

The Practice Of Educational Technology Competencies Among English Language Teachers At The Primary Stage In The State Of Kuwait

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Abstract:

This study aimed to identify the degree of practicing educational technology competencies among English language teachers at the primary stage in the State of Kuwait and their differences according to the variables of gender, academic qualification and years of experience. To achieve these objectives, the descriptive approach was used. The study sample consisted of (129) male and female teachers who were chosen by the stratified random method from teachers of the English language at the primary level in Al-Mubarak Al-Kabeer Educational District in the State of Kuwait. The questionnaire was used as an instrument to collect data. It consisted of (35) items divided into five competencies: planning for teaching, technological teaching methods and strategies, choosing educational devices, using educational devices and evaluation. The indications of the questionnaire's validity and reliability in the Kuwait context were verified. The results showed that the degree of practicing educational technology competencies among English language teachers at the primary stage on the total score and all competencies came moderately. The competencies of technological teaching methods and strategies and planning for teaching obtained the highest means. Also, there were no statistically significant differences in the degree of practicing educational technology competencies among the study sample in the total degree and all competencies attributed to the variables of gender, academic qualification and years of experience. In the light of the results, the study presented a set of recommendations and suggestions.

Keywords: educational technology competencies, English language teachers, primary stage, State of Kuwait.

Introduction

Technological developments and changes and the information and communication revolution have led to the emergence of modern technology-based educational models and environments. The scientific and technical development and the emergence of educational technology developments contributed to generating a variety of interests among the various educational institutions. Technological

education is used as a tool to confirm the student's learning (Hamadneh, 2022).

These developments and changes have led to the emergence of many patterns and methods of teaching and learning, especially with the emergence of the technological revolution in information technology. It made the world a small village and thus increased the need to exchange experiences with others. Learners' need for rich, multi-sourced environments for self-research and development emerged.

Several new methods and means appeared in teaching and learning. These were imposed on teachers to keep up with them (Al-Shanaq & Bani Doumi, 2010).

Technological education is a useful means if it applies modern and advanced technologies by preparing technological programs in line with the established educational system. Especially, important developments have taken place in the field of information technology, computer and communication technologies and the emergence of several, varied and easy applications in technological means. The teacher has become required to invest them to reach a flexible and interactive educational system supported by modern computer technologies and software to keep pace with the rapid and successive changes in the world of technology. Also, he needs to meet the learners' needs who aspire to educational achievement in the easiest way and in the least possible time, to develop their skills and increase their ability to acquire knowledge, information and skills (Luqman, 2019).

In this regard, The U.S.A National Educational Technology Plan recommended the need for a common set of educational technology competencies for teachers. These competencies include (knowledge, skills, and attitudes) that each teacher needs to become a highly efficient user of technology in teaching (Foulger et al., 2017). Therefore, the teacher has become required to excel and keep pace with the changes that have occurred in the educational field. He has to be interested in personal culture and acquiring and developing the necessary competencies, especially those related to educational technology competencies (Al-Ashiri, 2017). Being a vital part of the education system, the teacher provides the real motivation and support learners' need to succeed (Govindarajan, 2012). Therefore, teachers in general and English language teachers in particular need to possess and practice teaching competencies including educational technology competencies in particular to be productive and efficient individuals at work.

Competencies are defined as the set of knowledge, skills, and attitudes that can be achieved based on a given level. They are also the ability and skills to do something efficiently and effectively (Othman, Farhat, & Al-Tahhan, 2020, p. 29). The importance of teaching competencies emerges from the fact that they influence the effectiveness of teaching and the teacher's ability to carry out his duties and tasks to the fullest. Providing the teacher with the necessary teaching competencies improves the process of teaching and learning in schools through the work and activities he performs and thus contributes to the preparation of future generations (Khazali & Momani, 2010). The importance of the teacher's teaching competencies comes from being an indication of his full knowledge of his abilities and skills to accomplish his tasks well. Thus, the teacher's practice of teaching competencies is evidence of the quality of the teacher's performance and a decisive factor in the learners' success. The teacher who has high qualifications plays an important role in the quality and effectiveness of teaching. As a result, this will affect learners' interaction and positive interactive class participation, the development of their academic achievement (Omar, Ahmad & Roslan, 2018).

The concept of educational technology competencies appeared independently by the scientist Bernhard in 1979 when he prepared a scientific paper on a proposed plan to rehabilitate teachers in educational technology competencies. This paper focused on various aspects in terms of the importance of the teacher's possession of programmed teaching competencies, the production and design of educational aids, and the selection and evaluation of educational aids (Al-Hussein, 2021). Educational technology competencies were defined as the set of knowledge, capabilities, skills and trends that the teacher possesses and practices in the field of educational technology to design, implement and evaluate the teaching and learning processes to achieve more effective education (Deeb & Al-Mohammed, 2013, p. 219). They

were also defined as the skills that enable the teacher to use technological innovations including the devices and techniques they contain in the educational process to perform his educational work successfully and effectively (Al-Mudaris, Al-Mutairi & Al-Hammar, 2021, p. 9).

In this regard, some educational literature has suggested the educational technology competencies necessary for the teacher. They include the design of educational aids, selection of educational devices, use of educational devices, production and evaluation. Also, there are other competencies in the field of educational technology such as computer use competencies, Internet use competencies, and educational lesson design competencies (Mando, Youssef, & Deeb, 2016). Al-Hussein (2021) believes that there are five competencies for educational technology that are important for the teacher to practice in his work, namely, planning for teaching, technological methods and strategies for teaching technology, choosing educational devices, using educational devices and evaluation. Shaheen (2017) indicated that there are other competencies such as competencies for dealing with network and Internet services, basic competencies for using and operating a computer and competencies for designing computer software in teaching.

Technology can be used to develop the educational system and increase its effectiveness and efficiency. Through educational technology, a new educational framework can be created that can increase the quality and quantity of direct interaction between learners and various sources of knowledge. Also, it is possible to link the general objectives of education and between each of the educational system's mechanical, human and structural inputs (Zaytoon, 2012). The competencies of educational technology among teachers are of great importance as they are based on technological innovations in education that have a qualitative place in the educational field. They have characteristics that allow the rapid delivery of information, its

transmission, storage and re-display. This contributes to improving the quality of educational experiences (Ali, 2019). The teacher's possession of educational technological competencies and their practices make him able to integrate and link the elements of the educational process and translate them into effective and influential educational situations and behavioral patterns (Yalin, 2010).

In light of educational technology, the teacher's role and job have changed from the traditional role that is based on memorization and indoctrination and the only source of information. The teacher has become a designer and developer of the educational environment. Therefore, the emergence of educational technology made the teacher's role evolve into planning, implementing and evaluating the teaching and learning processes. In light of this new role for the teacher, it has become necessary for the teacher to possess and practice the basic competencies in the field of educational technology to perform his important teaching role with efficiency and competence (Al-Smadi, 2019).

The English language teacher is an important component in the teaching and learning processes. He is the link between the curriculum and learners, which he conveys with his experiences, scientific capabilities, competence and skills during the educational process and the use of the best teaching methods (Al-Sabhi, 2018). In addition to his important role in teaching English, which is one of the most important languages. It is considered the language of the modern era as the most widely used global language. It enjoys this position for various considerations including the large number of people who speak it in the world, its prevalence in various areas of life, and the growing need for it in the labor market. As a result, the English language has become the language of science, economics, communication and technology (Al-Hazmi, 2018). The English language teacher is the cornerstone of the English language teaching process. It plays a major role in achieving the

desired educational goals of teaching English to learners at different academic levels, and in a way that helps the success of the learners' education process. Given the importance of the role played by the English language teacher, modern educational trends began to prepare him qualitatively and qualify him to possess modern teaching competencies that keep pace with technological innovations (Al-Shehri, 2017).

The primary stage is one of the fertile stages for investing in educational technology and employing it in educational lessons. Especially, learners at this stage have a great ability to interact with the stimuli of the multimedia elements provided by the educational computer. Wardle emphasized that the use of educational technology in teaching learners at the primary stage is in line with the developmental characteristics of this stage in terms of their tendency to explore and curiosity and their use of senses in the process of interacting with the external environment and the learning process. Learners are also affected by kinetic, visual and auditory influences to add fun, suspense and interest to the educational situation (Al-Ashiri, 2017).

Based on the aforementioned, the English language teacher's practice of educational technology competencies in teaching English at the primary stage is of great importance for learners. They help them effectively acquire English. Therefore, the role of the primary school English language teacher in practicing educational technology competencies makes teaching and learning English for primary school children more fun, interesting and exciting.

The issue of educational technology competencies has attracted the attention of researchers. Al-Haseri (2012) conducted a study aimed at knowing the degree of possession of educational technology competencies among secondary school English language teachers. The descriptive method was used. The study sample consisted of (142) English language teachers selected from secondary schools in Medina, Saudi Arabia. A questionnaire was used as an instrument for

data collection. The results showed that the degree of possession of educational technology competencies among secondary school English language teachers came medium. The results also showed no statistically significant differences in the degree of possession of educational technology competencies among secondary school English language teachers due to the variable years of experience.

Al-Kayed (2014) identified the degree to which Arabic language teachers possess educational technology competencies from the point of view of school principals. The descriptive method was used. The study sample consisted of (70) principals in Amman schools in Jordan. The questionnaire was used for data collection. The results showed that the Arabic language teachers possessed (32) competencies at a high degree, and (16) competencies at a medium degree. Also, there was a statistically significant difference in the degree to which Arabic language teachers possess educational technology competencies due to the variable of experience in favor of those with longer experience. In addition, the results also showed no statistically significant differences in the degree to which Arabic language teachers possess educational technology competencies due to the gender variable.

Mando, Youssef, and Deeb (2016) explored the degree of classroom teachers' practice of educational technology competencies. The descriptive method was used. The study sample consisted of (85) male and female teachers selected from Hama Governorate in Syria. The questionnaire was used to collect data. The results showed that the level of classroom teachers' practice of educational technology competencies was low. Also, there was a statistically significant difference in the degree to which teachers practice educational technology competencies due to the gender variable in favor of males. In addition, there were no statistically significant differences in the extent to which teachers practice educational technology competencies due to the academic qualification variable.

Al-Ashiri (2017) attempted to unveil the degree to which teachers of the classroom system in government schools possess the competencies of e-learning technology. The descriptive method was used. The study sample consisted of (233) teachers of the classroom system at the primary level in government schools in Bahrain. The questionnaire was used for data collection. The results showed that the teachers of the classroom system in public schools in the Kingdom of Bahrain possessed the competencies of e-learning technology moderately.

Al-Smadi (2019) aimed to explore the degree of possessing technology competencies among secondary school mathematics teachers. The descriptive method was used. The study sample consisted of (274) male and female teachers selected from secondary schools in Ajloun Governorate, Jordan. The study instrument was a questionnaire. The results showed that the degree of teachers' possession of technological competencies was highly received. The results also showed that there were no statistically significant differences in the degree of teachers' possession of technology competencies due to the gender variable.

Al-Hussein (2021) researched the degree of practicing educational technology competencies among teachers of the first three grades from the point of view of school principals. The descriptive method was used. The study sample consisted of (70) male and female managers, who were chosen from the city of Salt, Jordan. The questionnaire was used to collect the data. The results showed that the degree of practicing educational technology competencies among teachers of the first three grades from the point of view of the study sample came medium. Also, there was a statistically significant difference in the degree of practicing educational technology competencies among teachers of the first three grades from the point of view of the study sample due to the variable years of experience for the level of experience of ten years or more. In addition, there were no statistically

significant differences in the sample's responses due to the gender variable.

Al-Mudaris, Al-Mutairi, and Al-Hammar (2021) sought to know the degree of availability of competencies for employing e-learning technology among secondary school teachers and their use in teaching situations. The descriptive method was used. The study was applied to a sample of (320) male and female teachers who were selected from public secondary school teachers from various educational areas in the State of Kuwait. The questionnaire was used as an instrument for collecting data. The results showed that the degree of availability of competencies for employing e-learning technology among secondary school teachers and the degree of their use in teaching situations was medium. It was also found that there was a statistically significant difference in estimating the degree of availability of these competencies among teachers and the degree of their use to the variable years of experience for the level of experience less than ten years. In addition, there were no statistically significant differences due to the variables of gender and academic qualification.

By reviewing previous studies, it was found that the current study was distinguished from those studies in its objective, population, and sample. It aimed to identify the degree to which English language teachers at the primary stage practice educational technology competencies from their point of view in the State of Kuwait and to correlate the differences in them according to the variables of gender, academic qualification and years of experience. Thus, this study is one of the pioneering studies in this field at the local level in the State of Kuwait in the academic year 2021/2022. Hence, the need to conduct this study has emerged. It aimed to explore the degree of English language teachers' practice of educational technology competencies in the State of Kuwait from their point of view and to investigate the differences in responses according to the variables of gender, academic qualification and years of experience.

Statement of problem

The problem of this study emerged from the field researcher's observation through her work in the field of teaching the English language in public schools in the State of Kuwait. She has noticed that some English language teachers at the primary level lack teaching competencies in the field of educational technology in terms of teaching planning, the use of appropriate technological teaching methods and strategies, and the selection and use of educational devices. Therefore, the researcher conducted an exploratory study on a sample of (25) English language teachers at the primary stage in the State of Kuwait. It found that there is a discrepancy in teachers' practice of educational technology competencies between low and medium grades. Also, studies related to the practice of educational technology competencies did not address the competencies of English language teachers at the primary stage in Kuwait - within the researcher's knowledge - despite the educational field's need for such studies. Hence, the problem of this study was represented in the ambiguity related to the degree of the practice of educational technology competencies among English language teachers at the primary stage in the State of Kuwait. The study problem can be identified by answering the following two questions:

1. What is the degree to which English language teachers at the primary stage practice educational technology competencies from their point of view?
2. Are there statistically significant differences in the study sample's responses about the degree of English language teachers' practice of educational technology competencies at the primary stage due to the variables of gender, academic qualification and years of experience?

Significance of the study

The significance of this study emerged from two aspects:

Theoretical significance: This study acquires its theoretical significance from the importance of its topic. It addresses the degree of practicing

educational technology competencies by English language teachers at the primary stage. It is one of the important topics related to a group of great value in society, namely teachers, and specifically English language teachers at the primary level. This may contribute to the fact that this study is a tributary to enriching the global, Arabic and local libraries in the State of Kuwait on the subject of the practice of English language teachers at the primary stage of educational technology competencies.

Practical importance: The results of this study may benefit English language teachers in determining the necessary knowledge, skills, and trends related to educational technology competencies that enable them to make teaching English at the primary level more enjoyable and interesting. It is hoped that officials in the Ministry of Education in the State of Kuwait will benefit from the results of this study by designing training programs that support the practice and promotion of educational technology competencies among English language teachers at the primary stage. This helps them to improve their teaching performance in light of the educational technology competencies that they must have and practice in the future.

Procedural key terms of the study

The study terms were defined procedurally as follows:

- Educational technology competencies: The set of abilities, knowledge and skills practiced by English language teachers at the primary stage in the State of Kuwait during the teaching and learning processes in the areas of teaching planning, technological teaching methods and strategies, the selection of educational devices, the use of educational devices, and evaluation. This will help to reach a high degree of proficiency and effectiveness in the performance of their teaching work. They are measured by the total and sub-degree through the study sample's responses to the questionnaire instrument prepared by the researcher for this purpose.

- English language teachers: The teachers who have academic qualifications to teach the English language and are appointed by the Ministry of Education in the State of Kuwait to teach the English language at primary government schools in Al-Mubarak Al-Kabeer Educational District in the 2021/2022 school year.

Delimitations of the study

The generalization of the results of this study is determined within the following delimitations: Subject: This study addresses the degree of English language teachers' practice of educational technology competencies at the primary stage and the differences in them according to gender, academic qualifications and years of experience.

- Human: the study was limited to the opinions and viewpoints of English language teachers at the primary stage.

- Spatial and temporal: This study was conducted in primary government schools in Al-Mubarak Al-Kabeer Educational District in the State of Kuwait from the 2021/2022 school year.

Method

In this study, the descriptive method was used, which is the most appropriate method for the nature of this study. A questionnaire was administered to collect data from English language teachers about the degree of practicing educational technology competencies at the primary stage from their point of view.

Population and sample of the study

The study community consisted of all teachers of the English language at the primary stage in Al-Mubarak Al-Kabeer Educational District in the State of Kuwait. They reached (220) male and female teachers in the academic year 2021/2022 according to the statistics of the Kuwaiti Ministry of Education. The study sample consisted of (129) teachers of the English language at the primary stage in Al-Mubarak Al-Kabeer Educational District in the State of Kuwait. They were selected by the random stratified method. The study sample was distributed according to the variables of gender, years of experience and academic qualification. Table 1 shows the details.

Table 3. Distribution of the study sample according to variables

Variable	Category	No.	%
Gender	Male	73	56.6
	Female	56	43.4
Academic qualification	Bachelor	95	73.6
	Higher studies	34	26.4
Years of experience	Less than 10 years	31	24.0
	More than 10 years	98	76.0
Total		129	100

Instrument of the study

The study instrument was prepared by referring to the educational literature related to educational technology competencies for teachers such as Al-Kayed (2014) and Al-Hussein (2021). It was used to determine the competencies of educational technology among teachers. Items were formulated to measure the degree of practicing educational technology competencies among English language teachers

at the primary stage in the State of Kuwait. The instrument, in its final version, after verifying its validity and reliability indications, consisted of (35) items distributed equally into five competencies. They are the competency of planning for teaching, the competency of technological teaching methods and strategies, the competency of the selection of educational devices, the competency of the use of educational devices, and the competency of

evaluation. To interpret the respondents' ratings, a Likert scale of five degrees was used, ranging from very high (5 marks), high (4 marks), medium (3 marks), low (2 marks), very low (1 mark).

Validity of the questionnaire

To verify the validity of the instrument's content, it was presented in its initial picture to a group of experts with experience and expertise in educational techniques, English language curricula and methods of teaching at Kuwait University and educational supervisors in the Kuwaiti Ministry of Education. They were asked to submit their suggestions for modification, deletion or addition to the instrument's items and to verify their suitability to achieve the purposes of the study. In light of their opinions and suggestions, which were unanimously agreed upon (80%) or more, the required modification of the instrument was made and produced in its final picture.

Reliability of the questionnaire

The reliability of the study instrument was verified using the test-retest method. The instrument was applied and reapplied after two weeks on a survey sample consisting of (25) teachers of their English language at the primary stage in the State of Kuwait. They were selected from outside the study sample. Then, the Pearson correlation coefficient was calculated between their responses at both times. The overall reliability coefficient of the instrument was (0.90). Also, the method of calculating the internal consistency reliability coefficient was followed using Cronbach's Alpha equation for the first application. The overall reliability coefficient of the instrument was scored (0.91).

Procedures of the study

The study problem, questions and variables were identified, first. Next, a facilitation letter

of the task was obtained from the official government agencies in the State of Kuwait to facilitate the researcher's task in applying the instrument and collecting the necessary data. Then, the study instrument was prepared and its validity and stability implications were verified in the Kuwaiti context. After that, the study instrument was distributed using an electronic link on (Google Drive) and distributed to the study sample using the (WhatsApp) application after listing the study sample's mobile numbers in cooperation with the Department of Education in Al-Mubarak Al-Kabeer Educational District in the State of Kuwait and school principals. The link has been sent to them and then, the data were collected and checked for completeness. After that, the Social Statistical Analysis Package (SPSS) software was used to analyze the data. The results were extracted and discussed, and recommendations and research proposals were written. To interpret the respondents' answers, the following statistical standard was used:

(1.00 --- 2.33)= a small degree

(2.34 --- 3.67)= a medium degree

(3.68 --- 5.00)= a high degree

Results

This part includes the reached results, and they were presented as follows:

Results of the first research question: What is the degree to which English language teachers at the primary stage practice educational technology competencies from their point of view?

In answering this question, the means and standard deviations of the study sample's responses about the degree of practicing educational technology competencies by English language teachers at the primary stage were calculated. Table 2 depicts the results.

Table 2. Means, standard deviations, and ranks of the degree of practicing English language teachers at the primary stage of educational technology competencies in the State of Kuwait in descending order

No.	Competencies	Means	Standard deviation	Rank	Degree
2	Technological teaching methods and strategies	3.40	0.45	1	Medium
1	Planning for teaching	3.36	0.47	2	Medium
3	Choosing educational devices	3.17	0.53	3	Medium
5	Evaluation	3.08	0.55	4	Medium
4	Use of educational devices	3.07	0.43	5	Medium
	Total	3.22	0.31		Medium

Table 2 shows that the total degree of the study sample's responses about the degree of English language teachers' practice of educational technology competencies at the primary stage had a means of (3.22), a standard deviation of (0.31) and a medium score. The means of the questionnaire domains ranged between (3.40-3.07). All of them scored medium. The second competency, "Technological teaching methods and strategies," came in the first place with the highest mean (3.40) and standard deviation (0.45). Then, "Planning for teaching" had the second place with a mean of (3.36) and a standard deviation of (0.47). The competency in choosing educational devices ranked third with a means of (3.17) and a standard deviation of (0.53). The fifth competency, "Evaluation," ranked fourth with a mean of (3.08) and a standard deviation of (0.55). The fourth competency, "Using educational devices", came in the fifth and last place with a means of (3.07) and a standard deviation of (0.43).

Results of the second research question: Are there statistically significant differences in the study sample's responses about the degree of English language teachers' practice of educational technology competencies at the primary stage due to the variables of gender, academic qualification and years of experience?

In answering this question, the means and standard deviations of the degree of English language teachers' practice of educational technology competencies in the State of Kuwait were extracted due to the variables of gender, academic qualification and years of experience. Table 3 displays the results.

Table 3. Means and standard deviations of the study sample's responses about the degree of practicing educational technology competencies among English language teachers at the primary stage according to the variables of gender, academic qualification and years of experience

Variable	Category	Competency of planning for teaching		Competency of technological teaching methods and strategies		Competency of choosing educational devices		Competency of using educational devices		Competency of evaluation		Total	
		M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Gender	Male	3.39	0.46	3.40	0.48	3.15	0.57	3.01	0.47	3.05	0.56	3.20	0.32
	Female	3.33	0.50	3.43	0.41	3.19	0.47	3.14	0.37	3.11	0.54	3.24	0.31
	Bachelor	3.37	0.49	3.41	0.44	3.22	0.54	3.07	0.41	3.13	0.53	3.24	0.31

Academic qualification	Higher studies	3.34	0.44	3.42	0.46	3.00	0.47	3.07	0.48	2.94	0.59	3.15	0.33
Years of experience	Less than 10 years	3.41	0.54	3.52	0.49	3.26	0.74	3.10	0.40	3.03	0.54	3.26	0.35
	More than 10 years	3.35	0.46	3.38	0.43	3.14	0.44	3.06	0.44	3.09	0.56	3.20	0.30

M= Means, SD= Standard deviation

Table 4 shows that there were differences in the means of the degree of English language teachers' practice of educational technology competencies in the State of Kuwait from their point of view according to the variables of gender, academic qualification and years of experience. To show the significance of these differences between the means according to the

aforementioned variables, multiple analysis of variance was used. Table 4 shows the results.

Table 4. Analysis of variance to show the significance of the differences between the means of the study sample's responses about the degree of practicing educational technology competencies among English language teachers at the primary stage due to the variables of gender, academic qualification and years of experience

Source	Competency	Sum of squares	df	Mean of squares	F	Sig (tailed-2)
Gender Hotelling's Trace V=.034 Sig=.540	Planning for teaching	.141	1	.141	.603	.439
	Technological teaching methods and strategies	.044	1	.044	.217	.642
	Choosing educational devices	.019	1	.019	.068	.794
	Use of educational devices	.516	1	.516	2.726	.101
	Evaluation	.030	1	.030	.099	.754
	Total	.030	1	.030	.296	.587
Academic qualification Hotelling's Trace V=.039 Sig=.462	Planning for teaching	.044	1	.044	.186	.667
	Technological teaching methods and strategies	.027	1	.027	.132	.717
	Choosing educational devices	1.046	1	1.046	3.759	.055
	Use of educational devices	.013	1	.013	.069	.793
	Evaluation	.881	1	.881	2.872	.093
	Total	.143	1	.143	1.415	.236
سنوات الخبرة Hotelling's Trace V=.051 Sig=.297	Planning for teaching	.067	1	.067	.287	.593
	Technological teaching methods and strategies	.463	1	.463	2.261	.135
	Choosing educational devices	.249	1	.249	.895	.346
	Use of educational devices	.055	1	.055	.290	.591
	Evaluation	.142	1	.142	.462	.498
	Total	.067	1	.067	.664	.417
Error	Planning for teaching	29.173	125	.233		

	Technological teaching methods and strategies	25.595	125	.205		
	Choosing educational devices	34.766	125	.278		
	Use of educational devices	23.656	125	.189		
	Evaluation	38.357	125	.307		
	Total	12.643	125	.101		
Total	Planning for teaching	1488.592	129			
	Technological teaching methods and strategies	1528.816	129			
	Choosing educational devices	1329.367	129			
	Use of educational devices	1238.082	129			
	Evaluation	1262.959	129			
	Total	1348.732	129			

According to Table 4, there were no statistically significant differences at (0.05) in the study sample's responses about the degree to which English language teachers practice the competencies of educational technology at the primary stage in the State of Kuwait in the total score attributed to the variables of gender, academic qualification and years of experience. Also, no differences were scored at the level of competencies (planning for teaching, methods and technological teaching strategies, choosing educational devices, use of educational devices, and the adequacy of evaluation). All the statistical significance values were higher than (0.05).

Discussion

Discussion of the results of the first research question:

The results showed that the total degree of the study sample's responses about the degree of English language teachers' practice of educational technology competencies at the primary stage came moderately. This may be due to the weakness of training programs for teachers in general, including English language teachers at the primary stage, on competencies in general, including those of educational technology. They do not meet the needs of teachers. This result may be due to the weak attitudes of some English language teachers at

the primary stage towards educational technology and its importance in the teaching and learning processes. Perhaps, some teachers find traditional education better. This makes them resistant to change and keeping pace with technological innovations. This result agrees with that of Al-Hasiri's (2012) study, which showed that the degree of possession of educational technology competencies among secondary school English language teachers in Saudi Arabia was medium. Also, the result is in line with that of Al-Ashiri (2017), which showed that teachers of the classroom system in public schools in the Kingdom of Bahrain possessed the competencies of e-learning technology moderate. In addition, the current result accords with that of Al-Hussein (2021), which showed that the degree of practicing educational technology competencies among teachers of the first three grades in Jordan scored medium. Furthermore, the result is consistent with that of Al-Modaris, Al-Mutairi and Al-Hammar (2021), which showed that the degree of availability and use of competencies for employing e-learning technology among secondary school teachers in teaching situations came medium. However, the current result differs from that of Mando, Youssef and Deeb (2016), which showed that the level of classroom teachers' practice of educational technology competencies was low. Finally, the result does not meet with that of Al-Smadi

(2019), which showed that teachers' possession of technological competencies was highly received.

Concerning competencies, the second competency, "Technological teaching methods and strategies," came in the first place with the highest means (3.40), rating medium. This may be due to the awareness of English language teachers at the primary stage of the importance of practicing the competency of technological teaching methods and strategies because of their large and influential role in motivating learners at the primary stage, and their interest in learning English as a second language. This supports their leadership role in the classroom. In addition, teachers realize that the optimal use of it achieves effective education for learners and achieves the desired educational goals of teaching the English language. The first competency, "Planning for teaching", came in the second place with a mean of (3.36), scoring medium. This may be attributed to the importance of planning for teaching, which is the basic rule in the teacher's work, which acquires this competence through the subjects received in his university studies. Also, teacher training programs and in-service training courses are highly concerned with the competency of teaching planning to fit in with the new teacher's role as a planner and guide to the educational process. The third competency, "Choosing educational devices", ranked third with a means of (3.17), rating medium. This may be because the English language books authoring team at the primary stage in the State of Kuwait clarified the steps for using the devices in the prescribed books and the teacher's guide. This forces teachers to adhere to and choose them as well as the disparity between teachers in their sufficient experience regarding the selection of appropriate educational devices to teach. The fifth competency, "Evaluation", ranked fourth with a mean of (3.08) and a medium degree. This result can be explained because the practice of evaluation competency is one of the basic and important elements in the teacher's work to judge the extent of the success of educational

goals and their achievement or lack of realization and the weaknesses in their achievement. As for the fourth competency, "Using Educational Devices", it ranked fifth and last with a means of (3.07) and a medium score. This may be due to the lack of educational devices at primary schools or their lack of keeping pace with contemporary educational developments. This may be due to these devices requiring teachers to spend more effort and time using them, which constitutes an additional burden for them. Also, perhaps, teachers did not receive adequate training on using such devices in teaching the English language.

Discussion of the results of the second research:

The results showed no statistically significant differences between the means of the study sample's responses about the degree of English language teachers' practice of educational technology competencies at the primary stage in all competencies and the total degree due to the gender variable. This may be attributed to the similar nature of educational and academic conditions, environmental facilities and equipment in Kuwait schools. Also, their educational orientations and policies encourage keeping pace with scientific and technical development. Therefore, there were no differences between teachers of different genders. This result agrees with that of Al-Kayed (2014), which showed no statistically significant difference in the degree of Arabic language teachers' possession of educational technology competencies due to the gender variable. Also, it is in line with that of Al-Smadi (2019), which showed no statistically significant differences in the degree to which teachers possessed technology competencies due to the gender variable. In addition, the results are consistent with that of Al-Hussein (2021), which showed no statistically significant differences in the degree of practicing educational technology competencies among teachers of the first three grades due to the gender variable. Furthermore,

it accords with that of Al-Modaris, Al-Mutairi and Al-Hammar (2021), which revealed no statistically significant differences in the degree of availability and use of e-learning technology competencies among teachers due to the gender variable. However, the current result differs from that of Mando, Youssef and Deeb (2016), which showed a statistically significant difference in the extent to which teachers practiced educational technology competencies due to the gender variable for males.

The results also showed no statistically significant differences between the means of the study sample's responses about the degree to which English language teachers practiced educational technology competencies at the primary stage in all competencies and the total degree due to the educational qualification variable. This may be due to the fact that the challenges and problems that teachers face in teaching students to the English language may be the same. Therefore, some of them may prefer traditional education to the practice of educational technology competencies despite their different academic qualifications. This result is in line with that of Mando, Youssef and Deeb (2016), which showed no statistically significant difference in the extent to which teachers practice educational technology competencies due to the educational qualification variable. Also, the current result is consistent with that of Al-Mudaris, Al-Mutairi and Al-Hammar (2021), which revealed no statistically significant differences in the degree of availability and use of e-learning technology competencies among teachers due to the academic qualification variable.

The results also showed no statistically significant differences between the means of the study sample's estimates about the degree to which English language teachers practiced educational technology competencies at the primary stage in all competencies and the total degree due to the variable years of experience. This is due to the fact that teachers may have possessed the same educational technology competencies as a result of being subject to the same training courses and programs offered by

the Ministry of Education. Therefore, there were no differences between teachers according to their different years of experience. This result agrees with that of Al-Hasiri (2012), which showed no statistically significant differences in the degree of educational technology competencies possessed by English language teachers at the secondary stage due to the variable of years of experience. However, it differs from that of Al-Kayed (2014), which showed a statistically significant difference in the degree to which Arabic language teachers possessed educational technology competencies due to the variable of experience for those with longer experience. Also, the current result does not meet with that of Al-Hussein (2021), which showed a statistically significant difference in the degree of practicing educational technology competencies among teachers of the first three grades due to the variable of years of experience in favor of the experience of ten years or more. In addition, the result accords with that of Al-Modaris, Al-Mutairi and Al-Hammar (2021), which revealed a statistically significant difference in the degree of availability and use of e-learning technology competencies among teachers due to the variable of years of experience for the experience of less than ten years.

Recommendations

In light of the current results, the study presented a number of recommendations. It recommended enriching teacher preparation programs in general, including English language teachers, in particular at the primary level, with more topics and contents in the field of educational technology, especially in the areas of evaluation and choosing educational devices. Also, it suggested holding in-service training courses for English language teachers at the primary stage based on educational technology competencies. In addition, there is a need to pay attention to the quality of training programs for English language teachers at the primary stage in the State of Kuwait on educational technology competencies. Furthermore, it suggested conducting studies on the adequacy of teacher preparation programs in

developing educational technology competencies for English language teachers before and during service.

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Appendix (1): Instrument of the study (A questionnaire about the practice of educational technology competencies for English language teachers)

N	items	Very high	High	Medium	Low	Very low
1: Planning for teaching						
1	Determine the general and procedural objectives of the course.					
2	Determine learners' needs and characteristics in light of educational technology.					
3	Create a variety of alternative activities to take into account individual differences among learners.					
4	Make a daily plan for teaching each topic of the book.					
5	Plan to connect the previous educational experiences with the new experiences of the learners.					
6	Determine the knowledge and skills that need to be acquired by learners.					
7	Prepare appropriate educational activities and equipment.					
2: Technological teaching methods and strategies						
8	Keen to learn about scientific and technological developments in the education process.					

9	Use modern technological teaching methods and strategies in English language teaching.					
10	Diverse modern technological teaching methods and strategies when teaching my students.					
11	Give clear and sequential instructions on the nature of the tasks required of the learners.					
12	Employ the appropriate design of graphics and models for educational lessons.					
13	Design digital educational materials needed by the educational situation.					
14	Have the ability to master the use of modern technological teaching methods and strategies according to learners' needs and learning styles.					
3: Choosing educational equipment						
15	Select the appropriate technological educational devices for the objectives, content and method of teaching.					
16	Consider efficiency while selecting educational technology devices.					
17	Consider the element of excitement and suspense in technological educational devices.					
18	Prepare a list of materials and equipment needed for teaching English lessons.					
19	Consider the aspect of modernity and accuracy when choosing technological educational devices.					
20	Consider the element of security and safety when choosing technological educational devices.					
21	Encourage learners to participate in the selection of appropriate technological educational devices.					
4: Use of educational equipment						
22	Read the manual for the use of educational devices and their contents before starting using them.					
23	Use the computer and its applications and software in teaching English language.					
24	Use the Internet to teach the English language.					
25	Have enough experience using data projector.					
26	Master the use of slideshows.					
27	Use the educational video device and television in teaching the English language.					
28	Use reinforcement and feedback after using educational technology devices.					
5. Evaluation						
29	Use various types of electronic evaluation tools to measure the learning level of my students.					
30	Consider individual differences between students when using electronic evaluation tools.					

31	Use the electronic self-evaluation in the education process.					
32	Benefit from feedback in modifying teaching methods and methods.					
33	Analyze and interpret the results of electronic exams to improve the performance of my students.					
34	Have the ability to create electronic tests in an automated way and send them to students and correct them.					
35	Use the electronic achievement file to diagnose the learners' strengths and weaknesses.					