyar (2017) argued that after the Taliban rule fell, English became a key language in Afghanistan. Teachers in Afghanistan, particularly at universities, have been observed employing old techniques of teaching (Grammar Translation Method) for teaching English, which prevents them from using 21st-century teaching methods. According to Hikmat (2009), teacher-centered learning (TCL) is prevalent in Afghanistan and instructors utilize the Grammar-Translation Method to teach and acquire the English language. As a result, they were unable to employ technical equipment in their instruction. Romanowski, McCarthy, and Mitchell (2007) stated that looters destroyed all infrastructure and facilities including chairs, tables, doors, windows, computers, laptops, projectors, and electricity cables of universities during the civil war which causes Afghan teachers to be cut off from ICT use in their classrooms.

On the other hand, Instructors and learners all over the world use various ICT tools to learn English because it prepares and provides an environment for teachers and students to obtain authentic, modernized, informative, educational materials that can increase their motivation and engagement in teaching and learning. Furthermore, it is self-evident that

technology has profoundly transformed human existence in every way, particularly in the realm of education. Because it delivers real and valuable content for instructors and learners while also making their work easier, technology is seen as an essential and adaptable source for the teaching and learning process. According to Raja and Nagasubramani (2018), technology plays a critical role in education, particularly in language teaching and learning, and makes 21st-century education accessible to individuals all over the world. Teachers in Afghanistan must therefore use new and updated technical (ICT) instruments in the teaching and learning process to meet the critical demand for 21st-century teaching and learning. As stated by Waseel and Yusof (2018), lecturers, teachers, and learners in the twenty-first century need to use various ICT tools such as projectors, computers, mobile phones, and laptops for teaching and learning the English language, or could provide opportunities for teachers and learners to update their knowledge in an effective manner (Dawes, 2001). The old conventional technique does not equip students and instructors to be productive and active participants in learning and teaching, but ICT provides productive and active learning and teaching environment (Yelland, N, 2003). (2001). In accordance with this, ICT allows instructors to access information in many fields and facilitates the work of both teachers and students. Classic teaching techniques eventually alter when ICT is used; online communication replaces face-to-face communication, an interactive whiteboard replaces a traditional white or chalkboard, and online materials replace books or printed resources (Drent & Meelissen, 2008).

ICT is playing an increasingly important role in modernizing education, particularly in the teaching and learning of English, and TCL may be used to replace the SCL approach by utilizing ICT both inside and outside the classroom (Lim and Chai, 2004). The initiative of ICT Policy in School Education is inspired by the tremendous potential of ICT for enhancing outreach and improving quality of education (Mohalik, 2020). According to Akpabio & Ogiriki (2017), English language teaching and learning is more precise, updated, and productive when it includes ICT, which is a necessity of 21st-century teaching philosophy. Furthermore, ICT enables instructors to educate using interactive pedagogical approaches, which motivates teachers to manage huge classrooms and create a pleasant learning atmosphere (Ahmadi & Reza, 2018; Costley, 2014). Additionally, high-quality ICT experiences may increase learners' soft skills such as creativity and critical thinking, as well as four integrated language abilities: writing, reading, speaking, and listening. Furthermore, ICT may be used to create a cooperative and collaborative environment for learners to learn a language in a meaningful way (Riasati, Allahyar, & Tan, 2012).

According to Schoepp (2005), integrating ICT in education, particularly language instruction, is not as simple as turning on a light switch; integration of ICT in language is a complicated process in which instructors may face obstacles or impediments. Various studies have found that, while instructors appear to appreciate the advantages of ICT in education, there are still challenges to overcome during the ICT integration process (Salehi, H., & Salehi, Z., 2012a). According to Ertmer (1999), ICT integration barriers are classified into two types: extrinsic and intrinsic. Extrinsic barriers are of the first order and include access, time, support, resources, and training, while intrinsic barriers are of the second order and include attitudes, beliefs, practices, and resistance. Bingimlas (2009) compiled a list of barriers that prevent teachers from adopting ICT in the classroom, including a lack of ICT tools, a lack of technical assistance, a lack of time, insufficient training, a lack of understanding, and instructors' unfavorable opinions about ICT. According to Becta (2004), the hurdles that impede instructors from utilizing ICT in the

teaching and learning process include a lack of confidence, a lack of access to ICT, a lack of training, a lack of confidence, and a lack of time.

Due to the existence of a long-lasting war in Afghanistan, economic, infrastructure, and educational sectors have been impacted, particularly; higher education. Moreover, Afghan public universities' EFL teachers who are being exposed to both national and international competitive environments of teaching can be reluctant while engaging in the 21st-century teaching methodology, which is considered to be the dire need of the modern arena. Such drawbacks can directly and indirectly affect their current and future students and even learners are offered to the society with the bulk of hesitation and desperation which may result in them being demotivated, less confident and low command of their English language and finally, they are disheartened in gaining desired professions after graduation.

Besides, there is a very limited number of researches conducted to show teachers' perceptions and challenges in adopting ICT in teaching and learning of the English language in public universities of Afghanistan. Thus, this study is aimed at finding Afghan EFL teachers' perceptions and the current challenges that hamper them using ICT in teaching and learning of the English language. The study used a quantitative design to collect data from 55 Afghanistan public universities' teachers through questionnaire which was analysed through descriptive statistics (percentage, mean, standard deviation and frequency). The result of the study indicated that Afghanistan public universities teachers' perceptions were positive towards ICT utilization in teaching and learning of the English language in spite some major, mild and minor challenges which preclude them from using ICT in teaching.

RESEARCH METHODS

A descriptive quantitative approach was employed in this study to investigate Afghanistan public university EFL instructors' perspectives and problems about the usage of ICT in English language teaching and learning. According to Creswell (2003), in descriptive quantitative design, researchers gather, analyse, discuss, and present data to get authentic information via a questionnaire. The questionnaire used in this study was adapted from Muslem et al. (2018) to cover the information and principles of ICT that a researcher wanted to investigate in the Afghanistan context, particularly the part about perceptions and challenges which was formatted using a Likert Scale of (1) strongly disagree (SD), (2) disagree (D), (3) natural (N), (4) agree (A), and (5) strongly agree (A) (SA). The questionnaire was distributed to 50 EFL teachers at Afghan public universities through e-mail or links in order to collect data, which was then analysed, interpreted, and discussed. In addition, the researcher used descriptive statistics such as frequency, percentage, mean, and standard deviation to analyse the data (questionnaire) which provided an accurate image of data analysis in this study. According to, data analysis is the process of describing, shortening, summarizing, and evaluating data using statistical and logical tools (Creswell, 2003).

RESULTS AND DISCUSSION

Participants Demographic

The result of the questionnaire collected from the English language teachers of 20 public universities and five higher education institutes in Afghanistan showed that all the participants agreed to take part in the study. All of the participants were male aged below 40 years old. Half of the respondents were 26-30 years old, 12% of the respondents were 20-25 years of age, 36% were in the age group of 31-35 years and 2% 36-40 years old. Regarding their qualification, majority of teachers with 76% hold a master's degree,

followed by 22% with a bachelor's degree and 2% Ph.D. A large percentage of these lecturers i.e. 60% obtained their qualification from institutions in Afghanistan, while 40% received their degrees abroad. The findings on the respondents' teaching experience highlighted that 50% of them had less than 5 years teaching experience and the other 50% 5-10 years of experience.

The preliminary section of the questionnaire also asked on the respondents overall experience with ICT. Based on the results, majority of the respondents (44%) declared that they are limited users of ICT, 28% of them claimed that they were frequent users, 22% were confident users and unfortunately there were 6% of the users who claimed that they have never used ICT before. In terms of access to the Internet, the results indicated that more than a quarter of the respondents (28%) had a daily access of the Internet at their university, while others were only having hourly access to the Internet (22% claim to have less than one-hour access; 20% having 1-2 hours of access; 16% having 3-4 hours 16%; 14 % 2-3 hours).

Afghan Public University EFL Teachers' Perceptions on the Use ICT

The first objective of this study was to investigate Afghan Public University Teachers' perception (APUET) of ICT usages in teaching and learning the English language. It has found that APUET perception was positive toward the use of ICT in teaching and learning the English language. The following table describes the overall perception of APUET in using ICT when teaching the English language.

Table 1. Afghan EFL Teachers' Perceptions on the Use ICT

Category	Overall Mean	Overall Stander deviation
Advantages of ICT for students	4.02	0.13
The role of ICT in teaching and learning of the English language	4.00	0.24
Advantages of ICT for teachers	3.48	1.19

Based on Table 1, most of the public universities' teachers had a positive view on the use of ICT when teaching the English language. A high frequency of teachers believe that ICT not only benefited them when teaching the English language in the classroom with a mean of 3.48 and 1.19 standard deviations but also advanced their students when learning English as a foreign language in Afghanistan with a mean of 4.02 and 0.13 standard deviation. Also, the practices of ICT have played a positive role in optimizing the process of teaching and learning of the English language with a mean of 4.00 and 0.24 standard deviations.

Advantages of ICT for Learners

ICT boosts students' performance in learning English language such as easily acquiring English language and improving their listening, reading, writing and speaking skills. The following table represents the result of teachers' perceptions toward the use of ICT when teaching students the English language.

Table 2. ICT advantages for Learners

No	Statement	Scale					Mean	SD	Rank
		SD	DA	N	A	SA			
16	In my belief, students' motivation is increased with the use of ICT in teaching the English language.	0 TCH 0%	2 TCH 4%	4 TCH 8%	24 TCH 48%	20 TCH 40%	4.24	0.77	High (PP)
18	I think ICT assists students to improve their English language skills and knowledge.	0 TCH 0%	2 TCH 4%	2 TCH 4%	35 TCH 70%	11 TCH 22%	4.10	0.64	High (PP)
14	In my point of view using ICT helps learners acquire the English language.	1 TCH 2%	3 TCH 6%	3 TCH 6%	28 TCH 56%	15 TCH 30%	4.06	0.89	High (PP)
21	In my view, students become independent learners when English is taught with the use of ICT.	0 TCH 0%	3 TCH 3%	11 TCH 22%	22 TCH 44%	14 TCH 28%	3.94	0.86	High (PP)
19	To my knowledge, ICT helps meet the different needs of students in English language classroom.	1 TCH 2%	1 TCH 2%	6 TCH 12%	36 TCH 72%	6 TCH 12%	3.90	0.70	High (PP)
11	To my knowledge, students concentrate more on their English language learning with the use of ICTs.	0 TCH 0%	4 TCH 8%	8 TCH 16%	27 TCH 54%	11 TCH 22%	3.90	0.83	High (PP)
24	I think students prefer to learn from teachers over ICT.	2 TCH 4%	7 TCH 14%	18 TCH 36%	17 TCH 34%	6 TCH 12%	3.36	1.00	Moderate (NP)

One of the aspect that was surveyed to find out the perception of the Afghanistan public universities teachers is their views on the advantages that students would receive if ICT is used in teaching the English language. Seven questions were included in the questionnaire for this purpose and all of these questions showed high mean scores of between 3.36 to 4.24 and standard deviation of 1.00 to 0.77 (refer to Table 2). From the findings, as illustrated in Table 2, generally most respondents agreed that ICT would benefit students in various ways. First, a total of 92 % of the respondents at least agreed that ICT would help students to improve their English language skills and knowledge and in relation 86 % agreed that ICT could help learners to acquire the language. A big percentage of the respondents also (72 % agreed and 12 % strongly agreed) were confident that the use of ICT would help meet the different needs of students in English classrooms and thus students would be able to concentrate more on their English language learning as agreed by 76 % of the respondents.

The results also show that the respondents believed that the use of ICT will motivate students in learning English. From the table, it is clear that 88 % of the respondents believed that the use of ICT has a positive effect on motivation of the students to learn English language, and perhaps in relation to the high motivation, 72 % of the respondents have the opinion that their students may become independent learners who could learn the language on their own when ICT is used in teaching the language. However, the findings also reveal that there is almost a quarter of the respondents (22 %) who could not determine whether ICT could lead students to become independent learners of English. In fact, six percent of the respondents disagreed that the use of ICT could produce independent learners of English. The question that received the lowest mean score is the question on students' preference to learn English, either from the teachers or the ICT. A large percentage of the respondents i.e. 36 % did not incline to either in agreement or disagreement on the issue. Surprisingly, 18 % of the respondents disagreed that students prefer teachers over ICT in teaching English. only 46 % of the respondents were confident and agreed that students prefer to learn English language from teachers, even though ICT could be used to learn the language.

The Role of ICT in Teaching and Learning of the English Language

ICT plays a significant role in forming a positive and flexible environment for learning a language. Particularly, making environment of class more enjoyable, provide authentic material for teaching and learning, improve teachers' ICT skills and familiarized them with 21 skills of teaching. Most of the APUET show their favorable view on the use of ICT when teaching and learning the English language. The following table describes the role of ICT in teaching and learning of the English language.

Table 3. The Role of ICT in TLEL

No	Statement	Scale					Mean	STD	Rank
		SD	DA	N	A	SA			
15	I think ICT helps in making the English language learning interesting and enjoyable.	0 TCH 0%	0 TCH 0%	3 TCH 6%	23 TCH 46%	24 TCH 48%	4.42	0.60	High (PP)
20	I believe ICT assists in abandoning the traditional approach and developing more interactive ways in learning and teaching of the English language.	0 TCH 0%	2 TCH 4%	3 TCH 6%	26 TCH 52%	19 TCH 38%	4.24	0.74	High (PP)
4	In my opinion, ICT can be used as an advanced educational tool for teaching English to students.	0 TCH 0%	3 TCH 6%	2 TCH 4%	27 TCH 54%	18 TCH 36%	4.20	0.78	High (PP)
1	In my opinion, ICT is more educational than discussing and teaching without the use of ICT.	1 TCH 2%	2 TCH 4%	6 TCH 12%	22 TCH 44%	19 TCH 38%	4.12	0.91	High (PP)
6	My understanding is that ICT can be used to effectively manipulate classroom content and	0 TCH 0%	3 TCH 6%	2 TCH 4%	34 TCH 68%	11 TCH 22%	4.06	0.71	High (PP)

No	Statement	Scale					Mean	STD	Rank
		SD	DA	N	A	SA			
	materials.								
17	As far as I know, ICT assists in activating learning during English language classes.	0 TCH 0%	1 TCH 2%	6 TCH 12%	33 TCH 66%	10 TCH 20%	4.04	0.63	High (PP)
13	I believe ICT will improve the classroom environment (students will be more active and less confused)	0 TCH 0%	2 TCH 4%	9 TCH 18%	27 TCH 54%	12 TCH 24%	3.98	0.76	High (PP)
22	I think the use of ICT is suitable for many English learning activities.	0 TCH 0%	3 TCH 6%	5 TCH 10%	33 TCH 66%	9 TCH 18%	3.96	0.72	High (PP)
12	I think ICT collaborates works between teachers and students in English language learning.	1 TCH 2%	3 TCH 6%	5 TCH 10%	30 TCH 60%	11 TCH 22%	3.94	0.86	High (PP)
8	In my view, ICT is more effective in teaching and learning than books and other sources.	5 TCH 10%	0 TCH 0%	10 TCH 20%	23 TCH 46%	12 TCH 24%	3.84	0.91 1	High (PP)
23	In my view, ICT use saves time in English language learning.	0 TCH 0%	4 TCH 8%	11 TCH 22%	25 TCH 50%	10 TCH 20%	3.82	0.84	High (PP)
5	In my view, ICT can work as a teacher and can be used instead of a teacher in teaching English.	0 TCH 0%	12 TCH 24%	8 TCH 16%	25 TCH 50%	5 TCH 10%	3.46	0.97	Moder ate (NP)

The second aspect that was surveyed to find out the perception of the Afghanistan public universities teachers is their beliefs about ICT role in teaching and learning process of English language. Twelve questions were included in the questionnaire for this purpose; all of these questions showed high mean scores of between 3.46 to 4.42 and standard deviation of 0.97 to 0.60 (refer to Table 3). Based on the results of table 3 generally most of the participants believed that ICT plays vital role in teaching and learning of the English language. It can bring a paradigm shift from the traditional method to a more interactive one and helps making the English language teaching and learning more exciting. For example, 94% of the respondents agreed that ICT assists them to make the English language learning more enjoyable and interesting and in relation to this, 90% of participants believed that ICT abandoning the old traditional approach of teaching and makes more interactive ways of teaching. Also 82% of teachers approved that teaching with ICT is more powerful than without ICT thus teaching and learning with ICT is more effective than books and others sources reported by respondents with 70%.

The result also shows that participants explained using ICT as advanced instructional tool in teaching helps them to integrate instructional contents and material effectively, which make the learning process more active. In support, 90 % of the respondents illuminated that during teaching English to their students ICT can be used as an advanced educational tools. Followed by 90% that using ICT in teaching would assists them to properly use instructional material and contents which support them to activate learning during English language classrooms replied by 86%. The results of the findings indicate

that Afghan public university teachers were in favor of ICT use in teaching and learning of the English language because they believed that ICT uses can help them to improve class environment. A big percentage of the participants with (66% agree and 18% strongly agree) depicted that using ICT in teaching of the English language is more useful for finding many learning activities. Also 78% of the respondents reported that ICT improves class environment where students are busy in learning and less disturbing. However, 18% of the teachers were undecided whether ICT uses improves classroom environment or not. In fact, 4% of the respondents showed disagreement that ICT improves classroom environment.

Moreover, most of the Afghan public universities EFL teachers assumed that using ICT in teaching English language increases collaboration between teachers and students. In line with, 72% of the participants agreed that ICT collaborates works between teachers and students while teaching or learning English. Also, 70% of the participants believed that ICT saves teachers' time while teaching English. However, 22% of the teachers were doubtful whether ICT saves or not teachers' time while teaching English. Only, 8% of respondents disagreed that ICT saves teachers' time while teaching English. The item, which received the lowest mean score, is that ICT can work as a teacher and can be used instead of a teacher. In relation, 60% of the respondents believed that ICT can works as a teacher and can be used instead of teachers. However, 16% of the teachers were undecided whether ICT perform the job of teacher or not. Surprisingly, 24% of the participants portrayed disagreement that ICT can work as a teacher and can be used in place of teacher.

Advantages of ICT for Teachers

Using ICT resources in the classroom help teachers to make their teaching more efficient and effective through shifting from traditional approach to the blended learning. The following table illustrates the benefits of ICT convention among EFL teachers in Afghan public universities.

Table Error! No text of specified style in document.. Advantage of ICT for Teachers

No	Statement	Scale					Mean	SD	Rank
		SD	DA	N	A	SA			
2	ICT (referring generally to computers, projectors, mobiles, IPads, videos, hardware, software, and networks) increase my knowledge and skills as an English teacher.	1 TCH 2%	0 TCH 0%	3 TCH 6%	20 TCH 40%	26 TCH 52%	4.40	0.78	High (PP)
7	I highly need ICT use in the teaching of English.	1 TCH 2%	0 TCH 0%	6 TCH 12%	15 TCH 30%	28 TCH 56%	4.38	0.85	High (PP)
9	I know that ICT can increase quickly teacher get knowledge and information.	1 TCH 2%	0 TCH 0%	3 TCH 6%	26 TCH 52%	20 TCH 40%	4.28	0.75	High (PP)
10	I don't think the use of ICT will provide educational / educational value to students in learning English	12 TCH 24%	18 TCH 36%	13 TCH 26%	6 TCH 12%	1 TCH 2%	2.32	1.03	Low (NP)



No	Statement	Scale					Mean	SD	Rank
		SD	DA	N	A	SA			
10	I don't think the use of ICT generally has any valuable benefits to human society.	18 TCH 36%	20 TCH 40%	4 TCH 8%	8 TCH 16%	0 TCH 0%	2.04	1.04	Low (NP)

The last aspect that was surveyed to find out the perception of the Afghanistan public universities teachers is their views about ICT advantages for teachers. Five questions were included in the questionnaire for this purpose; all of these questions showed high mean scores of between 4.40 to 2.04 and standard deviation of 1.04 to 0.78 (refer to Table 4). Table 4 reports the findings of ICT advantages to the teachers when teaching English language. Most of the teachers perceived the use of ICT resources as beneficial factors when teaching English language in public universities. In line with this, 92 % of the teachers believed that ICT, which includes computer, projectors, mobiles, ipades, video, hardware, software, and network, increase their knowledge and skills as an English language instructor. Followed by the statement “I know that ICTs can increase teachers’ knowledge and information faster” with 92%

The results also depict that Afghanistan public universities’ teachers were in favour of ICT use in teaching and learning of the English language because they need ICT use in their teaching to fulfil the requirement of 21-century teaching. A large percentage of the respondents (30% agreed and 56% strongly) were confident that they need ICT use for teaching English language. The questions, which got the lowest mean score, were ICT use does not offer educational or instructional values for the students in learning and ICT use does not have valuable benefits for human society generally. A big percentage (60%) of the respondents disagreed that ICT does not provide educational or instructional values for the learners. However, 26% of the teachers were undecided whether ICT offers educational or instructional values for students or not. Only, 14% of the participants agreed that ICT does not provide educational or educational value to learners learning English. In relation, a small percentage of the teachers (16% agree and 0% strongly agree) believed that ICT does not have valuable advantages for human society in general, while 8% of the respondents were doubtful whether ICT have or not valuable advantages for human society in general. In fact, 76% of the participants disagreed that ICT does not have valuable benefits for human society in general.

Afghan Public Universities’ EFL Teachers Challenges on the Use of ICT

The second research objective was to find out Afghanistan Public Universities EFL Teachers’ Challenges on the use of ICT in teaching and learning of the English language. The findings report three major challenges that hinder Afghan public university EFL teachers on the use of ICT in teaching and learning English language; the problems are categorized as major, mild, and minor It is in the table below.

Table 5. APUET Challenges on the Usages of ICT in TLEL

Challenges	Overall Mean	Overall Standard deviations	Rank
Major	3.88	1.44	High
Mild	3.39	0.20	High
Minor	2.23	0.13	Low

Table 5 results shows that the most frequently challenges is the major challenges identified in the chapter three under instrument with a high mean of 3.88 and 1.44 standard deviations followed by a category of mild challenges by Afghan public university EFL when teaching the English using ICT resources with a slightly higher mean of 3.39 and 0.20 standard deviation. While, Afghan public university EFL teachers were facing minor challenges with a low mean of 2.23 and 0.13 standard deviation.

Descriptions of Obstacles Hindering APUET in TLEL

The problems are various in forms and numbers when utilizing ICT in the classroom. The major problems of ICT are lack of access to ICT tools, lack of time, lack of technical support, lack of resources, lack of training, and negative attitudes (Becta,2004).The following table illustrate the discussion of major, mild, and minor challenges that APUET are confronting when teaching English language.

Table 6. Descriptions of Obstacles

No	Statement	Scale					Mean	STD	Rank
		SD	DA	N	A	SA			
1	Lack of technical support	0 TCH 0%	4 TCH 8%	5 TCH 10%	30 TCH 60%	11 TCH 22%	3.96	0.80	Major
6	Lack of training in ICT	2 TCH 4%	1 TCH 2%	6 TCH 12%	28 TCH 56%	13 TCH 26%	3.98	0.91	Major
5	Lack of software or websites (ICT tools) that support teaching and learning	5 TCH 10%	4 TCH 8%	3 TCH 6%	26 TCH 52%	12 TCH 24%	3.72	1.21	Major
8	Lack of teachers' confident in ICT	2 TCH 4%	8 TCH 16%	5 TCH 10%	28 TCH 56%	7 TCH 14%	3.60	1.04	Mild
3	Limited knowledge on how to make full use of ICT	4 TCH 8%	9 TCH 18%	6 TCH 12%	22 TCH 44%	9 TCH 18%	3.46	1.21	Mild
4	Limited understanding of how to integrate ICT into the classroom	2 TCH 4%	12 TCH 24%	5 TCH 10%	26 TCH 52%	5 TCH 10%	3.40	1.08	Mild
2	Lack of time at university	3 TCH 6%	17 TCH 34%	7 TCH 14%	17 TCH 34%	6 TCH 12%	3.12	1.18	Mild
7	Teachers' negative believes in ICT	8 TCH 16%	14 TCH 28%	9 TCH 18%	17 TCH 34%	2 TCH 4%	2.23	1.19	Minor

Based on Table 6, majority of the teachers (60 % agreed and 22 % strongly agreed) perceived that the major challenge toward the use of ICT in teaching English in Afghanistan public university is the lack of technical support with a mean of 3.96 and 0.80 standard deviation. This is followed by the lack of ICT training with a mean score of 3.89 and 0.91 standard deviations. A total of 82 % of the respondents at least agreed with this point. In addition, there is a high agreement among the respondents (76 %) in the lack of software or websites that could support the teaching of the English language using ICT.

The mean score for this item is 3.72 and 1.27 standard deviations. Most of the teachers (56% agree and 14% strongly agree) perceived lack of teachers confidence as mild challenge in using ICT instruments when teaching the English language in Afghanistan public universities with a mean of 3.60 and standard deviation 1.04. Followed by limited knowledge and experience on how to make full use of ICT wares with a mean of 3.46 and 1.21 standard deviation. A total of 62% of the respondents at least agreed with this challenge.

In addition, 62% of the participants agreed that limited understanding of ICT tools integration could avert them from using ICT in teaching the English language. Average score for this question is 3.40 and 1.08 standard deviation. Also, the teachers with 46% believed that lack of time at the university is a mild challenges which preclude them during the utility of ICT in the classroom. However, 14% of the respondents undecided whether lack of time is a mild challenge or is not which stops them from using ICT in the English classroom. In fact, 40% of the teachers disagreed that lack of time at the university is a mild obstacle which avert them using ICT in the English classroom. The mean score for this item is 3.12 and 1.18 standard deviation. The results also indicate that Afghanistan public universities EFL teachers (34% agree and 4% strongly agree) perceived teachers' negative believes about ICT as a minor challenge which preclude them from utilizing ICT in teaching the English language with a low mean of 2.32 and 1.19 standard deviation. While, 18% of the respondents were doubtful whether teachers negative believes about ICT is a minor challenge or not. In fact, 44% of the teachers disagreed that teachers' negative believes about ICT is a minor challenge which avert them using ICT in teaching English.

Discussion

The purpose of this study was to learn about the opinions and problems of EFL teachers at Afghanistan's public universities about the use of ICT in English language teaching and learning. A descriptive quantitative design was adopted in this investigation. The information was gathered using a questionnaire, which was then evaluated and tabulated using SPSS. The study's first research question sought to determine Afghan EFL teachers' perceptions toward the use of ICT in the teaching and learning of the English language in Afghanistan. The data demonstrate that the overall mean of the benefits of CLT to learners, instructors, and the teaching and learning process is more than three, indicating that Afghan EFL teachers have favourable perceptions toward the use of ICT in English language teaching and learning.

The results of the study are consistent with those of (Cahyani and Cahyono, 2012; Shah and Empungan, 2015; Muslem, Yusuf, and Juliana, 2018; Al-Munawwarah, 2015), which found that teachers have a positive attitude toward the use of ICT in English language teaching and learning. Furthermore, the results of this study were comparable to those of Mohammed (2015), who used a similar questionnaire; however, the mean score of the advantages of ICT for instructors, learners, and the function of ICT in the teaching and learning process differed somewhat between the two studies. ICT benefits for learners had the highest mean score in this survey, followed by ICT advantages for teachers and the importance of ICT in the teaching and learning process. While Mohammed (2015) study, the benefits of ICT in teaching and learning received the highest mean score, followed by the benefits of ICT for teachers and learners. The respondents' positive perception toward ICT may be attributable to some of the advantages of ICT in English language teaching and learning.

First, most afghan public universities teachers perceived the utilization of ICT positively in teaching and learning of the English language because they believed that studying with ICT increases students' concentration and motivation during the learning process. It also improves students' English language skills, such as writing, reading, listening, and speaking, and aids in their language acquisition. Similarly, Ghavifekr, Kunjappan, Ramasamy, and Anthony (2016) conducted study and discovered that incorporating information communication technology into teaching and learning improves students' motivation as well as their communication and focus in class. In line with this, learners in the twenty-first century rely on up-to-date and essential sources to improve their language skills. ICT is one of the most recent sources, and it can help learners improve their language skills (Akpabio & Ogiriki, 2017)

Second, the participants believed that using ICT improves their knowledge and teaching skills, such as discovering knowledge and passion for the subject matter, finding excellent preparation for teaching, having confidence while teaching, discovering 21st-century teaching skills, and discovering authentic teaching material. Furthermore, they stated that using ICT in the classroom is a prerequisite of 21st-century teaching since it allows students to share their knowledge with others as quickly as they desire, as (Sulaiman, 2017; Ahmadi & Reza, 2018) discovered in their research.

Third, Afghan public university instructor has a positive attitude towards use ICT in English language teaching and learning because they believe that ICT enables Afghan teachers to move away from the old conventional approach to more engaging and effective methods. Similarly, teachers may efficiently adjust instructional content and material to make the classroom atmosphere more engaging and pleasurable, allowing students to become more engaged and self-sufficient in their learning (Azmi, 2017; Zare-ee 2011; Riasati et al., 2012).

Fourth, Afghan public university instructors advocated for the use of ICT in English language teaching and learning because they agreed that ICT might assist Afghan teachers in improving the classroom atmosphere and adopting active learning. Shah and Empungan (2015) discovered that incorporating ICT into literary sessions fosters cooperation between instructors and students, resulting in a more dynamic learning environment. Fifth, Participants had a good attitude toward ICT because they believe it has various benefits for Afghans, such as educational, economic, business, and health, and that it makes their lives easier. In addition, studies by Muslem et al. (2018), Mohammed (2015), and Gilakjani (2017) shown that ICT provides several social benefits for individuals.

Aside from the benefits of ICT, there are a few additional factors that have contributed to the good impression of Afghan public university instructors. First, according to Hikmat (2009), teachers in Afghanistan, particularly in universities, are still using old methods of teaching grammar-translation followed by teaching-centered learning, which are ineffective in the modern era; thus, ICT is the best option for Afghan teachers to be involved in teaching to adopt 21st-century teaching of the English language. In relation with, Suryani (2010) illustrated that utilization of ICT into teaching could gradually change the traditional teaching method such as online communication takes the place of face-to-face communication, interactive whiteboard takes the place of traditional white or blackboard, and on-line resources take the place of books or printed resources. Second, EFL teachers at Afghan public universities viewed ICT usage as beneficial to teaching and learning since Afghanistan's Ministry of Information and Communication Technology developed an ICT strategy that emphasized the integration of ICT in education.

The study's second research objective was to identify obstacles that prevent Afghan EFL instructors from adopting ICT in English language teaching and learning. Displayed

results three challenges, which are categorized as major, mild, and minor that Afghan public universities teachers are confronting when teaching the English language. The first main barrier preventing Afghan public university lecturers from using ICT in their classrooms is Lack of technical support. Waseel & Yusof (2018) discovered that a lack of technical assistance is a key issue in the Afghanistan environment, discouraging Afghan EFL instructors from adopting ICT in their classrooms. Similarly, research by Al Mulhim (2014), Muslem et al. (2018), and Mohammed (2015) revealed Lack of technical support as a barrier to ICT use among Saudi Arabian, Indonesian, and Turkman instructors. The result shows that Afghan EFL teachers perceived a lack of ICT training as a second major challenge which averts them from using ICT in teaching the English language. Waseel and Yusof (2018) also stated the described issue as a high-percentage factor that makes it difficult for Afghan EFL instructors to integrate ICT into their teaching and learning in Afghanistan. In support of this, Mumtaz, S. (2000) discovered in his research that teachers who attend training are more adept at using technology than those who do not.

Lack of confidence, lack of expertise, and poor understanding of ICT are problems that inhibit Afghan EFL instructors from utilizing ICT in the teaching and learning of the English language, with more than three are considered mild challenges. Similarly, Waseel and Yusof (2018) discovered that lack of knowledge, lack of ICT proficiency, and Lack of trust is a problem that prevents Afghan EFL lecturers from utilizing ICT in teaching and learning in their study with a proportion of 77.7%. The most typical hurdles that instructors have in integrating ICT for teaching and learning are a lack of confidence, insufficient expertise, and a lack of comprehension (K. A. Bingimlas, 2009; Mohammed, 2015; Raman & Yamat, 2014; Salehi & Salehi, 2012a, 2012b). Another mild issue that prohibits Afghan public university teachers from adopting ICT in English language instruction, according to the results of the study, is a lack of time. According to previous findings (Al Mulhim, 2014; Ghavifekr et al., 2016; Rahman, 2015; Raman & Yamat, 2014; Sicilia, 2006), instructors are discouraged from utilizing ICT in the classroom due to a lack of time. Instructors' negative perceptions about ICT are minor hurdles with a low mean that prevent Afghan public university teachers from utilizing ICT. According to Rahim Sajid (2013), people's unfavorable beliefs about ICT prevent Pakistani instructors from using ICT in the classroom. Similarly, teachers' and people unfavorable views about ICT are a barrier that Indonesian and Turkman instructors face while teaching English (Mohammed, 2015; Al Mulhim, 2014; Muslem et al., 2018).

CONCLUSION

This research was completed to find out the perceptions and obstacles of Afghan public universities' teachers on the use of ICT in teaching and learning the English language. The descriptive quantitative design was used to collect data with a survey questionnaire. Findings and results are summarized with reliable, consistent, and insightful information to answer the two research questions mentioned in chapter one. The result of the finding shows that Afghanistan public universities' teachers appreciate ICT use in teaching and learning of the English language and showed positive perceptions. Furthermore, the result portrays the advantages of ICT, which make Afghan EFL teachers' perceptions favorable towards ICT. For example, respondents reported that they need ICT during English teaching because it is the dire need of 21-century teaching. Also, ICT increases teachers' knowledge and assists them in sharing their knowledge easily and fast with others. The participants also believed that utilizing ICT in teaching improves students' performance, such as increases their motivation, enhances them to work cooperatively with others, and become active and independent learners. Additionally, ICT helps students to concentrate

more on English language learning, which improves their English language skills, namely writing, reading, speaking, and listening. The second purpose of the study was to find a challenge, which hinder Afghan EFL teachers from using ICT in teaching and learning the English language. The result depicts obstacles, which are categories into major, mild, and minor precludes Afghanistan, public universities teachers from using ICT in teaching the English language. Problems such as lack of ICT tools, absence of technical support, and insufficient training that have mean more than 3.50 are in major category and obstacles such as insufficient knowledge, lack of confidence, limited understanding which have mean more than 3 are in the mild category. While negative beliefs of people and teachers which has mean more than 2 is in a minor category.

The results of this study will assist the Ministry of Education and Ministry of Higher Education to integrate ICT in the teaching and learning process effectively and successfully in schools and universities in Afghanistan. Because the Ministry of Education and Ministry of Higher Education will be able to find out those challenges face by Afghan teachers in the integration of ICT, and how will overcome on them. Furthermore, the result of the study will inspire Afghan EFL teachers to adopt ICT in their teaching, and it will help them to retain students' attention, enhance their instruction, improve classroom management, construct their understanding, promote collaborative learning, find reliability, develop flexibility, offer new learning techniques, enhance interaction, and find realistic material in the teaching of the English language. Moreover, the result of the study will provide opportunities for Afghan EFL teachers to operate, store, process, and retrieve information through ICT (instruments) and facilitate learners with independent learning to solve complex problems and enhance their cognition in the learning of the English language.

Every research has its own limitations; this research also has its limitations. For example, we have sampled only male participants in this study due to the inaccessibility of female teachers in Afghanistan. In addition, we could not be able to use observation to find out teachers use of technology in the classroom because of limited time and inaccessibility to desire universities, teachers and classes. Furthermore, in this study, the sample size was small, only 50 Afghan teachers because this research was conducted during summary vocation, so reaching to the participants through the internet was difficult. This study centered on exploring Afghanistan public university male EFL teachers' perceptions on the use of ICT in teaching and learning of the English language. Researchers may conduct a comparative study to examine both Afghan male and female teachers' perceptions and challenges toward ICT Used for teaching and learning English in future. Furthermore, this study used two instruments (questionnaire and interview) to collect data from Afghan public university teachers. A research can be conducted with more than two tools involving observation to find out whether teachers use ICT in the class or not and find teachers knowledge of ICT which is pointed as a major obstacle in this study. In addition, this study was conducted to collect data from 50 Afghan public universities teachers; therefore, the result could not be generalized to all population and universities. Another research may be conducted to collect data from a large sample for generalizing the result to the whole population and universities.

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