An investigation into English language teachers’ CALL use in secondary education in Cyprus, their beliefs about using technology in teaching, and the factors that influence EFL teachers’ CALL use.

Submitted by Maria Papayianni to the University of Exeter as a thesis for the degree of Doctor of Education in Teaching English to Speakers of Other Languages

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I certify that all material in this thesis which is not my work has been identified and that no material has been submitted and approved for the award of a degree by this or any University.
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Abstract

This study explores the use of CALL for EFL teachers in secondary education in Cyprus, EFL teachers’ beliefs about using technology in teaching, and the factors affecting EFL teachers’ use of CALL.

In this thesis, a general picture of the current situation is formed with information obtained from the questionnaires and data from interviews and classroom observation. The results show that teachers seem to welcome the introduction of computer technology in education and believe that it can positively affect English language teaching and learning, particularly in terms of student motivation. However, the study shows that teachers generally use computer technology in a rather teacher-centred manner, which maintains rather than transforms their teaching practice. They do not seem to be aware of, or convinced of the potential benefits of ICT in terms of serving curricular goals. Nor do they seem to believe that students know how to use computers for learning. Despite all these matters, the Internet is gaining in popularity, and some teachers appear to be exploring the possibility of integrating computer technology. There seems to be a desire among teachers to learn how to integrate computers into their practices, but do not appear to know how to make this happen. It is evident that extrinsic factors, concerning the environment (lack of hardware and software and difficulty in accessing CALL facilities), available support and training and intrinsic factors, including teachers’ beliefs about technology as well as contextual factors, appear to exert a great influence on teachers’ CALL use. The results raise implications for the Ministry of Education and Culture in Cyprus as well as language teacher education and for teachers themselves.