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## EXPLORING THE GAP: TEACHERS' PERCEPTIONS VS. ACTUAL USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN LANGUAGE EDUCATION

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**Abstract.** The integration of Information and Communication Technology (ICT) in language teaching is profoundly influenced by educators' attitudes and perspectives towards its use. Conversely, the ideologies or viewpoints held by individuals can significantly affect the facilitation or hindrance of information and communication technology adoption and utilization. The use of information and communication technology tools in English language instruction is widespread and varies greatly. Nonetheless, the beliefs and perspectives of English as a Foreign Language (EFL) teachers play a crucial role in either reinforcing or undermining the importance of this application. The incorporation of innovative technological tools, such as information and communication technology, into educational practices depends on the essential involvement of educators. To optimize student learning results, teachers' attitudes must change. This is demonstrated by the relationship between the effectiveness of instructional reforms and their capacity to adjust to new technology. By employing the Theory-Context-Characteristics-Methodology framework, a systematic review of the literature was conducted as part of the research. The literature covered 79 empirical studies published in the last 10 to 15 years that examined the relationship between teachers' perceptions of and actual use of information and communication technology in language teaching and learning. This study demonstrates the relationship that exists between how teachers view the usage of information and communication technology and how it is actually used in language instruction. It also looks at the variables affecting how instructors view the usage of information and communication technology.

**Key words:** Teachers' perceptions, educators' attitudes, technology, information and communication technology, English as a foreign language, language teaching, language instructor and learning experience, research, use

### Introduction

Today the rapid advancement of AI and other modern technology is altering the teaching and learning process around the world. It is known that the value of using information and communication technology (ICT) in language instruction in Kazakhstan is growing rapidly. The effective implementation of these technologies is strongly dependant on educators' attitudes and ideas. Because they have a significant impact on their teaching styles, student motivation, and learning outcomes. To improve language education in Kazakhstan, as the country that embraces digital transformations, we need to understand how instructors perceive and use ICT technology in reality. As artificial intelligence transforms education worldwide, it is vital to recognise the way Kazakhstani language teachers perceive these changes. This study, which is based on a systematic analysis of 79 research papers, seeks to highlight the relationship between educators' perspectives and their actual use of ICT in the classroom. Furthermore, it investigates how different attitudes toward technological

integration influence instructional efficacy. The findings will help to enhance ICT use in Kazakhstani education and better prepare students for the digital future.

In contemporary world, the technology is continually evolving at a high speed and new digital tools are constantly emerging. Educators have to prepare the next generation to be skilled and competitive for globalised educational experience, to achieve this, it is critical to stay up with these advancements. Among these, AI tools are progressing at an astounding rate, and it is obvious that we cannot disregard their significance in teaching and learning. In fact, these technologies belong in the classroom, and it should be assessed how successfully educators incorporate them into their regular routines.

It is crucial to take into account the educators' viewpoints and attitudes on ICT (information and communication technologies) use to be successfully incorporated into language courses. However, individual beliefs can significantly influence the adoption of ICT, either facilitating or impeding it [1]. Due to the rapidly evolving artificial intelligence (AI) tools the way technology applied in education today is going through transformation, especially regarding language learning and teaching. This offers new approaches for individual and effective learning, improving the interaction of language instructors and students with information and communication technologies.

The possibilities of using ICT tools to transform teaching methods are huge, they improve the learning process by encouraging active participation and motivation of students [2]. The ICT implementation into the English language classroom fulfills the real demands of learners who are comfortable with technology while learning the language. The use of ICT by educators is influenced by their views regarding technological advances, which in turn shapes the way they instruct. Although there is a general agreement on the importance of ICT in language teaching, its application varies based on individual teachers' beliefs [3]. Understanding educators' views on ICT is important as it directly affects instructional quality and student motivation.

Thus, by looking at several publications to understand teachers' perceptions of ICT tools, the research examines the relationship between teachers' views of using ICT and how they are utilized in language teaching and learning. The review paper explores various language perceptions of the ICT integration and its impact on teaching and learning.

The aim of the study is to find out how instructors' views about ICT use relate to how they actually use it for language instruction and acquisition. The research provides an overview and examines major theories related to this subject in order to improve teaching abilities and understand student needs better.

## **Materials and methods**

According to recent research, there is a growing demand for educational institutions worldwide to incorporate modern ICT into their curricula, to equip students with the necessary competencies and proficiencies for success in the contemporary era [4]. The need of incorporating them to boost the quality of teaching and learning has been emphasized by numerous scholars. In recent decades, the ICT use has been

deemed as a crucial matter by governments and educational institutions worldwide, to improve the efficacy of pedagogy. Furthermore, research has indicated that technology possesses significant potential to increase learners' motivation, connect them to diverse information resources, facilitate collaborative learning, and afford teachers more opportunities for classroom facilitation [5]. ICT tools have benefits such as raising student motivation and engagement, improving accessibility to information, and allowing collaborative learning [6]. Improvements in technology have broadened sensory stimuli via animation, modelling, and software, resulting in appealing learning opportunities. [7]. The incorporation of ICT encourages student autonomy, which has recently been a major field of research.

The ICT tools must be integrated while considering the actual content of instruction and learning. Although there is an upward trend towards the use of ICT in education, challenges such as lack of confidence, competence, and resources still remain. [8]. It is essential to provide enough resources and to support professional development for successful integration of ICT in classrooms, which maximizes the likelihood of achieving optimal learning outcomes through ICT [9].

A systematic approach to ICT integration focuses identifying difficulties within a subject and establishing learning objectives [10]. Instructors must assess all accessible resources to teach the subject via different ICT, the selection of such tools should be based on its relevance and efficacy [11].

Considering the relation between educators' attitudes towards the use of ICT and its definite integration into language teaching is important within academic study. Understanding this relationship helps identify the factors influencing teachers' adoption and effective use of ICT in their instructional practices [12]. "Teachers' perceptions" encompass their beliefs, viewpoints, and evaluative judgments about ICT usage in language education, highlighting the significance of these perceptions in decision-making and pedagogical strategies [13]. When ICT is regarded by teachers as a valuable resource, it is more likely to be integrated into their teaching methods.

Professional growth prospects and exposure to successful integration of ICT examples effect the formation of confidence towards ICT use. These positive attitudes influence teachers' motivation, self-assurance and readiness to accept ICT strategies. However, the language teachers' expectations of ICT use and their actual use in TFL may not always align. Various factors, including institutional support, resource availability, and technological advancements may impact these perspectives. The abundance of resources promotes classroom integration. Thus, appropriate conditions and adequate resources are required for the effective ICT utilization. Successful ICT integration requires a number of variables, including institutional support, financial allocation, technical infrastructure, teacher expertise, and the specific setting of language education [14]. The gap between educators' perceptions and their actual ICT use will be minimized by creating appropriate conditions, providing training and offering professional development courses.

The instructors' ability to use technology effectively in the classroom is determined by their ICT competencies. Limited technological capabilities hinder the

introduction of technology into the educational process, despite the potential benefits for students. Improving teachers' digital fluency and teaching skills through comprehensive education and professional growth initiatives can help close this gap. The approaches to the application of information and communication technologies in teaching and learning languages lead to effective implementation based on the required knowledge and skills. Contextual and methodological features of language teaching also affects the relationship between teachers' views and the actual use of ICT.

The review paper addressed peer-reviewed journal articles published between 2003 and 2023. The focus was only on the papers that researched:

- the incorporation of ICT in language instruction;
- views of educators;
- and the use of technology to teach English as a Foreign Language (EFL).

The study followed Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) principles for transparency and replicability requirements.

The Theory-Context-Characteristics-Methodology (TCCM) framework were applied to thoroughly examine the selected studies. Then the selected articles were then thematically analyzed with the TCCM framework to find recurring patterns in teachers' perceptions and use of ICT. This paper looks at both positive and negative aspects of ICT use in teaching languages.

## Results

A systematic review of the literature was conducted with a total of 250 appropriate studies to look into the relationship between teachers' perceptions of the use of ICT and the actual application of ICT in teaching and learning of languages, as stated in the primary objective of the research. These studies were sourced from various channels, as illustrated in Figure 1, ensuring a comprehensive literature search over a substantial period.

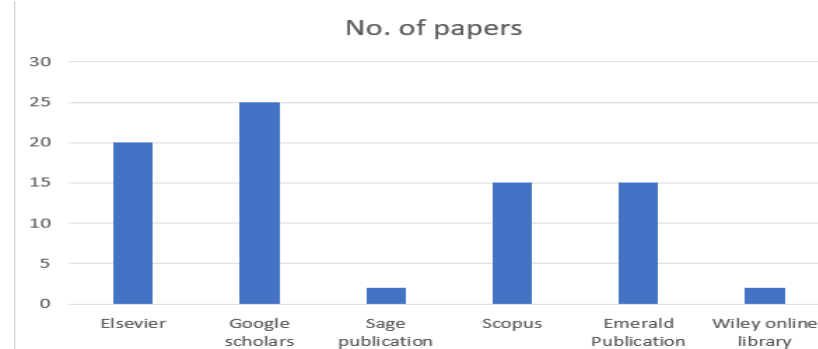


Figure 1 - Sources used for paper extraction

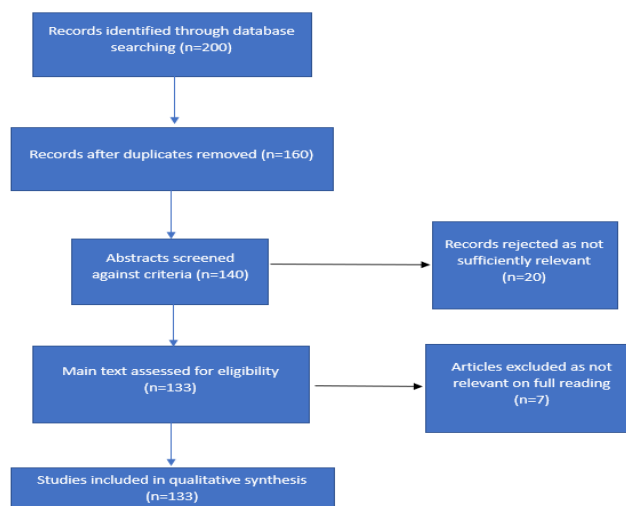


Figure 2 - Flow Charts for Relevant Studies

The article screening process was based on selecting general reviews. Papers were chosen based on specific keywords and publication years. The selection criteria focused on research that investigated the various relationships between educators' attitudes towards ICT use and their actual making use of ICT for language instruction and learning. The selecting papers for the SLR considered the journal's impact factor, leading to the choice of papers with a minimum annual impact factor of 1.0. This selection was based on two reasons: studies in high-impact factor journals are more likely to present thoroughly vetted ideas that have been deeply analysed and further developed in subsequent research. Additionally, publications in these journals serve as empirical evidence and significantly influence their respective academic fields. An in-depth analysis of 177 research papers was performed to exclude studies irrelevant to the review. Following the screening process, an additional 47 research papers were excluded, resulting in a total of 79 research papers considered pertinent for the review.

The decision to focus on papers from the past ten to fifteen years was driven by the increasing interest in the relationship between teachers' perceptions of ICT use and their actual use of ICT in language teaching and learning.

Our analysis revealed that quantitative methods were predominantly utilized, with qualitative approaches employed in only seven of the reviewed studies. A total of 133 studies focused on primary data collection, examining diverse demographic factors such as age, income, gender, and education levels. The research primarily aimed to gather insights from English language educators and learners.

The evaluation of 133 studies indicated the use of various analytical tools and techniques to address the studies' objectives, enhancing result generalizability and mitigating common method variance. Factor analysis was employed to identify key factors influencing "Teachers' Perceptions, ICT, Technologies, Language Teaching, and Learning". Descriptive analysis was conducted in seven studies: Meirovitz, Ochieng et al., Gökçen, Mairam, Sharik Zamir, Charles Buabeng-Andoh, and Ali Hussein.

Table 1 - Relevant Studies

Research Aspect	Details	References
Focus of Research	Examining the relationship between teachers' perceptions of ICT and its actual use in language education across stages: adoption, implementation, and outcomes.	Mercader et al., 2020; Ahmed et al., 2020; Niemi et al., 2020
Importance of Teachers' Perceptions	Teachers' perceptions, including beliefs, viewpoints, and evaluative judgments about ICT, play a significant role in decision-making and pedagogical strategies. Positive perceptions increase the likelihood of ICT integration.	Alharbi, 2020; Portillo et al., 2020; Sanchez et al., 2021; Avsec et al., 2021
Influencing Factors on Perceptions	<ul style="list-style-type: none"> <li>-<b>Personal Experiences:</b> Direct experience with ICT can shape perceptions.</li> <li>-<b>Professional Development:</b> Opportunities to learn about ICT use can improve attitudes.</li> <li>-<b>Examples of Successful ICT Integration:</b> Exposure to success stories can boost positive attitudes.</li> </ul>	Wang, 2021; Bayram et al., 2022; Salmee et al., 2022
Barriers to ICT Integration	<ul style="list-style-type: none"> <li>- <b>Resource Availability:</b> Lack of resources leads to less favorable views of ICT and reduces the likelihood of its classroom integration.</li> <li>- <b>Technical Proficiency:</b> Limited ICT skills hinder effective use.</li> </ul>	Bensalem, 2019; Nazari et al., 2019; Khan et al., 2020; Qiu et al., 2022; Xie et al., 2023
Role of ICT Skills	Educators' ability to effectively incorporate ICT into lessons depends on their digital fluency and proficiency. Enhancing these through educational and professional development programs can bridge gaps in ICT integration.	Perrotta, 2013; Lavidas et al., 2021; Roussinos et al., 2019
Contextual and Pedagogical Influences	The relationship between educators' perceptions and actual ICT use may vary based on contextual and pedagogical aspects. Effective integration requires aligning ICT tools with language proficiency levels, instructional methods, and educational goals.	Fournier et al., 2010; Gouseti et al., 2023; Wozney et al., 2006; Lai et al., 2011; Ocak et al., 2014
Factors for Successful ICT Integration	<ul style="list-style-type: none"> <li>-<b>Institutional Support:</b> Necessary for creating favorable conditions.</li> <li>-<b>Resource Allocation:</b> Adequate resources are essential.</li> <li>-<b>Technological Infrastructure:</b> Important for seamless integration.</li> <li>-<b>Educators' Expertise:</b> Professional competence is key.</li> <li>-<b>Context-Specific Strategies:</b> Tailoring ICT use to specific educational contexts enhances effectiveness.</li> </ul>	Al Batatineh et al., 2015; Venkataraman et al., 2021; Li et al., 2019; Choy et al., 2019

Table 1 outlines the key elements of the study, summarizing the factors influencing teachers' perceptions of ICT and how these perceptions impact its actual use in language education.

Table 2 - Theories

<b>Theory</b>	<b>Description</b>	<b>Relationship to ICT Use in Language Teaching</b>	<b>References</b>
<b>Behaviorism</b>	Behaviorism focuses on analyzing observable behaviors and understanding the role of environmental factors in shaping behavior. Learning occurs through conditioning, reinforcement, and punishment, emphasizing the stimuli-response association.	Teachers' perceptions of ICT, influenced by environmental factors, can affect its classroom use. Reinforcement, such as continuous education and peer feedback, can encourage sustained ICT use. For instance, positive reinforcement has been shown to increase the likelihood of adopting new technologies (Skinner, 1953; Watson, 1913).	Skinner, 1953; Watson, 1913; Pavlov, 1927
<b>Connectivism</b>	Connectivism recognizes the impact of technology and the networked nature of knowledge. Learning occurs through connections and interactions within digital networks. It emphasizes the importance of forming and accessing connections for knowledge.	ICT use in language teaching is part of a larger system of interactions, including peers, students, and online resources. Teachers' views on ICT are shaped by these network interactions.	Corbett & Spinello, 2020; Downes, 2019
<b>Social Learning Theory</b>	Developed by Albert Bandura, this theory emphasizes observation, imitation, and social interaction. People learn by observing others and imitating their behavior, especially if the observed behavior is rewarded.	Teachers can be influenced by observing their peers using ICT effectively. Conversely, negative observations can deter them from using these tools. Social learning shapes educators' perceptions and application of ICT.	Pinho et al., 2020; Deming & Johnson, 2019; Akers & Jennings, 2019
<b>Psychological Theory</b>	Encompassing various psychological theories, including behaviorism and cognitive psychology, which explore cognition, emotion, and behavior. Cognitive psychology examines how thought processes influence perceptions and behaviors, including ICT use.	Cognitive psychology suggests that teachers' comfort with technology and belief in its effectiveness influence their decision to integrate ICT in language teaching.	Berkman & Wilson, 2021; Eronen & Romeijn, 2020; Lorenz et al., 2021

Theories like behavioral psychology, connectivism, and psychological theory explain how digital networks, positive reinforcement, social learning principles, and cognitive psychology influence ICT use in language instruction. Behaviorism suggests positive reinforcement, connectivism emphasizes imitation and observation, and psychological theory examines teachers' comfort and efficacy.

The current research holds significant practical implications for education, particularly language teaching. It explores the dynamic between educators' theoretical understanding and practical application of ICT in classrooms. The study underscores the need for technical knowledge and positive attitudes towards technology among foreign language teachers. Universities should support language teacher development programs to assist them use ICT effectively while minimizing technical and methodological barriers. Language teachers' interests and beliefs should be considered while planning classes and establishing curricula. Improvements in technological facilities are advised for using ICT tools in language education because they give access to hardware, software, and a stable Internet connection.

Furthermore, this study explores the relationship between instructors' beliefs and instructional practices, with an emphasis on the complex interaction between knowledge and technology. It explains how language instructors' perspectives and concepts create learning experiences, which influence educational programs. The findings might motivate additional research on language instructors' technological perspectives, as well as interdisciplinary research across fields of study, hence increasing discussion about technological integration in education. The results of the research have the potential to affect educational policy by promoting evidence-based

techniques for language training for instructors and ICT integration, thereby improving the quality of education and stimulating novel approaches to teaching and learning.

The research likely relied on educators' self-reports and perceptions of ICT, which is susceptible to social desirability bias—where participants may respond in a manner, they believe is socially acceptable rather than truthful. The study's cross-sectional approach may be biased, lowering the trustworthiness of the relationships between perceptions and real ICT usage. Longitudinal data would give a more complete picture of how perceptions influence behavior across time. Furthermore, the study may not fully capture the complexities of teachers' attitudes regarding ICT deployment.

## **Discussion**

A comprehensive systematic literature review on the article has been conducted globally, focusing primarily on teachers' perceptions of ICT. While extensive research has been carried out, only a few studies have delved into specific industries and products.

The introduction of ICT has radically transformed numerous sectors of modern society, including medicine, tourism, travel, business, law, banking, engineering, and architecture, all of which have greatly benefited from its adoption. Over the last two and three decades the impact of ICT has been profound. Despite this, investment in education is considered a highly effective way to boost a nation's economic growth and technological advancement. As a result, the integration of technology in educational settings has rapidly increased alongside advancements in ICT.

Educational systems across the globe face the challenge of incorporating advanced ICT resources into their curricula to equip students with the skills needed for success in the modern world. Numerous studies have highlighted the importance of such integration for improving educational outcomes. Governments and educational systems worldwide have placed significant emphasis on ICT integration within classrooms over recent decades. Profits connected with ICT use in classes include enlarged impetus, learning engagement, motivation, and better information availability. The integration of technology in education aims to boost student engagement, promote collaborative learning, provide access to a variety of learning materials, and ease the instructional workload for teachers. Consequently, many educators feel uncertain about the best ways to utilize ICT in their teaching.

Advancements in computing, communication electronics, and multimedia technology have provided an array of sensory inputs. Using animations, simulations, and software across different subjects has made learning more immediate, practical, and enjoyable. Quality education is increasingly associated with active student engagement in their learning process. Research into ICT integration in education is expanding, with scholarly sources agreeing on its necessity for enhancing students' educational experiences. The concept of integrating ICT into teaching is not new and may be as old as other media technologies like radio and television. However, the rapid adoption of new technologies, such as the internet, has underlined the necessity of using ICT in educational process. Via ICT integration, improving instruction in



challenging areas can enhance educational quality for both teachers and students. Merely providing a library of websites or CD-ROM software does not constitute true ICT integration, which requires incorporating ICT with essential educational elements like content and pedagogy.

Integrating ICT into education is complex, with numerous challenges to its implementation within the educational context. Despite educators' efforts, several barriers have impeded ICT integration, including uncertainty, lack of skills, and insufficient resources. According to some researchers, key factors for successful technology implementation in the classroom have been identified as confidence, competence, and resource availability [15]. The effective teaching requires the application of modern technological tools, professional development, preparation time and technology support. Accompanied by materials, training, and support mechanisms, the ICT incorporation process, may benefit language teaching in the classroom. To prioritize designing lessons for the use of ICT tools is critical, as technology ought to be tailored to the curriculum. Several techniques incorporating ICT into educational programs have already been proposed.

Students' expected learning outcomes can be improved by integrating instructional strategies, information and communication technology and resources. This approach accounts for understanding possible issues, setting learning objectives, and assessing available technologies. Instructors should select technology based on relevance and efficacy, rather than availability or success to teach productively.

Until the strategy gets implemented and its efficiency is demonstrated it remains theoretical. Constraints, that impede their capacity to prepare educational content freely and efficiently, are frequently confronted by curriculum developers. Reflective experience following the ICT integration enables language instructors to assess their comprehension and usage of ICT in the classroom, evaluate the benefits and drawbacks of such tools, and recommend areas for future development. Educators with experience developing instructional materials can adjust resources to meet the needs of their learners, offer a variety of teaching and learning methodology, evaluation techniques, and suggestions for improving ICT adoption.

English is the world's language of communication, serving as the main form of international communication as well as science. Teaching and learning English is a top priority in educational institutions. This has led to efforts to update English language teaching. According to research, the use of ICT in teaching English improves learning outcomes for both students and teachers. ICT has revived education by providing new opportunities to improve reading and writing skills in English. The value and methodological benefits of collaboration are becoming more widely recognized. Web 2.0 tools, in particular, are excellent resources for students of English language and literature, as they contribute to the development of research, writing, literary analysis, speaking and presentation skills, as well as facilitate communication and collaboration.

Digital technologies and tools are transforming educational instruction and knowledge acquisition. Incorporating technology into the English classroom improves learning by boosting intellectual engagement with visual aids, strengthening emotional

connections with interactive activities and facilitating social contact and resource sharing. The ICT use also increases English learners' communication abilities and confidence through engagement. The widespread use of ICTs, such as AI tools, the internet, mobile phones, and tablet computers, has transformed the educational landscape across disciplines, shifting from teacher-centered to learner-centered methodologies and introducing methodological innovations such as computer-assisted language learning. These educational initiatives are heavily based on ICT.

### **Conclusion**

The study highlights the key role of teachers' perception in their interaction with ICT tools for language teaching. It underscores the need for a comprehensive technology integration strategy, demonstrating how teachers' personal experiences and attitudes have a significant impact on how they use ICT in the classroom. This strategy should focus on teaching methods, good attitude and technical competence. The research also points to a potential gap between teachers' optimism about the role of technology in language development and practical problems that prevent these views from being realized. This gap highlights the importance of ongoing training and support to overcome both the theoretical and practical aspects of using ICT.

The study supports the tailored teacher training programs, educating the next generation of educators. It also assesses the efficacy of various ICT technologies. The findings should be used to design teacher training programs that provide instructors with appropriate challenge management skills and ICT integration opportunities. The results have larger implications regarding educational policy and practice, recommending that policymakers, administrators, and developers of curriculum consider the highlighted characteristics when devising strategies for effective ICT integration into language education. Educational institutions can better promote ICT use by bringing administrators and teachers together to improve language learning through technology. The outcomes emphasize the importance of providing teachers with a combination of technical expertise, teaching experience, and support systems in order to fully realize the potential of ICT in language classes.

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**АҚПАРАТТЫҚ КОММУНИКАЦИЯЛЫҚ ТЕХНОЛОГИЯНЫ  
ОҚЫТУШЫЛАРДЫҢ ҚАБЫЛДАУЫ МЕН ТІЛДІК БІЛІМ БЕРУДЕ НАҚТЫ  
ПАЙДАЛАНУЫНЫҢ АРАСЫНДАҒЫ АЛШАҚТЫҚТЫ ЗЕРТТЕУ**

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**Аңдатпа.** Оқытушылардың ақпараттық-коммуникациялық технологияларды (АКТ) қолдануға деген көзқарастары мен сенімдері, оларды тілдерді оқыту үрдісіне ендіру процесіне

елеулі әсер етеді. Керісінше, жеке адамдар ұстанатын идеологиялар немесе көзқарастар ақпараттық коммуникациялық технологияны қабылдау мен пайдалануды жеңілдетуге немесе кедергі жасауға айтарлықтай әсер етуі мүмкін. Ағылшын тілін оқытуда ақпараттық коммуникация технология құралдарын қолдану кең таралған және әр түрлі мақсатта қолданылады. Осыған қарамастан, ағылшын тілі шет тілі (EFL) ретіндегі оқытушылардың сенімдері мен перспективалары осы қолданбаның маңыздылығын күшейтуде немесе әлсіретуде шешуші рөл атқарады. Ақпараттық коммуникациялық технологиялар сияқты инновациялық технологиялық құралдарды білім беру тәжірибесіне енгізу оқытушылардың белсенділігіне байланысты болады. Білім беру реформаларының табыстылығы мен оқытушылардың жаңа технологияларға бейімделу қабілеті арасындағы байланыс оқытушылардың студенттердің оқу нәтижелерін барынша арттыруға деген көзқарасын өзгерту қажеттілігін көрсетеді. «Теория-контекст-сипаттамалар-әдіснама» шеңберін пайдалана отырып жүйелі әдебиеттерге шолу жүргізілді, соңғы жарияланған оқытушылардың ақпараттық коммуникациялық технологияны қолдану туралы түсініктері мен олардың тілдерді оқыту мен 10-15 жас аралығында оқытуда ақпараттық коммуникациялық технологияны нақты пайдалануы арасындағы байланыс туралы 79 эмпирикалық зерттеулер қамтылды. Мақалада оқытушылардың ақпараттық коммуникациялық технологияны қолдану туралы түсініктері мен олардың тілді оқыту мен үйретуде оларды нақты пайдалануы арасындағы корреляция көрсетілген. Сонымен қатар, ол оқытушылардың ақпараттық коммуникациялық технологияны қолдануды қабылдауына әсер ететін факторларды зерттейді.

**Тірек сөздер:** оқытушының қабылдауы, білім берушінің көзқарастары, технология, ағылшын тілі шет тілі ретінде, ақпараттық коммуникациялық технологиялар, тіл үйрету және оқу тәжірибесі, зерттеу, пайдалану

## **ИССЛЕДОВАНИЕ РАЗРЫВА МЕЖДУ ВОСПРИЯТИЕМ ПРЕПОДАВАТЕЛЯМИ ИНФОРМАЦИОННО-КОММУНИКАТИВНЫХ ТЕХНОЛОГИЙ И ИХ ФАКТИЧЕСКИМ ИСПОЛЬЗОВАНИЕМ В ЯЗЫКОВОМ ОБРАЗОВАНИИ**

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**Аннотация.** Интеграция информационных и коммуникационных технологий (ИКТ) в преподавание языка находится под глубоким влиянием отношения и взглядов преподавателей на их использование. И наоборот, идеологии или точки зрения, которых придерживаются отдельные лица, могут существенно повлиять на содействие или препятствование внедрению и использованию информационно-коммуникационных технологий. Использование инструментов информационно-коммуникационных технологий при обучении английскому языку широко распространено и сильно варьируется. Тем не менее, убеждения и взгляды преподавателей английского как иностранного языка (EFL) играют решающую роль в усилении или подрыве важности этого приложения. Внедрение инновационных технологических инструментов, таких как информационно-коммуникационных технологий, в образовательную практику зависит от ключевого участия преподавателей. Связь между успехом образовательных реформ и способностью преподавателей адаптироваться к новым технологиям подчеркивает необходимость изменения отношения преподавателей к максимизации результатов обучения учащихся. Систематический обзор литературы был проведен с использованием концепции «Теория-контекст-характеристики-методология», охватывающей 79 эмпирических исследований взаимосвязи между восприятием преподавателями использования информационно-коммуникационных технологий и их фактическим использованием информационно-коммуникационных технологий в преподавании и в изучении языка, опубликованных за последние 10-15 лет. В этой статье

подчеркивается корреляция между восприятием преподавателями использования информационно-коммуникационных технологий и их фактическим применением в преподавании и в изучении языка. Кроме того, в статье рассматриваются факторы, влияющие на восприятие преподавателями использования информационно-коммуникационных технологий.

**Ключевые слова:** восприятие преподавателей, отношение педагогов, технологии, информационно-коммуникационные технологии, английский как иностранный язык, преподавание языка и опыт обучения, исследование, использование

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