

Language Teachers' Perceived Computer Self-efficacy: Identifying Knowledge and Skills Gaps for Teacher-driven Professional Development

Dr. Victoria Tuzlukova
Language Centre, Sultan Qaboos University
Sultanate of Oman

Louise Greenwood
Language Centre, Sultan Qaboos University
Sultanate of Oman

Jamila Al-Siyabi
Language Centre, Sultan Qaboos University
Sultanate of Oman

James Scully
Language Centre, Sultan Qaboos University
Sultanate of Oman

Abstract

This paper reports on a study that explores computer self-efficacy of English language teachers at Sultan Qaboos University and the challenges they face when using computer technology in the classroom and in their daily working lives. Also investigated are the teachers' preferred modes of training and professional development that will enhance their computer self-efficacy. The respondents are 113 Sultan Qaboos University Language Centre teachers - 41 males and 72 females – having various educational, socio-cultural and linguistic backgrounds. The results demonstrate that almost all teachers, in spite of their work experience, previous and current professional development training, still face diverse challenges in using computer technology and many of these have emerged around aspects of their computer self-efficacy, including use of Excel, presentation software, e-learning, etc. Therefore, recommendations are provided for teacher-driven professional development, which seek to raise teachers' belief in their capability to use innovative computer technology for high-quality language teaching.

Keywords: computer self-efficacy, language teachers, Language Centre, professional development, Sultan Qaboos University