

**AMERICAN UNIVERSITY OF ARMENIA**  
College of Humanities and Social Sciences

**In-service Teacher Training in New Technologies in EFL**

A design project submitted in  
Partial fulfillment of the requirements for the degree  
Master of Arts in Teaching English as a Foreign Language

By

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We hereby approve that this design project

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**In-service Teacher Training in New Technologies in EFL**

Be accepted in partial fulfillment for the requirements of the degree

Master of Arts in Teaching English as a Foreign Language

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## *EXUCUTIVE SUMMARY*

The aim of this project was to examine how instructors working in one of the Armenian colleges understand and integrate computer technology in their EFL teaching. It also aimed to conduct in-service teacher training in new technologies in EFL.

To reveal instructors' perception and understanding about technology integration in EFL classes, a semi-structured interview was administered. Results showed that their awareness about computer technology integration for educational purposes was very low; still they had positive attitudes towards implementing new technologies in their classes. Blog, Google docs, Edmodo and Podcast were chosen for the training project. Those technologies were selected according to instructors' needs. Each technology was introduces per day. Finally, to assess the success of the training project two instruments were used: observations and end of the training survey.

*Keywords:* New technologies, in-service, teacher, workshops

## CHAPTER ONE: SCOPE AND BACKGROUND

### INTRODUCTION

Firstly, background of the current study is presented in the prologue chapter, which is mainly related to new technology integration in education, specifically, in EFL teaching. Afterwards, the focus of this design project is given, which are statement of the problem and consequently the purpose of the study.

#### **1.1. Background of the Project**

It is evident that in 21<sup>st</sup> century technology is necessary not only in our personal but also in our professional lives. Technologies are crucial tools in education. The growth and popularity of new technologies and student-centered teaching methods brought new roles to teachers. English teachers' roles also started to change with "the emergence of learner-centeredness and autonomy initiated by Computer Assisted Language Learning (CALL) (Yi-dong, 2007).

Compared with other professions, today teaching is becoming one of the most difficult and challenging professions where knowledge is increasing quickly (Perraton, Robinson, & Creed, 2001). With development of new learning concepts the role of teachers has also changed from providing knowledge to making it more meaningful for learners. The development of new technologies has given new ways in teaching professions. On the other hand, these innovate technologies have brought new challenges to teachers, as majority of them do not know how to use technologies, therefore they should learn how to conduct them in their teaching (Robinson & Latchem, 2003). Because of these challenges, teachers should always be in learning process and gain new skills while working in their workplaces (Carlson & Gadio, 2002). In order to use these tools properly



and effectively, teachers should know about technologies' potential, chances to conduct them, training and immediate support, and time for experimentation. Only after that teachers may feel confident, while utilizing technologies in education (Bowes, 2003). Furthermore, today a wide range of Information and Communication Technology (ICT) allows facilitating learning process itself rather than only delivery of instructions. There are so many ICT options like videoconferencing; web sites etc. that can help teachers to cope with their barriers.

Kajder (2003) states, that it is necessary to change the role of the English teachers with the integration of the new technologies in EFL/ESL classes. The literature shows that many Instructors are afraid of integrating technologies in their classes. They think that one day computers will replace them, and their roles as EFL/ESL teachers will be vanished. According to Duffy, McDonald & Mizell (2005) teachers will keep their place even in this "digital age" and the researchers add that technological developments cannot replace teachers. With these developments "teachers may find themselves in a new, more challenging role" (Duffy, McDonald & Mizell, 2005, 401). Moreover, educational technology will never be transformative by its own, and technology itself cannot teach students. Thus, it requires teachers, who can integrate technology in EFL/ESL classes appropriately, and enhance students' learning.

In Armenia, almost all schools, colleges and universities have computer labs, but the labs are mainly closed. Students use computers only for playing non-educational games. The reason why labs are not open may be that there is no one trained enough to run them. Or, it may be the fear of teachers, that one day they will be replaced by computers. There can

be some other factors that prevent Armenian EFL teachers to use computer and technology in their classes. For example:

- No teaching experience with ICT
- A negative rather than positive attitude towards ICT
- Time management problems

### **1.2. Statement of the Problem**

I am working in one of the colleges in Armenia, which was founded in 2006. The college has many branches in Armenian regions, and overall there are 1200 students studying there. Departments are:

1. Law
2. Management
3. Economics, Accounting and Audit
4. Information Technology and Program Support of Automated System
5. Computing Machines, complexes, systems and network
6. Service Management in Hotels and Tourism Complexes
7. Translation and Secretariat

There are many departments, even a specialization related to ICT. Still, the use of technology is not very common as it is supposed to be. Firstly, it is very outstanding college which has many contacts with other prominent colleges in Europe. Secondly, to have only traditional way of classes would be boring for 21<sup>st</sup> computer savvy generation. Therefore, to integrate educational technologies in the college would motivate students,

and make their learning process more engaging. On the other hand, ICT integration may bring a good reputation to the college.

### **1.3. The Purpose of the Project**

The purpose of the design project was to conduct technology related workshops in the college. It also attempted to help EFL instructors of the college to integrate educational technologies in their English classes. Observations done at the college showed very little technology use in EFL classes. In its turn, needs analysis conducted amongst college instructors revealed very low level of educational technology knowledge. A necessity to get ICT training was obvious. Furthermore, effective teacher training could help instructors to feel comfortable while using technology in the classroom; and will also enable them to gain self-confidence in their abilities.

## CHAPTER TWO: LITERATURE REVIEW

### **2.1. In-Service Teacher Training in New Technologies in EFL**

In-service training is believed to be an efficient method which increases the skills, knowledge and optimistic beliefs of instructors. It is a process, during which instructors can carry on their education, even they have received their diploma in teaching and they work in a specialized position (Locke, 1984).

According to EURYDICE, which stands for Education Information Network in the European Union, in-service teacher training is a range of various activities and practices in which teachers are involved in broadening their knowledge and developing their skills (Perron, 1991 ). Taking into consideration the terms *teacher training* and *teacher development*, certain differences come out. Training deals with developing specific teaching skills, for example how to run a lesson, how to teach a conversation or dialogue etc. Development, in contrast, concentrates on the individual teacher (Freeman, 1982). Training deals with specific needs, for example helping a learner to get confidence in what he or she is doing. Development, on the other hand, addresses broader, lengthy concerns as how a teacher can be motivated to grow.

However, there is a belief that in most educational settings, in-service teacher training activities are more general than specific. The main concentration is on listening rather than doing. So it is not surprising that all these activities are understood as a constant program conducted by lecturers to trainees (Borg, Kallanback, Kelley & Langer, 1970; Ozdemir, 1997). Very often, teachers working in educational settings are asked to attend

rare, full-day in-service workshops on subjects chosen by their administrators and introduced by outside specialists, who rely on their own experience and count on direct instruction (Sandholtz, 2002). Maybe this is the reason that many teachers consider in-service training activities as useless, ineffective, and as a result refuse attending (Schmid & Scranton, 1972). Teachers usually consider that in-service training activities are designed with insufficient value to particular classroom practices. Regarding this, Vukelich & Wrenn (1999) propose that in-service training should

- I. focus on a single subject
- II. concentrate on the teacher participants' needs
- III. be ongoing and sustained
- IV. engage teachers in generating answers to actual, 'real-life' problems
- V. provide for participants' meaningful engagement
- VI. help participants to develop collaborative relationships
- VII. encourage participants to reflect on their teaching

## **2.2. Teachers' Attitudes about Educational Technologies**

Technology implementation in any educational institution strongly depends on teachers' attitudes towards technology. There are many factors that can influence using technologies for educational purposes. The main factor which can influence utilizing computer technology in the classroom is teachers' attitudes towards ICT. Research illustrates that the success of using computer technology in educational factor mainly depends on teachers' attitudes (Albirini, 2006 Baylor & Ritchie, 2002). According to Albirini (2006) teachers' attitudes are the main predictor for using ICT in education. So, how teachers feel about computers can have a great impact on accepting and conducting technologies in educational settings.

Becker et al., - (1999) and Gobbo and Girardi (2001) stated that trainings about new technologies and teachers' attitudes towards them are directly connected to each other. How teachers integrate technology in the classroom is connected and depends on training. According to Askar & Umay (2001), if teachers consider that computers cannot accomplish their students' and also their own needs, probably they will reject any attempts to integrate ICT in their classes. Teo (2006) states that among the all factors that can influence technology implementation in classrooms, teachers' attitudes are the most important. Moreover, negative and positive attitudes may affect the way teachers react to technologies. On the other hand, all this can influence students' attitudes to technologies and how they react to them. Though, technology is very beneficial and powerful tool to be used in classroom, a lot depends on teachers' positive attitude towards it. Thus, the extent to which it integrated in a classroom greatly depends on teachers' positive attitudes to computers (Huang & Liaw 2005). Research has revealed that teachers' reaction to

computers is the main predictor for its implementation in the future and there is a need for teachers to learn computer skills, which later will give them computer literacy (Zhang & Espinoza 1997). An example of this would be a research done by Yildirim (2000), who states that those teachers who use computers more in their daily life, have positive attitudes towards them. Moreover, they are more likely to integrate computers in their classes compared to those teachers who use computer less.

There are numerous definitions related to attitudes in psychological literature. According to Allport (1935) it is as “a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related” (p.810). Other researchers explain that attitude is an emotional reaction to particular situation, either negatively or positively. Thus, it is not surprising that a lot of studies were carried out about teachers’ attitudes to ICT implementation in language classes. Albirini (2004) conducted a study in Syria to find out Syrian high school EFL teachers’ attitudes towards technology use in education. He used quantitative and qualitative methods for data collection and he concluded, that Syrian high school teachers had positive attitudes towards technology implementation in education.

### **2.3. Advantages of Technology Integration in Education**

Technology has changed the way we live. It has also changed the way the world functions on a day- to- day basis. The field of education is no exception. If we compare today's classroom with that of the past, we can see that today's classroom is rich with technology: Internet, e-mail, smart boards, and many other technological tools which enhance the learning experience. Furthermore, students are very skillful at using technology.

To learn a foreign language is a difficult process in which students need motivation and encouragement. One of these factors that may influence students' feelings positively is technology. Using technology in EFL classrooms may be very advantageous. One of these advantages is that technology creates a real world atmosphere in the classroom, which increases students' motivation. Producing challenging assignments and activities might motivate EFL learners (Ellis, 1994). Furthermore, effective and helpful language instructors should be creative and energetic in their teaching; otherwise students can be discouraged very easily. According to Ellis (2003) traditional ways of language teaching might be boring for students, so they may lose interest in learning and be demotivated. Thus, using technology may allow instructors to create enjoyable tasks for language learners. When learners have attractive and real communication factor, they may develop and increase their language skills (Wang, 2004). Students can gain a sense of freedom when computers or various types of technological equipments are used in the classroom. So, technology can help students to be more active and engaged in learning process. Jonassen (2000) states that educational technologies motivate positively not only students but also teachers. According to Brown (2003) computer and internet based education



improve the quality of language. As technology based classrooms have more interactive activities, they enhance students motivation (Stepp-Granny, 2000). According to İşman et al (2004) students are always optimistic and they have very positive ideas towards computer integration in language classroom, which allows students to come up with new ideas, feel comfortable and develop their problem-solving skills. According to Zengin (2007) technology based instruction is important because today's language learners are fond of technological lessons, as this new learning approach is more motivating and interesting for them. Mayore (2006) provides multimedia technology as another example in language teaching, which can motivate students in EFL classes. Moreover, instructors may use various materials like newspapers, articles or other authentic materials. As stated by Harmer (2007) EFL learners may be more enthusiastic and more involved in the learning process when online education is available, as it gives them a great opportunity to solve interesting activities which increase their motivation. According to Arcairo (1993) authentic videos can be used in language classes to teach communicative dialog, as they are interesting and appealing.

Technology integration might help to develop students' four skills; listening, speaking, reading and writing. According to Kung (2003), who conducted a research related to web and language learning, speaking skills can be developed when the web is used in EFL classroom. Videoconferencing and cross-curricular projects that are on the Internet may be another motivating tool for developing speaking (Deeler and Grey, 2000). Internet may also help to develop reading skills. Besides, computer-based reading texts can be efficient, useful and authentic for learners (Case and Truscott 1999). According to Anderson and Speck (2001) technology integration in EFL classes engages students in

the four skills easier. Leu and Leu (1997) reveal that students may become better readers when electronic books and stories are used in their classes. Technology also helps shy students to participate in the learning process by encouraging them. Technology also gives language learners a chance to enrich vocabulary e.g. by listening to Podcasts or other listening materials.

According to Kinnaman (1995) “Both teachers and technology have very significant roles in education. Though, their roles are different and each of them has very unique and prominent role” (p96). Kinnaman also mentioned that good teachers and good technology can bring improvement in education (p. 98). However, for keeping this equity among good teachers and good technology, teachers’ training should be conducted, which can help them to understand the ways of technology integration in EFL/ESL classes. As I mentioned, the integration of technology in EFL teaching has changed the learning styles, and, consequently web-enhanced courses and classes are more popular compared with face-to-face learning. A meta-analysis done in 2003, revealed that teaching and learning conducted by technology has more positive effects on achievement. The above mentioned meta-analysis contained 7000 students in 43 studies. It showed that technology based teaching and learning was useful for cognitive domain. So, if we compare technology based classes with traditional way of teaching, we can see that technology integrated classes may enhance students’ learning (Gimbert & Cristol, 2004; Waxman, 2003 in Pass, 2008). According to Turnbull & Lawrance (2002) computer based classes promote kinesthetic, verbal and visual learning, and it also leads to higher-level thinking and problem solving skills. Another important factor of computer-based classes is that it gives an ability to interact with students. Undoubtedly, tape- recorders and books have

very significant role in language teaching, but they cannot analyze the precise error done by student and explain in a way that student may not only correct but also understand the principles behind the exact explanation (Nelson, E.; Ward, .H. and Kaplow, R., 1976: 32). It is also worth mentioning, that the major role goes to teachers in conducting technology in the classroom in a proper way, for organizing their lessons and writing lesson plans according to their students' needs. They should utilize appropriate equipment in the classroom (Deeler and Gray: 2000).

#### **2.4. Disadvantages of Technology Integration in Education**

Technology can bring many challenges in the classroom too, especially when it's related to teachers' technology proficiency level and their ability to apply technology in the classroom successfully. If teachers cannot handle technology, it does not mean that computers should be ignored, because in today's educational system technology is inevitable. Though technology brings many benefits, many teachers still do not want to use technology in the classroom. Some reasons why teachers are reluctant to integrate technology in their classes are: lack of ICT knowledge, lack of confidence, lack of time etc. Another reason can be the fright of teachers. Some teachers are afraid that one day technology will replace them, while others concern is that, they may seem stupid in front of their students who know technology better than they (O'Hanlon 2009).

Cost also can be considered as a disadvantage, because for some institutions it would be difficult to buy and maintain new technology.

Thus, regardless of some disadvantages of educational technology, advantages outweigh the disadvantages. Technology based classes lead to interesting and more effective classes compared with traditional way of teaching. Also, technology integration in EFL classes enhances students' learning and increases their motivation.

## **2.5. Blogging; what is Blog?**

The word “Blog” appeared in 1997 when Barger made a decision to change the name of his website to “weblog”, and later the word “blog” appeared. Blog spread very quickly, and in 2005 there were at least 10 million active blogs, while in 2007 this number reached up to 70 million. 120.000 new blogs are being created every day (Bialik, 2005; Safri, 2005). According to Du & Wagner( 2007) blogs have become one of the most accepted and popular applications in the Web 2.0 and have dramatically changed the way people utilize the Internet, from information consumers to information makers.

### **2.5.1. Blogs for Language Learning Purposes**

Today blogging is widely used in education, as it is very flexible tool, which allows possibility for teachers to design and develop various tasks. It is a very unique platform for language learners, as it allows them to reflect in the target language (Jeanneau & Batardiere, 2006). Blogs may also serve as reflective journals (Wagner, 2003) for example, for independent learning or they may be used for group work etc. Blogs are considered to be a helpful tool in education for the following reasons:

- Blogs are very easy to set up
- It is free of charge
- They are multilingual – for instance blogger.com is available in ten different languages
- The content can be published immediately on the web
- There is a “comment” function where students and teacher can interact with each other.

Many studies have emphasized blogs to be very beneficial tool for developing writing, critical and synthesizing skills, in foreign language classrooms (e.g., Armstrong & Retterer, 2008; Bloch, 2007; Campbell, 2003; Lee, 2010; Noytim). According to Kupelian (2001) electronic tools are very useful and effective in education because they have reinforced students' involvement in writing activities. He goes on explaining that one reason is that online chats or e-mail are anxiety free, in other words, non threatening, and writers express themselves more freely. Moreover, it encourages and motivates even shy students, who almost do not participate in face-to face- discussions, to participate in online discussions and be active. Another motivating factor is that Web allows writers to "open classroom's doors" by having real audience and by expanding beyond its frame. (Karchmer, 2001). Consequently, when students understand that they present their work for the real world on the blog, they are inspired to write (Leibowitz, 1999). Ward (2004) states that blogs are effective tools for language learning activities. According to Yang and Chen (2007) blogs have many advantages, for example enhancing writing skills, and reducing misspelling. They have their permanent role in knowledge creation and they may also enhance teacher- student collaboration. Furthermore, they are very efficient tool for schools, colleges etc. as they enhance their reputation. Thus it is very important to integrate blogs in EFL teaching, as it is very flexible tool that helps both teachers and students by developing learners' writing skills, and by helping teachers to develop various interesting tasks.

## **2.6. Edmodo in EFL Teaching**

Edmodo is a free social learning platform for teachers, students and parents. It allows teachers an easy way to share links, post classroom assignments, make quizzes, grade and give feedback to students, and also go paperless etc. It also allows students to communicate and complete work more quickly and efficiently, and what is important, to use technology for learning purposes. Edmodo has other advantages. For example, it is not open to the public; - there is not advertisement and any reply that is posted by students is seen by teachers only. Thus it does not let students send messages to each other. Messages go to the group or directly to the teacher, but students still may participate in online discussions. Another essential factor is that Edmodo allows parents to be involved in their children learning process and view their assignments and grades. Furthermore, teachers and parents can message each other.

## **2.7. Google docs in Education**

What is a “Google Doc”? It is a Web-based word processing program which is free of charge. It allows users to create documents, spreadsheets and presentations, after which they can edit, save, export or even print. The owner of a document chooses viewing and editing permissions for others. In other words, when the owner shares the document with particular users, he or she may allow them to edit and view the document or he or she may allow users only viewing the document.

Google Docs are being used widely in education due to their various benefits to both students and teachers. Google Docs can be used for collaborating purposes in educational settings. The main advantages of Google docs are that they develop collaboration and writing skills, motivate students to write, promote group work, peer-editing skills etc. Furthermore, it is an interactive way, that allows teachers to post homework, assignments, to monitor students and provide feedback if necessary in a more appealing method. Instructors may share Google document with all learners to sign- up for their presentations or group works. Then, students may be asked to write essays by given topic. Also, a teacher may write an unfinished story and assign students to write various endings to the story.



## 2.8. Podcasts

A podcast is an *audio file* that can be downloaded from the Internet. Firstly, iTunes software program should be installed on user's computer, and once it is done, accessing and downloading podcasts will be very easy. Furthermore, a user may subscribe to podcast and it is automatically would be sent to the listener every day, like a magazine. There is a significant increase in the number of podcast users around the world each month. Thus, it is not surprising that today podcast is widely used in education and it is one of the most useful and valuable technology used in a classroom. According to Jowitt (2008), podcasts make students learning easier because they have very flexible content. Moreover, there are different types of podcasts on the internet that can meet the needs of users. There are many interesting topics that students may access easily, and they also have transcripts to read. According to Sze (2006) podcast is a great tool that can increase students' listening and speaking skill. Another advantage of integrating podcast in EFL teaching is that instructors may share lecture materials and students on their turn may revise lectures later at home. Moreover, students and lecturers may use these materials for gaining missed information later, if, for some reasons they missed the class. Podcasting also enables students to produce their own podcast and publish it for real audience. What is more, students may listen to their own podcasts in order to notice their drawbacks and improve it (*Ducat & Lomicka, 2009, Harris and Park, 2008, Flanagan and Caladra, 2005*). According to *Holzinger, Nischelwitzer & Meisenberger, (2005)* podcasting allows students to learn in any place and in any time by not forcing them specific place and specific time.

According to the literature review, technology integration in education may enhance students' learning, increase their motivation and promote collaboration. Furthermore, technology integration in EFL classes might help to develop students' four skills; listening, speaking, reading and writing. Podcasts may be used to develop learners' listening and speaking skills. Reading and writing skills can be improved by integrating blog and Google docs in EFL classes. Moreover, Edmodo may allow a new and interactive way of communication between learners and an instructor. However, it is worth mentioning that teachers' attitudes are the most important predictor for using technology in education. How teachers feel about computers, may have a huge impact on accepting and conducting technologies in educational settings. Thus, understanding the benefits of technology integration in education, and noticing the lack of innovative technology integration in EFL classes in one of the Armenian colleges, it was decided to conduct workshops about new technologies, in order to contribute to the EFL instructors' professional development and help them to integrate these innovative technologies in their classes.

## CHAPTER THREE: PROPOSED PLAN AND DELIVERABLES

### **3.1. Deliverables**

- ❖ Four workshops
- ❖ Four Power Point Presentations
- ❖ Four Handouts

### **3.2. Setting and Stakeholders**

Stakeholders of this project were six in-service EFL instructors working in one of the Armenian colleges. The college was founded in 2006. The college has not only Armenian but also foreign students, approximately with 1200 learners.

All six instructors working at the college have linguistic background. They graduated either Yerevan state linguistic university after V. Brusov or Yerevan State University. In this project, a semi-structured interview was used to determine both teachers' level of technology use for educational purposes and their attitudes towards technology implementation in EFL classes.

### 3.3. Needs Analysis

Needs analysis was done in order to determine the goals of the design project, and also to have an idea about what learners already know and what they need to learn. It was assumed that interview with a questionnaire was the most appropriate data collection tool, and semi-structured interview was conducted. Interview questions were designed in a way that could help to notice EFL instructors' perception and attitude towards technology integration in EFL classes, have an idea about their computer proficiency level and also get some personal information about participants. The last part of the semi-structured interview was designed to find out an appropriate day and time for the workshops. As participants were EFL instructors, the interview questions were designed only in English. It took three days to gather the data, because the instructors were teaching English at the collage, and they asked to be interviewed during the break. Instructors were interviewed individually, two instructors per day respectively. The length of each interview lasted from 40 minutes to an hour.

According to data, all six instructors have linguistic background. Also, all six instructors have MA degrees. To the question "*How many years have you been teaching English?*" five instructors chose from *1 to 5 years* item, and only one instructor have been teaching English more than five years.

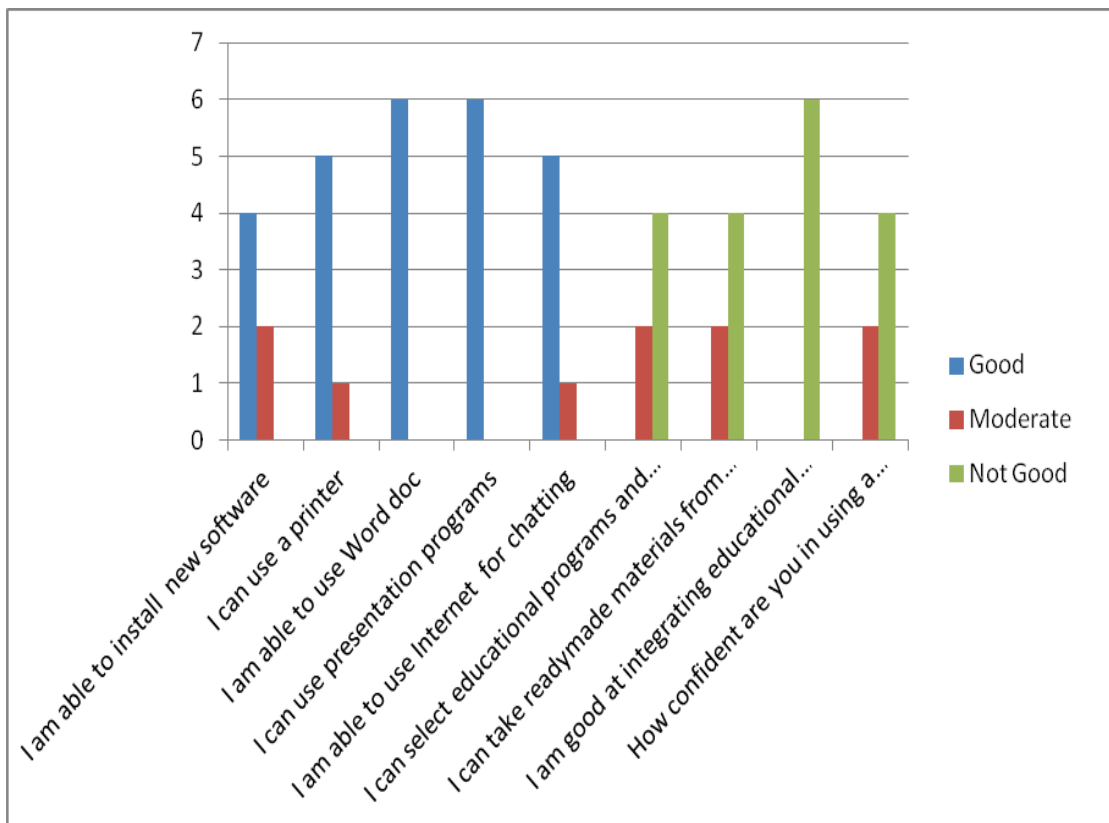
Three of them graduated Yerevan state linguistic university after V. Brusov and the other three instructors graduated Yerevan State University. All six instructors have linguistic background. Three of them are in their mid twenties (24, 25, 26 years old respectively),

two of them are in their early thirties (30, 31 years old), and only one instructor is in her mid fifties, 56 years old.

Findings about instructors' computer proficiency level and use of technology for educational purpose may be seen in Figure: 3.3.1

Figure: 3.3.1.

Instructors' technology use and computer proficiency level for educational purposes.

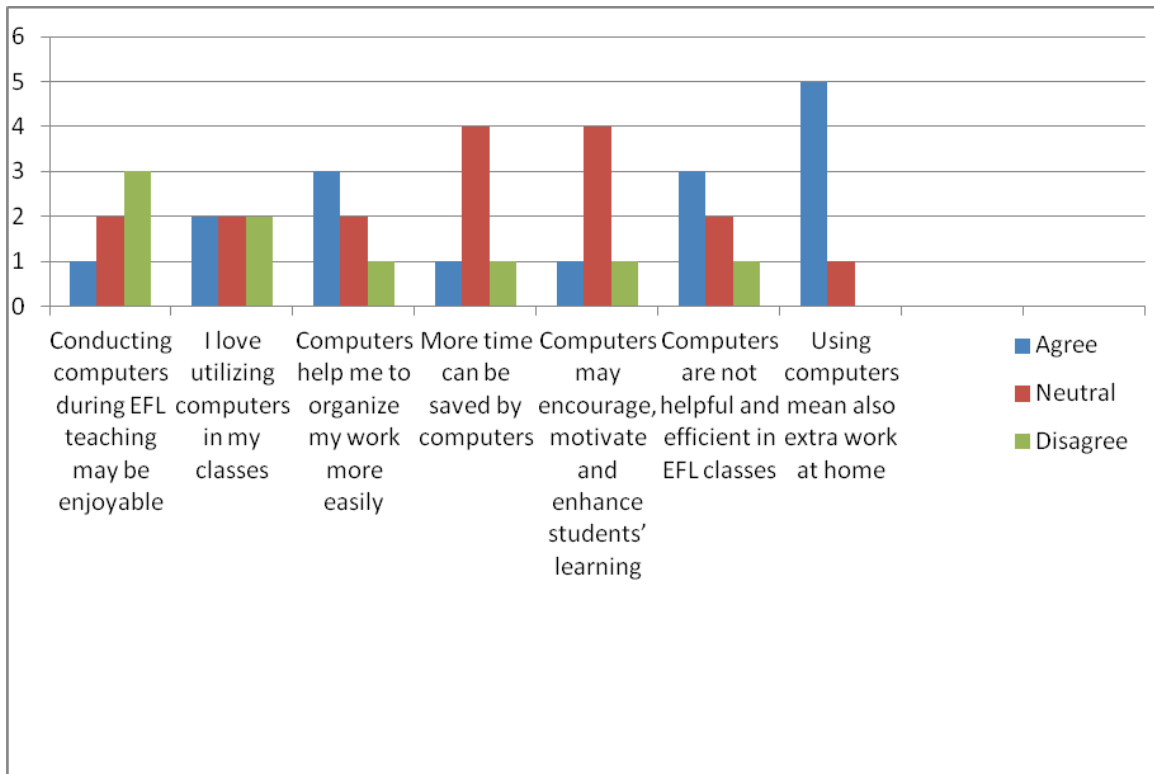


It can be seen that the majority of instructors are good at using printer, Word doc, and presentation programs, but they have challenges related to educational technologies.

The results of instructors' attitudes towards technology integration in EFL classes can be seen in Figure: 3.3.2

Figure: 3.3.2

Instructors' attitudes towards technology integration in EFL classes



As can be seen in figure 3.3.2 instructors have mainly negative attitude towards technology integration in EFL classes. They consider it as useless tool which leads to extra work.

### 3.4. Learning Plan

Timeline

Learning Plan

<b>Day//Month/Year</b>	<b>Content</b>	<b>Workshop objectives</b>
March 20, 2014	Edmodo	<i>Trainees will be able to:</i> -Sign up as a teacher in <a href="http://www.edmodo.com">www.edmodo.com</a> -Create a group -Give a name to that group -Send the group code to participants -Add other instructors of the workshop as students -Post an assignment for the students -Grade the students
March 28, 2014	Blog	<i>Trainees will be able to:</i> -Go to <a href="http://www.blogger.com">www.blogger.com</a> -Create an account -Create a new blog -Start blogging
April , 2014	Podcast	<i>Trainees will be able to:</i>  -Go to <a href="http://www.apple.com">www.apple.com</a>

		<ul style="list-style-type: none"> <li>-Install iTunes in their computer</li> <li>- Open iTunes software</li> <li>-Go to iTunes store</li> <li>- Go to Podcasts</li> <li>-Choose any category (e.g. business), add to wish list or download it</li> </ul>
April 10, 2014	Google docs.	<p><i>Trainees will be able to:</i></p> <ul style="list-style-type: none"> <li>-Go to <a href="https://drive.google.com">https://drive.google.com</a></li> <li>-Create a document</li> <li>-Rename a document</li> <li>-Enter a new document name</li> <li>-Go to “File” button</li> <li>-Choose a “share” item and invite people by entering their mails</li> <li>-Write a short story</li> <li>-Ask participants to finish the story</li> </ul>



### **3.5. Goals and Outcomes**

The goals of this project were decided by taking into consideration learners' needs. This design project has two goals.

**Goal 1-** To conduct workshops to train EFL instructors about educational technologies

*Outcome 1-* Trainees will be able to: Edmodo;

-Use Edmodo independently for basic instructional purposes

*Outcome 2-* Trainees will be able to: Blogging;

-Use blog independently in EFL classes

*Outcome 3-* Trainees will be able to: Podcast;

-Subscribe to and download podcasts

*Outcome 4-* Trainees will be able: Google docs;

-Use Google Docs for instructional purposes

**Goal 2-** To integrate educational technologies in EFL classes in the college.

*Outcome -* Trainees will be able to integrate above mentioned technologies in their EFL classes

### **3.6. Assessment Plan**

Assessment was another important factor of this project. Two instruments were used to assess the success of this training project: observations and end of the training survey.

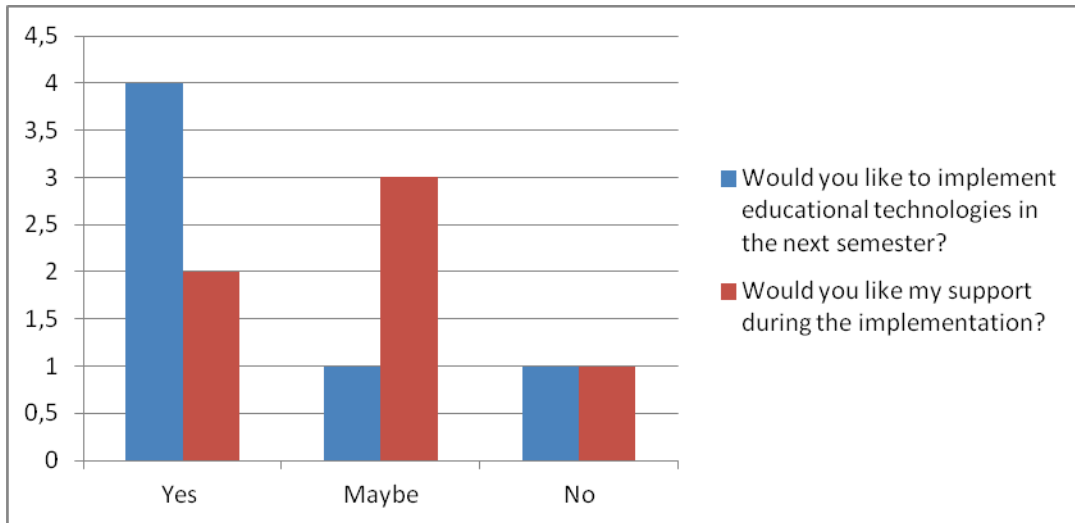
During the workshops, very careful observations were made in order to see if there were any improvements by learners while exploring new educational technologies, if the trainees were really engaged in the workshops, and finally if trainings remained exciting for them from the beginning to the end. The assessing of any project connects the goals of that specific project, and shows to what extent they are achieved.

The second way of evaluating the course was conducting a survey at the end of the training. The survey contained four questions related to trainees' willingness of conducting technologies in their EFL classes.

The results of instructors' attitudes towards technology integration in EFL classes can be seen in Figure: 3.6.1

Figure: 3.6.1

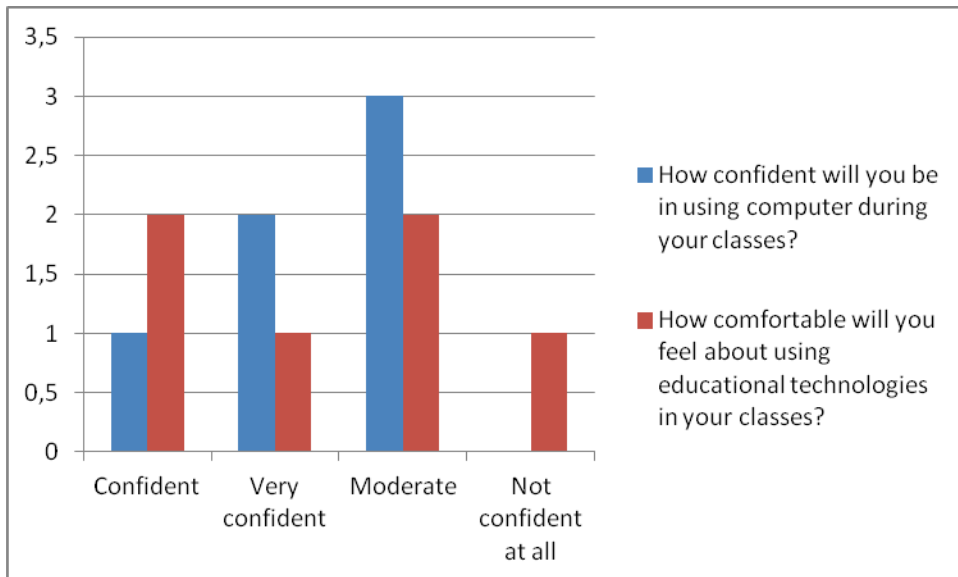
Instructors' attitudes towards technology integration in EFL classes



According to Figure 3.6.1 the majority of instructors would like to integrate technology in their EFL classes in the future. Also, three out of six instructors consider that it might be helpful to get trainer's support during the implementation of educational technologies in their classroom.

Figure 3.6.2 shows instructors' level of confidence of implementing technologies in the classroom.

Figure: 3.6.2  
 Instructors' confidence level of technology integration in EFL classroom



The figure illustrates instructors' confidence level of integrating computer and educational technologies in their classes. Overall, all instructors mentioned that they will feel comfortable in using computer and educational technologies in EFL classes in the future. However, according to the figure, two instructors will not be comfortable in the classroom, while using educational technologies.

If we compare needs' analysis and at end of the training survey results, a significant difference and improvement would be noticed. At the beginning of the project instructors had very low level of educational technology knowledge and confidence. Accordingly, they had negative attitude towards technology integration in EFL classes. However, at the end of the training they became familiar with educational technologies, and showed their interest in implementing them in their classes.

## CHAPTER FOUR: RECOMMENDATIONS

This project aimed to help six EFL instructors working at one of the Armenian colleges to have better understanding about educational technologies and integrate those technologies in their classes. Accordingly, four workshops were conducting and one technology was introduced per day. The duration of each workshop was from forty minutes to an hour. Technologies chosen for the training project were Blog, Edmodo, Google Docs and Podcast. Before starting each workshop, Power Point Presentations were used in advance, in order to give some more information about that specific technology. After that, a discussion followed about advantages and benefits of integrating that specific technology in Education. Trainees were also given handouts, which explained step by step, how to use that particular technology in education. Overall, participants were very excited, and they liked the idea of integrating those technologies in their classes. However, there were some limitations.

The second goal of the project aimed to help instructors to integrate educational technologies in their EFL classes, but as there were time constraints, it was impossible to do. Accordingly, it was not possible to observe trainees' classes, in order to see how they utilize these technologies in their classes and help them if needed.

The second limitation was lack of appropriate technologies needed for the training project. Also, Internet was slower, which made the training process a little bit harder. Despite all the limitations mentioned above, I liked the project itself, because I tried to contribute to in-service EFL instructors' professional development in Armenia.

Also, some recommendations will be given to those people, who would like to do a project like this one in the future.

- ❖ Check the room before the project, in order to make sure that you have all necessary technologies for the workshops.
- ❖ Make sure your internet is not slow
- ❖ Prepare Power Point Presentations for each technology
- ❖ Prepare Handouts
- ❖ Make Demo class before starting the workshop
- ❖ Make the training process interesting
- ❖ Monitor and help trainees when needed
- ❖ Choose an appropriate day and time for the workshops
- ❖ Make sure to choose right technology according to trainees' needs
- ❖ Make sure that your participants are interested in your project

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APPENDECIES

Appendix A

Semi-structured Interview

A. Personal Information

Please, circle an item that is appropriate for you

- 1. Gender                                    -Male            -Female
- 2. Age                                        -20-29            - 30-39            -40-49    -50 and over
- 3. I have been teaching English for    - 1-5 years    - 6-10 years    -over 10
- 4. Academic degree                    - BA in Linguistics    -BA in English Literature
  - BA in another department..... ( please specify)
  - MA degree    -No                    -Yes.....( please specify)

*B. Instructors' computer knowledge and skills*

Please, Circle an item that is most suitable for you

1- good    2- Moderate    3- Not good

- 1. I am able to install new software            1            2            3
- 2. I can use a printer                                    1            2            3
- 3. I am able to use Word doc.                            1            2            3
- 4. I can use presentation programs            1            2            3
- 5. I am able to use Internet for chatting    1            2            3

6. I can select educational programs and integrate them in my classes

1            2            3

7. I can take readymade materials from the Internet and use it for my classes

1            2            3

8. I am good at integrating educational technologies in my classes like, -  
Wikis -Blog -Podcast -Video production -Online grammar -  
Edmodo -Google Doc.

1            2            3

9. How confident are you in using a computer during your classes?"

1            2            3

*C. Instructors' attitude towards integrating CALL in EFL classes*  
*Please choose the most appropriate item for you*

1. Conducting computers during EFL teaching may be enjoyable  
-Agree -neutral -disagree

2. I love utilizing computers in my classes  
-Agree -neutral -disagree

3. Computers help me to organize my work more easily"  
-Agree -neutral -disagree

4. More time can be saved by computers  
- Agree -neutral -disagree

5. Computers may encourage, motivate and enhance students' learning  
-Agree -neutral -disagree

6. Computers are not helpful and efficient in EFL classes  
-Agree -neutral -disagree

7. Using computers mean also extra work at home  
-Agree -neutral -disagree

## D. Day and time for the workshops

*Please choose the most suitable day and time for you*

1. What is the most convenient time for you to meet for the workshops? (Also mention the time, please)
  - in the morning .....
  - in the afternoon .....
  - in the evening.....
  
2. How often would you like to meet?
  - Once a week
  - Twice a week
  - once a month
  - twice a month
  
3. The length of each meeting
  - 30 min.
  - 1 hour
  - 1 hour and a half
  - 2 hours
  - 2 hours and a half

**Thank you for participating ☺**

## Appendix B

At the end of survey

*Please, circle an item that is appropriate for you*

1. Would you like to implement educational technologies in the next semester?  
-Yes      -Maybe      No

2. Would you like my support during the implementation?  
-Yes      -Maybe      No

3. How confident will you be in using computer during your classes?  
-Confident    -very confident    -moderate    - not confident at all

4. How comfortable will you feel about using educational technologies in your classes?  
Confident    -very confident    -moderate    - not confident at all

**Thank you for participating 😊**

# Edmodo



## I-How to create a group

1. Go to [www.edmodo.com](http://www.edmodo.com)
2. Sign up as a teacher
3. Click on a button "**Groups**" than click on "**Create**"
4. Name your "**Group**"
5. Select a "**Grade**"
6. Select a "**Subject area**"
7. Select a "**Subject**" and click on "**Create**" to go to second page
8. Select "**Expected Group Size**"
9. Finally, **describe you group**-Max 260 characters
10. Copy a group code and give it to your students



## II- How to post an assignment

1. Click on “*Assignment*”
2. Give the “ **Assignment Title**”
3. Choose “*Due Date*”
4. Describe the assignment
5. **Lock** the assignment after its due date if you want
6. Click on “*File*” button at the bottom, choose a file from your computer and click on “*Send*” button

## III- How to grade students

1. Select the “**Progress**” icon in the top toolbar.
2. Select the **Group** that you want to grade
1. Select the “**New Grade**” button at the top left corner of the grade book page.
2. Provide the title of the Assignment and the total number of points possible for that Assignment.
3. Click «**Create Grade.**”
4. A new grade column will be added - it will be
5. Add grades manually by clicking on the blank grade area for the student and typing in the grade.

## Appendix D



# Podcast

### **How to find or subscribe to a podcast**

1. Open iTunes. If you do not have iTunes
2. Go to [www.apple.com](http://www.apple.com) and
3. Download the latest version of iTunes, which is free
4. Click iTunes Store in the navigation bar.
5. Click Podcasts in the navigation bar.
6. Explore the wide selection of podcasts by clicking the various pages and links
7. Instead, you can search for podcasts the Search Store field.
8. You may add to wish list or download it

## Appendix E



Google docs

### How to create a Google doc

- Go to <https://drive.google.com>
- Create a document
- Rename a document
- Enter a new document name
- Go to "File" button
- Choose a "share" item and invite people by entering their mails
- Write a short story
- Ask participants to finish the story

Again, the trainee was monitoring and assisting if it was necessary.

## Appendix F

# Blog



- Go to [www.blogger.com](http://www.blogger.com)
- Create an account
- Click on “**New Blog**”
- Write a **Title**
- Write the “**Address**” and click on “**Create a Blog**”
- After creating you will see a button “**Start blogging**”
- Click on “**Start blogging**” and **Good luck** ☺