عنوان مقاله:

Iranian EFL Teachers' Conceptual Pedagogical Perception of the Role of Technology Integration in Classrooms

نویسندگان:

سمیرا عرب زمانی - MA Student, Department of English Language Teaching, Gorgan Branch, Islamic Azad University, Gorgan, Iran

علی عرب مفرد - Assistant Professor, Department of English Language and Literature, Faculty of Humanities and Social Sciences, Golestan University, Gorgan, Iran

علی رجبی استرابادی - BA Student, Department of English Language Teaching, Golestan University, Gorgan, Iran

خلاصه مقاله:

Although extensive research has been conducted on successful technology integration, encompassing the readily available technology, providing a techno-based environment, and applying high-level technology in the classroom still seem to be very much in the minority. Moreover, technology integration illustrates additional barriers, including teachers' and students' technology-based knowledge and schools' financial problems. In contrast to earlier findings in English as a Foreign Language (EFL) contexts, however, little evidence seems to be available about Iranian teachers' classroom uses of the technology. Therefore, this paper aims to present the Iranian teacher's conceptual pedagogical perception of technology integration and illuminate how technology integration impacts teachers' classroom practice. To this end, ۱۰ Iranian EFL teachers in private and public schools in Golestan Province were interviewed. The qualitative data of the interviews were recorded in English and transcribed; they were then coded and analyzed by employing thematic analysis (Braun & Clarke, ۲۰۰۶) via NVivo ۱۲ computer software to show the dimensions and components of the conceptual model of technology integration. One of the themes extracted from the thematic analysis of the Iranian teachers' perceptions was the lack of technological knowledge. That is, a limited understanding of teachers about using technology in their teaching was viewed as a significant problem. Another theme referred to the limited use of technology which makes teachers use computers as a supplementary tool. In addition, it was found that the educational context does not create need-based technology conditions for them, leading to the teachers' ineffective use of technology.

کلمات کلیدی:

Teacher's Perception, Technology Integration, Thematic analysis, Grounded Theory, Iranian EFL Teachers

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