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WEBINARS FOR TEACHING ENGLISH AS A FOREIGN
LANGUAGE AND FOR PROFESSIONAL DEVELOPMENT:
TEACHER PERCEPTIONS

A MASTER'S THESIS

BY

SELEN EMRE

TEACHING ENGLISH AS A FOREIGN LANGUAGE

İHSAN DOĞRAMACI BILKENT UNIVERSITY

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for my late grandmother and for my nephew Mehmet Demir...

Webinars for Teaching English as a Foreign Language and for Professional
Development: Teacher Perceptions

The Graduate School of Education
of
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Selen Emre

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Webinars for Teaching English as a Foreign Language and for Professional

Development: Teacher Perceptions

Selen Emre

June 2019

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

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ABSTRACT

WEBINARS FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE AND
FOR PROFESSIONAL DEVELOPMENT: TEACHER PERCEPTIONS

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M.A. in Teaching English as a Foreign Language

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The aim of this study was to investigate the perceptions of English as a foreign language (EFL) teachers on the use of webinars in teaching EFL and for professional development purposes. This quantitative study was conducted with 78 participants at an English language school at a foundation university in Ankara, Turkey. The items of the online questionnaire were adapted from Venkatesh, Morris, Davis, and Davis (2003) and Gasket (2002). Descriptive statistics and inferential statistics were used to analyze the data. The results indicated that prior webinar experiences, having more years of teaching experience, older age, and being a native or non-native English speaker significantly affected teachers' perceptions. The implications of this study indicate that EFL teachers need more input and experience in using webinars. Further research is needed to lend more support to the literature to generalize the findings.

Key words: Webinars, teaching EFL, professional development, UTAUT model.

ÖZET

Yabancı Dil Olarak İngilizce Öğretiminde ve Mesleki Gelişimde İnternet Tabanlı Seminerler Üzerine Öğretmen Algıları

Selen Emre

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi

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Bu çalışmanın amacı İngilizceyi yabancı dil olarak öğreten İngilizce öğretmenlerinin internet tabanlı seminerler üzerine algılarını araştırmaktır. Bu nicel çalışmanın katılımcılarını, Ankara, Türkiye’de bulunan bir vakıf üniversitesinin İngilizce hazırlık okulunda çalışan 78 öğretim görevlisi oluşturmaktadır. İnternet üzerinden doldurulan anketin maddeleri Venkatesh, Morris, Davis ve Davis (2003) ve Gasket (2002)’den uyarlanmıştır. Veriyi analiz etmek için betimsel ve çıkarımsal istatistik kullanılmıştır. Bu çalışmanın sonuçları, katılımcıların daha önceden internet tabanlı seminer kullanım deneyimleri, daha fazla mesleki deneyime sahip olmaları, yaşça daha büyük olmaları ve İngilizceyi ana dili olarak konuşup konuşmadıkları internet tabanlı seminerler üzerine algılarında anlamlı bir etkisi olduğunu göstermiştir. Bu çalışmanın sonuçları İngilizceyi yabancı dil olarak öğreten öğretmenlerin internet tabanlı seminer kullanımında daha çok bilgiye ve deneyime ihtiyaç duyduğunu göstermektedir. Sonuçları genelleylebilmek ve literatürü destekleyebilmek için daha çok çalışmaya ihtiyaç vardır.

Anahtar Kelimeler: İnternet tabanlı seminer, webinar, yabancı dil olarak İngilizce öğretimi, İngilizce öğretmenleri için mesleki gelişim, Teknoloji Kabul ve Kullanım Birleştirilmiş Modeli (TKKBM)

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CHAPTER 1: INTRODUCTION

Introduction

Over the past decade, information and communication technologies (ICT) in education have started to be widely used and applied in different teaching contexts, which has also improved the efficacy of learning (Mohorovicic, Lasic-Lazic, & Strcic, 2011). With the enhancement of these technologies, online learning or e-learning has also become an important part of education (Giannakos & Vlamos, 2013b; Küçük, Genç-Kumtepe, & Taşcı, 2010). Online learning or e-learning can be defined as the use of information and computer technologies to create learning experiences (Pluth, 2010) and to support online learning, many means of online and technological tools are being used and have become popular. Online learning management systems (LMS) (e.g. Moodle and Blackboard), educational blogs, discussion boards, learning videos, web conferencing platforms (e.g. WebEx, Adobe Connect, Citrix GoToTraining) and webinars (Clay, 2012; Mohorovicic et al., 2011) are just some of these tools.

Among these online and technological tools, webinars are important ones to support online learning. The word webinar is coined from words web and seminar, and it is also referred to as a webcast. The term webcast or webinar means “the dissemination of recorded or live content over the Internet” (Mishra & Khan, 2009, p. 84) and “an online seminar that allows people from around the world to connect in a virtual classroom and share information via the Internet” (Pluth, 2010, p. xiii).

Information and communication technologies (ICT) “allow access to knowledge and expertise that were previously unavailable, enabling new

relationships and new models of professional development” (Vrasida & Glass, 2007, p. 89). Professional development is a means to improve teacher quality which also leads to improvement in student success (Masters, De Kramer, O’Dwyer, Dash, & Russell, 2010). In recent years, professional development has started to be given in the form of online professional development, which “provides in-service teachers with access to resources that may not be available locally or are too expensive for schools and districts to implement in a face-to-face setting” (Masters et al., 2010, p. 356). Thus, as ICT tools, webinars have been and are being used for professional development purposes in many different fields such as education, business, and marketing. Particularly, in the education context, webinars can be beneficial to learners as well as teachers because they enable events, including seminars, lectures, and workshops to be available for users in remote locations (Mishra & Khan, 2009) and for many learners in different locations. In this way, webinars can be active tools to support learning, teaching, and professional development.

Background of the Study

In this technological era, technology is a fundamental resource for improving the quality of teaching and learning processes (Bottino, 2014). Thus, it is not surprising to see that technology is reshaping “how education is conceptualized, designed, and implemented around the world” (Huang, Kinshuk, & Price, 2014, p. v). With the developments in technology, the use of ICT has also increased in education and has started to be applied in several teaching contexts (Mohorovicic et al., 2011). ICT are the technologies that enable access to information via telecommunications (i.e.; the Internet, wireless connection, cell phones) and other communication means and they have also led to e-learning. E-learning intends to “support learning and teaching, transfer knowledge and skills through the Web and

electronic machines” (Yang & Dong, 2017, p. 16), and its popularity is increasing (Giannakos & Vlamos, 2013a; Küçük et al., 2010). There is a variety of technological tools to support e-learning, and these include learning management systems like Moodle, educational blogs, discussion boards, learning videos, and webcasts/webinars (Giannakos & Vlamos, 2013a).

Webcasting refers to “transmitting video and audio streams over the Internet” (Mishra & Khan, 2009, p. 85). Through webcasts, it is possible for users in remote locations to access events such as lectures, seminars, and webinars (Mishra & Khan, 2009). Webcasts are also referred to as webinars but there is a slight difference between webcasts and webinars; that is, webcasts are usually in asynchronous form whereas webinars are usually synchronous (Ortaçtepe, 2016). Webcasting and podcasting, however, are used in similar ways in educational contexts and the terms are often used synonymously. There are also “other terms with the same or similar technology functions” which “include class capture, Web lecture, lecture recording, and screencast” (Traphagan, Kucsera, & Kishi, 2010, p. 20).

There are many ways in which webinars are used such as “dissemination of knowledge, broadcasting news to staff and students, supplementing class materials, guest lecture presentations and as a marketing tool for attracting prospective students” (Giannakos & Vlamos, 2013a, p. 127). In educational contexts, webinars are preferred for their potential to improve students’ educational performance (Traphagan et al., 2010). It can be said that “interactive webinars are an excellent choice for live and engaging presentations in virtual learning environments” (Zoumenou et al., 2015, p. 62) Many instructors make use of webinars for transmission of lectures in distance education, to provide additional video-based learning materials for self-study, and to deliver lecture recordings beforehand to save

class time for hands-on activities (Traphagan et al., 2010). Hrastinski (2008a) drew our attention to the benefits and limitations of synchronous and asynchronous learning. According to him, synchronous and asynchronous learning complement each other. Hrastinski (2008a) suggested that for the discussion of complex matters synchronous e-learning tools such as videoconferencing can be preferred for planning the tasks at hand and asynchronous e-learning tools, such as discussion boards can be used for reflection activities. Therefore, it is necessary for instructors to make use of several types of synchronous and asynchronous communication in webinars to aid online learning.

Teacher competencies can be achieved through professional development programs that aim to enhance teachers' knowledge, teaching practices and pedagogical beliefs (Masters et al., 2010). Web-based or online professional development, which has grown with distance and online education, uses both synchronous and asynchronous learning (Rich, 2011). Buxton and De Muth (2012) mentioned, "webcasts provide the basic building blocks for learning" (p. 18) and since there might be cuts in education budgets, people can opt for distance learning and thus webinars for their professional development. Chen, Chen, and Tsai (2009) suggested that for online teacher professional development programs, educators make use of technological tools (i.e. webinars, webcasts) to support preservice and in-service teacher professional development programs. Therefore, webinars have also been used as part of online professional development in various fields like pharmaceutical sciences, biotechnology, and mathematics teaching (Buxton & De Muth, 2012; Chen et al., 2009) as well as in English language teaching (ELT) (Başaran, 2014; Moore, Fisher, & Baber, 2016; Ortaçtepe, 2016; Songül, Delialioğlu, & Özköse Bıyık, 2018).

Although the use of webinars in teaching, in learning, and for professional development is a relatively new concept, some research has been conducted in these areas. In terms of teaching and learning, some studies focus on students' learning styles and their participation and interaction in webinars and effects of webinars on attendance and learning (Dufour, Bartlett, & Toms, 2011; Hrastinski, 2008b; Küçük et al., 2010; Nagy & Bernschütz, 2016; Traphagan et al., 2010; Yunus et al., 2006). Some research has been done on combining use of webinars and webcasts with blended learning focusing on age and gender (Khechine, Lakhali, Pascot, & Bytha, 2014). From these aforementioned studies, it can be stated that webinars are necessary e-learning tools that can be used in different contexts.

There are also some studies conducted on professional development in relation to comparing the use of webinars with face-to-face activities. Buxton and De Muth (2012) focused on adult learners' perceptions of a professional development program by contrasting and comparing live presentation with distance webcasting. From the field of education, one study discusses how webinar sessions might best be formed to aid teacher development (Moore et al., 2016). Locally, Başaran (2014) and Ortaçtepe (2016) investigated the perceived differences between asynchronous presentation tools (webcasts) and in-person presentations for the professional development of EFL teachers.

User acceptance models of technology are also worth mentioning in relation to online professional development and use of webinars. From these models, Technology Acceptance Model (TAM) by Davis (1989), Diffusion of Innovations Theory by Rogers (1983), and Unified Theory of Acceptance and Use of Technology (UTAUT) by Venkatesh, Morris, Davis, and Davis (2003) have been used widely. TAM focused on *perceived usefulness* and *perceived ease of use* to be the direct

determinants of user acceptance (Davis, 1989). *Perceived usefulness* is defined as “the degree to which a person believes that using a particular system would enhance his/her job performance” and *perceived ease of use* is defined as “the degree to which a person believes that using a particular system would be free of effort” (Davis, 1989, p. 320). Therefore, a system that is high in perceived usefulness and that is seen as easier to use than another is possibly accepted by users. In Diffusion of Innovations Theory, *diffusion* is “the process by which an innovation is communicated through certain channels over time among the members of a social system” (Rogers, 1983, p. 10). An innovation or a technology can be adopted by individuals more if it has certain characteristics: *relative advantage*, *compatibility*, *complexity*, *trialability*, and *observability*. If an innovation has greater relative advantage, compatibility, trialability, observability and less complexity, it will be accepted by users more easily. UTAUT model is the most general one that encompasses all the previous models. It is stated in the model that *performance expectancy* (similar to perceived usefulness in TAM), *effort expectancy*, *social influence*, and *facilitating conditions* directly determine user acceptance and use behavior and age, gender, experience and voluntariness of use play moderating roles in this (Venkatesh et al., 2003).

The aforementioned models have been used in various studies to adopt technologies in education (Barrette, 2015; Giannakos & Vlamos, 2013a; Khechine & Lakhal, 2018; Khechine et al., 2014; Van der Merwe & Van Heerden, 2013). They have also been used for online professional development of language teachers in computer-assisted language learning (El Shaban & Egbert, 2018; Timucin, 2009). Studies also combine these models with the use of webinars to investigate their intention of use and to assess their effectiveness in teaching (Giannakos & Vlamos,

2013b; Khechine & Lakhali, 2015, 2018; Khechine et al., 2014). In ELT, one study conducted by Ortaçtepe (2016) makes use of TAM model and webinars for EFL teachers' professional development.

The aforementioned concepts, technology adoption models, and studies suggest that there is a link between the use of webinars and its potential use in education and for professional development. Therefore, it is necessary to look at teachers' perspectives to analyze how the use of webinars can aid their teaching and develop them professionally.

Statement of the Problem

As a fundamental tool in distant education and online learning, there has been a significant amount of research done on the use of webinars. Some studies focused on students' use, perceptions, and acceptance of webinars and on whether webinars are effective tools to be used in the classroom (Giannakos & Vlamos, 2013b; Khechine & Lakhali, 2015; Lim, 2010; Nagy & Bernschütz, 2016; Williamson, Maramba, Jones, & Morris, 2009; Yunus et al., 2006). Studies also focused on webinar use for professional development in pharmaceutical sciences and mathematics teaching fields (Buxton & De Muth, 2012; Chen et al., 2009; Rich, 2011) and pharmacists' perceptions of synchronous and asynchronous webinars for distance learning for continuing education programs (Buxton, 2014). In the English language teaching field, there is only one study focusing on ELT teachers' engagement in an ELT webinar (Moore et al., 2016). However, previous work failed to address perceptions of English language teachers' on use of webinars in teaching and for professional development.

Locally, very little research has been done on the use of webinars. Some studies focused on EFL graduate students' and pre-services teachers' perceived

differences between webcasts and in-person presentations (Başaran, 2014; Ortaçtepe, 2016) and pre-service teachers' perceptions of use of webinars as instructional tools (Başaran, 2014). Another study looked at the effect of online lesson study combined with webinars on the online professional development for EFL teachers (Songül et al., 2018). However, prior studies did not mention the perceptions of EFL teachers on the use of webinars both in teaching EFL and for professional development purposes and did not focus on the perceptions of EFL teachers on webinars in relation to their age, years of teaching experience, their prior experiences in the use of webinars, and being a native or non-native English speaker.

In Turkey, it is necessary for teachers to engage in professional development activities because teachers' main needs were related to professional development (British Council, 2015). Institutions are also advised to make sure teachers are motivated to take professional development forward (British Council, 2013). It could be possible that with the help of webinars, teachers can have the chance to develop themselves and improve their teaching skills as well if they can apply the training they have received on webinars into their teaching. Considering the convenience of webinars used as online learning tools for English language teachers, it is necessary to address perceptions of English language teachers on the use of webinars to see if they find them effective in their teaching and for their professional development.

Research Questions

The purpose of this study is to investigate the perceptions of English language teachers on the use of webinars in teaching English as a foreign language (EFL) and for professional development purposes. In this respect, this study addresses the following research questions:

1. Are there any statistically significant differences between the group of participants who have used or attended webinars before and the group of participants who have not used or attended webinars before in terms of their perceptions on:

- a) performance expectancy
- b) effort expectancy
- c) attitude towards using webinars
- d) social influence
- e) facilitating conditions
- f) self-efficacy
- g) anxiety
- h) behavioral intention to use webinars
- i) motivation?

2. Are there any statistically significant differences among the groups of participants with different years of teaching experience in EFL in terms of their perceptions on motivation towards the use of webinars?

3. Are there any statistically significant differences among different age groups in terms of their perceptions on self-efficacy in the use of webinars?

4. Are there any statistically significant differences between native speakers of English participants and non-native participants in terms of their perceptions on the use of webinars? If there is any, in what aspects are they different? Is there any statistically significant relationship between the variables in which they are different from each other?

5. How well can effort expectancy, attitude towards webinars, social influence, facilitating conditions, self-efficacy, anxiety, behavioral intention,

motivation, intrinsic and extrinsic motivation predict performance expectancy towards the use of webinars?

Significance of the Study

Even though there are some studies focusing on webinars in teaching and learning and for professional development purposes (Başaran, 2014; Giannakos & Vlamos, 2013b; Mohorovicic et al., 2011; Moore et al., 2016; Rich, 2011; Songül et al., 2018), this study can contribute to the literature in various aspects. First of all, it may be difficult for institutions and individuals to have an awareness of the possible uses of webinars for a variety of purposes, especially in the area of teacher professional development and in teaching EFL. For institutions and individual teachers to engage in trying to make use of developmental activities through webinars, this study could be a reference as it explores the perceptions of English language teachers' on the use of webinars in teaching EFL and for professional development purposes. Next, by investigating the perceptions of EFL teachers on the use of webinars, institutions and teacher trainers may choose to integrate webinars into the planning and delivery of continuing professional development (CPD) activities because webinars are cost-effective and feasible ways of delivering training sessions (Mohorovicic et al., 2011; Williamson et al., 2009). Institutions may also incorporate webinars into their teaching curriculum if teachers find them useful in their EFL classes, especially for distance and blended learning classes. All of these suggestions would help the institutions and teachers to meet the international standards of EFL teaching and continuing professional development.

Conclusion

In this chapter, the definition of webinar and its importance in various fields and in education and for professional development have been mentioned. After the

introduction section, the background of the study has been provided by pinpointing concepts such as information and communication technologies, e-learning, professional development, online professional development, webinars, and user acceptance models of technology. Following this part, the gap in the literature and the local gap for the study have been stated. After this, the research questions are provided and following this, the significance of this study has been explained. In the second chapter, the relevant literature regarding the study is presented in more depth and in detail. In the third chapter, the methodology of the study is described. In the fourth chapter, the data collected in a quantitative design are analyzed and reported. In the final chapter, the findings and conclusions, pedagogical implications, limitations of the study, and suggestions for further research are discussed thoroughly.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

In this chapter, definitions of information and communication technology, e-learning and webinars are provided. Then, information about webinars is presented more thoroughly. Next, professional development and its relation to webinars are also explained. Finally, user acceptance of technology models is explained through the studies that link them to webinars and professional development.

Information and Communication Technology (ICT), E-learning, and Webinars

Information and Communication Technology (ICT) involves wide use of computers, the Internet, and other means of electronic delivery systems (i.e. television, radios, and projectors) in teaching and is an integral part of today's education field (Fu, 2013). ICT can give more access to education and it is more possible for learning to take place anywhere at any time (Fu, 2013). By making use of online course materials and multiple resources on the Internet like video clips, and visual presentation, students can have access to information at their convenient time (Fu, 2013). In addition, teleconferencing classrooms enable the teacher and the students to interact with each other easily and conveniently. Therefore, use of ICT and integrating it into education are necessary in today's classrooms as "ICT provides both learners and instructors with more educational affordances and possibilities" (Fu, 2013, p. 112).

ICT also paved the way for *e-learning*. *E-learning* is a broad term that includes various electronic technologies used for educational purposes and with various educational designs and formats (Bates, 2009). It can be in two forms; *fully*

online learning or *blended learning*. *Fully online learning* is a mode of distance learning for individuals with access to the Internet. They can access and participate in courses in their own time (Bates, 2009). *Blended learning*, on the other hand, comes in two categories. The first category is the one that improves the traditional classrooms. This is the main meaning of blended learning, which refers to any use of technology that complements the classroom experience (Bates, 2009). The second category is *hybrid learning*, in which “traditional face-to-face teaching time is reduced but not eliminated to allow students more time for online study” (Bates, 2009, p. 14). Therefore, it can be stated that e- learning has become an effective way to deliver education and training, both in face-to-face and in distance education and “it has facilitated institutions teaching face-to-face to adopt technology in their classroom-based courses to manage learning efficiently and effectively” (Pillai, 2009, p. 1).

With the emergence of ICT and e-learning, webinars have become powerful tools to aid e-learning. Webinars started to be used in the early 1990s when video web-conferencing tools were devised. In the early 2000s, the importance of webinars was realized by businesses and higher education institutions especially when fast internet access became available and affordable (Zoumenou et al., 2015). In 2002, WebEx Communications estimated that one in ten Americans would attend a webinar. “In 2013, that number has risen considerably because of the advances in technology and rising budget concerns regarding in person meetings” (Zoumenou et al., 2015, p. 62). That is why, this technology is getting extremely popular because of its convenience and affordability (Zoumenou et al., 2015).

Since *webinar* is a technical term, it is necessary to define such an important tool. First, webinar is a neology formed from the words web and seminar. A webinar

or a web-seminar is “a presentation, seminar, lecture, or workshop transmitted over the internet” (Zoumenou et al., 2015, p. 62) and “includes video, audio and textual communication between participants” (Mohorovicic et al., 2011, p. 1271). Giannakos and Vlamos defined it as “the dissemination of recorded or live content over the internet” (2013a, p. 127). Clay (2012) suggested the recent definition for webinar as “an interactive, scheduled, e-learning experience that occurs in real time with an instructor or a facilitator as a web workshop.” Webinars can have two forms, synchronous and asynchronous, depending on their purpose and usually the asynchronous form is referred to as *webcasts* (Ortaçtepe, 2016, p. 57) and they have different formats to be delivered. These forms can be “a presenter versus multiple participants from one location, or a presenter versus multiple participants from multiple locations, or multiple participants from one location versus multiple participants from one or multiple locations” (Mohorovicic et al., 2011, p. 1271). However, for the purpose of this study, the operational definition of webinar will be “an online seminar that allows people from around the world to connect in a virtual classroom and share information via the Internet” (Pluth, 2010, p. xiii).

Webinars can be used in various fields such as in business sector for employee training, meetings, team work, and product and services presentations. (Mohorovicic et al., 2011). In the field of education, webinars are collaborative tools and enable interaction between students and teachers with the help of polling, question and answer sessions and whiteboard (Mohorovicic et al., 2011) and can be used for blended learning environments.

Webinars have advantages and disadvantages for students and instructors and they are summarized in Table 1.

Table 1

Advantages and Disadvantages of Webinars

Advantages	Disadvantages
Possibility of watching prerecorded webinar	How to get and keep students' attention
Cost and time savings	Possible technical issues
Files and desktop sharing in real time	Computer literacy
Teaching from distant locations	Lack of personal contact and body language
Ease of use for both teachers and students	Lack of interaction between the teacher and students
Interactivity (e.g. instant polling)	Possible distractions

Adopted from Mohorovicic et al., 2011, p.1272.

Furthermore, there are some studies that explore the use of webinars in education. In Mohorovicic et al.'s study (2011), the researchers found out the potential application of webinars in higher education and students' opinion and readiness were stated. An online survey was conducted with 215 students from different departments at universities in Croatia. They concluded that webinars should not be thought as replacements for face-to-face education but can be used for supporting blended courses. In addition, Giannakos and Vlamos (2013b) also conducted a study on the advantages and disadvantages of webcasts for educational purposes. They developed an educational webcast for 66 middle school gymnasium students and their experiment compared and contrasted traditional learning and educational webcast. They found out that educational webcasts can be beneficial on some conditions such as completing tasks that needed simple comprehension but they can be ineffective in completing tasks that required consolidation of complex

tasks. In another study, Lim (2010) investigated the factors that make business foundation students join *Elluminate Live!* sessions (a webinar platform) for online revision sessions and these students' perceptions on usefulness and effectiveness of these live sessions on their learning. An online survey was sent to 145 students and according to results of the 80 students' responses, it was concluded that students were motivated to use the system and benefited from its integration to their course. By collaborating with the students online and through the immediate feedback from the teacher through this platform, students' motivation in their study extended beyond the classroom. These studies show that webcasts can be an effective supplement to traditional learning environment.

Professional Development and Webinars

Professional development can be defined in many ways. Professional development programs “are systematic efforts to bring about change in the classroom practices of teachers, in their attitudes, and beliefs, and in the learning outcomes of students” (Guskey, 2002, p. 381). There are some ways to professional development programs more effective (Beach, 2012):

Effective professional development works flexibly around teachers' busy schedules, provides sustained follow-up, includes ongoing coaching, engages teachers in active learning experiences with teaching methods, focuses on integration with specific subject - matter content, involves reflection on instruction and beliefs, fosters collaboration with colleagues, and examines the impact of instruction on student outcomes. (p. 256)

The fast-paced development of digital technologies has altered the way in which teachers engage in professional development activities as there is no need to be confined to geographic boundaries of time and space anymore (Odo, Pace, &

Albers, 2017). That is, teachers can now attend and participate in professional teaching and learning opportunities anywhere and anytime; therefore, advanced technologies have altered the way where, when, and how people learn (Odo et al., 2017). To this end, webinars have been used for professional development purposes as “they offer an interactive means of professional development that remove cost, time, and place constraints to continuing learning opportunities” (Wyatt, 2007, p. 95). Because webinars let participants and presenters meet virtually, “they overcome barriers related to travel time and expense required for in-person professional development” (Reaser, 2016, p. 237) and thus they have become desirable options to reach a worldwide audience. Therefore, online conferences in the form of webinars are getting more and more popular and crucial means for teacher development (Moore et al., 2016).

There are some studies focusing on the perceptions of the participants of webinar series for professional development. Reaser’s study (2016) focused on developing a three-part ten-hour webinar experience that took over four months on sociolinguistic information for K-12 teachers in North Carolina. He investigated the effectiveness and usefulness of these webinar series as a professional development tool. Reaser concluded that overall the teachers’ responses were “enthusiastic and demonstrated growth of sociolinguistic knowledge and reevaluation of previously held perspectives on language” (2016, p. 236) and stated that teachers generally perceived the information in the webinars to be “new, interesting, and useful” (2016, p. 244). Similarly, Wyatt’s study (2007) investigated the perceptions of library media specialists around the state on their participation in webinars related to information fluency and school libraries. Wyatt concluded that the reactions of the participants were positive and the participants showed willingness to participate in a webinar in

the future. In addition, a low number of technology related problems was reported while using the webinar technology.

In the field of education, Rich (2011) measured the effect of webinar instruction on educational professionals in the fields of science, technology, engineering, and mathematics (STEM) by using Kirkpatrick and Kirkpatrick's Four Levels of Evaluation (2006). These participants attended the webinars given on Maricopa Advanced Technology Education Center website program funded by Advanced Technology Education center in the USA. After conducting surveys and interviews with participants in her sequential mixed methods approach, she concluded that the results of the study showed an interesting trend; that is, people liked attending webinars but there was "no real measurement for the value of this type of web-based professional development" (2011, p. 84).

A study in the ELT field which looked at participants' perceptions of webinars for professional development was conducted by Moore, Fisher and Baber (2016). They investigated the usefulness of webinars and online conferences, what constitutes successful participation, and how webinar sessions can be constructed to aid teacher development. They asked the participants to complete a conference evaluation questionnaire after six recorded presentations at International Association of Teachers of English as a Foreign Language (IATEFL) conferences. They concluded that online conferences and webinars could be ways of useful and important continuing professional development for a great number of professionals from all around the world. The results also revealed that building networks and having interaction with other ELT professionals via the chat function of the recorded presentations are equally important for participants at live events at face-to-face conferences.

At the local level (i.e., in Turkey), two studies looked at webinars and EFL teachers' professional development. Başaran (2014) investigated the use of webinars as instructional tools in English language education, the advantages and disadvantages of using webinars in English language teaching (ELT), the prospect of webinars for language education and pre-service teachers' perceptions of webinars and face-to-face education. She conducted two questionnaires and one reflection report to forty ELT students at a public university. She concluded that webinars could be effective tools for English language education and learning, especially in listening and speaking skills. The disadvantage of the webinars was technical difficulties and its advantage was webinar use in distance education and practicality. The participants stated that webinars could be used for teaching English but webinar tool that was used needed more improvement.

Another study by Songül, Delialioğlu and Özköse Bıyık (2018) examined the effect of online lesson study as an unexplored type of online professional development on a group of Turkish EFL teachers' development. Online lesson study is a form of lesson study in which groups of teachers (four to six teachers) collaborate together to set learning goals for their students and plan and design a lesson to achieve those goals. After designing the lesson, one teacher in the group teaches this lesson and others observe the lesson. Then, the teachers come together and have post-lesson discussions and reflections (Songül et al., 2018). In this qualitative study, four participants attended six webinars and through online lesson study procedure adapted from Dudley (2015), they co-planned a lesson and delivered it in their classrooms as mentioned by the online lesson study procedure above. The results of the study showed that an online professional development program which combined webinars and online lesson study procedure "led to perceived cognitive

changes and these changes were concerned with increased technological knowledge, increased self-appraisal and self-reflection, development of language proficiency and increased knowledge of instructional strategies” (2018, p. 647). These aforementioned studies showed that webinars can aid professional development.

User Acceptance Models in Information Technology

The existence of computer and information technologies in today’s organizations has reached a great extent and information technology (IT) acceptance research has led to many competing models (Venkatesh et al., 2003). Of these models, three of them stand out, namely, Technology Acceptance Model (TAM) by Davis (1989), Diffusion of Innovations Theory by Rogers (1983), and Unified Theory of Acceptance and Use of Technology (UTAUT) by Venkatesh, Morris, Davis, and Davis (2003).

Technology Acceptance Model (TAM)

In TAM, Davis aimed to “pursue better measures for predicting and explaining use” (Davis, 1989, p. 320). He identified two theoretical constructs to investigate what makes people accept or reject information technology and these constructs are *perceived usefulness* and *perceived ease of use*. *Perceived usefulness* is defined as “the degree to which a person believes that using a particular system would enhance his or her job performance” (Davis, 1989, p. 320). *Perceived ease of use* is defined as “the degree to which a person believes that using a particular system would be free from effort” (Davis, 1989, p. 320). In a sense, perceived ease of use and perceived usefulness are not too different from Bandura’s *perceived self-efficacy* and *outcome expectation* (Davis, 1989, p. 21). *Perceived self-efficacy* “is a judgment of one’s ability to organize and execute given types of performances, whereas an

outcome expectation is a judgment of the likely consequence such performances will produce” (Bandura, 1997, p. 21).

Bandura also mentioned *teacher self-efficacy*. Educational systems and instruction have increasingly been depending on technology and these new developments require teachers to update and upgrade their knowledge and skills related to the recent technology. Due to these developments, “teachers’ beliefs in their self-efficacy affect their receptivity to and adoption of educational technologies” (Bandura, 1997, p. 241). Teachers’ self-efficacy is also “positively correlated with educational practices, students’ academic adjustment, and factors linking to teachers’ psychological well-being” (DiGregorio & Liston, 2018, p. 106). Furthermore, *computer self-efficacy* is defined as a person’s own beliefs about their abilities to use computers efficiently (DiGregorio & Liston, 2018). For example, if teachers or administrators possess a low sense of computer efficacy, they may resist adopting computers for instructional use (Bandura, 1997). As DiGregorio and Liston (2018) suggested, when teachers possess low levels of computer self-efficacy, they might feel anxious or frustrated about instructional technologies and may stay away from using them when compared to teachers with high levels of computer self-efficacy. Therefore, in this study, self-efficacy term will be used in order to refer to teachers’ competency and ease of use in using the webinar systems.

Diffusion of Innovations Theory

Rogers (1983) defined *diffusion* as “the process in which an innovation is communicated through certain channels over time among the members of a social system” (p. 5). He used this term to refer to “both the planned and the spontaneous spread of new ideas” (Rogers, 1983, p. 7). In his definition of diffusion, he identified four elements: *innovation, communication channels, time, and social system*. Rogers

(1983) stated that there are perceived attributes of innovations and when these attributes are perceived by individuals, they may be of help when analyzing rates of adoption. He specified five characteristics: *relative advantage*, *compatibility*, *complexity*, *trialability*, and *observability*. These five characteristics are described as follows:

1. *Relative advantage*: “the degree to which an innovation is seen as better than the idea it supersedes” (Rogers, 1983, p.15). If an innovation has more perceived relative advantage, its rate of adoption will be more rapid.

2. *Compatibility*: “the degree to which an innovation is perceived as being consistent with the existing values, past experiences, and needs of potential adopters” (Rogers, 1983, p. 15). If an innovation is incompatible with the social values and norms of a social system, it will not be adopted more rapidly than a compatible innovation.

3. *Complexity*: “the degree to which an innovation is perceived as difficult to understand and use” (Rogers, 1983, p. 15). If an innovation requires the individual “to develop new skills and understandings” (Rogers, 1983, p. 15), it will not be adopted more rapidly than a simpler innovation.

4. *Trialability*: “the degree to which an innovation may be experimented with on a limited basis” (Rogers, 1983, p. 15). A trialable innovation poses less uncertainty to the individual who is a potential adopter because he or she can learn it by trying out.

5. *Observability*: “the degree to which the results of an innovation are visible to others” (Rogers, 1983, p. 16). If individuals can see the results of an innovation easily, it is more possible for them to adopt it.

Rogers (1983) proposed that if an innovation has greater relative advantage, compatibility, trialability, and observability but less complexity, it will be adopted more rapidly. In addition, relative advantage and compatibility are especially essential in explaining the rate of adoption of an innovation.

Unified Theory of Acceptance and Use of Technology

In UTAUT model, Venkatesh et al. (2003) compared and contrasted all the eight previous technology acceptance models and formed a unified theory that encompasses the important elements of these previous models. They included *performance expectancy*, *effort expectancy*, *social influence*, *facilitating conditions* as direct determinants of user behavior and user acceptance, whereas *attitude toward using technology*, *self-efficacy*, and *anxiety* were included as not direct determinants of user behavior and user acceptance (Venkatesh et al., 2003). They identified gender, age, voluntariness, and experience as key moderators (see Figure 1). Furthermore, they stated that “*performance expectancy* is the strongest predictor of intention” (Venkatesh et al., 2003, p. 447). The definition of the terms are as follows:

1. *Performance expectancy*: “the degree to which an individual believes that using the system will help him or her to attain gains in job performance” (Venkatesh et al., 2003, p. 447). This is similar to Davis’ (1989) perceived usefulness and Rogers’ (1983) relative advantage concepts.
2. *Effort expectancy*: “the degree of ease associated with the use of the system” (Venkatesh et al., 2003, p. 450). Davis’ (1989) perceived ease of use concept is similar to this one.
3. *Social influence*: “the degree to which an individual perceives that important others believe he or she should use the new system” (Venkatesh et al., 2003, p. 451).

4. *Facilitating conditions*: “the degree to which an individual believes that an organizational and technical infrastructure exists to support use of the system” (Venkatesh et al., 2003, p. 453). Rogers’ (1983) compatibility concept is similar to facilitating conditions.
5. *Attitude toward using technology*: “an individual’s overall affective reaction to using a system” (Venkatesh et al., 2003, p. 455).

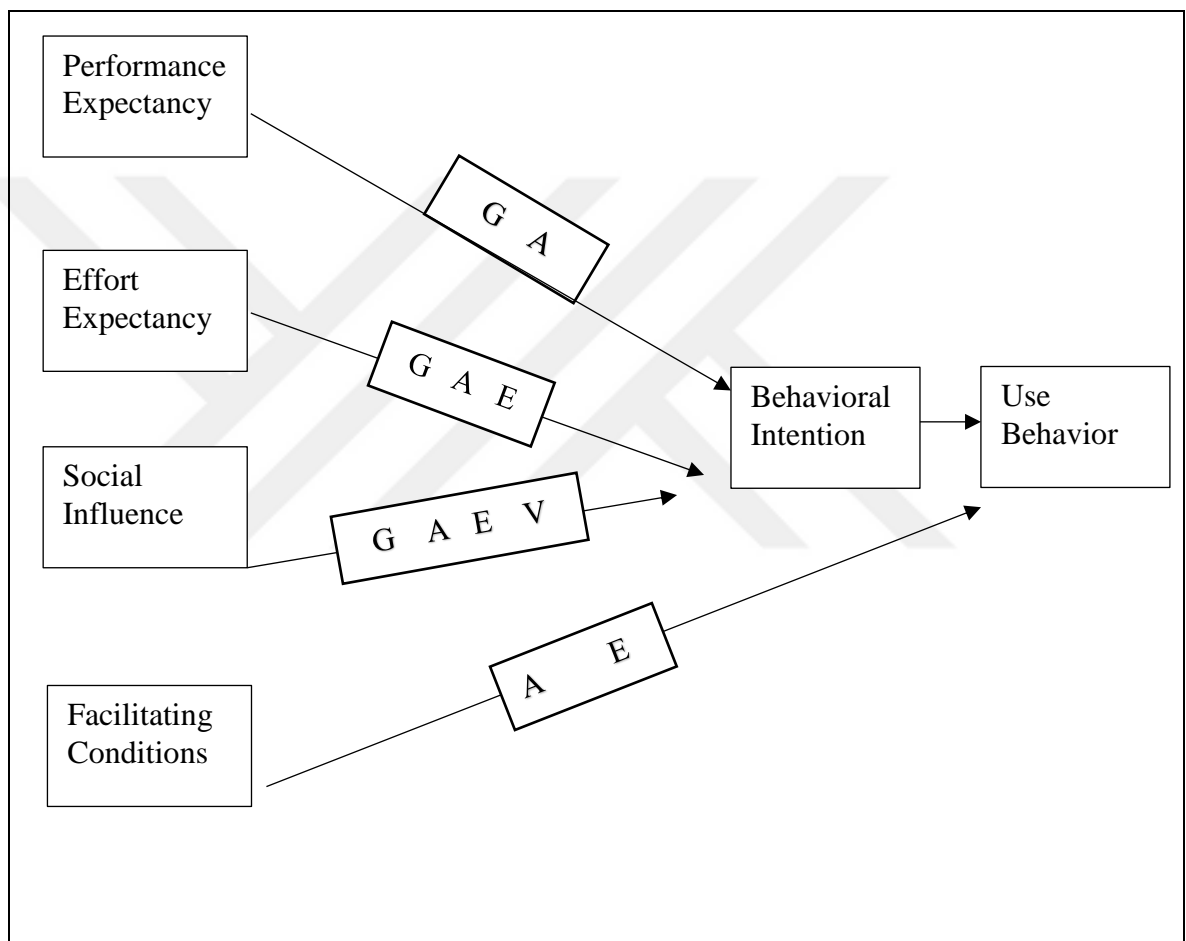


Figure 1. Research Model of UTAUT.

Note. Moderating variables: G: Gender A: Age E: Experience V = Voluntariness of Use

Venkatesh et al. (2003) stated that *self-efficacy* and *anxiety* were significant direct determinants of intention in social cognitive theory by Bandura. Bandura (1982) posited that:

Judgments of self-efficacy also determine how much effort people will expand and how long they will persist in the face of obstacles or aversive experiences. When beset with difficulties, people who entertain serious doubts about their capabilities slacken their efforts or give up altogether, whereas those who have a strong sense of efficacy exert greater effort to master challenges. (p. 123)

This means that, individuals may make more efforts to get over the difficulties when performing a task when they have strong self-efficacy. However, when they are not sure about their self-efficacy, they may not make more efforts to overcome difficulties when performing a task or even give up making efforts. Bandura stated “perceived self-inefficacy in coping with potential threats leads people to approach such situations anxiously” (1988, p. 90) and “a low sense of self-efficacy to control negative ruminations generates self-debilitating thought patterns that give rise to anxiety and avoidant behavior” (1997, p. 326). This indicates that self-efficacy and anxiety correlate negatively.

Based on this information; however, in UTAUT, anxiety and self-efficacy were not included as direct determinants. Venkatesh et al. (2003) mentioned that self-efficacy and anxiety were “conceptually and empirically distinct from effort expectancy (or perceived ease of use)” (p. 455). Therefore, they expected that “self-efficacy and anxiety to behave similarly, that is, to be distinct from effort expectancy and to have no direct effect on intention above and beyond effort expectancy” (2003, p. 455). However, although self-efficacy and anxiety behave similarly, they may be correlating negatively, which can be inferred from DeGregorio and Liston’s (2018) and Bandura’s (1997) studies.

The Relationship between User Acceptance Models in Information Technology, Technology Use, Use of Webinars, and Professional Development

There is a number of studies pertaining to user acceptance models, technology use, use of webinars and professional development and there are strong connections between their findings (Barrette, 2015; El Shaban & Egbert, 2018). To name a few, there are various studies in the field of education in which use technology adoption models are used to analyze the rate of adoption in use of technology. For instance, Barrette (2015) made use of Rogers' (1983) model in addition to Technology Acceptance Model (TAM) (Davis, 1989) and Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al., 2003) to explain the factors affecting technology adoption while introducing and implementing a Spanish online workbook to the faculty in the introductory Spanish course at Wayne State University. All the faculty (29 instructors) were required to adopt the technology as part of their teaching responsibilities. The adoption process took year. During that time, the researcher used a progressive communication process by supplying the instructors with training with the new system and individual and/or group meetings or e-mails to evaluate the system. A year later, eleven of the instructors wanted to set their own assignments in the system. By the beginning of the third academic year, almost all continuing instructors were the managers of their own set-up with the system. The researcher concluded that the Spanish faculty's adoption process indicated the "utility of this integrated adoption model for designing a comprehensive process for faculty adoption that incorporated a range of strategies and supports to increase the likelihood of successful use of the new technology" (Barrette, 2015, p. 143).

Studies also combined user acceptance models, technology use, and professional development. El Shaban and Egbert (2018) aimed to give another opinion of what effective computer-assisted language learning (CALL) professional development for language teachers may look like depending on Rogers' (1983) Diffusion of Innovations Theory and put forward a two-stage professional development model. They implemented this model in an intensive English program. The research took over a semester and there were four formal professional development workshops and a number of informal meetings. Throughout the workshops various technological tools were presented to the teachers and these tools were selected because of having common attributes aligning with Rogers' Diffusion of Innovations Theory (1983). They had relative advantage and trialability, were easy to use, and were compatible with the teachers' beliefs. The researchers concluded that the use of Diffusion of Innovations Theory and CALL professional development principles seemed to support the teachers' decisions to adopt technology. Therefore, the perceptions of teachers constituted an important aspect of the results.

In terms of combining user acceptance models and use of webinars, there are also some studies focusing on this. Regarding UTAUT model and use of webinars, Khechine, Lakhal, Pascot and Bytha (2014) investigated the factors that explain the acceptance of a webinar system (*Elluminate*) in a blended learning course by students. They also included gender and age as moderating variables in their study. By using the UTAUT model, they adapted a seven-point Likert type scale questionnaire with 37 questions and 114 students at a blended information system course in Canada answered it. The researchers reported that the intention to use a webinar was directly affected by performance expectancy, effort expectancy, and facilitating conditions and only age had a moderating influence on the results. In

terms of facilitating conditions, these made students more willing to use *Elluminate*; however, when the effect of facilitating conditions on the intention to use webinars was moderated by age, older students' results significantly changed, which can be due to the older students' fear of using new technology. Social influence was also significant for students. Other individuals' opinions regarding the use of *Elluminate* were essential for students. The researchers stated, "the more favorable that important people, such as friends, family, teachers, and peers, are to the use of *Elluminate*, the more likely students are to adopt it" (Khechine et al., 2014, p. 43). The conclusions from this study showed a better practical understanding of factors that could encourage or discourage students from using webinars in blended higher education. The results could also be used by faculty members and administrators to develop strategies to adjust users' expectations with technology use for learning.

Another study by Khechine and Lakhali (2018) examined the determinants of webinar adoption by university students and the impacts of webinar use on students' outcomes including their personal characteristics. The data came from an online survey completed by 377 students. The students were mostly young (166 students were between the age of 15 to 20 and 180 students were between the age of 21 to 25). In addition, 90.2% of the students had five and more years of experience in using computers and 59.6% of the students had attended more than 10 to 12 times on recorded or live sessions on the webinar system *Elluminate*, which shows familiarity and experience with webinars. The researchers adapted the UTAUT model and added autonomy, anxiety, satisfaction, and the final grades of the students to the model. The results of the study showed that performance expectancy had a positive effect on behavioral intention to use *Elluminate*. The students' young age had an influence on this result. In addition to performance expectancy, voluntariness of use

was also the direct determinant of intention. The results also indicated that “social influence was moderated by voluntariness of use in its relationship with behavioral intention and effective use was explained by facilitating conditions when moderated by age and it was explained by behavioral intention when moderated by autonomy but negatively influenced by anxiety” (Khechine & Lakhal, 2018, pp. 88–89). The results also showed that “the effect of use behavior on satisfaction becomes positive when attitude moderated the relationship between the two variables” (Khechine & Lakhal, 2018, p. 89). Lastly, for the purpose of examining the influence of personal characteristics on students’ intention to use the *Elluminate* webinar system and on students’ outcomes, the results showed that autonomy, anxiety, and attitude had a direct and moderating effect. The results suggested that teachers should find some ways to promote the advantages of webinars to their students and to apply less pressure on students to use webinars. Teachers and the management should also work on ways to reduce students’ anxiety by giving input and training sessions regarding the use of webinars and by providing the required conditions to promote students to use webinars. They should also encourage students to have a positive attitude towards the use of technology and webinars.

Another study combining use of webinars and making use of user acceptance of technology models is by Giannakos and Vlamos (2013a). In their study, the researchers investigated the factors which influence learners’ acceptance of webcasting and the effect of experience on learners’ intention to use webcasts for learning purposes. They chose constructs from UTAUT, social cognitive theory, and theory of planned behavior and these constructs were computer self-efficacy, effort expectancy, performance expectancy, social norm, perceived behavioral control and behavioral intention. In their quantitative study, after getting 248 responses from

students from two public universities in Greece, the researchers categorized the respondents in terms of having high-experience or low-experience with using webcasts. This categorization was made based on the value of webcast usage being eight times in the past six months. From the 248 respondents, 102 of them watched webcasts eight times and less (low experience category) and 146 of them watched them more than eight times (high experience category). The results showed that effort expectancy, performance expectancy, and social norm had a positive effect on learners' intentions to use educational webcasts. They also discovered that learners' prior experience did not have a significant moderating effect on the relationship between effort expectancy and behavioral intention as well as between performance expectancy and behavioral intention. Also, despite the low experience in the use of webinars, students with high perceived behavioral control (PBC) and social norm (SN) would have the same behavioral intention with high-experienced students with low PBC and SN. They also concluded that learners with prior experience in the use of webinars were more likely to adopt this technology.

In Turkey, there are some studies combining technology use, professional development and user acceptance models. To name one, Timucin (2009) wanted to investigate the English language teachers' perceptions on the use of CALL technology in the curriculum at a public university in Turkey. The university adopted a computer-assisted language learning/teaching approach so as to improve the quality of the language preparatory program without consulting the English language teachers. The researcher was responsible from the implementation process and thus interviewed with the teachers to gather information about their perceptions. The researcher based his study on Rogers' (1983) theory as it "emphasizes that a population which is supposed to adopt and adapt to an innovation can be categorized

according to its tendencies towards the innovation” (Timucin, 2009, p. 78). As a result of the study, the researcher concluded that 12 out of 14 teachers fitted into the “entrepreneur” category. He also stated that Rogers’ (2003) theory “constitutes a relevant framework to establish teacher support sensitive to existing needs” (Timucin, 2009, p. 84).

At the local level, using the TAM model, Ortaçtepe (2016) examined the perceived differences between webcasts (asynchronous presentation tools) and in-person presentations at a graduate program for the professional development of EFL teachers at a foundation university in Turkey. She collected data from in-person, video, and Prezi webcasts the graduate students carried out in four different courses through a three-part questionnaire. She reported that students opted for in class presentations “because of its features of interaction” (Ortaçtepe, 2016, p. 62) but she concluded that webcasts were higher in quality as they contained audio-visual materials but students rated in-person presentations as highest for their learning experiences. They also “preferred in-person presentations for procedural knowledge and Prezi webcasts for conceptual knowledge” (Ortaçtepe, 2016, p. 69) because Prezi webcasts gave them more time to reflect and make contributions to online discussions. She also suggested that training sessions and online technical help facilities could be provided to overcome the obstacles while using a webcast technology.

Conclusion

This chapter touched upon the important concepts such as ICT, e-learning, webinars, and professional development. User acceptance of technology models were also provided. The links and relationships between these concepts were also

discussed in relation to studies in the literature. In the next chapter, the methodology of the study is presented.



CHAPTER 3: METHODOLOGY

Introduction

This descriptive study aims to investigate the perceptions of EFL instructors at a foundation university in Ankara, Turkey on the use of webinars in EFL teaching and for professional development purposes. The study also aims to investigate if there are any statistically significant differences among the participants in their perceptions on the use of webinars in EFL teaching and for professional development purposes.

Thus, the research questions are as follows:

1. Are there any statistically significant differences between the group of participants who have used or attended webinars before and the group of participants who have not used or attended webinars before in terms of their perceptions on:
 - a) performance expectancy
 - b) effort expectancy
 - c) attitude towards using webinars
 - d) social influence
 - e) facilitating conditions
 - f) self-efficacy
 - g) anxiety
 - h) behavioral intention to use webinars
 - i) motivation?

2. Are there any statistically significant differences among the groups of participants with different years of teaching experience in EFL in terms of their perceptions on motivation towards the use of webinars?

3. Are there any statistically significant differences among different age groups in terms of their perceptions on self-efficacy in the use of webinars?

4. Are there any statistically significant differences between native speakers of English participants and non-native participants in terms of their perceptions on the use of webinars? If there is any, in what aspects are they different? Is there any statistically significant relationship between the variables in which they are different from each other?

5. How well can effort expectancy, attitude, social influence, facilitating conditions, self-efficacy, anxiety, behavioral intention, motivation, intrinsic and extrinsic motivation predict performance expectancy towards use of webinars?

The aim of this chapter is to give information about the methodology of this study. First, brief information regarding the research design and the setting will be provided. Then, the participants in the study, instrumentation, and data collection procedure will be explained in depth. Finally, the data analysis procedure will be explained.

Research Design

This study had a quantitative approach. In this non-experimental, descriptive study, a cross-sectional correlational research design was implemented. The data collected were quantitative and came from an adopted and adapted online survey because surveys are effective in quantitative studies as they are suited for gathering opinions and feelings about specific issues (Muijs, 2004, p. 45). The survey was

distributed through an online survey distribution platform called *Qualtrics*. *Qualtrics* website is used by many researchers as a reliable way of reaching out to participants.

Setting

This study was conducted at an English language school at a foundation university in Ankara, Turkey. At this school, there are two programs: English language preparatory program and academic English program. Since the medium of instruction is English, the students need to have the necessary English level (B2 level in CEFR Framework) to study at their departments. Therefore, at the preparatory school, students are placed in five different levels, elementary, pre-intermediate, intermediate, upper-intermediate and advanced, depending on their scores from the proficiency exam at the beginning of the year. Depending on these scores at the proficiency exam, students either attend English language preparatory school to be able to pass the proficiency exam, or they continue their education at their departments and take in-session academic English courses at the academic English program.

In the preparatory school, each level, excluding the 13-week 20 hours a week advanced level, has 8 weeks of English instruction, 25 hours weekly. The instructors may teach at any level and deliver all the English language skills lessons. They are asked to teach up to 25 hours a week maximum depending on the needs of the school and student numbers. Apart from teaching, some instructors have responsibilities in administration and in the testing unit. There are unit heads who are responsible for teaching as well as administrative duties. There are also instructors working in the testing unit including a testing coordinator, level assessment developers, and item writers. The school also has a center for instructor professional development. This unit is responsible for organizing international conferences regularly and supporting

teacher professional development through advertising international conferences worldwide and providing International Certificate in English Language Teaching (ICELT) and Diploma in English Language Teaching to Adults (DELTA) courses to the instructors.

At the Academic English school, instructors teach in-session content-based academic English courses to undergraduate students and graduate writing skills courses to master's or doctor of philosophy students. The courses offered are varied and English composition, advanced English grammar and technical report writing and presentation courses can be given as examples. The instructors also work with faculty staff to support the needs of specific departments. Social and political philosophy course, for example, is co-taught by a faculty staff member and an Academic English program instructor. Academic English school also has a curriculum and testing unit to work on course and exam development and specifications. For professional development, English for Academic Purposes (EAP) Teaching Certificate (CTEAP) is offered to the instructors.

Participants

There were 202 instructors at the institution when the study was conducted in 2018 – 2019 Spring semester. Five instructors who were on leave were excluded from the study. Of these 197 instructors, 20 instructors participated in the piloting stage. Then, out of 177 remaining instructors, 78 participants, (44%; 71 female; seven male), participated in the actual study. Usually a 30 – 40 % response rate is considered sufficient (Dillman, 2007). Out of 177 instructors, 99 participants did not participate in the study although e-mails were regularly sent to them as a reminder of the participation in the study. Further demographic information about the participants is provided in Table 2.

Table 2

Information about the Participants of the Study

Demographic Information	<i>N</i> = 78
Gender	
Female	71
Male	7
Country of Birth	
Bulgaria	2
Canada	1
Kazakhstan	1
Turkey	64
United Kingdom of Great Britain and Northern Ireland	2
United States of America	8
Age	
20 – 30 years	11
31 – 40 years	48
41 – 50 years	16
51 years and above	3
Years of Experience	
1 – 5 years	10
6 – 10 years	18
11 – 15 years	35
16 years and above	15
Last Completed Education Degree	
Bachelor's Degree	12
Master's Degree	61
Doctoral Degree	4
Professional Degree (JD, MD)	1
Teaching Certifications	
CELTA	11
ICELT	46
DELTA	51
Other	23

Table 2 (cont'd)

Information about the Participants of the Study

Demographic Information	<i>N</i> = 78
Ever attended or used a webinar?	
Yes	31
No	47
Native Speaker of English	
Yes	10
No	68
Courses Teaching	
In-sessional Academic English	4
Pre-sessional English courses	69
Missing	5

Instrumentation

The data were collected through an online survey on Qualtrics platform consisting of ten sections (see Appendix C for the paper format of the questionnaire). Starting with an Informed Consent form (see Appendix A for the paper format), these sections were demographic information, performance expectancy, effort expectancy, attitude towards using webinars, social influence, facilitating conditions, self-efficacy, anxiety, behavioral intention to use webinars, and motivation.

The first section of the questionnaire was designed by the researcher to get demographic data on the participants' gender, nationality, age, level of education, teaching certificates, years of experience in teaching, at which program they are teaching, being a native or non-native English speaker and whether they have ever attended or used a webinar.

The remaining sections were adapted and re-worded from Venkatesh et al. (2003) and the motivation section was adopted from Gasket (2002). Regarding permission to use these items from Venkatesh et al.'s (2003) and Gasket's (2002)

studies, no personal correspondence with the writers was initiated because the questionnaire for the current study was conducted online and the writers' work were open access; however, their work was cited at all times. All the items were on a 5-point Likert scale ranging from *Strongly Disagree (1)* to *Strongly Agree (5)*. In the second section, *performance expectancy*, there were three items for the purpose of investigating whether participants found webinars useful in their teaching career. The third section, *effort expectancy*, had five items and aimed to examine whether instructors found using webinars easy to use in EFL teaching and for professional development. The fourth section, *attitude toward using webinars*, had ten items and focused on instructors' ideas to see if they thought using webinars was a good or bad idea and was interesting for teaching EFL or for professional development. The fifth section, *social influence*, had eight items focusing on instructors' perceptions if they saw any benefit in using webinars from other people's perspective who are important to them and from the management of the institution's perspective. There were six items in the sixth section, *facilitating conditions*, and this section aimed to know if the instructors had any resources or knowledge in using webinars and if webinars were a technology they were familiar with. The seventh section focused on *self-efficacy* and had four items to see if instructors could complete a task by using a webinar with or without any technical assistance. The eighth section, *anxiety*, focused on the anxiety levels of instructors, if any, when they used a webinar. This section also had four items. The ninth section, *behavioral intention to use webinars*, aimed at identifying the instructors' future plans and intentions to use webinars for professional development purposes and in teaching EFL and there were six items. The last section, *motivation*, had ten items focusing on instructors' general motivation to use webinars to see their intrinsic and extrinsic motivation and if

webinars had any benefits on their teaching practice, their own and students' learning, and to see when and how they preferred to use webinars and to see if they saw any monetarily or other benefits when using webinars.

Piloting the Questionnaire

Piloting the questionnaire is necessary in quantitative studies to lessen the instances of problems with wording of the items (Muijs, 2004, p. 51) and pilot testing “can reveal subtle flaws in the design or implementation of the study that may not be readily apparent from the research itself” (Mackey & Gass, 2005, p. 43). Therefore, after getting official permission from the university's Ethics Board and English language school, the piloting testing stage was initiated. The questionnaire was given randomly to 20 participants at the sample institution to get their feedback on the items and also they were asked to rate their opinions regarding the statements. The survey was adapted from Venkatesh et al. (2003) and the motivation section from was adopted from Gasket (2002) (see Appendix B for the paper format of the pilot questionnaire and Appendix C for the paper format of the actual survey). It was also checked by a graduate school professor for content validity and reliability. The necessary revisions to the items were made based on the feedback and the reliability tests done on Statistical Package for the Social Sciences (SPSS v.24). Cronbach alpha levels were checked to measure internal consistency, which is expected to be over .70 before it can be said that the test is internally consistent (Muijs, 2004, p. 73).

In the pilot questionnaire (see Appendix B), performance expectancy was found to be not reliable (4 items; $\alpha = .68$). However, the fourth item (see Appendix B) had a corrected item-total correlation value of .19; therefore, it was removed from the actual survey (see Appendix C) as this item could affect the reliability of the section. The item stated “*if I use webinars, I will increase my chances of getting a*

raise". This item may have been found to be out of context because there is not a chance of getting a raise for using webinars in the institution. The other items had corrected item-total correlation values of .49, .57, and .70, respectively. Participants also gave feedback on the wording of the second and third items (see Appendix B and C item 2 and 3) and suggested adding "*would enable*" and "*would increase*" to the statements to help participants who never had an experience with webinars to answer the questions accordingly.

The effort expectancy section was found to be highly reliable (4 items, $\alpha = .81$). However, the first item in this section (see Appendix B item 5) had a corrected item-total correlation value of .22, which is considered low. The participants also gave feedback on the same item on the use of the phrase "*my interaction with webinars*" as not clear, so based upon this feedback this item was changed to "*My interaction with the webinar system would be clear and understandable*". The other items had corrected item-total correlation values of .82, .76, and .76, respectively, which are considered to be high. However, the order of the items in this section were changed in the actual survey (see Appendix C) based on participants' feedback because they stated that learning should come first than using webinars (see Appendix B items 5, 6, 7, 8, and Appendix C items 4, 5, 6, 7, 8 to see the changed order). Participants also stated that the phrase "*in teaching EFL or for my professional development*" (see Appendix B item 7) was confusing as they can disagree with "*in teaching EFL*" part but strongly agree with "*for my professional development*", so throughout the survey, the items are separated and repeated accordingly.

The attitude towards using webinars section was at first found to be not reliable without doing reverse coding (5 items, $\alpha = .51$). The items had corrected

item-total correlation values of .38, -.59, .63, .83, and .62, respectively. Because of the negative value of the item (see Appendix B item 10), reverse coding was done to this section. After this, the section became more reliable (5 items, $\alpha = .85$). The corrected item-total correlation values were changed to .77, .59, .70, .72, and .60, respectively. The feedback received from the participants regarding the use of the phrase “*in teaching EFL or for my professional development*” in the items as mentioned in the effort expectancy part was also applied to this section. Therefore, the items containing this phrase were separated as well into different items and this section had ten items in the actual survey (see Appendix C items 9 – 18).

The social influence section was highly reliable (4 items, $\alpha = .84$). The corrected item-total correlation values of the items were .63, .75, .75, and .57, respectively. For the first item in this section (see Appendix B item 14), the participants stated that “*people who influence my behavior*” was vague and they could not understand what was meant by “*behavior*”. Therefore, based on this feedback, the item was re-worded as “*people who influence my teaching*” (see Appendix C item 19). As mentioned in the other sections of the survey, the items containing the phrase “*in teaching EFL or for my professional development*” were separated and different items were formed for them. Thus, this section had eight items in total in the actual survey (see Appendix C items 19 – 26).

The facilitating conditions section was found to be not reliable (4 items, $\alpha = .40$). The corrected item-total correlation values were .52, .42, .16, and -.12, respectively. Since the number of participants was 20 for this pilot testing, the fact that the fourth item had a negative value in this section could be due to the fact that the participants did not know whether there is a specific person or group is available for assistance (see Appendix B item 21). Thus, this item was kept in the actual

survey since there would be more participants in the actual survey but it was re-worded as “*a specific person or group in my institution is available for assistance with difficulties regarding use of webinars*” to help the participants (see Appendix C item 32). For the third item in this section (see Appendix B item 20), the word “*technologies*” was found too general for the participants; therefore, “*teaching technologies*” was added to this item (see Appendix C item 31). The feedback received from the participants also suggested that for the first and second items (see Appendix B item 18 and 19) “*knowledge*” should come before “*resources*”, so the order of these items was changed in the actual survey (see Appendix C items 27 – 30). Again the items containing the phrase “*in teaching EFL or for my professional development*” were separated into different items. As a result, in the actual survey this section had six items in total (see Appendix C items 27 – 32).

The section self-efficacy was found to be not reliable (4 items, $\alpha = .39$). The items had corrected item-total correlation values of .23, .35, .11, and .16, respectively. The items were kept in the actual survey but one of them was re-worded to make it clearer for the participants. The first item here (see Appendix B item 22) was changed from “*if there no one around to tell me what to do as I go*” to “*if there was no one around to help me with the webinar system*” (see Appendix C item 33). The other items were kept as they were because the number of participants would be higher in the actual survey, which could change the reliability range.

The anxiety section was found to be reliable (4 items, $\alpha = .77$). The items had corrected item-total correlation values of .43, .75, .74, and .51, respectively. For the first item here (see Appendix B item 26), the word “*apprehensive*” was confusing to the participants based on their feedback. Therefore, it was changed to “*anxious*” to make it simpler (see Appendix C item 37). For the fourth item here (see Appendix B

item 29) the participants stated that the use of word “*somewhat*” in the item “*webinars are somewhat intimidating to me*” was not necessary as their opinions were already categorized as strongly disagree to strongly agree. Therefore, the word “*somewhat*” was omitted in the actual survey (see Appendix C item 40).

The behavioral intention to use webinars section was highly reliable (3 items, $\alpha = .94$). The corrected item-total correlation values were .94, .86, and .87, respectively. No change was made to this section except for separating the phrase “*in teaching EFL or for my professional development*” into different items (see Appendix B items 30 – 32 and Appendix C items 41 – 46), as done in the other sections of the survey.

The final section, motivation, was also found to be reliable (10 items, $\alpha = .77$). The corrected item-total correlation values were .72, .65, .84, .78, .73, .48, .20, .47, .25, and -.37, respectively. The first five items were related to intrinsic motivation (see Appendix B items 33 – 37 and Appendix C items 47 – 51), whereas the last five items were related to extrinsic motivation (see Appendix B items 38 – 42 and Appendix C items 52 – 56). In order to improve the corrected item-total correlation values for the seventh, ninth, and tenth items in this section, some changes were made in the wording of the items. For the seventh item in this section (see Appendix B item 39), “*in most cases, I would use webinars even if there is no compensation*”, the word “*compensation*” did not seem clear to the participants based on their feedback, so “*monetarily or with course credit*” was added in parenthesis to clarify it (see Appendix C item 53). The ninth item in this section (see Appendix B item 41), “*I am most likely to use webinars and attend webinar activities if they are offered during times other than during the workday with released time*”, the phrase “*with released time*” seemed confusing for the

participants considering their feedback, so it was omitted in the actual survey (see Appendix C item 55). Lastly, since the last item had a negative value, it was changed from *“I am most likely to use webinars if it is an institution policy”* to *“I am most likely to use webinars if my institution requires me to do so”* to make it clearer for the participants in the actual survey (see Appendix B item 42 and Appendix C item 56).

Method of Data Collection

After getting official permission from the university’s Ethics Board and English language school, the piloting stage was initiated. Once the survey was finalized after piloting, the items on the online survey were updated accordingly and the survey website link on Qualtrics platform was provided. The study was advertised on the internal weekly web newsletter and an e-mail was sent to the whole school by the directorate of the institution. In the e-mail, the researcher provided the details of the study, highlighted the fact that their identities would be remained strictly confidential and no identifiable information about the participants would be used, and gave the online questionnaire link. The web link was active for 14 days to gather data.

Method of Data Analysis

The research questions for this study were answered by using descriptive and inferential statistics. The data coming from the Qualtrics platform were converted to Statistical Package for the Social Sciences (SPSS) file and quantitative analysis was implemented on SPSS v.24. In order to better understand the data, descriptive statistics were run for the demographic information. Based on the pilot study data, the eleventh and twelfth items under the attitude toward using webinars section in the survey (see Appendix C) were first reverse coded, and then, the item reliability tests

were conducted accordingly. Then, composite scores were created for each construct to proceed with inferential statistics. For the first research question, the participants were grouped as the participants who have used or attended webinars before and as those who have not. For the second research question, the participants were grouped based on their years of teaching experience. For the third research question, the participants were grouped among their age. For the fourth research question, the participants were grouped as being native and non-native English speakers. Inferential statistics (independent *t*-test, one-way ANOVA) were conducted based on these groupings. For the last research question, to predict how well the other constructs can predict performance expectancy towards webinars, multiple regression was conducted.

Conclusion

In this chapter, information about the research design, setting, participants of the study, the instrument used, data collection and data analysis were given. In the next chapter, the results of the study will be explained.

CHAPTER 4: RESULTS

Introduction

This study aimed to investigate the perceptions of EFL instructors on use of webinars in EFL teaching and for professional development purposes at an English language school at a foundation university in Ankara, Turkey. This study also explored whether there are any statistically significant differences among the participants in their perceptions on use of webinars in EFL teaching and for professional development purposes depending on whether they have used or attended webinars before or not, on whether being a native speaker of English or not, on their ages, and on having different years of teaching experience. To this end, the research questions are as follows:

1. Are there any statistically significant differences between the group of participants who have used or attended webinars before and the group of participants who have not used or attended webinars before in terms of their perceptions on:

- a) performance expectancy
- b) effort expectancy
- c) attitude toward using webinars
- d) social influence
- e) facilitating conditions
- f) self-efficacy
- g) anxiety
- h) behavioral intention to use webinars
- i) motivation?

2. Are there any statistically significant differences among the groups of participants with different years of teaching experience in EFL in terms of their perceptions on motivation towards the use of webinars?

3. Are there any statistically significant differences among different age groups in terms of their perceptions on self-efficacy in the use of webinars?

4. Are there any statistically significant differences between native speakers of English participants and non-native participants in terms of their perceptions on the use of webinars? If there is any, in what aspects are they different? Is there any statistically significant relationship between the variables in which they are different from each other?

5. How well can effort expectancy, attitude toward using webinars, social influence, facilitating conditions, self-efficacy, anxiety, behavioral intention, motivation, intrinsic and extrinsic motivation predict performance expectancy towards use of webinars?

In this study, perceptions of 78 participants at an English language school were examined based on the aforementioned research questions. The data came from an online survey on Qualtrics platform. Except for the demographic information items which were prepared by the researcher, all the items for the survey (see Appendix C) were adapted from Venkatesh et al. (2003) and Gasket (2002). Following the consent form (see Appendix A) which was incorporated into the online survey, the survey consisted of nine constructs: performance expectancy, effort expectancy, attitude toward using webinars, social influence, facilitating conditions, self-efficacy, anxiety, behavioral intention, and motivation (including intrinsic and extrinsic motivation). The quantitative data coming from the survey

were analyzed through SPSS v.24 by running descriptive and inferential statistics tests.

Results of the Study

Item Reliability Analysis of the Study

Based on the results of the pilot study, two items (i.e., items 11 and 12) under the attitude toward using webinars section in the survey were reverse-coded (see Appendix C). Then, item reliability analysis was conducted. Item reliability analysis was previously done for the pilot study and Cronbach alpha levels for the constructs (performance expectancy, effort expectancy, attitude toward using webinars, social influence, facilitating conditions, self-efficacy, anxiety, behavioral intention, and motivation) were .68, .81, .85, .84, .40, .39, .77, .94 and .77, respectively. The Cronbach alpha levels of the main survey are presented in Table 3.

Table 3

Cronbach Alpha Levels for the Survey

Survey Parts	Cronbach Alpha
Performance expectancy	.92
Effort expectancy	.85
Attitude toward using webinars	.87
Social influence	.85
Facilitating conditions	.82
Self-efficacy	.76
Anxiety	.94
Behavioral intention	.90

Table 3 (cont'd)

Cronbach Alpha Levels for the Survey

Survey Parts	Cronbach Alpha
Motivation	.84
Intrinsic motivation	.88
Extrinsic motivation	.67

After the item reliability analysis, composite scores were created for each construct to proceed with inferential statistics. However, in order to better understand the data, descriptive statistics were also conducted and the tables for the descriptive analysis are presented in Appendix D.

Perceptions on the Use of Webinars Depending on Previous Experience and Exposure

In order to investigate if there were any statistically significant differences between the group of participants who have used or attended webinars before and the group of participants who have not used or attended before in terms of their perceptions on performance expectancy, effort expectancy, attitude toward using webinars, social influence, facilitating conditions, self-efficacy, anxiety, behavioral intention, and motivation (intrinsic and extrinsic motivation), independent *t*-test was conducted (see Table 4). The results are presented under the headings below.

Table 4

Independent t-test Results: Differences between the Group with Experience and Exposure in Webinar Use (N = 31) and between the Groups without Experience and Exposure in Webinar Use (N = 47) in terms of their Perceptions on the Use of Webinars

Constructs	Yes or No?	M	SD	t	df	p	95% Confidence Interval of the Difference	
							Lower	Upper
Performance	Y	3.00	1.07	-1.24	45.35	.219	-.70	.16
Expectancy	N	3.26	.66					
Effort	Y	3.90	.53	3.69	76	.00	.20	.68
Expectancy	N	3.45	.50					
Attitude toward using webinars	Y	3.68	.53	1.86	76	.066	-.01	.44
	N	3.46	.47					
Social Influence	Y	2.89	.75	.29	40.20	.773	-.25	.34
	N	2.84	.38					
Facilitating Conditions	Y	3.48	.57	9.52	76	.000	.81	1.25
	N	2.45	.38					
Self-efficacy	Y	3.70	.57	2.59	76	.011	.09	.69
	N	3.30	.69					
Anxiety	Y	1.99	.72	-4.73	70.64	.000	-1.20	-.49
	N	2.84	.84					
Behavioral Intention	Y	3.66	.58	2.15	76	.035	.02	.58
	N	3.36	.62					
Motivation	Y	3.51	.56	3.54	76	.001	.18	.64
	N	3.10	.46					
Intrinsic motivation	Y	3.37	.76	2.65	48.96	.011	.10	.73
	N	2.95	.52					
Extrinsic motivation	Y	3.65	.53	3.30	76	.001	.16	.66
	N	3.24	.55					

Note. Y: Yes to webinar use N: No to webinar use

Performance expectancy. According to the results, there was not a statistically significant difference between the two groups in terms of performance

expectancy ($t(45.35) = -1.24, p = .219$). As indicated in Table 4, the participants who have attended or used webinars before had a mean score of 3.00 ($SD = 1.07$), while the participants who have not attended or used webinars before had a mean score of 3.26 ($SD = .66$). The 95% confidence interval indicated that the true mean difference could range from $-.70$ to $.16$ (see Table 4).

Effort expectancy. According to the results, there was a statistically significant mean difference between the two groups ($t(76) = 3.69, p = .00$). As indicated in Table 4, the participants who have attended or used webinars before had a mean score of 3.90 ($SD = .53$), whereas the participants who have not attended or used webinars before had a mean score of 3.45 ($SD = .50$). The 95% confidence interval indicated that the true mean difference could range from $.20$ to $.68$ (see Table 4).

Attitude toward using webinars. Based on the results, there was not a statistically significant difference between the two groups in terms of attitude toward using webinars ($t(76) = 1.86, p = .066$). As indicated in Table 4, the participants who have attended or used webinars before had a mean score of 3.68 ($SD = .53$), while the participants who have not attended or used webinars before had a mean score of 3.46 ($SD = .47$). The 95% confidence interval indicated that the true mean difference could range from $-.01$ to $.44$ (see Table 4).

Social influence. According to the results, there was not a statistically significant difference between the two groups in terms of social influence ($t(40.20) = .29, p = .773$). As indicated in Table 4, the participants who have attended or used webinars before had a mean score of 2.89 ($SD = .75$), whereas the participants who have not attended or used webinars before had a mean score of 2.84 ($SD = .38$). The

95% confidence interval indicated that the true mean difference could range from -.25 to .34 (see Table 4).

Facilitating conditions. Based on the results, there was a statistically significant mean difference between the two groups in terms of facilitating conditions ($t(76) = 9.52, p = .000$). As indicated in Table 4, the participants who have attended or used webinars before had a mean score of 3.48 ($SD = .57$), while the participants who have not attended or used webinars before had a mean score of 2.45 ($SD = .38$). The 95% confidence interval indicated that the true mean difference could range from .81 to 1.25 (see Table 4).

Self-efficacy. According to the results, there was a statistically significant difference between the two groups in terms of self-efficacy ($t(76) = 2.59, p = .011$). As indicated in Table 4, the participants who have attended or used webinars before had a mean score of 3.70 ($SD = .57$), whereas the participants who have not attended or used webinars before had a mean score of 3.30 ($SD = .69$). The 95% confidence interval indicated that the true mean difference could range from .09 to .69 (see Table 4).

Anxiety. Based on the results, there was a statistically significant mean difference between the two groups in terms of their perceptions on anxiety in using webinars ($t(70.64) = -4.73, p = .000$). As indicated in Table 4, the participants who have attended or used webinars before had a mean score of 1.99 ($SD = .72$), while the participants who have not attended or used webinars before had a mean score of 2.84 ($SD = .84$). The 95% confidence interval indicated that the true mean difference could range from -1.20 to -.49 (see Table 4).

Behavioral intention. According to the results, there was a statistically significant difference between the two groups in terms of behavioral intention ($t(76)$

= 2.15, $p = .035$). As indicated in Table 4, the participants who have attended or used webinars before had a mean score of 3.66 ($SD = .58$), while the participants who have not attended or used webinars before had a mean score of 3.36 ($SD = .62$). The 95% confidence interval indicated that the true mean difference could range from .02 to .58 (see Table 4).

Motivation. Based on the results, there was a statistically significant mean difference between the two groups in terms of motivation ($t(76) = 3.54, p = .001$). As indicated in Table 4, the participants who have attended or used webinars before had a mean score of 3.51 ($SD = .56$), whereas the participants who have not attended or used webinars before had a mean score of 3.10 ($SD = .46$). The 95% confidence interval indicated that the true mean difference could range from .18 to .64 (see Table 4).

Intrinsic motivation. According to the results, there was a statistically significant difference between the two groups in terms of intrinsic motivation ($t(48.96) = 2.65, p = .011$). As indicated in Table 4, the participants who have attended or used webinars before had a mean score of 3.37 ($SD = .76$), while the participants who have not attended or used webinars before had a mean score of 2.95 ($SD = .52$). The 95% confidence interval indicated that the true mean difference could range from .10 to .73 (see Table 4).

Extrinsic motivation. Based on to the results, there was a statistically significant difference between the two groups in terms of extrinsic motivation ($t(76) = 3.30, p = .001$). As indicated in Table 4, the participants who have attended or used webinars before had a mean score of 3.65 ($SD = .53$), whereas the participants who have not attended or used webinars before had a mean score of 3.24 ($SD = .55$). The

95% confidence interval indicated that the true mean difference could range from .16 to .66 (see Table 4).

Years of Teaching Experience and Motivation to Use Webinars

To answer the second research question, one-way ANOVA test was conducted to find out if there were statistically significant differences in terms of motivation towards the use of webinars among the groups with different years of experience in teaching EFL (i.e., one to five years, six to ten years, 11 to 15 years and 16 years and more). Table 5 shows the results.

Table 5

One-way ANOVA Results among Groups with Different Years of Teaching Experience and Motivation to Use Webinars

Dependent variable	<i>df</i>	<i>F</i>	<i>p</i>	<i>R</i> ²
Motivation	3, 74	5.129	.003	.172

First, Levene's Test of Equality of Error Variances (homogeneity of variances) table was checked ($p = .880$; see Appendix E), and then, it was proceeded with Tests of between-Subjects Effects Table. According to the results, there was a statistically significant difference ($F(3, 74) = 5.129, p = .003$; see Table 5) among the groups with different years of experience. In addition, 17.2% of the variance in score can be accounted for by the groups with different years of experience. To find out which groups differed from each other, multiple comparisons table was checked (see Appendix F). According to the Bonferroni results, participants with 16 and more years of experience ($M = 2.84, SD = .53$) statistically significantly differed from all other groups: one to five years of experience ($M = 3.60, SD = .47$), six to ten years of

experience ($M = 3.33$, $SD = .44$), and 11 to 15 years of experience ($M = 3.31$, $SD = .52$) (see Appendix G).

Age Groups and Self-Efficacy in the Use of Webinars

To answer the third research question, one-way ANOVA test was conducted to find out if there were statistically significant differences in terms of self-efficacy in the use of webinars among different age groups (i.e., 20 to 30 years old, 31 to 40 years old, 41 to 50 years old and 51 years old and older). Table 6 shows the results.

Table 6

One-way ANOVA Results of Age Groups and Self-Efficacy

Dependent variable	<i>df</i>	<i>F</i>	<i>p</i>	<i>R</i> ²
Self-efficacy	3, 74	3.265	.026	.117

First, Levene's Test of Equality of Error Variances (homogeneity of variances) table was checked ($p = .801$; see Appendix H), and then, it was proceeded with Tests of between-Subjects Effects Table. According to the results, there was a statistically significant difference ($F(3, 74) = 3.265$, $p = .026$; see Table 6) among the groups with different years of experience. In addition, 11.7% of the variance in score can be accounted for by the different age groups. To find out if different age groups differed from each other, multiple comparisons table was checked (see Appendix I). According to the Bonferroni results, participants who were 51 years old and older ($M = 2.75$, $SD = .66$) statistically significantly differed from the participants who were 20 – 30 years old ($M = 3.93$, $SD = .60$) (see Appendix J).

Being a Native or Non-native Speaker of English and Perceptions on the Use of Webinars

In order to answer the fourth research question, an independent *t*-test was run to find any statistically significant differences between the group of native speakers of English participants and non-native participants in terms of their perceptions on performance expectancy, effort expectancy, attitude toward using webinars, social influence, facilitating conditions, self-efficacy, anxiety, behavioral intention, and motivation (intrinsic and extrinsic motivation). Table 7 shows the results.

Table 7

Independent t-test Results: Being a Native Speaker of English (N = 10) or Non-native Speaker of English (N = 68) and Perceptions on the Use of Webinars

Constructs	Native or Non- native?	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	95% Confidence Interval of the Difference	
							Lower	Upper
Performance Expectancy	Y N	3.10 3.17	1.19 .80	-.24	76	.807	-.65	.51
Effort Expectancy	Y N	3.88 3.60	.71 .53	1.48	76	.141	-.09	.65
Attitude toward using webinars	Y N	3.64 3.53	.62 .48	.59	76	.556	-.24	.44
Social Influence	Y N	2.91 2.85	.46 .57	.28	76	.777	-.32	.43
Facilitating Conditions	Y N	3.35 2.79	.61 .67	2.45	76	.017	.10	1.00
Self-efficacy	Y N	4.00 3.38	.57 .65	2.78	76	.007	.17	1.05

Table 7 (cont'd)

Independent t-test Results: Being a Native Speaker of English (N = 10) or Non-native Speaker of English (N = 68) and Perceptions on the Use of Webinars

Constructs	Native or Non- native?	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	95% Confidence Interval of the Difference	
							Lower	Upper
Anxiety	Y	1.80	.64	-2.76	76	.007	-1.38	-.22
	N	2.60	.88					
Behavioral Intention	Y	3.63	.74	.81	76	.42	-.25	.59
	N	3.46	.61					
Motivation	Y	3.30	.63	.21	76	.831	-.32	.40
	N	3.26	.53					
Intrinsic motivation	Y	3.16	.99	.13	10.00	.898	-.67	.76
	N	3.11	.60					
Extrinsic motivation	Y	3.44	.45	.18	76	.851	-.35	.42
	N	3.40	.59					

Note. Y: Yes to being a native speaker N: No to being a native speaker

As the results showed, there were not any statistically significant differences between the two groups in terms of performance expectancy ($t(76) = -.24, p = .807$), effort expectancy ($t(76) = 1.48, p = .141$), attitude toward using webinars ($t(76) = .59, p = .556$), social influence ($t(76) = .28, p = .777$), behavioral intention ($t(76) = .81, p = .42$), motivation ($t(76) = .21, p = .831$), intrinsic motivation ($t(10.00) = .13, p = .898$), and extrinsic motivation ($t(76) = .18, p = .851$). However, there were some statistically significant differences in terms of facilitating conditions, self-efficacy, and anxiety. The results are analyzed under the headings below.

Facilitating Conditions. According to the results, there was a statistically significant difference between the two groups in terms of facilitating conditions ($t(76) = 2.45, p = .017$). As indicated in Table 7, the participants who were native

speakers had a mean score of 3.35 ($SD = .61$), whereas the participants who were not native speakers had a mean score of 2.79 ($SD = .67$). The 95% confidence interval indicated that the true mean difference could range from .10 to 1.00 (see Table 7).

Self-efficacy. Based on the results, there was a statistically significant difference between the two groups in terms of self-efficacy ($t(76) = 2.78, p = .007$). As indicated in Table 7, the participants who were native speakers had a mean score of 4.00 ($SD = .57$), whereas the participants who were not native speakers had a mean score of 3.38 ($SD = .65$). The 95% confidence interval indicated that the true mean difference could range from .17 to 1.05 (see Table 7).

Anxiety. According to the results, there was a statistically significant difference between the two groups in terms of anxiety ($t(76) = -2.76, p = .007$). As indicated in Table 7, the participants who were native speakers had a mean score of 1.80 ($SD = .64$), whereas the participants who were not native speakers had a mean score of 2.60 ($SD = .88$). The 95% confidence interval indicated that the true mean difference could range from -1.38 to -.22 (see Table 7).

Based on the statistically significant differences between these constructs, a Pearson correlation statistical test was computed to assess the relationship between facilitating conditions, self-efficacy, and anxiety. Table 8 shows the results.

Table 8

Pearson Correlations among Facilitating Conditions, Self-efficacy, and Anxiety

	1. Self-efficacy	2. Anxiety	3. Facilitating Conditions
1. Self-efficacy	-	-.415 ($p = .000$)	.429 ($p = .000$)

Table 8 (cont'd)

Pearson Correlations among Facilitating Conditions, Self-efficacy, and Anxiety

	1. Self-efficacy	2. Anxiety	3. Facilitating Conditions
2. Anxiety	-.415 ($p = .000$)	-	-.506 ($p = .000$)
3. Facilitating Conditions	.429 ($p = .000$)	-.506 ($p = .000$)	-

Note. Correlation is significant at the .01 level (2-tailed).

The results showed there was a statistically significant relationship between self-efficacy, anxiety, and facilitating conditions. There was a statistically significant negative correlation between self-efficacy and anxiety ($r = -.415, p = .000$), and there was a statistically significant positive correlation between self-efficacy and facilitating conditions ($r = .429, p = .000$). In addition, there was also a statistically significant negative correlation between anxiety and facilitating conditions ($r = -.506, p = .000$).

Prediction of Performance Expectancy

Table 9

Multiple Regression Analysis

Predicted Variable	df	F	p	R^2
Performance Expectancy	9, 68	4.113	.000	.352

In order to answer the last research question, multiple regression was run to analyze how well effort expectancy, attitude toward using webinars, social influence, facilitating conditions, self-efficacy, anxiety, behavioral intention, motivation, intrinsic and extrinsic motivation can predict performance expectancy towards

webinars. The results indicated that performance expectancy can be predicted by the aforementioned variables ($F(9, 68) = 4.113, p = .000$; see Table 8). In addition, almost 35.2% of variance can be accounted for by effort expectancy, attitude toward using webinars, social influence, facilitating conditions, self-efficacy, anxiety, behavioral intention, motivation, intrinsic and extrinsic motivation in predicting performance expectancy towards webinars ($R^2 = .352$). Among these variables, only attitude toward webinars was statistically significant ($\beta = .48, p = .004$)

Conclusion

This present study investigated the perceptions of EFL teachers' on the use of webinars in EFL teaching and for professional development purposes. The findings based on quantitative data collected via an online survey were presented in this chapter. The next chapter will provide the discussion and conclusion of these findings, pedagogical implications, limitations of the study, and suggestions for further research.

CHAPTER 5: CONCLUSIONS

Introduction

This chapter starts with an overview of the study. The sections in this chapter touch upon the discussion of the major findings regarding Turkish EFL instructors' perceptions on the use of webinars in EFL teaching and for professional development purposes in light of relevant literature. Next, the implications for practice and limitations of the study are discussed. Finally, suggestions are mentioned for further research.

Overview of the Study

This study aimed to investigate the perceptions of Turkish EFL teachers on the use of webinars in EFL teaching and for professional development purposes. To this end, this study addressed the following research questions:

1. Are there any statistically significant differences between the group of participants who have used or attended webinars before and the group of participants who have not used or attended webinars before in terms of their perceptions on:
 - a) performance expectancy
 - b) effort expectancy
 - c) attitude toward using webinars
 - d) social influence
 - e) facilitating conditions
 - f) self-efficacy
 - g) anxiety
 - h) behavioral intention to use webinars
 - i) motivation?

2. Are there any statistically significant differences among the groups of participants with different years of teaching experience in EFL in terms of their perceptions on motivation towards the use of webinars?

3. Are there any statistically significant differences among different age groups in terms of their perceptions on self-efficacy in the use of webinars?

4. Are there any statistically significant differences between native speakers of English participants and non-native participants in terms of their perceptions on the use of webinars? If there is any, in what aspects are they different? Is there any statistically significant relationship between the variables in which they are different from each other?

5. How well can effort expectancy, attitude toward using webinars, social influence, facilitating conditions, self-efficacy, anxiety, behavioral intention, motivation, intrinsic and extrinsic motivation predict performance expectancy towards use of webinars?

In this study, perceptions of 78 Turkish EFL teachers at an English language school at a foundation university on the use of webinars in EFL teaching and for professional development purposes were investigated based on the aforementioned research questions. The data came from an online questionnaire on Qualtrics platform. Except for the demographic information items that were prepared by the researcher, all the other items in the main survey (see Appendix C) were adopted and adapted from Venkatesh et al. (2003) and Gasket (2002). Starting with the consent form (see Appendix A) which was incorporated into the online survey, the survey consisted of nine constructs: performance expectancy, effort expectancy, attitude toward using webinars, social influence, facilitating conditions, self-efficacy, anxiety, behavioral intention, and motivation, (including intrinsic and extrinsic

motivation). The quantitative data coming from the survey were analyzed through SPSS v.24 by running descriptive and inferential statistics tests and were reported accordingly.

Discussion of Major Findings

Considering the overall results of the descriptive and inferential statistics, some assumptions can be made regarding the perceptions of Turkish EFL teachers on the use of webinars. However, there is no study that was conducted similar to this present study, so only some relationships, similarities and differences between the findings of this present study and others could be mentioned.

Perceptions on the Use of Webinars Depending on Previous Experience and Exposure

The first research question investigated the differences between the group of participants who have used and attended webinars before and those who have not. The results showed that out of 78 participants, 31 participants have used and attended webinars before, whereas 47 participants had no prior experience and exposure. The findings also indicated that there were statistically significant differences between the two groups in terms of effort expectancy, self-efficacy, facilitating conditions, anxiety, behavioral intention, motivation, intrinsic motivation and extrinsic motivation.

In terms of effort expectancy, the results mean that the group with no prior experience in the use of webinars may hesitate to use webinars because they may think that learning how to use webinars could be difficult for them or it would be difficult for them to become skillful at using webinars. In terms of facilitating conditions, the group with no prior experience in the use of webinars lacks the necessary knowledge and resources to use webinars in EFL teaching and for

professional development purposes. They might be thinking that webinar system is not a technology that they are familiar with and they do not know there is a specific person or group in the institution to support them when they need help in the use of webinars. This result also leads to their self-efficacy, which is lower than the group with experience in the use of webinars. The group with no previous experience in the use of webinars might be thinking that it might not be easy for them to complete a task using a webinar system if they do not get assistance whether from a technical person or at a built-in help facility in the use of the system when they need it. They may not also complete a task even if they have a lot of time. Considering anxiety, which is higher in the group of no experience in the use of webinars, it can be said that this group may feel anxious in using the webinars, as they may not be familiar with it. They may also find webinars intimidating to use. In terms of behavioral intention to use webinars, the group with no experience in the use of webinars may not plan and intend to use webinars in EFL teaching and for professional development. However, the group with prior experience in the use of webinars had the intention to use them. About motivation it can be stated that the group with prior experience in the use of webinars are slightly more motivated to use them and they have slightly more intrinsic and extrinsic motivation to use them. These results may show that since one of the groups had no experience in the use of webinars, it affected their perceptions in the use of webinars.

Considering the results, an important finding is that prior experience on the use of webinars can be a significant factor. Although there were not any studies which focused on EFL teachers' perceptions of the use of webinars regarding their existing or non-existing previous experience with the aforementioned constructs, some studies were conducted with pre-service EFL teachers (Başaran, 2014). The

findings in the current study align with some of the findings in Başaran's (2014) study. Among the participants in the study, only 5.6% of them they had previous experience in the use of webinars but despite this, the participants stated that high level of computer skills were not required when using a webinar; however, the participants stated that uploading presentations to webinar room while presenting was difficult for them. This can be linked to effort expectancy, as not having enough experience with the webinars might cause these pre-service EFL teachers to find webinars not easy to use. This finding aligns with the current study: EFL teachers with no prior experience in the use of webinars also found learning to make use of webinars slightly difficult.

The findings in the current study align with some of the findings in the previous studies. However, most studies mentioned here focused on students who had used webinars before. For instance, Khechine et al. (2014) concluded that effort expectancy did not predict the intention to use the webinar system which can be because 94% of the participants had been using computers for a long time. In other words, they had some experience in technology. Giannakos and Vlamos (2013a) also stated that prior experience had an effect on adoption of webinars and "information obtained from experience over a period of time, undoubtedly, has the potential to modify future intentions of using web learning" (Giannakos & Vlamos, 2013a, p. 138). This result aligns with the current study's finding in that the groups who have attended or used webinars before had different perceptions on effort expectancy since they had experience with the system, whereas the other group had different perceptions and felt that it would not be easy for them to learn how to use webinars due to lack of their experience.

However, an interesting finding from Khechine et al.'s (2014) study is that social influence had a significant effect in the adoption of the use of webinars for students. In this current study, there were no significant differences between the groups with experience in the use of webinars and without experience in the use of webinars in terms of social influence. However, in Khechine et al.'s (2014) study, since social influence is a significant factor, this may mean that students are more likely to adopt using webinars when opinions of the important people to them are concerned. When those people are in favor of using webinars, students tend to adopt it more, which could be because of peer pressure. However, the teachers in the current study did not find social influence an important factor in terms of their perceptions on the use of webinars and their experience did not have an effect on this.

Years of Teaching Experience and Motivation to Use Webinars

The participants with 16 and more years of experience differed from all other groups: one to five years of experience, six to ten years of experience and 11 to 15 years of experience in terms of motivation to use webinars. The group with one to five years of experience was the most motivated. This result may show that once the years of teaching experience rise, teachers may feel less motivated to use a new technology (i.e. webinars). When teachers get more experienced in their career throughout the years, they may feel less interested to try out new technologies. This lack of interest could be because of burnout (DiGregorio & Liston, 2018) or having worked for a long time and not feeling the same enthusiasm to try out new things or technologies. Of course generalizations cannot be made only by looking at the current study; however, these could be some of the reasons why this group had less motivation. Although there are no studies that compared the years of teaching

experience and motivation to use webinars, the findings of the current study align with other studies that mention motivation to use a technology or webinars in some aspects. The findings from Lim's (2010) study align with the current study as the student participants in Lim's study were motivated to use webinars. Also, in the current study, teachers with fewer years of experience in teaching were more motivated to use webinars when compared to teachers with 16 or more years of teaching experience.

Age Groups and Self-Efficacy in the Use of Webinars

Older participants (51 years old and older) differed from the younger participants (20 – 30 years old) in terms of self-efficacy in the use of webinars. This means that older participants may not feel competent enough to do a task while using webinars without getting assistance. Although there are no studies that compared the relationship between age and self-efficacy in the use of webinars, some findings in other studies align with the findings in the current study. For instance, in Khechine et al.'s (2014) study, when the effect of facilitating conditions on the intention to use webinars was moderated by age, older students had significant results. They reported that this could be because of older students' fear of using new technology. Similarly, Khechine et al. (2018) found that effect of facilitating conditions were more important for older students, as they may be less likely to adopt and adapt to new technologies. These findings can be similar to the current study, as older teachers may be more fearful than younger teachers while using a new technology and may believe that they may not complete a task when they do not have the necessary knowledge and resources to use webinars and get assistance. Khechine et al.'s (2014) study also indicated that performance expectancy positively affected the use of *Eliminate* system (a webinar system) which could be due to the young age of the

participants. Although this is not similar to the relationship between age and self-efficacy in the current study, young age can be factor in the ease of use of webinars since people of younger ages are more into technology and are more competent in using new technologies. Khechine et al. (2018) mentioned in their study that their participants belonged to generation Z, “which has grown in the age of the Web 2.0 technologies” (p. 87) and a generation which is practical in the use of technology. In the current study, similarly, younger teachers who belong to generation Z are more into the use of technology.

Being a Native or Non-native Speaker of English and Perceptions on the Use of Webinars

Regarding the relationship between the native and non-native English speakers and their perceptions on the use of webinars for EFL teaching and professional development, there were some statistically significant differences between the groups in terms of facilitating conditions, self-efficacy, and anxiety. The results showed there was a relationship between self-efficacy, anxiety, and facilitating conditions. There was a positive correlation between self-efficacy and facilitating conditions but there was a negative correlation between self-efficacy and anxiety and anxiety and facilitating conditions. To the best of the researcher’s knowledge, there are not any studies that investigate native and non-native teachers perceptions on the use of webinars; but Khechine et al. (2018) found that anxiety makes users less likely to use technology but “educators with already high levels of self-efficacy are attracted to self-directed professional learning” (Carpenter & Green, 2018, p. 177), which may mean that they have less anxiety but more self-efficacy. The fact that anxiety is higher in non-native speakers may be because there is also a language barrier while using a webinar technology. As native speakers do not need to

be concerned about language in the use of webinars, they may have less anxiety and thus can have more self-efficacy.

There are no studies that compare the native and non-native speakers' perceptions on the use of webinars in relation to the aforementioned constructs; however, some conclusions or interpretations can be made from the current study's findings and some other studies. Facilitating conditions positively correlate with self-efficacy because when people have the necessary knowledge and resources to use webinars, they can complete a task on webinars more easily. Self-efficacy and anxiety negatively correlate because when people are not sure if they can complete a task, their anxiety levels rise and they tend to avoid using webinar technology. This finding regarding the relationship between anxiety and self-efficacy is supported by Bandura (1997) and DiGregorio and Liston (2018). As Venkatesh et al. (2003) stated that anxiety and self-efficacy do not have a direct effect on effort expectancy but as Bandura (1982) stated anxiety and self-efficacy are determinants of behavioral intention. However, this present study did not measure the rate of adoption of webinars, so a general conclusion cannot be made but there is a relationship between anxiety and self-efficacy.

Prediction of Performance Expectancy

The results indicated that performance expectancy can be predicted by effort expectancy, attitude toward using webinars, social influence, facilitating conditions, self-efficacy, anxiety, behavioral intention, motivation, intrinsic and extrinsic motivation. Among these variables, only attitude toward webinars was statistically significant. It can be stated that when teachers have positive or negative attitudes toward using webinars, it can affect their perceptions on performance expectancy. That might mean that when teachers had positive attitudes toward using webinars,

they could find them useful. For instance, if they think that using webinars is a good idea in teaching EFL and for professional development purposes and if they like using webinars, they could find webinars useful in teaching EFL and for their professional development.

The fact that performance expectancy can be predicted by the other constructs is supported by what Venkatesh et al. (2013) found. They posited that performance expectancy is “the strongest predictor of intention and remains significant at all points of measurement in both mandatory and voluntary settings” (p. 447), which is also supported by Khechine et al. (2014) that performance expectancy is the strongest predictor of the intention to use the webinar system.

The other constructs did not have statistical significance in the prediction of performance expectancy and this could be due to some reasons. As performance expectancy in the current study is related to usefulness of webinars and increasing productivity in teaching EFL, if the motivation levels and self-efficacy are low and anxiety levels are high towards the use of webinars, it might not be expected for participants to think that they would find webinars useful because they may not be motivated to use webinars; they may feel anxious about using them, and they may not feel competent enough to use them. Social influence also did not have a significant effect on performance expectancy, which could be because it did not have a significant impact on participants’ perceptions and, thus, did not affect their perceptions on performance expectancy. Effort expectancy did not significantly predict performance expectancy as effort expectancy was concerned with finding webinars easy to use. If the participants who did not have experience with the use of webinars did not find them easy to use, it would affect their perceptions on performance expectancy, as they would think webinars were not useful in EFL

teaching. These are some assumptions based on the data; however, due to the limited support provided by the literature, these findings may not be generalized.

Implications for Practice

The findings of this study indicate important pedagogical implications for practice. First, as the results of the current study showed in terms of facilitating conditions, instructors could be more knowledgeable and resourceful about webinars if the institutions could advertise national and international webinar sessions more to encourage teachers to attend them. They could also have in-house webinar sessions to aid instructors' continuing professional development.

Secondly, webinar developers could also aim to increase participants' intrinsic motivation by making webinar systems more user-friendly and easy to use (Giannakos & Vlamos, 2013a) so that they could be more motivated to use them. Since self-efficacy had a significant effect in the current study, webinar developers and technical team at the institutions should also provide technical support as put forward by Ortaçtepe (2016) and assign technical people to the institutions if the instructors need immediate help. Specialized training could be provided in the use of webinars especially to teachers with more years of experience in EFL teaching and who are older in order to motivate them to use webinars and improve their self-efficacy and reduce their anxiety as also put forward by Khechine et al. (2018).

Lastly, curriculum developers and teacher trainers can have meetings with the teachers to cater to their professional development needs and integrate them into webinar sessions to make them more convenient for teachers to attend. They can explore ways together to make use of webinars in the classroom and how it can support student learning to improve teachers' as well as students' intrinsic and extrinsic motivation.

Limitations

As with many studies, this current study also has some limitations. Thus, the findings of this study should be interpreted carefully. The most important limitation is the number of the participants. Out of 202 teachers at the sample institution, five of them were on leave, so they were excluded from the study. Out of 197 teachers, 20 of them participated in the piloting stage and 78 of them participated in the actual study. Thus, the findings do not represent all of the teachers' perceptions in the sample institution. Also, the findings in the current study may not be generalized because the current study used an online questionnaire and in online questionnaires "the sample who respond are not representative of the population at large" (Moore, McCabe, & Craig, 2009, p. 199) and the findings may change in different settings and contexts.

Another limitation is related to the nature of the quantitative research design. The perceptions of the Turkish EFL teachers on the use of webinars may not have been examined in depth even though the participants rated their opinions from strongly disagree to strongly agree. Some open-ended questions could be added to the survey and follow-up semi-structured interviews could be done with some of the participants to triangulate and analyze the data more in depth.

Another limitation is that there is not enough focus on the literature to support the findings of this study, so the findings of the current study could not be supported more with the previous literature. Some support was provided; however, this may not be enough to generalize the findings.

Implications for Further Research

According to the findings and limitations of the current study, some suggestions can be made for further research. Firstly, an experimental design can be adopted. Forty seven of the participants in the current study did not have prior

experience in the use of webinars and therefore, after taking the actual survey, they could be encouraged to attend webinar sessions and then re-take the survey to investigate the differences between their initial perceptions and their perceptions after exposure to webinars. A mixed-methods design can also be applied by adding semi-structured interviews to the research design to minimize the limits of the quantitative design in this study.

To the best of the researcher's knowledge, there are no studies that focused on EFL teachers' perceptions on the use of webinars in EFL teaching and for professional development, so a replication of this study could be conducted at different institutions to have more in depth conclusions. Adding semi-structured interviews would also be beneficial to have more knowledge.

Conclusion

This quantitative design descriptive study investigated the perceptions of EFL teachers on the use webinars in teaching EFL and for professional development. The aims of this study were to examine EFL teachers' perceptions on the use of webinars in relation to their age, their prior experience in the use of webinars, years of teaching experience, and being a native or non-native English speaker. The study also focused on the prediction of performance expectancy by the other constructs and finding relationships among the constructs. The results of the study showed that having prior experience in the use of webinars affected teachers' perceptions. In addition, older teachers and teachers with more years of teaching experience were less competent and had less self-efficacy in the use of webinars. Furthermore, self-efficacy, anxiety, and facilitating conditions were significant and had relationships among them when compared with native and non-native teachers. Lastly, performance expectancy could be predicted by other constructs and teachers' attitude

towards using webinars was a significant predictor. Although there was not enough focus on the literature, the findings may show that teachers should have more knowledge and resources to use webinars and may find ways to integrate them to teaching EFL and professional development.



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Appendix A

Consent Form

Dear Participant,

You are kindly being asked to participate in a research study conducted by Selen Emre from Bilkent University, Department of Teaching English as a Foreign Language. The purpose of this study is to find out English language teachers' perceptions on use of webinars in teaching English as a foreign language and for professional development purposes. This study will contribute to the researcher's completion of her master's thesis.

The results of this research will be presented in the researcher's master thesis and in possible future conference presentations and publications. The results of this project will be coded in such a way that your identity will remain anonymous. All responses will be confidential and anonymous. Your names and identity will not be used in the results as your personal details like name, last name, date of birth or e-mail address are not asked. The results of the study will be stored on a password-protected computer with researcher's access only.

In this study you will be asked to take an online, anonymous survey that includes 42 items. There are also a few demographic questions that you are asked about your gender, age, nationality, educational background, and teaching experience. Your names will not be used. The survey will take 10 – 15 minutes of your time.

Your participation is entirely voluntary. You are free to choose not to participate. If you choose to participate, you can withdraw at any time without consequences of any kind. Your current employment at the school will not be affected by this choice.

If you have any questions or concerns about any part of this study, please contact Selen EMRE at selen.emre@bilkent.edu.tr and Assistant Professor Hilal PEKER at hilal.peker@bilkent.edu.tr.

Thank you very much in advance for your invaluable time and cooperation.

Selen EMRE

Graduate student at Bilkent University MA TEFL program

Please click on the arrow below if you meet the criteria and agree to participate:

Criteria:

1. I am over 18.
2. I have read and understood the information about this study.
3. I understand that I can withdraw from the study without any consequences at any time and my current employment at the institution will not be affected by this decision.
4. I understand who would have access to identifying information provided what will happen to the data at the end of the project.
5. I understand that this project has been reviewed by and received ethical clearance through Bilkent University Research Ethics Committee.

Appendix B

Pilot Questionnaire

PERCEPTIONS ON WEBINARS SURVEY

This survey can be reached at:

https://psybilkent.eu.qualtrics.com/jfe/form/SV_6rokKMypMulLEPP

Demographic Questions:

1. What is your gender? Male / Female
2. Your age? _____
3. What is your country of birth? [Choose from the dropdown menu]
4. What is the highest education degree you have received?
 - Associate degree in college (2-year)
 - Bachelor's degree in college (4-year)
 - Master's degree
 - Doctoral degree
 - Professional degree (JD, MD)
5. Do you have any other qualifications? (CELTA, ICELT, DELTA, etc.) Choose the ones that apply.
 - CELTA
 - ICELT
 - DELTA
 - Other
6. For how long have you been teaching English? Please specify in years.
 - 1 – 5 years
 - 5 – 10 years
 - 10 – 15 years
 - 15 years and more

7. Are you a native speaker of English? YES / NO
8. Webinar is defined as “an online seminar that allows people from around the world to connect in a virtual classroom and share information via the Internet” (Pluth, 2010, p. xiii).

Have you ever attended a webinar session or used a webinar? YES / NO

The items in this survey are adapted from Venkatesh, Morris, Davis and Davis (2003) and Gasket (2003).

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Performance Expectancy					
1.I would find webinars useful in teaching EFL.					
2.Using webinars enables me to accomplish my teaching activities more quickly.					
3.Using webinars will increase my productivity in teaching EFL.					
4.If I use webinars, I will increase my chances of getting a raise.					
Effort Expectancy					
5.My interaction with webinars would be clear and understandable.					
6.It would be easy for me to					

become skillful at using webinars.					
7.I would find webinars easy to use in teaching EFL or for my professional development.					
8.Learning to make use of webinars is easy for me.					
Attitude toward using webinars					
9.Using webinars is a good idea.					
10.Using webinars is a bad idea.					
11.Using webinars makes teaching EFL more interesting.					
12.Using webinars is fun for teaching EFL or for my professional development.					
13.I like using webinars for teaching EFL or for my professional development.					
Social Influence					
14.People who influence my behavior think that I should use webinars in teaching EFL or for my professional development.					
15.People who are important					

to me think that I should use webinars in teaching EFL or for my professional development.					
16.The management of the institution has been helpful in the use of webinars in teaching EFL or for professional development.					
17.In general, the institution has supported use of webinars in teaching EFL or for professional development.					
Facilitating Conditions					
18.I have the resources necessary to use webinars in teaching EFL or for professional development.					
19.I have the knowledge necessary to use webinars in teaching EFL or for professional development.					
20.Webinars are not compatible with other technologies I use.					
21.A specific person or					

group is available for assistance with difficulties regarding use of webinars.					
Self-efficacy					
I could complete a job or task using webinars...					
22.if there was no one around to tell me what to do as I go.					
23.if I could call somebody for help if I got stuck.					
24.if I had a lot of time to complete the job for which the webinar software was provided.					
25.if I had just the built-in help facility for assistance.					
Anxiety					
26.I feel apprehensive about using webinars.					
27.It scares me to think that I could hit the wrong key while working on a webinar.					
28.I hesitate to use webinars for fear of making mistakes I cannot correct.					
29.Webinars are somewhat intimidating to me.					
Behavioral Intention to use webinars					

30.I intend to use webinars in the future for my EFL teaching career or for my professional development.					
31.I predict I would use webinars in the future for my EFL teaching career or for professional development.					
32.I plan to use webinars in the future for my EFL teaching career or for professional development.					
Motivation					
33.I feel more professional when I participate in activities through webinars.					
34.Colleagues, parents, or community members perceive me as more professional if I use webinars for my EFL teaching career.					
35.It is important for me to use webinars because I believe it significantly affects my					

teaching practice.					
36. It is important for me to use webinars because I believe it significantly affects my students' learning.					
37. It is important for me to use webinars because I believe it significantly affects my own learning.					
38. I believe teachers should be compensated (monetarily or with course credit) for any involvement in use of webinars.					
39. In most cases I would use webinars even if there is no compensation.					
40. I am most likely to use webinars and attend webinar activities if they are offered during times other than workdays (e.g. evenings, after school, weekends).					

41.I am most likely to use webinars and attend webinar activities if they are offered during times other than during the workday with released time.					
42.I am most likely to use webinars if it is an institution policy.					



Appendix C

Questionnaire

PERCEPTIONS ON USING WEBINARS SURVEY

This survey can be reached at:

https://psybilkent.eu.qualtrics.com/jfe/form/SV_6nTQZrNxB1cn9ch

Demographic Questions:

1. What is your gender? Male / Female
2. Your age?
 - 20 – 30 years old
 - 31 – 40 years old
 - 41 – 50 years old
 - 51 and above
3. What is your country of birth? [Choose from the dropdown menu]
4. What is the highest education degree you have received?
 - Associate degree in college (2-year)
 - Bachelor's degree in college (4-year)
 - Master's degree
 - Doctoral degree
 - Professional degree (JD, MD)
5. Do you have any other qualifications? (CELTA, ICELT, DELTA, etc.) Choose the ones that apply.
 - CELTA
 - ICELT
 - DELTA
 - Other
6. For how long have you been teaching English? Please specify in years.
 - 1 – 5 years

6 – 10 years

11 – 15 years

16 years and more

7. I am teaching...

In-sessional academic English courses (FAE program)

Pre-sessional courses (PREP program)

8. Are you a native speaker of English? YES / NO

9. Webinar is defined as “an online seminar that allows people from around the world to connect in a virtual classroom and share information via the Internet” (Pluth, 2010, p. xiii).

Have you ever attended a webinar session or used a webinar? YES / NO

The items in this survey are adapted from Venkatesh, Morris, Davis and Davis (2003) and Gasket (2003).

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Performance Expectancy					
1.I would find webinars useful in teaching EFL.					
2.Using webinars enables / would enable me to accomplish my teaching activities more quickly.					
3.Using webinars will increase / would increase my					

productivity in teaching EFL.					
Effort Expectancy					
4. Learning to make use of webinars is easy for me.					
5. My interaction with webinar system would be clear and understandable.					
6. I would find webinars easy to use in teaching EFL.					
7. I would find webinars easy to use for my professional development.					
8. It would be easy for me to become skillful at using webinars.					
Attitude toward using webinars					
9. Using webinars is a good idea in teaching EFL.					
10. Using webinars is a good idea for my professional development.					
11. Using webinars is a bad idea in teaching EFL.					
12. Using webinars is a bad idea for my professional development.					
13. Using webinars					

makes teaching EFL more interesting.					
14. Using webinars makes my professional development more interesting.					
15. Using webinars is fun for teaching EFL.					
16. Using webinars is fun for my professional development.					
17. I like using webinars for teaching EFL.					
18. I like using webinars for my professional development.					
Social Influence					
19. People who influence my teaching think that I should use webinars in teaching EFL.					
20. People who influence my teaching think that I should use webinars for my professional development.					
21. People who are important to me think that I should use webinars in teaching EFL.					
22. People who are important					

to me think that I should use webinars for my professional development.					
23. The management of the institution has been helpful in the use of webinars in teaching EFL.					
24. The management of the institution has been helpful in the use of webinars for professional development.					
25. In general, the institution has supported use of webinars in teaching EFL.					
26. In general, the institution has supported use of webinars for professional development.					
Facilitating Conditions					
27. I have the knowledge necessary to use webinars in teaching EFL.					
28. I have the knowledge necessary to use webinars for my professional development.					
29. I have the resources					

necessary to use webinars in teaching EFL.					
30. I have the resources necessary to use webinars for my professional development.					
31. Webinars are not compatible with other teaching technologies I use.					
32. A specific person or group in my institution is available for assistance with difficulties regarding use of webinars.					
Self-efficacy					
I could complete a job or task using webinars...					
33. if there was no one around to help me with the webinar system.					
34. if I could call somebody for help if I got stuck.					
35. if I had a lot of time to complete the job for which the webinar software was provided.					
36. if I had just the built-in help facility for assistance.					
Anxiety					

37. I feel anxious about using webinars.					
38. It scares me to think that I could hit the wrong key while working on a webinar.					
39. I hesitate to use webinars for fear of making mistakes I cannot correct.					
40. Webinars are intimidating to me.					
Behavioral Intention to use webinars					
41. I intend to use webinars in the future for my EFL teaching career.					
42. I intend to use webinars in the future for my professional development.					
43. I predict I would use webinars in the future for my EFL teaching career.					
44. I predict I would use webinars in the future for professional development.					
45. I plan to use webinars in the future for my EFL teaching career.					

46. I plan to use webinars in the future for professional development.					
Motivation					
47. I feel more professional when I participate in activities through webinars.					
48. Colleagues, parents, or community members perceive me as more professional if I use webinars for my EFL teaching career.					
49. It is important for me to use webinars because I believe it significantly affects my teaching practice.					
50. It is important for me to use webinars because I believe it significantly affects my students' learning.					
51. It is important for me to use webinars because I believe it					

significantly affects my own learning.					
52. I believe teachers should be compensated (monetarily or with course credit) for any involvement in use of webinars.					
53. In most cases, I would use webinars even if there is no compensation (monetarily or with course credit).					
54. I am most likely to use webinars and attend webinar activities if they are offered during times other than workdays (e.g. evenings, after school, weekends).					
55. I am most likely to use webinars and attend webinar activities if they are offered during times other than during the workday.					
56. I am most likely to use webinars if my institution requires me to do so.					

Appendix D

Descriptive statistics

<i>N</i> = 78	Countries	Age	Education degree	Gender	Native speaker		
Mean	172.99	2.14	5.92	1.91	1.87		
Median	179.00	2.00	6.00	2.00	2.00		
Mode	179	2	6	2	2		
Std. Deviation	31.16	.69	.50	.28	.33		
Variance	971.00	.48	.25	.08	.113		
Skewness	-4.31	.50	.47	-2.92	-2.26		
Std. Error of Skewness	.27	.27	.27	.27	.27		
Kurtosis	17.61	.63	4.01	6.74	3.22		
Std. Error of Kurtosis	.53	.53	.53	.53	.53		
Range	161	3	3	1	1		

<i>N</i> = 78	Experience in use of webinars before	Years of teaching experience	Teaching department	CELTA	ICELT	DELTA	Other
N Valid	78	78	73	11	46	51	23
N Missing	0	0	5	67	32	27	55
Mean	1.60	2.71	1.95	1.00	2.00	3.00	4.00
Median	2.00	3.00	2.00	1.00	2.00	3.00	4.00
Mode	2	3	2	1	2	3	4
Std. Deviation	.49	.92	.22	.00	.00	.00	.00
Variance	.24	.86	.05	.00	.00	.00	.00
Skewness	-.42	-.37	-3.99				
Std. Error of Skewness	.27	.27	.28	.66	.35	.33	.48
Kurtosis	-1.86	-.62	14.35				
Std. Error of Kurtosis	.53	.53	.55	1.27	.68	.65	.93
Range	1	3	1	0	0	0	0

Appendix E**Levene's test of equality of error variances**

Dependent variable	<i>df1</i>	<i>df2</i>	<i>F</i>	<i>p</i>
Motivation	3	74	.223	.880



Appendix F

Multiple Comparisons Table (Bonferroni Results)

Dependent Variable	Years of Teaching Experience	Years of Teaching Experience	Mean Difference	Standard Error	<i>p</i>
Motivation	1 – 5 years	6 – 10 years	.26	.19	1.00
		11 – 15 years	.28	.18	.69
		16 years and more	.75	.20	.003
	6 – 10 years	1 - 5 years	-.26	.19	1.00
		11 – 15 years	.02	.14	1.00
		16 years and more	.49	.17	.04
	11 – 15 years	1 - 5 years	-.28	.18	.69
		6 – 10 years	-.02	.14	1.00
		16 years and more	.46	.15	.02
	16 years and more	1 - 5 years	-.75	.20	.00
		6 – 10 years	-.49	.17	.04
		11 – 15 years	-.46	.15	.02

Appendix G**Descriptive Statistics for Years of Experience**

For how long have you been teaching English? Please specify in years.	<i>M</i>	<i>SD</i>	<i>N</i>
1 – 5 years	3.60	.47	10
6 – 10 years	3.33	.44	18
11 – 15 years	3.31	.52	35
16 years and more	2.84	.53	15
Total	3.26	.54	78

Appendix H**Levene's Test of Equality of Error Variances**

Dependent variable	<i>df1</i>	<i>df2</i>	<i>F</i>	<i>p</i>
Self-efficacy	3	74	.333	.801

Appendix I

Multiple Comparisons Table (Bonferroni Results)

Dependent Variable	Age group	Age group	Mean Difference	Standard Error	<i>p</i>
Self-efficacy	20 – 30 years old	31 – 40 years old	.49	.21	.15
		41 – 50 years old	.57	.25	.16
		51 years and older	1.18	.42	.04
	31 – 40 years old	20 – 30 years old	-.49	.21	.15
		41 – 50 years old	.07	.18	1.00
		51 years and older	.68	.38	.47
	41 – 50 years old	20 – 30 years old	-.57	.25	.16
		31 – 40 years old	-.07	.18	1.00
		51 years and older	.60	.40	.84
	51 years and older	20 – 30 years old	-1.18	.42	.04
		31 – 40 years old	-.68	.38	.47
		41 – 50 years old	-.60	.40	.84

Appendix J**Descriptive Statistics for Age Groups**

What is your age?	<i>M</i>	<i>SD</i>	<i>N</i>
20 – 30 years old	3.93	.60	11
31 - 40 years old	3.43	.64	48
41 – 50 years old	3.35	.68	16
51 years and older	2.75	.66	3
Total	3.46	.67	78

Appendix K

Standardized Coefficients Beta for Multiple Regression

Dependent variable:	Standardized coefficients	<i>p</i>
Performance expectancy	beta	
Constructs:		
Effort expectancy	.15	.307
Attitude towards using webinars	.48	.004
Social influence	.09	.456
Facilitating conditions	-.15	.237
Self-efficacy	.05	.632
Anxiety	.13	.347
Behavioral intention	.02	.901
Intrinsic motivation	.04	.798
Extrinsic motivation	-.13	.290