



**INVESTIGATING EFL UNIVERSITY INSTRUCTORS' AWARENESS
AND LEVEL OF USE OF "OPEN EDUCATIONAL RESOURCES"
IN TEACHING ENGLISH**

Master's Thesis

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KÜTAHYA DUMLUPINAR UNIVERSITY
GRADUATE EDUCATION INSTITUTE
Department of English Language and Literature

Master's Thesis



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Statement of Scientific Ethics

I have carefully complied with scientific ethics and academic rules in the process from the proposal stage to the finalization of the study titled "Investigating EFL University Instructors' Awareness and Level of Use of "Open Educational Resources" in Teaching English", which I prepared as my master's thesis, and I have stated that I have provided all the information in the thesis with scientific ethics and ethics. I declare that I have obtained it within the framework of tradition, that I have prepared it in accordance with the thesis writing rules, that I have cited the source of every direct or indirect quote I have made in this work, and that the works I have used consist of those shown in the bibliography.

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ABSTRACT**INVESTIGATING EFL UNIVERSITY INSTRUCTORS' AWARENESS AND USE OF "OPEN EDUCATIONAL RESOURCES" IN TEACHING ENGLISH****FARIS ISMAEL AL-MOHAMMEDI, Layla****Master's Thesis, Department of English Language and Literature****Advisor: Assoc. Prof. Dr. Dilşah KALAY****September, 2024, 87 pages**

During the Covid-19 quarantine period, Iraq introduced e-learning and electronic educational platforms to teachers and students, marking a significant shift in global educational institutions. Iraq was among the first to experience distance education using these platforms, social media, and educational websites. The study aims to identify the level of use of university instructors of the OERs tools; identify the level of awareness based on the following variables: gender, educational level, specialization, and teaching experience; and identify the statistically significant correlation between the level of awareness and the use of OERs. The participants were 150 instructors (males and females) from the College of Arts, College of Education for Humanities, and College of Education for Women. The instruments of the current study are one semi-structured interview and two questionnaires. The questionnaires were adopted from the questionnaires of Çalışkan (2023). The first questionnaire aims to collect data about the instructors' awareness of the OERs, and the second questionnaire is used to gather data about instructors' intention to continue using OERs. The results revealed that the instructors' awareness of OERs was low. In addition, the instructors who hold a doctoral degree, specialize in teaching methods and graduated from universities outside Iraq are more aware of OERs than others. In addition, there is no difference concerning the level of awareness due to the years of teaching experience and kind of college. Concerning the variables that affected the instructors' intention to continue using OERs, it was found that instructors who were characterized by the variable of male, held doctoral degrees, graduated from outside Iraq, specialized in teaching methods, and the instructors of the College of Arts have a high level of intention to continue using OERs than others. The years of teaching experience did not reveal any differences in the level of intention to use OERs. Also, the relationship was statistically significant and positive, meaning that as the level of awareness of OERs increases, so does the level of utilization of these resources. There is a positive relationship between the level of instructors' awareness of OERs and their intention to continue using them. The interview results revealed that the instructors

who are males, specialized in the field of teaching methods, holding doctoral degrees, and graduated from universities outside Iraq are more aware of OERs and have a high level of intention to continue using OERs.

Keywords: Awareness, Open Educational Resources, University Instructors'



ÖZET

EFL ÜNİVERSİTESİ ÖĞRETİM GÖREVLİLERİNİN İNGİLİZCE ÖĞRETİMİNDE "AÇIK EĞİTİM KAYNAKLARI" FARKINDALIĞI VE KULLANIMLARININ ARAŞTIRILMASI LAYLA ALMOHAMMEDİ

FARIS ISMAEL AL-MOHAMMEDİ, Layla
Yüksek Lisans Tezi, İngiliz Dili ve Edebiyatı Ana Bilim Dalı
Danışman: Doç. Dr. Dilşah KALAY
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Covid-19 karantina döneminde Irak, öğretmenlere ve öğrencilere e-öğrenme ve elektronik eğitim platformlarını tanıttı ve küresel eğitim kurumlarında önemli bir değişime işaret etti. Irak, bu platformları, sosyal medyayı ve eğitim web sitelerini kullanarak uzaktan eğitimi deneyimleyen ilk ülkelerden biriydi. Çalışmanın amaçları, üniversite öğretim görevlilerinin OER araçlarını kullanım düzeyini belirlemek; cinsiyet, eğitim düzeyi, uzmanlık alanı ve öğretim deneyimi gibi değişkenlere göre farkındalık düzeyini belirlemek; farkındalık düzeyi ile OER kullanımı arasındaki istatistiksel olarak anlamlı ilişkiyi belirlemektir. Katılımcılar, Sanat Fakültesi, Beşeri Bilimler Eğitim Fakültesi ve Kadın Eğitim Fakültesi'nden 150 öğretim görevlisi (erkek ve kadın) idi. Mevcut çalışmanın araçları bir yarı yapılandırılmış görüşme ve iki ankettir. Anketler Çalışkan (2023) anketlerinden uyarlanmıştır. İlk anket, öğretim görevlilerinin OER'ler hakkındaki farkındalığı hakkında veri toplamayı amaçlamaktadır ve ikinci anket, öğretim görevlilerinin OER'leri kullanmaya devam etme niyetleri hakkında veri toplamak için kullanılmaktadır. Sonuçlar öğretmenlerin OER'ler hakkındaki farkındalıklarının düşük olduğunu ortaya koydu. Ayrıca, doktora derecesine sahip, öğretim yöntemlerinde uzmanlaşmış ve Irak dışındaki üniversitelerden mezun olan öğretmenler, OER'ler hakkında diğerlerinden daha fazla farkındadır. Ayrıca, öğretim deneyimi yılı ve üniversite türü nedeniyle farkındalık düzeyi açısından bir fark yoktur. Öğretmenlerin OER'leri kullanmaya devam etme niyetini etkileyen değişkenlerle ilgili olarak, erkek değişkeniyle karakterize edilen, doktora derecesine sahip, Irak dışından mezun, öğretim yöntemlerinde uzmanlaşmış ve Sanat Fakültesi öğretmenlerinin OER'leri kullanmaya devam etme niyetinin diğerlerinden daha yüksek olduğu bulundu. Öğretim deneyimi yılı, OER'leri kullanma niyeti düzeyinde herhangi bir fark ortaya koymadı. Ayrıca ilişki istatistiksel olarak anlamlı ve pozitif, yani OER'lerin farkındalık düzeyi arttıkça, bu kaynakların kullanım düzeyi de artmaktadır. Öğretmenlerin OER'ler hakkındaki farkındalık düzeyi ile bunları kullanmaya devam etme niyetleri arasında pozitif bir ilişki vardır. Görüşme sonuçları, erkek, öğretim yöntemleri alanında uzmanlaşmış, doktora derecesine sahip ve

Irak dışındaki üniversitelerden mezun olan öğretim görevlilerinin Açık Eğitim Kaynakları (AEK) konusunda daha bilinçli olduklarını ve Açık Eğitim Kaynaklarını kullanmaya devam etme niyetlerinin yüksek olduğunu ortaya koymuştur.

Anahtar Kelimeler: Açık Eğitim Kaynakları, Farkındalık, Üniversite Öğretim Görevlileri



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THESIS TEXT



CHAPTER ONE
THE INTRODUCTION

1.1. BACKGROUND OF THE STUDY

The use of electronic tools in teaching has always been significant, as the classroom serves as a space where students acquire new knowledge. Supporting students' learning is a crucial aspect of a teacher's role, and incorporating technology into teaching enhances this process. When educators utilize technology for teaching and learning, it often involves integrating these tools alongside traditional textbooks (Kamil, 2022). Given the pervasive role of technology in contemporary life, it is essential for stakeholders in Iraq, particularly those interested in the application of technology, to reconsider its use in educational institutions. Greater integration of technology in teaching could significantly enhance students' learning experiences (Shukr & Jameel, 2022). In summary, technology plays a pivotal role in education, influencing all aspects of a teacher's work, from lesson planning to teaching.

In Iraq, all teachers and students experienced e-learning and used electronic educational platforms for the first time during the quarantine period due to the widespread COVID-19 pandemic and the subsequent period of physical distancing (Abboud, 2019). Educational institutions worldwide turned to educational platforms, smart applications, and customized programs for distance education, and Iraq was no exception (Abdulabbas, 2021). During the coronavirus pandemic, Iraq engaged in distance education using electronic learning platforms, social media platforms, and educational websites designated for teaching, which was a new experience for both teachers and students, as they had not previously used these tools (Jameel & Abass, 2021).

Within a very short period, and due to the emergency situation, instructors and learners rapidly adapted to using technology for learning (Al-Khayyat, 2021). Since then, educational institutions have witnessed an increase in the utilization of technology in education, which has coincided with the publication of scientific research and the preparation of master's theses and doctoral dissertations demonstrating the impact of technology on education (Al-Shammari, 2019; Abdulabbas, 2021; Kamil, 2022; Jameel, 2023).

In Iraq, various scholars and post-graduate students have investigated the implementation of technology in educational processes, particularly concerning the difficulties and obstacles of using technology and instructional electronic platforms. Notable studies include Islam et al. (2015), who examined the e-learning challenges faced

by academics in higher education; Al-Shammari (2019), who explored the problems of using information technology in university teaching from the perspective of teachers at the College of Education for Humanities; Jasim (2023), who identified methods of teaching English through e-learning and the obstacles faced by English teachers, including causes and remedies; and Gerges (2023), who investigated how using computers and the internet can aid students in learning English as a second language.

Additionally, several studies have examined the impact of technology tools and electronic platforms on students' English language performance and competence. These include Ali (2018), who investigated the correlation between entertainment and rigorous learning among Iraqi EFL university students; Abboud (2019), who highlighted the importance of incorporating educational technology in teaching English to Iraqi learners at the university level; Abdullah (2019), who studied the utilization of information and communication technology in teaching English at Yarmouk University College; Mousa (2021), who investigated the effect of tutorial videos on students' performance; Mawlood (2023), who examined the e-readiness of teachers in EFL classes; and Ajaj (2024), who explored the use of innovative educational teaching methods and technologies in teaching English in Iraq.

Furthermore, several scholars and postgraduate students have investigated EFL teachers' and instructors' perceptions, attitudes, and views towards using technology and educational websites in teaching English. These include Hameed (2019), Abood et al. (2021), Al-Khayyat (2021), Abid Ali (2022), Al-Obaydi (2022), Malo et al. (2022), and Ali (2023). These studies focus on the aspects of perceptions, attitudes, and views related to the use and implementation of technology, educational websites, and educational platforms in teaching English. They are the modern teaching tools that most educational institutions use in teaching, and since 2021, the educational institutions have shifted to integrate the artificial intelligent tools in education (Tang & Bao, 2023)

This study investigates the features of educational electronic platforms and technology in teaching the English language. However, examining these tools alone is insufficient to reveal their role and significance in improving EFL students' language performance. It is crucial to explore teachers' and instructors' awareness of and implementation of these tools in English language teaching. In other words, this study examines the awareness and intention of instructors to continue using open educational resources (OERs), educational platforms, and smart applications in teaching English. It

aims to uncover the extent of teachers' awareness and their level of intention to use OERs in teaching the English language (Abid Ali Albayati, 2022). The OERs movement has contributed to enhancing teaching methods and learning processes by offering open and flexible resources. Investing in quality teaching and learning through OERs is advantageous as it is cost-effective. OERs are free materials that can substitute traditional teaching resources, such as study materials, class notes, and test preparation (Jadhav & Mahajan, 2021).

The significance of investigating instructors' awareness and intention to use and continue using OERs is emphasized by Appiah et al. (2020), who stated that OERs are becoming increasingly important in colleges worldwide and are beginning to have a substantial impact on students. However, there is a lack of evaluation to understand the perceptions and utilization of OERs by academic staff and students.

UNESCO's 2012 OER Paris Declaration aims to endorse OERs through state governments and open licensing, supporting various definitions of OERs. The 2012 OER Paris Declaration states that OERs are

"learning, teaching and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work" (p. 2)

1.2. STATEMENT OF THE PROBLEM

It is believed that disclosing educators' plans to employ technology will help eliminate potential mental or physical barriers to its use in the classroom (Standen & Brown, 2006; Pope et al., 2019). Educators use many popular teaching models and methodologies that have been influenced by new approaches in education during this era of merging education and technology. Additionally, digital resources are continuously integrated into innovative teaching approaches such as computer-assisted language learning, flipped education, mobile learning, e-learning, and online education (Kırkıç, 2022).

Accordingly, the term "Open Educational Resources (OERs)," introduced to the literature by UNESCO (2012) and central to this study, prompted the researcher to review the Iraqi website established by the Ministry of Higher Education and Scientific Research

in 2000. This website requires academic institutes to upload their published scientific work and provides a public, free database of Iraqi scholarly output (<https://www.iasj.net/iasj/publishers>). The review revealed that, since 2000, Iraqi literature has been lacking in works related to OERs. This shortage of OER-related studies in Iraqi literature motivated the researcher to investigate OER sources and discover that there were few studies examining the advantages and challenges of OERs in language teaching. Additionally, there was a lack of resources and insight regarding how language educators engage with OERs within their institutions and concerns about the efficacy of OERs. It was found that the majority of studies from various sources indicated that OERs assist EFL users in creating teaching materials tailored to their students' needs. Furthermore, teachers can modify, combine, and adapt existing materials to align with their teaching objectives, language levels, and cultural contexts. This flexibility provides students with more customized and engaging learning experiences, enhancing their motivation and comprehension (Villanueva & Dolom, 2019).

Based on these results, the study aims to address the gap in the Iraqi literature by investigating university instructors' awareness of Open Educational Resources (OERs) and their use of OER. To achieve this, a questionnaire and interview were used to collect the data.

1.3. OBJECTIVES AND SIGNIFICANCE OF THE STUDY

Referring to the statement of the problem above and the lack of Iraqi literature related to Open Educational Resources (OERs) and their significance, this study was conducted as an attempt to reveal the instructors' awareness and use of OER. The investigation of this study was based on the UNESCO (2012) agenda that encourages all educational institutions to use OERs as part of electronic learning (e-learning) platforms, which have drawn the attention of educators internationally and also considering the positive role highlighted by Jadhav and Mahajan (2021), who noted that OERs provide high-quality teaching materials, textbooks, and interactive tools to a broad range of learners and teachers, thereby enhancing inclusivity and promoting diverse learning experiences. Furthermore, this study derived its importance from the technology tools that offer various methods for students to learn collaboratively, such as language games and virtual simulations, which help engage students more actively in their learning (Mawlood, 2023). To this end, the study aims to achieve the following objectives:

- identify the use of OER tools by university instructors.
- examine the awareness of university instructors in terms of gender, educational level, specialization, and teaching experience.
- investigate the relationship between the level of awareness and the use of OERs.
- To reveal these aims, the following questions were set:
- To what extent do the instructors use the OER tools?
- To what extent does the awareness vary in terms of gender, educational level, specialization, and teaching experience?
- Is there a correlation between the instructors' awareness and the use of OERs?

1.4. SCOPE AND DELIMITATIONS

The generalization of the outcomes of this study is limited to:

- It is limited to the 2023-2024 academic year within the scope of the survey and the scale on which it is applied.
- It is limited to EFL instructors from the departments of English Language, from the College of Education for Humanities, College of Arts, and College of Education for Women at the University of Anbar –Republic of Iraq.
- The survey and the interview scales were applied to EFL university instructors face-to-face and via an online link. Therefore, any change in the study sample or study location affects the study results.

1.5. DEFINITIONS OF TERMS

Open Educational Resources: They were clearly defined at the World Open Educational Resources Congress in 2012 as digital and other education and training materials that are published as an open license, without any restrictions, and that all people can access, use, and adapt free of charge (UNESCO 2012).

Intention: It can be said as the mental design of doing something, thinking in advance, and the desire and thought to achieve the determined goal (Cohen, 1990).

Technology Acceptance Model: It is stated that it is a model put forward by Davis (1986), which explains the extent to which new technology is accepted by users based on user attitudes and argues that their attitudes towards technologies have significant effects on behavior.

Theory of Planned Behavior: It is the theory introduced by Ajzen (1991) to find or predict the reasons affecting human behavior.

Expectation Confirmation Model: It is a model developed by Bhattacharjee (2001a, 2001b) based on the harmony between people's intentions to continue using technology systems and the reuse of goods, services, or systems.

Flow Theory: According to Csikszentmihalyi (2020), the concept of Flow has been used to describe a situation where people are deeply engaged in educational actions; this term has been widely used in studies across various fields, including sports activities, marketing, games, and education, and has been implemented in multiple contexts. Although flow is a complicated idiom, scholars usually measure it in multiple dimensions (Lee, 2010). In this research, flow theory was examined according to the study of Koufaris (2002).



CHAPTER TWO
REVIEW OF LITERATURE

2.1. INTRODUCTION

Chapter Two presents a theoretical background, including a historical overview of related theories, frameworks, and models of Open Educational Resources (OERs); OERs and related terms; the significance of harnessing OERs in teaching English; the technology acceptance model; factors affecting OERs; perceived ease of use (PE); perceived usefulness (PU); self-efficacy; subject norms; conformation; satisfaction; subjective norms (subjective values); perceived behavioral control; and studies related to OERs.

2.2. OPEN EDUCATIONAL RESOURCES (OERS)

2.2.1. A Historical Background to OERs

Open Educational Resources (OERs) have been discussed across various schools and academic fields (Sommer et al., 2022), leading to diverse perspectives and ideas. Several models support the implementation of OERs in teaching the English language, with the most prominent being:

5Rs Framework: Created by David Wiley, this framework outlines the permissions granted by open licenses such as Creative Commons, which are commonly used for OERs. The 5Rs—Reuse, Retain, Revise, Redistribute, and Remix—define how OERs can be used and modified. OERs play a significant role in 21st-century learning by providing easy access to vast amounts of information. The OER process facilitates creating and developing knowledge and skills relevant to the 21st century through the 5Rs model. Additionally, Open Educational Practices (OEP) involve combining teaching approaches with collaborative tools that enhance critical thinking. OEP promotes creative problem-solving and improving thinking patterns and skills, which is supported by OERs. The five phases for utilizing OERs are: 1) Learn about "Open"; 2) Set objectives and collaborate with others; 3) Find and develop new ideas; 4) Use, modify, and create collaboratively; 5) Evaluate, receive feedback, and continue using. Ultimately, employing OER through OEP helps individuals improve their problem-solving abilities in innovative ways (Amornrit, 2019).

Open Education Theory: This theory advocates for making educational materials freely available for use and sharing. It emphasizes collaboration, openness, and inclusivity in education. "Open education" is a philosophy that promotes the sharing of

information to provide widespread access to high-quality educational experiences and resources. It involves the use of OERs, which are resources in the public domain or licensed under Creative Commons (CC), allowing free use, sharing, and modification (Walz, 2018). OERs are freely licensed resources that anyone can use, adopt, and access without fees or restrictions (Tillinghast, 2021). These resources allow for distribution, modification, and collaboration, even for commercial purposes (Hilton, 2020).

Connectivism Theory: This theory emerged from the notion of the dependence the education on the network (website); these features are applied to the OERs. Constructivism emphasizes that learners are not passive recipients of knowledge but actively create meaning through their own learning. It acknowledges the complexity of real-life learning and suggests that classrooms that reflect this fuzziness are more effective (Buehler, 2023).

Resource-Based Learning (RBL): Resource-Based Learning promotes learner-centered approaches by utilizing diverse learning resources, including OER, promoting active engagement and understanding of a topic (Giroux, 2010). The study of RBL is about three reasons. Digital technologies make it easy for everyone to get information. So, people who are learning English can get resources for teaching and learning English from anywhere in the world. Secondly, English is the most commonly used language on the internet. In simple terms, people who use the internet encounter English in many different ways (Chan et al., 2017). Thirdly, the way digital information is used in English teaching and learning needs improvement (Iqdami, 2016).

Technology Acceptance Model: Davis (1989) created the technology acceptance model (TAM) based on the Technology Acceptance Model. The model thought people's thoughts about technology affected their decision to use it, not just their general feelings about it. The goal of TAM was to be a framework for studying how people use technology in a simple way (Davis, 1989). The main goal of TAM was to help understand why people accept new technology so we can predict how they will behave and explain why technology is successfully used (Marikyan & Papagiannidis, 2023).

The TAM helps us understand how people feel about using technology and whether they intend to use it. Behavioral intention (IN) is a sign of what someone plans to do in the future. It's a clue about their future behavior (Venkatesh et al., 2003).

The ultimate aim of TAM is to provide a comprehensive explanation behind the reason that encourages users to accept and use technology in their lives (Davis, 1989; Davis, 1993).

Expectation Confirmation Model: Before using OER, people have certain ideas about how good they will be, which could be from what other people have said or from their own thoughts. Expectations might be about how useful, trustworthy, and easy to access OER are. After using OER, people check if what they experienced matches what they thought would happen. If their experience matches what they wanted, it makes them even happier and more likely to keep using OER (Daneji et al., 2019).

Confirmation meant how much a person's real experience matched what they expected. The actual experience was seen as confirmation that made a person happy when it matched or was even better than what they expected. For instance, if teachers' first ideas about OERs are proven true, they will be happy with using them (Sommer et al., 2022).

Flow Theory: Flow theory is the idea that people are most happy and fulfilled when they are fully absorbed in an activity they are passionate about. Bhattacharjee (2001) created a model that shows how people's desire to keep using technology and reusing things are related. Flow theory was used to understand how people feel when they use websites. It looks at how well the task matches their skills and how challenging it is (Chan et al., 2017)

2.2.2. Open Educational Resources and Related Terms

Open Educational Resources (OERs) are course materials such as books, videos, and other resources that can be used for education and training without the need to pay for copyright (Sandanayake, 2019). The term OER is similar to another term called Open CourseWare (OCW), but OCW is more specific and structured compared to OER because Open CourseWare is a free online collection of high-quality educational materials from universities, organized into courses, often including lesson plans, assessment tools, and specific topics (Osang, 2019).

OER represents a new concept with the potential to significantly enhance education. The educational value of using such resources in teaching is considerable because Resource-based learning is effective in that when resources are made available online, they can be easily shared across the Internet; this is due to the fact that the primary

feature that distinguishes Open Educational Resources (OERs) from other educational resources is their licensing. OERs are academic resources licensed to allow reuse and modification without requiring permission from the copyright holder (Butcher, 2011).

2.2.3. OER and Electronic-Learning

OERs are not the same as online learning or e-learning, although some instructors use these terms interchangeably (Menzli et al., 2022). Openly licensed materials can be created in various forms, such as printed texts, videos, audio recordings, or computer-based multimedia. While many online courses can incorporate OER, not all OERs are designed for online learning. Indeed, numerous free resources currently being produced can be printed as well as shared online. In some developing countries, where internet connectivity is limited, educational resources are often printed rather than adapted for online use (Shukr & Jameel, 2022).

2.3. TEACHERS' INTENTION TO USE OERs

Using OER can facilitate open learning (OL) and open education (OE), although they are not exactly the same (Kuo et al., 2024). Emphasizing open education has a more profound impact than merely making resources available or incorporating OER into educational practices. It is crucial to thoroughly examine how evaluation systems, instructor development, curriculum frameworks, and methods for recognizing prior learning influence openness (Otto et al., 2021).

Open learning aims to remove barriers to education, making it more accessible for both students and teachers. It offers learners opportunities tailored to their needs across various educational settings. Key principles of open learning emphasize that education should be a lifelong pursuit and focus on student-centered approaches that build on learners' experiences and encourage independent thinking (Mawlood, 2023). Open learning promotes flexibility, allowing individuals to choose when, where, what, and how they learn, and recognizes prior learning and experience, ensuring that the lack of formal qualifications does not hinder access to education. Additionally, learners can receive credit for knowledge gained in diverse contexts, and educational providers are responsible for ensuring fair and equitable opportunities for success (DeRosa & Robison, 2017).

OER and Resource-Based Learning

Discussions on OER have often concentrated on ensuring the quality of the open resources, which makes learning with them particularly engaging (Kamilla, 2021). However, until recently, the concept of learning from resources has not been extensively addressed. This oversight may stem from the fact that much of the discourse revolves around sharing and licensing existing materials, such as lesson drafts and PowerPoint presentations used in class (Atenas & Havemann, 2013). Resource-Based Learning involves a shift from traditional face-to-face teaching, where instructors perform all the activities to deliver the curriculum, to a model where communication between students and teachers occurs through various media, not just in person (Jadhav & Mahajan, 2021). Importantly, in face-to-face interactions, the role of the teacher extends beyond simply imparting information; it includes facilitating group discussions and engaging in hands-on activities together (Sandanayake, 2019).

Utilizing resource-based learning does not automatically guarantee improved educational outcomes. The quality of education is enhanced when the curriculum is taught using well-designed instructional resources. Higher-quality resources contribute to better educational experiences (Mawlood, 2023). In summary, there is currently no clear link between OERs and the effective use of resources for education (Marikyan & Papagiannidis, 2023). Some studies have found that online resources were not specifically designed to support Resource-Based Learning and instead used fully copyrighted materials rather than OER (Navarrete & Luján-Mora, 2015).

2.4. LANGUAGE EDUCATION AND OERs

Open (free) access publishing is a significant concept that is related to, but distinct from, OER. It refers to the availability of scholarly materials on the internet for free, including research publications released under an open (free) license (Kırkıç, 2022). The term OER refers specifically to instructional and educational materials that are available for use under a particular license (Kamil, 2022). In higher education, research publications are a crucial component of the educational materials students need to complete their learning journey. It is important to distinguish between different types of open licenses for resources to facilitate more detailed discussion and planning (Weller et al., 2017).

The Quality and Reliability of OER

The concept of OER was introduced at a UNESCO international conference in 2022 (Mawlood, 2023). Although OERs are relatively new, they share similarities with institutional and educational goal repositories. Learning Object Repositories (LOR) platforms assist users in locating and utilizing learning materials in various formats. They share the same objectives and concerns as ROER (Downes, 2001; McGreal, 2004). However, LOR and ROER differ because OERs and RLOs are not the same. While they have some similarities, they focus on different aspects. RLOs are digital learning units designed for sharing, whereas OERs encompass any resource deemed educationally valuable and licensed for sharing (DeRosa & Robison, 2017). The primary distinction is that OERs focus on open-free licensing for reuse and the creation of new tasks (Fulantelli et al., 2008; Robertson, 2010). Wiley (2009) stated that:

"For the last decade, thousands of researchers have developed processes and strategies for designing, storing, managing, and providing access to learning objects, including metadata standards, repository specifications, and interchange formats. However, few have paid attention to the legal status of learning objects themselves and the unintended consequences of fully copyrighted learning objects on teaching and learning" (p.9).

Institutions, program coordinators, and individual educators are responsible for ensuring that OERs are suitable for instruction and education. They must select appropriate materials, modify them as needed, and incorporate them into various activities (Mawlood, 2023). With the vast amount of available information, finding relevant resources can be challenging. It is essential to be proficient in searching, evaluating, and adapting information. Organizations will invest in improving their online content before placing it in repositories (Harsasi, 2015). Nevertheless, investing in these resources will increase the likelihood of finding quality materials (Hilton III, 2020). Ultimately, it remains the responsibility of schools and teachers to identify and utilize the most suitable materials for effective learning (Butcher, 2011).

2.4.1. Factors Affecting Users to Use OERs

Several studies, including those by Tang et al. (2020), Tipton (2020), Asghar et al. (2021), and Otto et al. (2021) have reached similar conclusions. These studies identified various factors influencing users and encouraging them to engage with different types of OERs. These factors include perceived ease of use, perceived usefulness,

attitude, subjective values, perceived self-efficacy, learning autonomy, perceived behavioral control, intention, confirmation, satisfaction, perceived pleasure, and concentration. It is important to investigate such factors that influence the users to use the OER and understand the purposes that encourage the users (teachers, instructors, students) to use OER.

Perceived Ease of Use (PE)

Perceived Ease of Use (PE) refers to how easy students and instructors find technology to use (Davis, 1989). Using OERs has demonstrated numerous advantages for students, including easy access to learning resources, cost savings, and the elimination of learning barriers. OERs also facilitate material sharing, collaboration, and improved learning outcomes. The extent to which students benefit from OERs depends on factors such as the availability of support, computer proficiency, and access to appropriate materials (Davis, 1989).

The ease of use has been explored by Hess et al. (2014), who found that teachers who perceived OERs as easy to use were more likely to explore their various functionalities, such as adapting content to meet students' needs or incorporating interactive elements to increase student engagement. According to Gurung (2017), it is crucial to include user-friendly features in OER platforms to enhance their usability. Buzzetto-More (2008) identified that effective OER platforms should be user-friendly, offer a wealth of helpful resources, and function well across different devices. Additionally, Kim et al. (2015) discovered that EFL instructors' willingness to use OERs was significantly influenced by their perceived ease of use, although perceived usefulness did not have a strong impact. These factors collectively support the integration and utilization of resources within educational contexts, thereby encouraging continued use (Tagoe, 2012).

As previously mentioned, it is valuable to understand how technology use in education has evolved over the years. According to Davis's (1989) Technology Acceptance Model, both ease of use and perceived usefulness can affect users' intentions to adopt technology. Barriers to technology use may arise when external factors make technology appear difficult to use, external factors fail to demonstrate its usefulness, ease of use does not translate into perceived usefulness, or both ease and usefulness do not lead to actual use (Jasim, 2023). Supporting Davis's study, Veletsianos (2015) found that

teachers are motivated to use OERs primarily to share educational resources online. In North American universities, faculty members have created and shared free educational materials, such as courses and assignments, on social media.

As a comparison between PU and PE, Jhangiani (2018) questioned whether PU precedes PE or vice versa. Tang et al. (2020) confirmed that PE typically precedes PU, as simpler technology is often perceived as more useful than complex technology. Another factor affecting the impact of PE and PU on intention is users' attitudes towards technology. Teachers should utilize more than just textbooks to accommodate diverse student needs. Furthermore, technology that is easy to use in the classroom is considered beneficial. When advocating for OER in schools, it is important to demonstrate to teachers the ease of using OER, which is often perceived as accessible and beneficial due to its free or low-cost nature and abundant resources.

Perceived Usefulness (PU)

In recent years, numerous studies have explored students' perceptions of using Open Educational Resources (OER) for learning, particularly among college students in Hong Kong. These studies generally indicate that students possess the necessary skills to utilize OER effectively and have a positive view of its usefulness. For instance, students believe that OER is more beneficial for assisting with classwork and projects than for studying for exams. They also consider online free dictionaries, open courseware, and open electronic books to be particularly useful compared to other types of OER (Cheung, 2019). Research suggests that the benefits of using OER in teaching differ from those in traditional classroom settings. Wiley et al. (2017) highlighted that the impact of different learning modes on the perceived usefulness of OER remains underexplored, particularly in light of the rapid shift in learning modalities due to the pandemic.

The utilization of OER has contributed positively to education in various ways. It supports teachers in acquiring the skills needed to effectively use OER and stay updated with new educational technologies (Adedoyin & Altinay, 2023). University instructors have reported that OER has enhanced the quality of their courses, finding the content more relevant while also noting the need for careful selection of materials suited to their courses (Bowen et al., 2014; Stagg et al., 2018).

The usefulness of OER has been affirmed by many students, who find these resources highly beneficial (Otto et al., 2021). OER provides easier access to education,

particularly for students in areas with limited learning opportunities (Conole, 2012; Beetham, 2013). Additionally, OER allows students to save money on textbooks, potentially accelerating their completion of courses (Hilton & Laman, 2012). By using OER, students can set their own learning goals, such as earning a degree or advancing their careers. OER also supports personalized learning in online classes (Wiley et al., 2017).

Research on OER frequently examines student perspectives toward the use of OER. Harsasi (2015) found that college students believed OER enhanced their understanding of lectures and improved their technical skills. Lin & Tang (2017) explored how OER helps students manage language anxiety, revealing that OER aids in learning, research, and problem-solving activities within classes. Additional studies by Cooney (2016), Gurung (2017), Jhangiani (2018), and Ocean et al. (2019) confirmed that university students find OER useful for enhancing their learning experiences.

Supporting these findings, Cheung (2021) conducted several studies to assess students' views on using free educational resources. The research found that both students and teachers valued OER highly, using it to complement course materials, enhance learning, and find resources for assignments and exams. Both groups found open educational software, electronic books, and courseware particularly beneficial. Distance learning students, in particular, found online courses and learning websites more useful compared to full-time students.

Further supporting these observations, Grewe and Davis (2017) reported that students found OER especially helpful during the COVID-19 pandemic. Students appreciated OER for locating study materials, completing assignments, and conducting projects, which aligns with other studies indicating that OER facilitates easy access to educational materials. Beetham (2013) found that in-person learners valued OER for creating quizzes and exams during the pandemic, whereas distance learners appreciated OER for supplementing their course materials.

Conformation

The concept of confirmation is crucial in understanding why users continue to engage with Open Educational Resources (OERs). Confirmation reflects the extent to which users' actual experiences with OERs align with their initial expectations and how this alignment influences their satisfaction and continued use (Alam et al., 2022).

Ensuring that OERs meet or exceed users' expectations is vital for maintaining their interest and continued use. By delivering high-quality OERs that match user expectations, educational institutions and resource creators can foster sustained engagement with these valuable tools (Liao et al., 2021).

Satisfaction

Satisfaction measures how much users appreciate their experience with Open Educational Resources (OERs). It is a crucial factor influencing users' perceptions and their likelihood to continue using OERs. This satisfaction encompasses various aspects, including the quality of the content, ease of use, the support received, and the overall learning experience. High levels of satisfaction can lead to greater adoption and advocacy of OERs by instructors (Osang, 2019). Understanding and enhancing user satisfaction is vital for fostering the long-term use of OERs in educational institutions (Sommer et al., 2022).

TIs & Kusumah (2022) found that students were satisfied with their online classes because the experience met their expectations. They appreciated that the semester's content was both useful and well-organized. The instructor incorporated various videos and OERs to enhance understanding of the material. The OER resources and activities closely mirrored those of in-person classes, allowing students to engage in similar learning experiences. Additionally, students reported that OERs were highly beneficial for online learning. They felt they could share their thoughts, interact with peers and the teacher, generate new ideas, and acquire essential academic skills such as effective communication, technology use, and collaboration. Students followed instructions for writing and speaking during online sessions and utilized numerous free educational resources throughout the semester. They also collaborated on creating a video demonstrating the use of integrals. The instructor's effective use of OERs and support contributed significantly to the students' satisfaction and met their expectations for online learning.

Subjective Norms

Tipton (2020) stated that normative beliefs, specifically perceived pleasure, and concentration, predict subjective norms. To clarify Tipton's notion, it is useful to explain these two terms briefly:

Perceived Pleasure: This refers to the enjoyment users experience when using OERs, indicating their level of satisfaction and motivation to use these resources.

Subjective Norms: These are the beliefs that individuals hold about what others think of their actions. For instance, the phrase "The text is five years old" could be more precisely expressed as "The text was written five years ago." Subjective norms reflect how individuals perceive the expectations and opinions of others regarding their use of OERs.

Self-efficacy regarding OERs refers to the confidence users have in their ability to effectively utilize these resources. This concept encompasses instructors' confidence in integrating OERs into their teaching. Conversely, subjective norms relate to the perception of how others evaluate their behavior (p. 5).

Mijares et al. (2017) found that university instructors' attitudes towards OERs were influenced by the perceived usefulness and ease of use, with subjective norms being predominantly shaped by students' opinions. The presence and effectiveness of technology were also significant factors.

Cheung (2021) discovered that students generally found online tutorials, open online courses, and free electronic books more beneficial compared to other types of OERs. Additionally, instructors recognized that OER might not always be accurate or comprehensive. Open educational resources, such as online classes, tutorials, and free textbooks, proved valuable for students who needed to transition quickly to online learning.

Perceived Behavioral Control

Tipton (2020) found that "Learning Autonomy" refers to the ability to use OERs independently, without external assistance. It reflects how effectively individuals can navigate and utilize OERs on their own. This concept highlights the extent to which educators feel confident in their ability to use OERs, thereby supporting their sense of control. Self-belief and the ability to learn independently influence one's perception of control, which, in turn, affects the likelihood of continued use of OERs (Asghar et al., 2021).

Instructors' responses align with the conceptual model, which serves as a simplified representation of complex ideas or systems. On the other hand, "Confirmation" refers to the extent to which OERs meet initial expectations. Meanwhile, "Satisfaction"

pertains to how pleased instructors feel when using OERs. Furthermore, the interview responses from instructors indicated that "Concentration" involves the ability to remain focused and engaged with OERs. This aspect is influenced by the level of control instructors perceive they have over their use of these resources.

2.4.2. Significance of OERs in Language Education

Using openly licensed educational materials has the potential to enhance education significantly. The increasing availability of technology in schools necessitates careful planning and improvement of curricula, programs, and courses (Al-Khayyat, 2021). Schools must also organize face-to-face sessions with students, develop high-quality teaching materials, and implement effective assessment methods. These efforts aim to enhance the learning environment while managing costs by utilizing a broader range of learning resources (Al-Obaydi et al., 2022).

OER can transform education in three key ways: by providing access to high-quality learning materials, reducing the cost of obtaining these materials, and facilitating the creation of new resources by both students and teachers. This approach lowers costs and accelerates access to educational materials by eliminating the need for royalties and permission processes. OER enables schools to utilize resources and tools for creating teaching materials and designing lessons (Cheung, 2021).

Deliberate openness underscores the importance of investing in effective educational environments, leveraging shared intellectual capital, and fostering collaboration to enhance quality. It highlights the need for materials that can be easily adapted from various contexts, as education is inherently contextualized (Conole, 2012).

2.4.3. Studies Conducted on Language Education and OERs

The impact of teachers' intentions to use Open Educational Resources (OERs) in the academic field has been a subject of investigation in several studies. Mtebe and Raisamo (2014) explored teachers' intentions to incorporate OERs into their instructional practices. The study, which involved 104 teachers from five higher education institutions in Tanzania, found that effort expectancy positively influenced instructors' intentions to use OERs, while performance expectancy did not. The study also identified several challenges affecting teachers' intentions, including inadequate information and communication technology infrastructure, issues related to intellectual property and

copyrights, the suitability and quality of OERs, and a lack of awareness about their existence. Notably, the study revealed that 79% of teachers had never used OERs in their classes, whereas 21% utilized various OER websites such as DOAJ, MIT OpenCourseWare, Khan Academy, and Google Scholar for creating learning materials.

Further investigating the role of intention, Jung and Lee (2020) examined the behavioral intentions of 152 educators from Korea, Japan, and the United States regarding the adoption of Online Educational Resources (OER). The study identified habit as the strongest determinant of intention, with performance expectancy, social influence, and price value also playing significant roles. Cultural factors were found to substantially influence the adoption of OER, highlighting the importance of cultural specificity.

In exploring the intentions of both teachers and students to use technology in education, Al-Emran et al. (2020) focused on students' intentions to continue using mobile learning. The study, which surveyed 273 postgraduate students at the British University in the UAE, found that perceived behavioral control, attitude, subjective norms, and perceived ease of use were significant predictors of continued use of smartphone learning. However, perceived usefulness and satisfaction were not significant predictors of continued intention.

Bajaj et al. (2021) investigated university instructors' intentions to continue using online platforms post-COVID-19. The study found that male instructors were more likely to use these electronic platforms than female instructors. Perceived ease of use significantly influenced instructors' attitudes towards distance education, and attitudes towards online instruction significantly impacted their intention to continue with online education. However, perceived benefit did not positively affect their intention to persist with online education.

Addressing the issue of EFL teachers' awareness of OERs, Appiah et al. (2020) found that many students and lecturers were unaware of OERs, though there was a general expectation that OERs would become increasingly important in their learning experiences. Some viewed OERs as supplementary resources useful for specific tasks. The study advocated for increased awareness and encouragement regarding the role of OERs in 21st-century learning and teaching. Similarly, Ogunbodede et al. (2021) examined instructors' awareness and use of OERs at the College of Education Technical

Asaba, Nigeria. The study, which involved 73 male and female instructors, revealed high levels of both awareness and usage of various OERs.

Among studies focusing on teachers' awareness of OERs, Jameela (2014) investigated whether teachers were aware of OERs, particularly those undergoing training at institutions affiliated with the University of Calicut. The study found that teachers had poor awareness of OERs, which affected their use and sharing of these resources. Prasad and Usagawa (2014) conducted a study in the South Pacific and discovered that while most teachers (82%) were aware of OERs, they lacked an understanding of their potential benefits. Although some teachers used OERs, only a small percentage did so extensively. In contrast, Hart et al. (2015) found that 73.5% of teachers in South Africa were aware of OERs and had a good level of awareness.

Tang et al. (2021) examined whether university instructors in the United States were more inclined to use OERs in their teaching after being included in related programs. The study found that instructors who used OERs felt more confident and had a better understanding of them over time. However, challenges such as insufficient time, subpar quality of some OERs, and institutional restrictions on their use persisted. The study highlighted that while some instructors were pleased with OERs, others struggled with a lack of knowledge on how to utilize them effectively.

Moreover, Mtebe and Gallagher (2022) adapted the Expectation-Confirmation Model to study teachers' intentions to continue using digital tools after the COVID-19 pandemic at a prominent university in Tanzania. The study used a mixed-methods approach and found that instructors were more likely to continue using digital tools if they found them helpful and enjoyable. Despite extensive use of digital technologies before and during the pandemic, teachers and students remained uncertain about the practicality of these tools in teaching, grappling with issues related to ease of use, cost, and knowledge.

Villanueva and Dolom (2018) emphasized that perceived behavioral control and attitude are crucial factors influencing rural public high school teachers' adoption of OERs. They highlighted the importance of having control over OER use and the need for consideration of peer and student readiness in teaching. Teachers' ability to determine class materials independently, without relying on student feedback, was also noted.

Tang and Bao (2023) analyzed the value beliefs of 513 college instructors regarding the use of OERs. Using diagnostic classification models (DCMs), the study revealed that many instructors held low-value beliefs about OERs. The study identified three types of value beliefs among instructors, noting that those who valued OERs for their professional development were more likely to adapt them rather than merely reuse existing copies.

Finally, Weller et al. (2017) found that instructors believed OERs increased students' satisfaction, interest, and experimentation. The use of OERs enhanced students' motivation to access rich, free information and inspired instructors to teach their subjects more effectively. Similarly, Tang and Bao (2023) found that instructors with positive value beliefs about OERs were more likely to incorporate them into their teaching practices.



CHAPTER THREE
METHODOLOGY

3.1. INTRODUCTION

This chapter presents the methodology and procedures used to achieve the aims and address the research questions of the study. It describes the research design, population, and sample selection. Subsequently, it discusses internal and external validity, as well as the research instruments. Finally, the procedures for statistical analysis are explained in detail.

3.2. OVERVIEW OF THE RESEARCH DESIGN

The study employs a mixed method that includes both quantitative and qualitative designs. Quantitative data were collected using two questionnaires, while qualitative data were obtained through a semi-structured interview.

3.3. PARTICIPANTS AND RESEARCH SETTING

The population for this study consists of Iraqi instructors (both male and female) from the English departments of the College of Arts, the College of Education for Humanities, and the College of Education for Women at the University of Anbar, all of whom are teaching English in the second semester of the 2023-2024 academic year. The population includes 151 instructors, as detailed in Table 1. Given the survey design of the study and the relatively small number of instructors specializing in English language fields such as linguistics, literature, and methodology, the researcher invited all instructors to participate. Of the 151 instructors, one was absent during data collection, resulting in a total of 150 participating instructors.

Demographic Information

The total participants were 150 instructors (males and females), Table 3.1 shows the details.

Table 3.1: The Distribution of Participants According to Colleges

Colleges	Number
College of Arts	35
College of Education for Humanities	55
College of Education for Women	60
Total	150

Gender

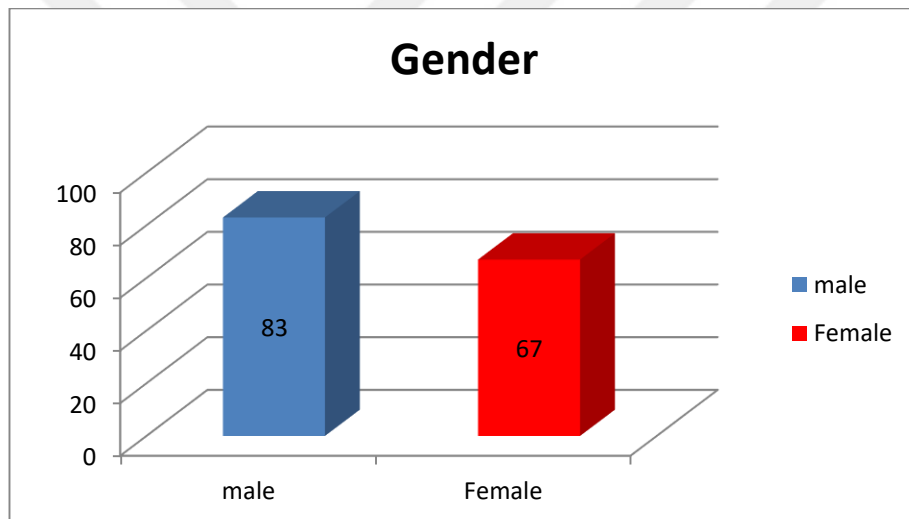
Table 3.2 shows that the percentage of males was higher than the percentage of females, reaching (55%) for males, while the percentage of females was (45%), as shown in Figure 3.1.

Table 3.2: Distribution of Sample Members According to Gender

Gender	Frequencies	Percentages
Male	83.	55.00
Female	67.	45.00
Total	150.	100.00

Table 3.2 shows that the number of male participants is 83, representing 55%, while the number of female participants is 67, representing 45%.

Figure 3.1: Distribution of the Participants According to Gender Variable

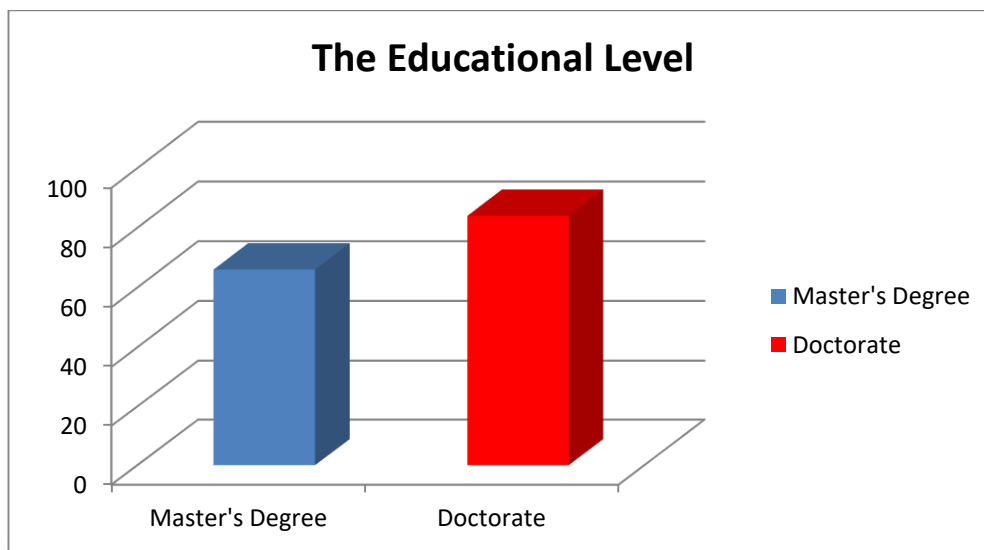


Academic Level

Table 3.3 shows that the percentage of participants with doctoral degrees was higher than that of those with master's degrees, reaching 56% for doctorates compared to 44% for master's degrees, as illustrated in Figure 2.

Table 3.3: Distribution of Instructors (Academic Level)

The Educational Level	Frequencies	Percentages
Master's Degree	66	44%
Doctorate	84	56%
Total	150	100%

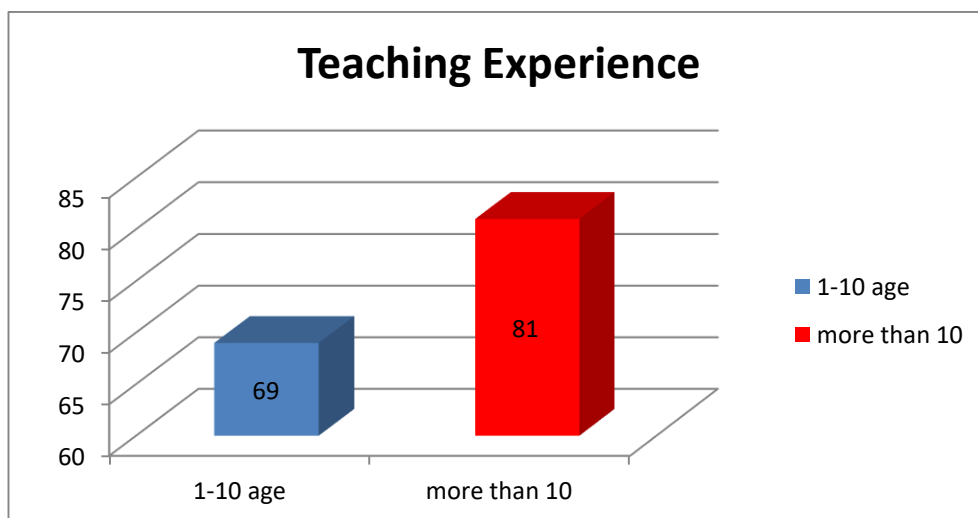
Figure 3.2: Distribution of Sample Members by Academic Level

Years of Service

Table 3.4 shows that the percentage of instructors with more than 10 years of service was higher than that of instructors with 1-10 years of service, reaching 54% for those with over 10 years of experience, while the percentage for those with 1-10 years of experience was 46%, as illustrated in Figure 3.3.

Table 3.4: Distribution of the Participants (Years of Teaching Experience)

Teaching Experience	Frequencies	Percentages
1-10 age	69	46%
more than 10	81	54%
Total	150	100%

Figure 3.3: Distribution of the Participants According to Years of Service

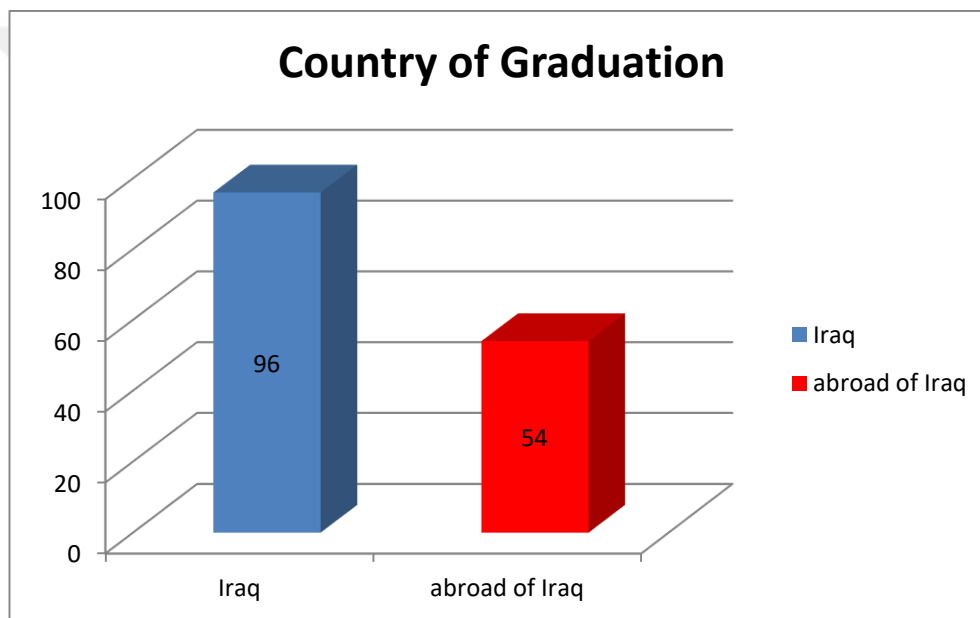
Country of Postgraduation

Table 3.5 shows that the percentage of individuals who obtained their postgraduate certificate within Iraq was higher than that of those who obtained the certificate outside Iraq. Specifically, 64% of participants received their certificates from within Iraq, while 36% obtained theirs from outside Iraq, as illustrated in Figure 3.4.

Table 3.5: Distribution of Participants by Country of Obtaining the Certificate

Country of Graduation	Frequencies	Percentages
Iraq	96	64%
Abroad of Iraq	54	36%
Total	150	100%

Figure 3.4: Distribution of the Participants by Country of Obtaining The Certificate

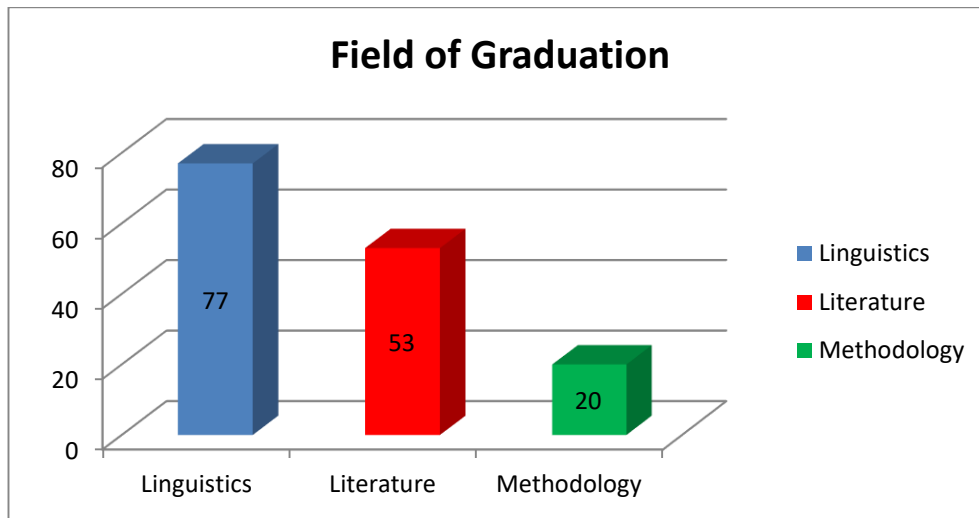


Specialization

Table 3.6 shows that the highest percentage of participants in terms of specialization was in Linguistics, with a percentage of 51%. The lowest percentage was in the Teaching Methods specialization, at 13%, while the Literature specialization had a percentage of 36%, as illustrated in Figure 3.5.

Table 3.6: Distribution of the Participants According to Specialization

Field of Graduation	Frequencies	Percentages
Linguistics	77	51%
Literature	53	36%
Methodology	20	13%
Total	150	100%

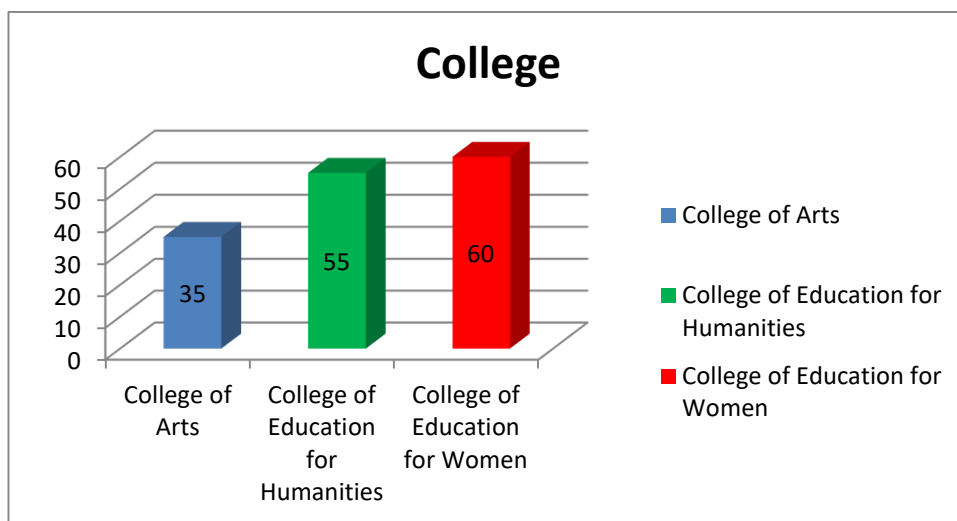
Figure 3.5: Distribution of the Participants According to Specialization

College

Table 3.7 shows that the highest percentage of sample members, in terms of college, was from the College of Education for Girls, with a percentage of 40%. The lowest percentage was from the College of Arts, at 23%, while the College of Education for Human Sciences had a percentage of 37%, as indicated in Figure 3.6.

Table 3.7: Distribution of the Participants According to College Variable

College	Frequencies	Percentages
College of Arts	35	23%
College of Education for Humanities	55	37%
College of Education for Women	60	40%
Total	150	100%

Figure 3.6: Distribution of Participants by College Variable

3.4. DATA GATHERING INSTRUMENTS

The instrument of this study is a questionnaire, also the qualitative data was collected through semi-structured interview.

3.4.1. The Item Analysis

Validity, as defined by Al-Agha (1997), refers to "*the extent to which the instrument achieves the purpose for which it was prepared, meaning it measures what it was designed to measure, and the extent to which the items of the scale properly represent the field it is intended to measure*" (p. 61).

After adopting the questionnaire from Çalışkan (2023) in its initial form, it was essential to establish their face validity, which indicates that the instrument evaluates what it is designed to evaluate. In educational studies, this involves presenting the instrument to a panel of jury members who are specialists in relevant fields such as teaching, educational psychology, and language teaching methods, including English or other pertinent areas. This process helps to assess whether the tool's items align with its intended measurement (Al-Warith, 2011, p. 131). The validity of the adopted questionnaire from Çalışkan (2023) needed to be reassessed due to differences in participants, setting, and study population from the current study.

To establish the validity of the questionnaire, it was distributed to a group of experts in teaching methods for the English language, linguistics, and linguistic applications. This process aimed to evaluate the validity and suitability of its dimensions, conduct a linguistic audit, and ensure that each item accurately measures what it was designed to measure.

The final measure consisted of 15 items. Table (3.8) presents the jury's suggestions regarding the validity of the dimension items.

Table 3.8: Item Analysis Related to EFL Instructors' Awareness of OERs

Items' Number	"Account of Items	"Number of disapproves"	"Number of disapproves"	"Percentage"	"Chi-square Calculated value"	"Chi-square Tabulated value"	Sig. 0 . 05
2 , 4. , 5, 6, 8, 10, 14, 15	29	12	0	100%	12	3.84	Sig.
3, 7, 12, 13	11	11	1	91.66%	8.32	3.84	Sig.
1, 9, 11	10	10	2	83.33%	5.32	3.84	Sig.

Item Analysis of the Demographic Variables

Items' Number	Account of Items	number of approvers	Number of disapproves	Percentage
Age Variable	2	0	2	100%
Educational Level	3	2	1	33.33%
Graduation Variable	6	3	3	50%
Teaching Experience	7	2	5	71%
Institution Variable	6	3	3	50%
Country Of Graduation	2	2	0	100%
Total	26	12	14	

3.4.2. The Questionnaires

The questionnaire used in this study was adapted from those of Çalışkan (2023). Çalışkan's first questionnaire was designed to collect data on instructors' awareness of OERs (This is the questionnaire that the researcher adopted in this study). The original version of Çalışkan's two questionnaires consisted of two sections: the first section addressed demographic information, including variables such as field of graduation, gender, teaching experience, age, educational level, and institution. The second section of Çalışkan's questionnaire focused on OER titles and websites. Instructors were required to rate these OER titles and websites on a five-point Likert scale ranging from "I have never heard of it" to "I use it all the time." The questionnaire included fifteen OER titles and websites (see Appendix I).

Çalışkan's second questionnaire was re-designed to collect data on instructors' intentions to continue using OERs (see Appendix II). This questionnaire consisted of twelve dimensions, each containing three items, for a total of 36 items. Instructors rated these items on a seven-point Likert scale, ranging from "strongly disagree" to "strongly agree."

3.4.3. The Semi-Structured Interview

A semi-structured interview (see Appendix III) was used to collect the data, prepared for its significance in providing a rich exploration of instructors' intentions to use OERs. The semi-structured interview, a qualitative method, included questions designed to allow the interviewee the opportunity to provide in-depth responses (Dearnley, 2005).

Conducted during the last weeks of the second semester of the academic year 2023-2024, the study involved face-to-face interviews with twelve instructors (four from each college) from the College of Arts, the College of Education for Humanities, and the College of Education for Girls. The instructors' responses were recorded and transcribed. Jury members (see Appendix IV) reviewed the interview questions before they were distributed to the instructors. As a result of their feedback, three questions were deleted, and three others were combined, leading to a final total of four questions.

General questions were determined to elicit instructors' opinions about the OERs they actually used in teaching English or for academic purposes, as well as the factors that might encourage them to use previously unused OERs in the future. These factors include ease of use, usefulness, attitude, subjective values, self-efficacy, autonomy, behavioral control, confirmation, satisfaction, pleasure, and concentration. For example, one question asked was: "Do ease of use, usefulness, attitude, subjective values, self-efficacy, autonomy, behavioral control, confirmation, satisfaction, pleasure, and concentration affect instructors' intentions to use OERs?"

3.5. DATA COLLECTION AND ANALYSIS

The study employed computer-based analysis and SPSS software to process questionnaire data, addressing the research questions and variables through various statistical methods to ensure accurate results. The validity of the questionnaire was assessed using the Chi-square test to evaluate the perception and use of English as a foreign language among educational resource instructors. Means and standard deviations were calculated to analyze the instructors' responses to each item of the questionnaire, while percentage analysis was conducted to assess instructors' awareness and usage of OERs. Additionally, the Pearson correlation coefficient was used to verify the internal consistency of the questionnaire concerning instructors' awareness and usage of OERs and to determine the correlation between their awareness and usage. Finally, a t-test was

conducted to compare instructors' awareness and usage of educational resources based on variables such as gender, years of service, academic level, and country of degree.

To analyze the instructors' responses on the interview questions, a "Thematic Analysis" model was employed as a model which is based on Braun and Clarke (2006) and Nieman (2023). To verify the instructors' responses' reliability, an inter-rater agreement for thematic analysis was used.

Validity and Reliability of the Instruments

Internal Consistency

To determine the internal consistency of the scale, it was distributed to 150 instructors, and the "Pearson correlation coefficient" was employed to assess the relationship between each item and the total score of the scale. The results indicated that the correlation coefficients were significant, as all values exceeded the critical correlation coefficient value of 0.161 at a significance level of 0.05, with a degree of freedom of 148. Table 3.9 presents the correlation coefficient values for each item in relation to the total score.

Table 3.9: Internal Consistency

No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient
1	0.324	6	0.561	11	0.382
2	0.386	7	0.462	12	0.345
3	0.488	8	0.390	13	0.441
4	0.436	9	0.382	14	0.492
5	0.475	10	0.451	15	0.561

Reliability of the Instrument

The test's accuracy level is essential for its reliability, ensuring that consistent results are achieved when the instrument is used repeatedly, thus confirming its validity (Khoury, 2008: 100; Hamadat, 2009). The questionnaire was distributed to 150 instructors, and Cronbach's Alpha equation was employed to determine the questionnaire's reliability. The results indicated that the reliability coefficient was 0.93, which is considered a strong reliability coefficient. A questionnaire is deemed satisfactory if its reliability coefficient is approximately 0.68 or higher (Mulyana & Desnita, 2023).

Content Validity

To assess the content validity of the questionnaire, it was sent to a panel of 12 jury members from various Iraqi universities. These experts evaluated the validity of the questionnaire items, the linguistic formulation, and the suitability of the items, providing suggestions for improvement. The Chi-square value was used to determine the validity of the questionnaire items by comparing it with the tabulated Chi-square value of 3.85 at a degree of freedom of 1.00 and a significance level of 0.05. This outcome corresponds to 81% of the jury members' suggestions and recommendations. Based on these insights, most items were modified with the consensus of all jury members, resulting in a final tool comprising 36 items. Table 3.10 details the modifications suggested by the jury members.

Table 10: The Validity Regarding the use by EFL Instructors of OERs

Items' Number	Account of Items	Number of disapproves	Number of disapproves	Percentage	Chi-square Calculated value	Chi-square Tabulated value	Sig. 0.05
3, 5, 7, 8, 9, 13, 16, 17, 18, 19, 22, 23, 25, 28, 29, 32, 33, 35	18	12	0	100%	12	3.84	Sig.
1, 4, 6, 11, 12, 15, 21, 26, 27, 31	11	11	1	91.66%	8.32	3.84	Sig.
2, 10, 14, 20, 24, 30, 34, 36	8	10	2	83.33%	5.32	3.84	Sig.

Internal Consistency

To determine the internal consistency validity of the scale, it was distributed to 150 instructors. Subsequently, the Pearson correlation coefficient was employed to assess the relationship between each item and the total score of the scale (Chung & Morris, 2014). The results indicated that all correlation coefficients were statistically significant, as all values exceeded the critical value of 0.161 at a significance level of 0.05 and a degree of freedom of 148. Table 3.11 presents the correlation coefficient values of each questionnaire item with the total score, as well as the values of the items' correlation coefficients with the overall score.

Table 3.11: Item Correlation Coefficients With the Total Score of The Questionnaire

Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient	Item No.	Correlation Coefficient
1	0.419	10	0.399	19	0.434	28	0.498
2	0.325	11	0.352	20	0.472	29	0.342
3	0.509	12	0.396	21	0.419	30	0.487
4	0.436	13	0.435	22	0.526	31	0.412
5	0.328	14	0.411	23	0.370	32	0.345
6	0.345	15	0.469	24	0.488	33	0.394
7	0.512	16	0.326	25	0.523	34	0.376
8	0.498	17	0.463	26	0.569	35	0.435
9	0.472	18	0.436	27	0.439	36	0.346

Reliability of the questionnaire regarding the level of intention continue use of OERs by EFL instructors:

To calculate the reliability of the instrument, it was distributed to 150 instructors representing the study participants. The Cronbach's Alpha equation was employed to determine the reliability of the questionnaire, resulting in a reliability coefficient of 0.90, which is considered a strong coefficient. Studies have shown that a questionnaire is deemed acceptable if the reliability coefficient is approximately 0.68 or higher (Mulyana & Desnita, 2023).

The Reliability of the Interview

The reliability of the interview responses from 12 participants was analyzed using inter-rater agreement for thematic analysis. Two professors participated as inter-raters: one specialized in Methodology and the other in Educational Statistical Analysis. The results of the analysis indicate a high level of consistency and reliability among the three raters, demonstrating strong thematic analysis. According to Mulyana and Desnita (2023), inter-rater agreement is considered high if the overall consistency and reliability ratio exceeds 87%.

Table 3.12: The Reliability of the Interview

The Themes	Resecher and Prof. 1 Agreement	Resecher and Prof. 2 Agreement	Prof. 1 and Prof. 2 agreement	Total Agreement
Awareness of the Use of OER	93%	89%	91%	91%
Attitudes Toward OER	94%	92%	93%	93%
Intention to Use OER	87%	89%	88%	88%
Purpose for Continued Use of OER	92%	90%	91%	91%

The total agreement for the "Awareness of the Use of OER" theme was 91%. The agreement for the "Attitudes Toward OER" theme reached 93%. For the "Intention to Use OER" theme, the total agreement was 88%, and for the "Purpose for Continued Use of OER" theme, the total agreement was 91%.



CHAPTER FOUR
FINDINGS

4.1. INTRODUCTION

This chapter presents the results of the study by analyzing the instructors' responses to the items on both questionnaires.

4.2. FINDINGS BASED ON RQ1

"To what extent do the instructors use the OER tools?"

To answer this research question, the arithmetic means, standard deviations, and percentage scores were calculated for the items related to the level of awareness of EFL instructors regarding OERs. Table 4.1. shows the values of the means, standard deviations, and percentage scores of the EFL instructors' responses concerning their level of awareness of OERs.

Table 4.1: Arithmetic Means, Standard Deviations and Percentage Scores

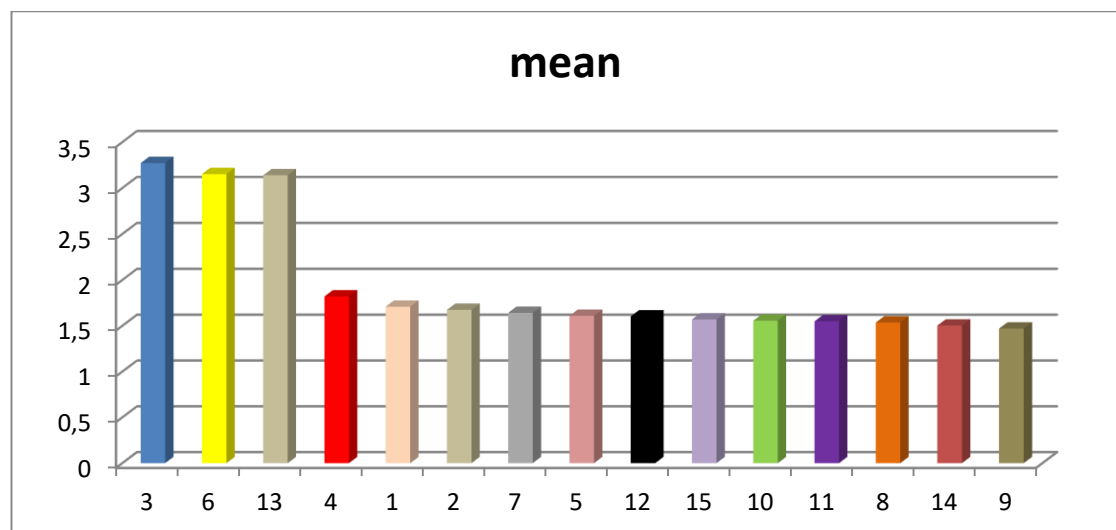
Sequence of sites in the questionnaire	Websites	Mean	Standard Deviation	Percentage	Rank
	Online dictionaries				
3	https://www.oxfordlearnersdictionaries.com/ https://translate.google.com/ https://www.reverso.net/text-translation	3.272	0.541	65.430	1
6	Text Summarization tools https://www.textcompactor.com/	3.152	0.640	63.046	2
13	Spell Checkers https://www.jspell.com/checker/	3.139	1.217	62.781	3
	Collocation Dictionaries				
4	https://www.freecollocation.com/ https://www.linguatools.de/kollokationen-en/	1.821	0.953	36.424	4
1	Language learning apps: www.duolingo.com	1.709	0.829	34.172	5
2	Online assessment tool https://kahoot.com/	1.675	0.928	33.510	6
7	Conceptual Dictionary Word net http://wordnetweb.princeton.edu/perl/webwn	1.642	0.819	32.848	7
	Text-to-speech Technologies				
5	www.naturalreaders.com https://www.text2speech.org/	1.609	0.800	32.185	8
12	Vocabulary level determination https://www.vocabkitchen.com/home	1.603	0.775	32.053	9
15	Corpus Tools https://www.english-corpora.org/coca/	1.570	0.726	31.391	10
10	Return word to its root https://seohorsesense.com/free/lemmatization.php	1.556	0.718	31.126	11
11	Braking the sentence into its elements https://parts-of-speech.info/	1.550	0.718	30.993	12
8	Visual dictionaries https://www.visualthesaurus.com/	1.536	0.691	30.728	13
14	Text readability index https://www.analyzemywriting.com/	1.503	0.631	30.066	14
9	Automatic Word List https://wordcounter.net/	1.470	0.575	29.404	15
	Weighted mean and Std.D	1.921	0.771	38.411	

Table 4.1 reveals that the average score for the three sites is above the cut-off point (3). Website No. 3 (Online Dictionaries: <https://www.oxfordlearnersdictionaries.com/>, <https://translate.google.com/>, and <https://www.reverso.net/text-translation>) ranked first, with an arithmetic mean value of (3.272). Website No. 6 (Text Summarization Tools: <https://www.textcompactor.com/>) ranked second, with an arithmetic mean value of 3.152. Website No. 13 (Spell Checkers: <https://www.jspell.com/checker/>) came in third, with a mean value of 3.139. These results indicate awareness of these three sites among EFL instructors.

However, the average scores for the rest of the sites are below the cut-off point 3. They range from the highest arithmetic mean of (1.821) for the website (Collocation Dictionaries: <https://www.freecollocation.com/> and <https://www.linguatools.de/kollokationen-en/>) to the lowest arithmetic mean of (1.470) for the website (Automatic Word List: <https://wordcounter.net/>). All of these are below the cut-off point (3), indicating a lack of awareness of these OER sites among EFL instructors.

In general, the general arithmetic mean for the level of awareness of OERs was 1.921, which is below the cut-off point of (3). This suggests that EFL instructors have a low level of awareness of OER sites. Figure 4.1. illustrates the arithmetic mean of the level of awareness for each OER website.

Figure 4.1: The Arithmetic Average of the Level of Awareness



4.3. FINDINGS BASED ON RQ2

"To what extent does the level of awareness vary in terms of gender, educational level, specialization, and teaching experience?"

Gender

To measure the effect of the gender variable, a t-test for independent samples was used to determine if there were statistically significant differences between male and female instructors' estimates of the level of EFL instructors' awareness of OERs. Table 4.2. shows the results of the t-test for independent samples, indicating the significance of the differences between male and female instructors' ratings of the level of awareness of EFL instructors regarding OERs according to the gender variable.

Table 4.2: T-Test Results on Male and Female Instructors' Awareness of OERs

Variable	Gender	N	Mean	St.D	D.f	Calculated T-Value	Tabulated T-Value	Sig. 0.05
Gender	male	83	2.053	0.615	148	3.137	1.96	Sig.
	female	67	1.749	0.555				

Table 4.2. shows that the calculated t-value is 3.137, which is greater than the tabulated value of 1.96 at a significance level of 0.05 with a degree of freedom of 148. This indicates that there are differences between male and female instructors in their level of awareness of OERs, with male instructors being more knowledgeable than female instructors in understanding and using OERs.

The Educational Level

To measure the effect of educational level, a t-test was used for independent samples to determine if there were statistically significant differences between the estimates (Master's vs. Doctorate) in the level of awareness of OERs. Table 4.3. shows the t-test results for independent samples, illustrating the significance of the differences between the estimates of master's and doctoral degree holders regarding the level of awareness of EFL instructors of OERs according to the educational level variable.

Table 4.3: T-test Results on Master's vs Doctoral Degree Holders' Awareness of OERs

	Variable	N	Mean	St.d	Df	Calculated T-Value	Tabulated T-Value	Sig. 0.05
Education Level	Master	66	1.657	0.453	148	5.008	1.97	Sig.
	Doctoral	84	2.121	0.635				

Table 4.3. shows that the calculated t-value of 5.008 is larger than the tabulated value of 1.97 at a significance level of 0.05 and with a degree of freedom of 148, which indicates that there are differences in instructors' awareness of OERs between those holding master's and doctoral degrees in favor of those with a doctorate. This means that instructors with a doctorate degree are more knowledgeable than those with a master's degree in understanding OERs.

Years of Teaching Experience

To measure the effect of years of teaching experience, a t-test for independent samples was used to determine whether there were statistically significant differences in the level of awareness of OERs between instructors with 1–10 years of experience and those with more than 10 years. Table (4.4.) shows the results of the t-test for independent samples, indicating the significance of the differences in the level of awareness of EFL instructors of OERs according to the variable of years of teaching experience.

Table 4.4: T-Test Results for Independent Samples of Teaching Experience

	Years of Teaching Experience	N	Mean	St.d	Df	Calculated T-Value	Tabulated T-Value	Sig. 0.05
Years of Teaching Experience	1- 10	69	1.858	0.604	148	1.088	1.96	Not Sig.
	More than 10 Years	81	1.967	0.608				

Table (4.4.) shows that the calculated T-value of (1.088) is smaller than the tabulated value of (1.96) at a significance level of (0.05) and with 148 degrees of freedom. This indicates that there are no significant differences between years of teaching experience (from 1 to 10 years and more than 10 years) regarding the level of instructors' awareness of OERs

Country of Graduation

To measure the effect of the country of graduation, a T-test was conducted for independent samples to determine whether statistically significant differences exist between the country of graduation (inside Iraq vs. outside Iraq) regarding the level of awareness of OERs. Table (4.5.) presents the results of the T-test for independent samples, assessing the significance of differences between the country of graduation (inside Iraq vs. outside Iraq) on EFL instructors' awareness of OERs.

Table 4.5: T-Test Results on the Country of Graduation and Awareness of OERs

Variable	Country of Graduation	N	Mean	St.d	Df	Calculated T-Value	Tabulated T-Value	Sig. 0.05
Instructors' awareness of OERs	inside Iraq	96	1.584	0.453	148	13.117	1.96	Significant
	outside Iraq	54	2.508	0.635				

Table (4.5) shows that the calculated T-value of (13.117) exceeds the tabulated value of (1.96) at a significance level of (0.05) with 148 degrees of freedom. This indicates that there are significant differences in OER awareness between instructors based on their country of graduation, with instructors who graduated from outside Iraq demonstrating greater knowledge of OERs compared to those who graduated from inside Iraq.

Specialization

Before analyzing the effect of the specialization variable, the arithmetic means and standard deviations of the instructors' ratings were calculated according to their specialization regarding their level of awareness of OERs. Table 4.6. presents the arithmetic means and standard deviations of instructors' ratings by specialization in relation to their awareness of OERs.

Table 4.6: Means and Standard Deviations of Instructors' Awareness by Specialization

Variable	Specialization	N	Mean	St.d
Instructors' awareness of OERs	Linguistics	77	1.774	0.480
	Literature	53	1.795	0.483
	Methodology	20	2.790	0.606

To assess the effect of the specialization variable and determine whether there are significant differences in instructors' ratings based on specialization, a one-way analysis of variance (ANOVA) was conducted. Table (4.7.) presents the results of the one-way ANOVA, used to evaluate the significance of the differences in instructors' estimates according to specialization in relation to their awareness of OERs.

Table 4.7: ANOVA Test for Instructors' Awareness by Specialization

Source of variance	Sum of squares	df	Mean squares	F-value	Sig. Level
Between groups	17.587	2	8.798	34.664	Significant
Within groups	37.290	147	0.254		
Total	54.877	149			

It is evident from Table 4.7. that the calculated F-value of 34.664 exceeds the tabulated P-ratio of 3.05 at a significance level of 0.05 with two degrees of freedom 147.

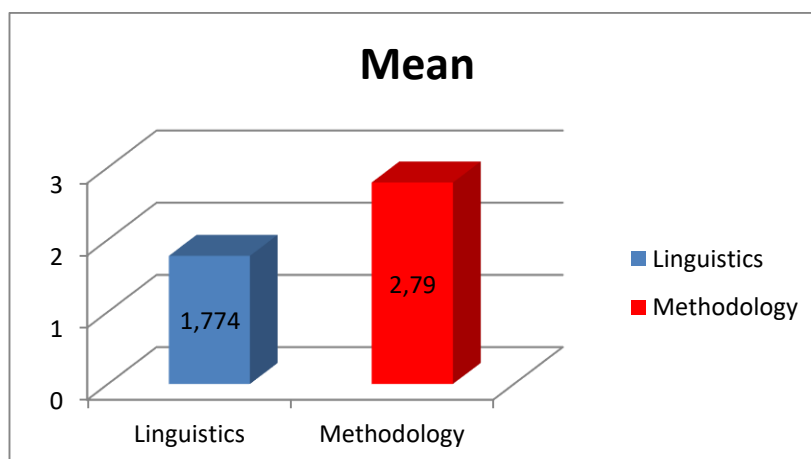
This indicates that there are statistically significant differences in instructors' estimates based on specialization. To identify which specialization these differences favor, the researcher applied the Scheffé Multiple Comparisons Test, with results shown in Table 4.8.

Table 4.8: Scheffé Test for Differences in Awareness Based on Specialization

Pairwise comparison	Mean	Calculated Scheffé Value	Critical Scheffé Value	Sig. Level
Linguistics	1.774	0.021	0.268	No significant differences
Literature	1.795			
Linguistics	1.774	1.016	0.311	There are differences in favor of teaching methods
Teaching Methods	2.790			
Literature	1.795	0.995	0.324	There are differences in favor of teaching methods
Teaching Methods	2.790			

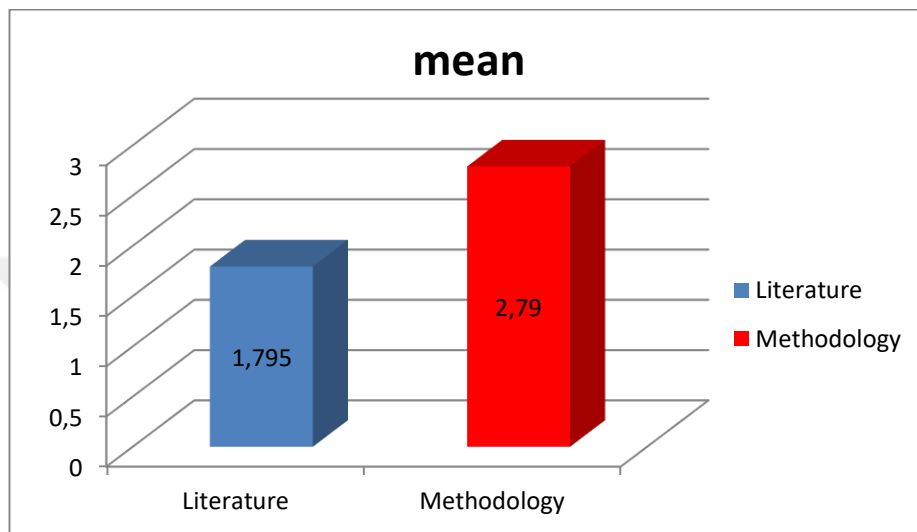
As Table 4.8. reveals, there are no statistically significant differences in instructors' estimates of OER awareness between those specializing in linguistics and literature. This suggests that the level of awareness of OERs remains comparable across these two specializations, indicating no notable variations in their understanding or usage of OERs. Such findings point to a similar engagement with OER resources among instructors within these fields. However, statistically significant differences emerge between those specializing in linguistics and teaching methods, with instructors in teaching methods demonstrating higher awareness of OERs. Figure 4.2. illustrates this result, highlighting the disparity in awareness levels between these groups. This difference underscores the potential influence of specialization on instructors' familiarity with and adoption of OERs.

Figure 4.2: Arithmetic Mean of Instructors' Awareness by Specialization (Linguistics vs Teaching Methods)



There are statistically significant differences in instructors' estimates of OER awareness between those specializing in literature and teaching methods, with the teaching methods specialization showing higher awareness. Figure 4.3. demonstrates this result.

Figure 4.3: Arithmetic mean of instructors' awareness by specialization (Literature vs Teaching Methods)



Instructors' Colleges

Before analyzing the effect of the college variable, the arithmetic means and standard deviations of the instructors' ratings were calculated based on the college variable in relation to instructors' awareness of OERs. Table 4.9. presents the arithmetic means and standard deviations of instructors' ratings according to the college in terms of their awareness of OERs, as influenced by the college variable.

Table 4.9: Means and Standard Deviations of Instructors' Awareness by College

Variable	College	N.	means	St.d
Instructors' awareness of OERs	College of Arts	35	2.028	0.541
	College of Education for Humanities	55	1.983	0.640
	College of Education for Women	60	1.792	0.598

To measure the effect of the college variable and determine the significance of differences in instructors' ratings according to the college in relation to their awareness of open educational resources, a one-way analysis of variance (ANOVA) was conducted. Table 4.10. presents the results of the ANOVA, which assessed the significance of differences in instructors' estimates according to the college variable concerning their awareness of OERs.

Table 4.10: ANOVA Test For Instructors' Awareness by College

Source of variance	Sum of squares	df	Mean squares	F-value	Sig. Level
Between groups	1.610	2	0.805	2.221	Not Significant
Within groups	53.268	147	0.362		
Total	54.877	149			

Table 4.10. shows that the calculated F-value of 2.221 is smaller than the tabulated F-value of 3.05 at a significance level of 0.05 with two degrees of freedom 2, 147. This indicates that there are no statistically significant differences in the estimates of instructors' awareness of OERs according to the college variable.

4.4. FINDINGS BASED ON RQ3

Identify the nature of the statistically significant correlation between English as a foreign language instructors' awareness of OERs and the level of their intention to continue the use of OERs.

To verify this aim, instructors' answers to a questionnaire about the use of OERs and a questionnaire about the level of instructors' intension to use of OERs, the Pearson correlation coefficient was used, and the results were as shown in Table 4.11.

Table 4.11: The Correlation Coefficients Between the Instructors' Awareness and the Level of Their Utilization

Correlation between two variable	N	Correlation coefficient value	T-Value		Significance (0.05) Level
			Tabulated	Calculated	
Instructors' Awareness of the OERs and the level of using them	150	0.518	7.400	1.96	Significance

Table 4.11. shows that the correlation coefficient between the instructors' awareness of OERs and their level of utilization reached 0.518. This result means that the correlation is high and positive, Al-Agha (1997) states that when the correlation coefficient is above the 0.50, this means that the correlation is positive. To determine the significance of the relationship, the researcher employed the t-test for correlation coefficient significance, yielding a computed t-value of 7.400, which is greater than the critical t-value of 1.96 at a significance level of 0.05 with degrees of freedom 148.

This indicates that the relationship is statistically significant and positive, meaning that as the level of awareness of OERs increases, so does the level of utilization of these resources.

To reveal the correlation between the Instructors' awareness of the OER and their intention to continue use OER a semi-structured interview was used. (The instructors' answers are presented in appendix 5).

The "Thematic Analysis" model was employed as a model to analyze the instructors' responses to the interview questions. The structure of this model is based on Braun and Clarke (2006) and Nieman (2023). The interview questions are:

- Do you intend to use online OER services in your academic pursuits?
- What are your attitudes toward technology? Do the OERs services have significant effects on behavior?
- Do you plan to use online OER services in your coursework? If your answer is yes, then answer question four.
- What are the reasons that encourage you to continue using OERs?

Based on the "Thematic Analysis" model, the major themes of this study were the instructors' awareness of the use of OER, attitudes toward OER, intention to use OER , and purpose for continued OER use .These themes were used to analyze the instructors' responses to the interview questions.

1.Awareness of the Use of OER

All the instructors (males and females) who hold a master's degree or Ph.D. and graduated from universities outside Iraq have a good awareness of OER and considerable experience in using OER tools. A good example is the following reply by a female instructor who holds a master's degree and graduated from a university outside Iraq. She used OER in academic work, such as improving language skills and as an interactive assessment tool. She stated, "Yes, I use OER services regularly and almost daily in preparing academic work. I use Duolingo for learning English and Kahoot for interactive assessments of my activities as well as some student activities. I believe that these tools greatly enhance student engagement and facilitate better learning outcomes. It increases their motivation towards learning, whether individually or collaboratively."

Another example is a male instructor who holds a Ph.D. and graduated from a university outside Iraq. He used OER for translation tasks and for improving speaking and writing performance. He stated, "Yes. I personally use Oxford Learner and Google Translate dictionaries to translate many concepts as well as formulate sentences by choosing appropriate vocabulary and synonyms to save time. In addition, I use Natural

Readers' text-to-speech technology, which is incredibly useful for students who are visually impaired and unable to write quickly or express themselves in writing."

On the other hand, the instructors (males and females) who hold a master's degree or Ph.D. and graduated from Iraqi universities have poor awareness of OER, and their experience in using OER tools is very limited. Their use of OER was restricted to online dictionaries and summarizing tools, and they are generally unfamiliar with OER tools. Moreover, they lack the time to learn about and explore OER tools.

A good example is a female instructor who holds a master's degree and graduated from an Iraqi university. She stated, "I used the translation service as well as the text summarization service to prepare study material in the field of novels." Similarly, a female instructor who holds a Ph.D. and graduated from an Iraqi university stated, "I use Google Translation and an electronic summarizing tool 'that I do not remember its name now,' but in general, I do not use OER and do not have good experience with OER tools."

In contrast, most instructors who hold a master's degree or Ph.D. and graduated from Iraqi universities indicated that they neither used OER nor were familiar with its tools. Examples of their replies include: "No, I have not used and am not familiar with online OER services"; "No, I did not use OER services, although I knew many of them, but I did not find that I needed to use them"; and "I haven't used. No, I do not want to use online OER services."

2. Attitudes Toward OER

All the participants have positive attitudes toward OER tools. They believe that OER facilitates teaching tasks, creates a satisfying atmosphere, makes work more manageable, motivates the teaching process, ensures ease of use, improves teaching efficiency, provides access to up-to-date information, increases self-efficacy and satisfaction, enhances confidence and independent teaching, and contributes to perceived pleasure. Moreover, OER significantly influences instructors' instructional behavior.

The following examples, derived from the instructors' responses, support these findings: "*OER makes my work easier and more enjoyable by making it easier to search and organize information*"; "*OER has made my work more manageable and enjoyable, and this experience has motivated me to continue using it*"; "*OER greatly affects my personal behavior as an instructor at the university, as I feel satisfied and happy when using it*"; "*OER increased my self-efficacy and satisfaction, making me feel more*

confident and independent in my academic life and broadening the horizons of my scientific knowledge"; "OER makes me feel more independent, joyful, self-confident, and satisfied in my teaching process"; "OERs have raised my satisfaction, enhanced my attitudes, and increased my perceived pleasure in teaching subjects"; "My self-confidence, perceived self-efficacy, attitude, and satisfaction are high, and I have a strong intention to continue practicing and integrating OERs in teaching the English language"; and "The ease of use and tangible benefits enhance my satisfaction and enjoyment".

3.Intention to use OER

All the instructors have a positive intention to use and continue using OER due to its beneficial features. These features include improving the learning environment, providing instant spell checkers, keeping instructors up-to-date, offering comprehensive input, providing online lexicons, content summarization tools, and spell checkers, as well as enhancing the teaching and learning process. The following examples, derived from the instructors' replies, support these findings: *"I have a tall deliberate to proceed to utilize most of the OERs accessible"; " I have planned to proceed to utilize a few particular OERs, like online word references"; "I have a solid deliberate to keep utilizing most OERs"; " I am especially slanted to proceed to utilize OER online word references, content summarization instruments, and spell checkers, which are exceptionally valuable for my educating"; " I set plan to continue utilizing most of the OERs due to their comprehensive input"; and " I want to keep using helpful OER tools like dictionaries, summarization tools, and spell checkers".*

4.Purpose for Continued Use of OER

All the participants indicated their intention to continue using OER due to several educational factors. These factors include ease of use, making teaching enjoyable and satisfying, creating a fulfilling teaching experience, adding an element of fun to teaching, enhancing self-confidence, providing good personal reflection, improving learning ability, allowing tasks to be completed faster, offering a sense of comfort, providing opportunities to learn new information, enabling control over learning speed, and ensuring that the information provided by OER is easy to understand.

The following are examples of the instructors' replies concerning the factors that encourage them to use and continue using OER: *"I still use OERs because they are easy to use and give me a lot of freedom"; "OER makes teaching enjoyable and satisfying"; "*

I still use OERs because they always do what I expect and I enjoy learning from them"; "OER made my teaching experience fulfilling"; " I can get free sources and free instructional aids"; "OER enhanced my self-confidence and provided good personal-reflection"; and "OER improved my learning ability, allowed me to do my job faster, and I felt comfortable using OERs in my lessons".





CHAPTER FIVE
DISCUSSION AND CONCLUSION

5.1. DISCUSSION

The results revealed that the general arithmetic mean for the level of awareness of OERs was 1.921, which is below the cut-off point of 3, which indicates that the EFL instructors were aware of only a few OERs. Most of the instructors were familiar with and used "online dictionaries, text summarization tools, and spell checker tools." The findings suggest that the EFL instructors have a low level of awareness of OERs, indicating that these resources are not widely familiar to Iraqi instructors. They primarily rely on a limited range of tools, such as dictionaries and summarization tools.

The results also showed that instructors' awareness varied according to gender, educational level, specialization, and teaching experience. Male EFL instructors demonstrated higher awareness of OERs than female instructors, with a mean score of 2.053 compared to 1.749 for females. This may be attributed to male instructors' wider use of online dictionaries. Kamilla (2021) and Trinh et al. (2021) found that male teachers have more opportunities to prepare for academic tasks, such as participating in conferences and holding seminars. Additionally, males tend to have more free time to engage with technology. Bajaj et al. (2021) supported this notion, stating that male teachers used electronic platforms more frequently than female teachers. However, contrasting findings from Ogunboded et al. (2021) showed no significant differences between male and female teachers' awareness of OERs.

Regarding educational level, the results indicated that the mean score for master's degree holders was 1.657, which is lower than the doctoral degree holders' mean score of 2.121. This demonstrates that educational level has a significant impact on instructors' awareness of OERs. Ph.D. holders tend to have greater exposure to OERs, having completed master's courses and undertaken extensive academic tasks. Ajzen (2020) found that academic exposure to diverse experiences increases familiarity with various educational websites and resources, supporting the results of this study.

The results of the analysis based on years of teaching experience revealed that the calculated T-value of 1.088 was smaller than the tabulated value of 1.96 at a significance level of 0.05 with 148 degrees of freedom. This indicates that years of teaching experience did not significantly affect instructors' awareness of OERs. These findings align with the study by Alam et al. (2022), which highlighted that teaching experience significantly affected the use of OERs. Similarly, DeRos and Robison (2017)

found that years of teaching service had a notable impact on teachers' adoption of OERs. However, Waller et al. (2017) observed no significant influence of teaching experience on OER adoption, noting that many teachers had not heard of or used these resources. In contrast, Tang et al. (2021) reported that teachers with extensive teaching experience were more confident in using OERs. Conversely, Danejiset et al. (2019) found no link between teaching experience and OER use or satisfaction.

Concerning the type of colleges the participants belonged to, the results showed that the calculated F-value of 2.221 was smaller than the tabulated F-value of 3.05 at a significance level of 0.05 with two degrees of freedom (2, 147). This indicates no statistically significant differences in OER awareness estimates based on the college variable. The researcher attributed this result to the equal distribution of instructors across colleges, ensuring balanced representation in terms of certificate, specialization, gender, country of issue, and teaching experience. This equal distribution likely contributed to the absence of differences. Galiskan (2023) supported this finding, stating that instructors with similar qualifications and levels of education exhibited comparable awareness of OERs. Furthermore, Al-Emran et al. (2020) noted that teachers with shared characteristics provided similar results.

The results related to the country of graduation revealed that the mean score for instructors who graduated from Iraqi universities was 1.584, which is lower than the mean score of 2.508 for those who graduated from universities outside Iraq. This disparity is likely due to differences in educational systems. The Iraqi education system heavily emphasizes face-to-face learning, and technology infrastructure in educational institutions is relatively new (Jameel and Abass, 2021). The curriculum in Iraq does not actively support OERs, and using such resources is often considered a personal effort. This aligns with Jameel and Abass (2021), who found that graduate students held negative attitudes toward learning English through Mobile-Assisted Language Learning (MALL). Studies by Galiskan (2023), Tang and Bao (2023), Buehler (2023), Marikyan and Papogiannidis (2023), and Hilal (2023) highlighted high levels of OER awareness among teachers in technologically advanced countries, which contrasts with Iraqi instructors' limited use of OERs. Al-Khayyat (2021) attributed these differences to challenges in classroom management and lack of active interaction in technology-based teaching.

Regarding specialization, the calculated F-value of 34.664 exceeded the tabulated P-ratio of 3.05 at a significance level of 0.05 with two degrees of freedom (2,

147), indicating statistically significant differences based on specialization. Instructors specializing in Teaching Methods demonstrated greater awareness and usage of OERs compared to those specializing in Linguistics or Literature. This can be attributed to the Teaching Methods specialization, which involves exposure to diverse instructional approaches. Meteb and Gallaher (2022) found that TEFL instructors intended to continue using OERs to enhance students' knowledge. Additionally, Al-Emran et al. (2020) and Appiah et al. (2020) reported positive attitudes toward OERs among students in educational fields, while Jung and Lee (2020) observed low OER awareness among instructors specializing in culture and literature.

To summarize, the results showed that instructors' awareness of OERs is generally low. Factors such as educational level, country of graduation, and specialization significantly influenced OER awareness. Ph.D. holders, instructors specializing in Teaching Methods, and those who graduated from universities outside Iraq demonstrated higher awareness and usage of OERs compared to their counterparts.

To sum up the results of all the study variables concerning the influence of gender, academic level, specialization, years of teaching experience, type of college, and country of graduation on instructors' intention to continue using OERs, the findings revealed that male instructors used OERs more than female instructors. Additionally, instructors with doctoral degrees exhibited a stronger intention to use OERs than those with master's degrees. Furthermore, years of teaching experience did not affect teachers' intention to use OERs, while the country of graduation played a significant role in shaping instructors' intentions to continue using OERs. Instructors specializing in methodology demonstrated a higher level of intention to continue using OERs due to their exposure to different teaching and instructional methods. Regarding the college variable, it was found that instructors from the College of Arts exhibited more positive intentions than those from the other two colleges. These results are largely attributed to the fact that male instructors, those specializing in teaching English, and graduates from universities outside Iraq were more aware of OERs, and their intention to continue using OERs was notably higher compared to other instructors. These findings align with studies by Caliskan (2023), Tang and Bao (2023), Mtebe and Gallagher (2022), and Bajaj et al. (2021), which found that male teachers displayed a stronger intention to use OERs than female instructors. Additionally, male instructors with doctoral degrees and foreign education exhibited a high level of intention to use OERs.

To explore the relationship between instructors' awareness and their intention to continue using OERs, a triangulation method was applied. To triangulate the quantitative findings, a semi-structured interview was conducted with 12 participants. The semi-structured interview transcriptions were analyzed by gathering similar responses and comparing them with the questionnaire results regarding instructors' awareness of OERs and their intention to continue using these resources. The results revealed a significant and positive relationship between instructors' awareness and their intention to continue using OERs. This indicates that as awareness of OERs increases, so does the intention to continue using them. This finding can be attributed to the fact that instructors with substantial knowledge of OERs are more likely to continue using different types of these resources. Instructors with extensive exposure to OERs, particularly those educated outside Iraq, demonstrated a strong intention to continue utilizing them. These findings are consistent with studies by Ali (2023), Winter et al. (2021), Kemp et al. (2019), Cai et al. (2017), and Wiley et al. (2017), which reported a positive relationship between teachers' attitudes toward technological tools and their use of these tools in teaching English. Additionally, Kemp et al. (2019) found that English language teachers' positive attitudes toward electronic educational materials were influenced by factors such as ease of use, availability, usability, and free access. Similarly, Winter et al. (2021) found that teachers exhibited positive attitudes toward using technological tools during the COVID-19 period. The findings of Cai et al. (2017) also align with the present study, showing that male teachers displayed positive perceptions of technology and its use in designing educational materials.

The results of the instructors' questionnaire revealed that EFL instructors were aware of only a few OERs, such as translation and summarization tools. Most instructors were familiar with and used "online dictionaries, text summarization tools, and spell checker tools." The EFL instructors' overall level of awareness of OERs was low. These results are consistent with instructors' perceptions of using open educational resources, as evidenced by their responses to the interview questions. All instructors with doctoral degrees and those who graduated from universities outside Iraq reported being aware of most OERs. This finding is consistent with the instructors' responses in the questionnaire, indicating that Iraqi educational institutions do not prioritize OERs. Iraqi instructors holding master's and doctoral degrees from Iraqi universities exhibited a low level of OER awareness. These results are supported by Abdulabbas (2021), who found that teachers

with Ph.D. degrees positively influenced the use of digital educational platforms. These platforms facilitated resource access and improved communication and interaction through educational platforms, leading to positive attitudes toward e-learning platforms. Similarly, the current study revealed that instructors with doctoral degrees exhibited positive attitudes toward using OERs. Furthermore, male teachers demonstrated more positive attitudes toward technology use than female teachers. As shown in Table 13, the mean score for males was 2.053, while the mean score for females was 1.749. Similarly, Abboud (2019) found that EFL instructors exhibited positive attitudes toward using educational technology for teaching English, with female instructors being less aware of educational platforms compared to their male counterparts.

Furthermore, the results of the instructors' questionnaire revealed that male EFL instructors demonstrated greater awareness of OERs compared to female instructors. This finding contrasts with the studies of Abid Ali Albayati (2022) and Abood et al. (2021), which indicated that male students have more positive attitudes than female students toward using e-learning for English language learning. However, it aligns with the findings of this study (as shown in Table 13), which suggest that male instructors possess more positive attitudes than female instructors due to several factors, such as their greater exposure to OERs. While most female instructors stated that they do not use OERs because they are unfamiliar with them, male instructors expressed a willingness to explore electronic resources, assess their significance, and adopt those they found useful while searching for alternatives if necessary.

The results also revealed that instructors holding doctoral degrees are more aware of OERs than those with master's degrees. This finding aligns with the study by Koyuncuoglu (2021), which concluded that Ph.D. students demonstrate greater awareness of electronic educational platforms compared to master's degree students, reflecting higher knowledge and competence. Similarly, Leshchenko et al. (2021) found that instructors with Ph.D. degrees are more knowledgeable about educational electronic tools than those with master's or diploma degrees. These findings suggest that Ph.D. holders possess a higher level of expertise compared to those with other academic qualifications.

Additionally, the results indicated that the variable of teaching experience does not affect instructors' attitudes toward using technology and OERs. This finding is consistent with the study by Podolsky et al. (2019), which reported that years of teaching experience did not influence teachers' attitudes toward using technological tools for

teaching English. This outcome may be attributed to the modern nature of technology in education, making it a relatively new experience for all teachers, regardless of their level of experience. This interpretation is supported by the findings of the current study, as OER tools are new to the study participants, resulting in no significant differences in their attitudes based on teaching experience.

Moreover, the results showed that the type of college to which instructors belong does not affect their attitudes toward using technology and OERs. Instructors at the College of Arts displayed similar attitudes toward OER use as those at the College of Education for Humanities and the College of Education for Women. This outcome can be attributed to variables such as the country of graduation, gender, and specialization, which significantly influence attitudes rather than the type of college. The equitable distribution of instructors across colleges and the absence of major differences in specialization, gender, or academic qualifications contributed to this finding. This result aligns with the study by Abdulrahim and Mabrouk (2020), which concluded that the type of college (humanities or scientific) does not affect instructors' attitudes toward integrating technology into teaching materials. They inferred that technology serves as a universal instructional tool suitable for all educational fields and subjects, regardless of the type of college.

Regarding the country of graduation, the results revealed that instructors who graduated from institutions outside Iraq are more aware of OERs than those who graduated from Iraqi institutions, which can be attributed to the advanced technological development in education in countries such as Japan and Malaysia, where many instructors pursued their graduate studies. Interviews revealed that instructors who graduated from universities outside Iraq frequently used OER tools during their master's or doctoral programs, resulting in positive attitudes toward these resources and a strong intention to continue using them in teaching. This finding aligns with the study by Ajaj (2024), which found that teachers and students in countries that integrate technology into education demonstrate greater awareness of educational platforms and tools compared to those in countries that do not adopt such technologies. These findings highlight the importance of national educational policies and institutions' commitment to technological advancements, as professors who graduated from universities outside Iraq displayed significantly higher awareness of OERs than their peers from Iraqi universities.

Concerning specialization, the results indicated that instructors specializing in Teaching Methods exhibit greater awareness and usage of OERs compared to those specializing in Linguistics or Literature. These findings, derived from the questionnaire, are consistent with the interview results, which revealed that all instructors had positive attitudes toward using technology in education. The instructors emphasized the significant impact of OERs on their behavior, citing factors such as ease of use, academic benefits, autonomy, expectations, satisfaction, and enjoyment. These results align with the study by Degtiarova et al. (2023), which found that students who studied linguistics under instructors specializing in English grammar achieved higher outcomes than those taught by instructors specializing in Literature or Translation. Similarly, Zulkifli and Kutty (2022) reported a positive relationship between instructors' attitudes and their motivation to teach specific subjects. Instructors specializing in Literature motivated students to engage with literary subjects, those specializing in Grammar encouraged interest in grammar, linguistics, and phonetics, and those specializing in Teaching Methods fostered motivation in applied linguistics, test strategies, and pedagogy.

These findings demonstrate that specialization significantly influences instructors' attitudes. In this study, instructors specializing in Methodology, regardless of their country of graduation or academic qualification (master's or Ph.D.), exhibited greater awareness of OERs and used these tools more frequently than instructors specializing in Literature or Linguistics.

In conclusion, the findings of this study are consistent with those of Abid Ali Albayati (2022) and Abood et al. (2021), who reported that Iraqi students have positive attitudes toward using technological platforms. These platforms offer several advantages, including ease of use, instant access, and free registration. Similarly, participants in the current study expressed positive attitudes toward using OERs due to several factors identified in the interview themes, including ease of use, usefulness, enhanced enjoyment and satisfaction in teaching, fulfilling teaching experiences, added elements of fun, improved self-confidence, personal reflection, and enhanced learning abilities.

The questionnaire results are consistent with the interview results, which showed that all instructors with master's and doctoral degrees from universities outside Iraq had a strong intention to continue using most OERs. In contrast, instructors with the same degrees from Iraqi universities had a high intention to continue using only specific OERs, such as online dictionaries, text summarization tools, and spell checkers. These results

are consistent with the questionnaire findings, which presented similar statistical data. These findings are consistent with the studies of Ajaj (2024) and Alam et al. (2022), who found that EFL teachers have positive perceptions toward using electronic educational and online platforms. Additionally, instructors with more than 15 years of teaching experience had less positive attitudes than newer teachers.

The questionnaire's dimensions and items investigated the factors that influenced instructors to use OERs. These factors were derived from the instructors' responses to the interview questions. The results revealed that all instructors provided similar responses, stating that they had positive attitudes toward the facilities provided by OERs. These facilities are ease of use, usefulness, positive attitudes, learning autonomy, and perceived pleasure. This finding is consistent with the finding of Cheung (2021), Caliřkan (2023), and Kuo et al. (2024), who found that there are several factors that affect the use of OER, such as usefulness, usability, easiness, positive attitudes toward OER, and OER is considered a fun tool in gaining formal information. These factors encouraged the instructors to use OER tools and continue using them.

They also expressed high confidence in using OERs due to their ease of use, which helped them achieve autonomy in using OERs. This sense of independence and satisfaction, combined with the enjoyment they experienced while using OERs, encouraged them to continue using these resources. Kırkık (2022), Mtebe & Gallagher (2022), and Menzli et al. (2022) found that the facilities and the factors that are close to the human nature and provide a comfortable atmosphere are good factors that encourage instructors to use OERs. Thus ease of use, usefulness, and etc. helped the instructors to use and continue the use of OERs.

These results were identical to the questionnaire findings, where factors such as ease of use, positive attitudes, autonomy, self-efficacy, and satisfaction played a significant role in teachers' intentions to continue using OERs for teaching and academic purposes.

5.2. CONCLUSION

In light of the study results, the following conclusions were drawn:

The instructors' awareness of OERs was low, and there was no difference between male and female instructors in terms of their level of awareness. In addition,

instructors with doctoral degrees were more aware of OERs than those with master's degrees. There was no difference in awareness levels due to years of teaching experience. EFL instructors who graduated from universities outside Iraq had a high level of awareness of OERs, while those who graduated from universities inside Iraq had a lower level of awareness. However, in general, the instructors' overall awareness was low. Instructors specializing in teaching methods were more aware of OERs than those specializing in linguistics and literature. Furthermore, no differences were found in the instructors' awareness of OERs based on the type of college.

Regarding the study variables, male instructors had a higher level of intention to continue using OERs than female instructors. Instructors with doctoral degrees had a higher level of intention to continue using OERs than those with master's degrees. Years of teaching experience did not reveal any differences in the level of intention to use OERs. Instructors who graduated from universities outside Iraq had a higher level of intention to continue using OERs than those from inside Iraq. Instructors specializing in teaching methods had a higher level of intention to continue using OERs compared to those specializing in linguistics or literature. Instructors from the College of Arts had a higher level of intention to continue using OERs than those from the College of Education for Women. However, there was no difference in the level of intention to continue using OERs between instructors from the College of Arts and the College of Education for Humanities.

There was a positive relationship between the level of instructors' awareness of OERs and their intention to continue using them. Instructors who were male, specialized in teaching methods, held doctoral degrees, and graduated from universities outside Iraq were more aware of OERs and had a higher level of intention to continue using them. Finally, the results of the questionnaires and the semi-structured interviews provided strong evidence of triangulation.

5.3. SUGGESTIONS AND RECOMMENDATIONS

In light of the results of this study, and revealing the instructors' awareness and attitudes toward the use and continuing using the OER tools, the following suggestions and recommendations are presented:

Educational institutions should prioritize investments in improving teaching and learning methods through the use of OERs, including class planning, quality materials,

and effective tests and assignments. These investments are essential for achieving their primary objectives and should be allocated as a top priority in budgets. However, many organizations fail to plan these initiatives carefully, which undermines their potential impact.

In this context, instructors' perceived self-efficacy plays a pivotal role in achieving educational goals and success. They need to be confident in their abilities to manage teaching processes effectively using OERs. Administrators also hold a significant responsibility in shaping instructors' usage of OERs by creating supportive financial conditions and actively encouraging their use. This proactive approach fosters learning autonomy and promotes personal growth within the educational process.

Furthermore, the study emphasizes that OERs should be purposefully designed for educational objectives rather than entertainment. Efficiency must be prioritized to minimize the expenditure of time, energy, and resources. Policymakers are urged to lead in the development of OERs that align pedagogical content with teaching objectives, ensuring compatibility between teachers' expectations and actual classroom performance.

Additionally, the study recommends conducting classroom observations to assess instructors' actual use of OERs, which would provide valuable insights into their implementation. It also advocates for organizing seminars and conferences in Iraq to highlight the role and significance of OERs. Moreover, researchers are encouraged to investigate factors such as ease of use, usefulness, and attitudes, which influence Iraqi instructors' motivation to adopt OERs and foster positive attitudes toward their use.



APPENDIX

Appendix 1

Language Processing Technologies Awareness Survey From OERs

Personal Information:

Email:

Gender: male Female

The Educational Level: Master's Degree Doctorate

Specialization: Linguistics. Literature. Methodology

Years of Teaching Experience 1-10 More than 10

Institution : College of Arts College of Education for Humanities.

College of Education for Women.

Country of Graduation: Iraq abroad of Iraq

Please tick the boxes below regarding your knowledge about the use of Open Educational Resources (OER) in language teaching

Please choose appropriate answers for each item	I've never heard of	I heard it, I didn't use it	I use it occasionally	I use it often	I use it all the time
Language learning apps: www.duolingo.com					
Online assessment tool https://kahoot.com/					
Online dictionaries https://www.oxfordlearnersdictionaries.com/ https://translate.google.com/ https://www.reverso.net/text-translation					
Collocation Dictionaries https://www.freecollocation.com/ https://www.linguatools.de/kollokationen-en/					
Text-to-speech Technologies www.naturalreaders.com https://www.text2speech.org/					
Text Summarization tools https://www.textcompactor.com/					
Conceptual Dictionary Word net http://wordnetweb.princeton.edu/perl/webwn					
Visual dictionaries https://www.visualthesaurus.com/					
Automatic Word List https://wordcounter.net/					
Return word to its root https://seohorsesense.com/free/lemmatization.php					
Braking the sentence into its elements https://parts-of-speech.info/					

Vocabulary level determination https://www.vocabkitchen.com/home					
Spell Checkers https://www.jspell.com/checker/					
Text readability index https://www.analyzemywriting.com/					
Corpus Tools https://www.english-corpora.org/coca/					



Appendix 2

Intention to continue using language processing technologies scale from OERs

Personal Information:

Email:

Gender: male Female

The Educational Level: Master's Degree Doctorate

Field of Graduation: Linguistics. Literature. Methodology

Teaching Experience 1-10 more than 10

College: College of Arts College of Education for Humanities.

College of Education for Women.

Country of Graduation: Iraq abroad of Iraq

Please tick the boxes below regarding your knowledge about the use of Open Educational Resources (OER)

Please choose appropriate answers for each item: Open Educational Resource (OER): These are free digital materials that are accessible to everyone for educational purposes. For example: Language Learning Applications (Duolingo), online dictionaries (Reverso), Online assessment tools (Kahoot), etc			<div style="display: flex; justify-content: space-between;"> Strongly Disagree Absolutely agree </div> <div style="text-align: center; margin-top: 5px;"> </div>						
			(1)	(2)	(3)	(4)	(5)	(6)	(7)
1.		I believe it is easy to use OER							
2.	Perceived Ease of Use	I believe it is easy to access course material through OER.							
3.		I believe OER are easy to use.							
4.		I believe OER will improve my learning ability.							
5.	Perceived Usefulness	I believe OER will allow me to do my job faster.							
6.		I believe that OER will be beneficial for my learning process.							
7.	Attitude	If I use OERs, I will enjoy coursework (homework, activities, etc) more.							
8.		Using OERs in my course-related work (homework, activities, etc.) is a good experience.							
9.		It is a smart idea to use OERs in my course-related work (homework, activities, etc.)							
10.	Subjective Values	People I care about think it would be good to use OERs in their courses at their institutions.							
11.		Other students in my class are willing to use OERs for educational purposes.							

12.		People I care about prefer to use OERs in their courses at their institutions.								
13.	Perceived Self-Efficacy	I feel confident in using OERs in my lessons.								
14.		It does not force me to use OERs in my lessons.								
15.		I feel comfortable using OERs in my lessons.								
16.	Learning Autonomy	I can access course material effectively through OERs.								
17.		I have more opportunities to learn new information in a course that uses OERs.								
18.		I can control my learning speed in courses using OERs.								
19.	Perceived Behavioral Control	I have sufficient knowledge to use OERs.								
20.		I have sufficient control to make decisions about using OERs.								
21.		I predict that I will use OERs in my classes in the future.								
22.	Intention	If a course has OERs elements, I intend to use them.								
23.		I am considering using OERs in the courses I give at my institution.								
24.		My experience using OERs was easier than I expected.								
25.	Confirmation	The level of service provided by OERs was better than I expected.								
26.		Overall, most of my expectations from using OER were met.								
27.		I am satisfied with the functionality of OERs.								
28.	Satisfaction	I think I did the right thing by deciding to use OERs.								
29.		My decision to use OERs was a wise one.								
30.		OERs are fun to use.								
31.	Perceived Pleasure	I have fun using OERs.								
32.		I find the use of OERs interesting.								
33.		OERs provide the service I need.								
34.	Concentration	I feel comfortable using the services and facilities providing by OERs.								
35.		OERs provide all the information I need.								
36.		The information provided by OERs is easy to understand.								

Appendix 3

A Semi-Structured Interview

- 1- Do you intend to use online OER services in your academic pursuits?
- 2- What are your attitudes toward technologies? Do the OERs services have significant effects on behavior?
- 3- Do you plan to use online OER services in your coursework? If your answer is yes, then answer question four.
- 4- What are the reasons that encourage you to continue use OERs?



Appendix 4

Jury Members who Judge the Tool of the Study

No.	Name	Specialty	Position
1	Prof. Dr. Nahida Majeed	TEFL	College of Education for the Humanities/University of Tikrit.
2	Prof. Dr. Amra I. Sultan	TEFL	College of Education for the for the Humanities/University of Tikrit.
3	Prof. Dr. Nagham Q. Yahya	TEFL	College of Education for the Humanities/ University of Tikrit
4	Prof. Dr. Bushra Nimma Rasheed	Linguistics	College of Education for the Humanities/University of Baghdad
5	Prof. Dr. Ali Sabah Jameel	TEFL	College of Arts/ University of Anbar
6	Prof. Dr. Amthal Mohameed Abbass	TEFL	College of Basic Education /University of Diyala
7	Rrpf. Dr. Haydar Khadum	Lingusitics	College of Education / University of Karbela.
8	Prof. Dr. Ala'a I. Challob	TEFL	College of Education for Humanities/University of Anbar.
9	Asst. Prof. Dr. Najm Abdullah Burhan	TEFL	College of Education University of Misan
10	Asst. Prof. Dr. Anssam Ali Ismael Al-Hallauchi	TEFL	Original College of Education/E. University of Mosul
11	Asst. Prof. Dr. Fatima Rashid Bajlani	TEFL	College of Languages/ E. University of Salahddine
12	Asst. Prof. Dr. Shoaib S. Abdulfatah	TEFL	College of Education University of Mosul

Appendix 5

Instructors' Answers to the Interview Questions

Male 1	Ph.D Degree	Linguistics	less than 10	College of Arts	Inside Iraq
Q1	No, I have not used and am not familiar with online OER services. I believe that the strategies of traditional teaching methods and the resources available in our university library as well as the college library are more beneficial to students because they are available and within the exact scope of the students, and the use of educational resources within the university is regulated.				
Q2	From my point of view, technology in education is very useful, and I have had a positive attitude towards it since it began to be used during my studies in the master's program. OER makes my work easier and more enjoyable by making it easier to search and organize information. The independence and satisfaction I get from using these tools positively affect my direction and personal behavior at the academic and scientific levels.				
Q3	Yes, I arrange to utilize online OER administrations in my coursework. As somebody who graduated exterior Iraq, I have a tall deliberate to proceed utilizing most of the OERs accessible, as they essentially improve the learning involvement				
Q4	I still use OERs because they are easy to use and give me a lot of freedom. They always do what I expect and I am very happy with my teaching experience.				

Female 1	Master's Degree	literature	more than 10	College of Arts	abroad of Iraq
Q1	Yes, I use OER services regularly and almost daily in preparing academic work. I use Duolingo for learning English, and Kahoot for interactive assessments of my activities as well as some student activities. I believe that these tools greatly enhance student engagement and facilitate better learning outcomes." It increases their motivation towards learning, whether individually or collaboratively				
Q2	My attitudes are positive towards integrating technology into education at the university level, especially after experiencing the use of technology during the quarantine period as a result of the Corona epidemic. OER has made my work more manageable and enjoyable and this experience has motivated me to continue using it. The ease of use and satisfaction I derive from using these tools has greatly influenced my behavior toward technology in teaching both inside and outside the classroom.				
Q3	Yes, I certainly arrange to coordinated online OER administrations into my coursework. Having graduated from a college in Iraq, I have a tall deliberate to proceed utilizing a few particular OERs, like online word references, content summarization apparatuses, and spell checkers.				
Q4	I like using OERs because they are easy to use and give me a lot of freedom. The things they offer are really great, and they always meet all my expectations, which makes teaching enjoyable and satisfying.				

Male 2	Master's Degree	Methodology	Less than 10	College of Arts	Inside Iraq
Q1	No, I did not use OER services, although I knew many of them, but I did not find that I needed to use them.				
Q2	From my point of view, my attitude is positive towards the use of technology in education and teaching. The ease of use and benefits of open educational resources have a significant impact on the positive attitude. Open educational resources help improve the efficiency of teaching by using some services. They also greatly affect my personal behavior as a teacher at the university, as I feel satisfied and happy when using open educational resources. I have noticed My self-efficacy in using technology has increased over time, especially when using open educational resources.				
Q3	Yes, I proposed to utilize online OER administrations. Graduating from exterior Iraq, I have a solid deliberate to keep utilizing most OERs, which are fundamental for keeping my coursework significant and up-to-date.				
Q4	I still use OERs because they are easy to use and give me a lot of freedom. They always do what I expect and I enjoy learning from them.				

Male 3	Ph.D Degree	Methodology	more than 10	College of Arts	abroad of Iraq
Q1	Yes. I personally use Oxford Learner and Google Translate dictionaries to translate many concepts as well as formulate sentences by choosing appropriate vocabulary and synonyms to save time. In addition, I use Natural Readers' text-to-speech technology which is incredibly useful for students who are visually impaired and unable to On fast writing or the ability to express in writing.				
Q2	My attitudes towards using technology are positive as it enhances the learning experience. I have experience with open educational resources that changed my behavior significantly within a short period, making me more proactive and involved in academic activities such as participating in international conferences, participating in scientific workshops, and preparing supporting educational materials. It is easy to use and very useful for academic, scientific, and even humanitarian tasks. My intention and perceived behavioral control in using OER are high for me as well as for all colleagues who use them.				
Q3	Yes, I arrange to utilize online OER administrations. As a graduate from an Iraqi college, I am especially slanted to proceed utilizing online word references, content summarization instruments, and spell checkers, which are exceptionally valuable for my educating.				
Q4	I like using OERs because they are easy to use and give me lots of freedom. They always do a good job and make my teaching experience happy and fulfilling.				

Female 2	Phd Degree	Linguistics	more than 10	College of Education	Inside Iraq
Q1	I haven't used. No, I do not want to use online OER services. Since joining the master's program, I have been using the books and materials provided by our university, whether in books or in the form of electronic resources via an internal network linked to the contents of the digital library. I do not have much knowledge or experience with open educational resources, but I would like to review them when the time is right.				
Q2	My position towards the use of technology in education and the integration of tools that facilitate the teaching and learning process, whether electronic or software, I support that. On a personal level, I see that open educational resources have changed my behavior by being easy to use and useful for my academic tasks, as well as very useful when forming research teams and investigating linguistic phenomena that lead to obtaining up-to-date results. It has increased my self-efficacy and satisfaction, making me feel more confident and independent in my academic life and broadening the horizons of my scientific knowledge.				
Q3	Yes, I arrange to consolidate online OER administrations into my coursework. With my foundation of examining exterior Iraq, I have a tall deliberate to proceed utilizing most of the OERs due to their comprehensive benefits.				
Q4	I still use OERs because they are easy to use and give me freedom. They always do a great job and make teaching fun and satisfying for me.				

Female 3	Master's Degree	Methodology	more than 10	College Education	of	abroad of Iraq
Q1	Yes, I use a large number of OER services. But the ones I use most often are Visual Thesaurus to help students build vocabulary and TextCompactor for summarizing long texts. These tools are essential for modern teaching in the classroom, and they are also very useful and helpful in preparing research papers and presentations. I also use them." In reviewing student reports.					
Q2	Honestly, my attitude towards technology in education is positive, from my modest experience in using technology for the first time during the period of Covid-19 when all the educational institutions shift teaching and learning methods from face-to-face to distance learning. My experience with OERs are very simple, but they are easy to use and beneficial, which has significantly affected my teaching behavior and academic development. I feel more independent, joyful, self-confidence, and satisfied in my teaching process.					
Q3	Yes, I will utilize online OER administrations in my coursework. Graduating from an Iraqi college, I am committed to proceeding the utilize of particular OERs such as online lexicons, content summarization devices, and spell checkers, which help in my instructing.					
Q4	I keep using OERs because they are easy to use and give me a lot of control. They always do what I expect, so I really like and enjoy learning from them.					

Female 4	Master's Degree	Methodology	more than 10	College Education	of	abroad of Iraq
Q1	Yes, while preparing an educational extra material for second year students, I often use Vocab Kitchen to determine vocabulary levels and parts of speech information to help students analyze sentence structures. I also use many of these services and these resources are very useful as they facilitate the process of teaching the English language and grammar." Students can benefit from them for individual and self-learning. Using these sites is easy to use and develops self-confidence, as well as increases the motivation for fun learning. My self-confidence in using these services increases my positive view of them.					
Q2	My attitude is to encourage all the instructors to use technology in teaching subjects at the university level due to its wide significance in the educational field, this fact has been proved by several empirical and survey studies. I believe that if I use OERs they will positively affected my teaching experience and behavior, technology has made my teaching easier and more enjoyable for me and my students inside and outside the classroom. They are easy to use, there are many usefulness aspects, and beneficial, increasing my pleasure, perceived self-efficacy, satisfaction.					
Q3	Yes, I arrange to utilize online OER administrations. As somebody who graduated from a college exterior Iraq, I have a tall purposeful to proceed utilizing most OERs, which are imperative for upgrading the instructive encounter.					
Q4	"I keep using OERs because they are easy to use and offer substantial autonomy. The facilities they provide are excellent, and they always fulfill my expectations, leading to a satisfying and fun teaching experience."					

Female 5	Master's Degree	Linguistics	more than 10	College Education	of	Inside Iraq
Q1	No, I have not explored OER services, but I sometimes use electronic dictionaries available on Google. I rely heavily in teaching on printed books and classroom discussions. I am not familiar enough with these tools as I have not found any benefit in using them in my field of specialization.					
Q2	My attitude is positive towards the use and implementation of technology in teaching English subjects due to the significant and positive role of technology that may studies proved. Concerning the OERs my experience is not long , but the OERs influenced my teaching methods by being user-friendly and highly beneficial. When I used the OERs they have raised my satisfaction, enhanced my attitudes, and perceived pleasure in teaching subjects via the aid of the OERs.					
Q3	Yes, I plan to use free online resources for my school work. I went to a university in Iraq, and now I want to keep using helpful online tools like dictionaries, summarization tools, and spell checkers.					
Q4	I like using OERs because they are easy to use and give me a lot of freedom. They always do a good job and make my teaching experience good.					

Female 6	Ph.D Degree	Linguistics	more than 10	College Education Women	of for	Inside Iraq
Q1	No, I did not use OER services in preparing reports, research papers, or even in preparing the study material. I depend on the resources available in the department and the college library, and I also rely on the resources that I purchase from libraries. I believe that the use of OER needs Further training for the purpose of choosing the appropriate ones, as well as understanding the services and privileges they provide, with the possibility of verifying the honesty and reliability of these sources and the information they provide.					
Q2	I have a positive attitude towards employing technology in education, as it is a necessity for many educational situations, and I have a very positive attitude towards it. I see that open educational resources have made a big difference in the behavior of many professors at the university and school levels. I find that technology is easy to use and offers significant benefits, which enhances my self-efficacy and satisfaction when using it.					
Q3	Yes, I want to use free online resources for my work. As an Iraqi college graduate, I really want to keep using specific OERs like online dictionaries, text summarization tools.					
Q4	I use OERs because they are easy to use and give me freedom. They always do a good job and I feel happy and sure using them, which makes teaching more enjoyable.					

Female 7	Master's Degree	Literature	Less than 10	College Education Women	of for	Inside Iraq
Q1	I used the translation service as well as the text summarization service to prepare a study material in the field of novels. The use of open educational resource services. I always use printed sources in preparing research papers and articles, as well as in preparing additional educational resources					
Q2	My attitude toward technology in integrating it into education is positive. Open educational resources have positively influenced my behavior by providing easy-to-use tools that benefit the teaching process. I feel more independent and satisfied using technology, which increases my intention to continue using it in teaching the English language subject, as well as in preparing for participation in various academic activities.					
Q3	Yes, I want to use free online resources for my work. As an Iraqi college graduate, I really want to keep using specific OERs like online dictionaries, text summarization tools, and spell checkers. These are important for my schoolwork.					
Q4	I I still use OERs because they help me teach better. They are simple to use, give me a lot of independence, and always do what I hope, making teaching a good experience.					

Female 8	Master's Degree	Methodology	more than 10	College Education Women	of for	abroad of Iraq
Q1	Yes, I often use WordNet to understand concepts and Natural Readers to convert text into speech, especially when recording lectures or attending a conference, as well as in oral exams and when conducting interviews for the purpose of preparing scientific research. These tools support diverse learning needs and often motivate me to use tools that are easy to use and have academic benefit, in addition to making work fun and adding great confidence in using the English language.					
Q2	I believe that integrating technology in teaching English language, blended learning, is largely enhances the teaching processes, especially there will be a big chance to learn inside and outside the classroom. My experience with the OERs, the OERs have a significant influence on my academic experience, providing ease of use and substantial benefits. My self-confidence, perceived self-efficacy, attitude, and satisfaction are high, and I have a strong intention to continue practicing and integrating OERs in teaching English language.					
Q3	Yes, I want to use free online educational resources. I went to a university in Iraq and I want to keep using online dictionaries, text summarization tools, and spell checkers to help me					
Q4	I want to keep using OERs because they are easy to use and give me a lot of freedom. The equipment and support they offer are really good, and they always do what I expect, which makes teaching enjoyable for me.					

Male 4	Ph.D Degree	Linguistics	more than 10	College Education Women	of for	abroad of Iraq
Q1	Yes, I always use Reverso and LinguaTools dictionaries. They are very useful for teaching language use and choosing appropriate vocabulary, with the possibility of learning how to formulate sentences and distinguish between a noun and a verb. In addition, the Analyze My Writing tool helps in analyzing the articles I write and the educational materials I prepare for students. I advise all my colleagues to use open educational resources that are easy to use and of great benefit. I also have a positive tendency to use them because they save me time and effort, and their use is fun and creates a fun atmosphere.					
Q2	Personally, I have a strong positive attitude towards integrating technology into education, especially at the university level. Through my experience during my doctoral studies in Canada, the use of technology played a major role in developing my English language proficiency, and it also helped me greatly and effectively in my studies. Open educational resources significantly impact my daily behavior and have become a daily habit in my professional and academic life, making my teaching more effective and enjoyable when using a resource at the right time and place. The ease of use and tangible benefits enhance my satisfaction and tangible enjoyment, strengthening my resolve to always use it in my academic career.					
Q3	Yes, I will use online OER services in my coursework. As a graduate of an Iraqi university, I have a strong intention to keep using specific OERs like online dictionaries, text summarization tools, and spell checkers."					
Q4	I use OERs because they are easy to use and give me freedom. I am very happy and sure about using these resources. They do everything I hoped for and make teaching more fun.					

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