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**What factors contribute to or restrict the use of ICT
in ESL/EFL lessons in the Primary School in Portugal**



Escola Superior de Educação e Comunicação de Faro

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**Master in
Teaching English in Primary Education
(Ensino de Inglês no Primeiro Ciclo do Ensino Básico)
Report supervised by
Professor António Manuel Bernardo Lopes**



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Declaração de autoria do trabalho

Declaro ser a autora deste trabalho, que é original e inédito. Autores e trabalhos consultados estão devidamente citados no texto e constam da listagem de referências incluída.



(Regina Margarete Correia Cavaco da Luz)

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Abstract

ICT emerged as the result of a world constantly driven by change and innovation. With the raise of a new generation where technology is an inseparable part of their daily lives, the school system had to quickly adapt. However, technology is slowly progressing in the educational setting due to some features that seem to influence the use of ICT in schools. Studies reveal that there are five main dimensions which directly affect its use, namely: a) teachers', students' and parents' attitudes and beliefs; b) teachers' training and knowledge in ICT; c) schools' resources; d) the school as a facilitator of ICT and e) external policies. Hence, the aim of this study is to present the factors that endorse or restrict ICT use in English language teaching to young learners in Portugal. To determine the profile, attitudes and beliefs of the teachers as well as to identify teaching practices and schools' resources, a quantitative design methodology was adopted and survey was made available. Regardless of the small size of the sample population, the fact that the participants were from all over Portugal contributed for a global representation of the Portuguese ICT educational scenario within Primary English language teaching. The results showed that the majority of the ESL/EFL primary teachers are middle-aged females with few years of experience in this specific field and only a third of them have ICT training. They believe in ICT as a powerful teaching tool, frequently use it though scarce ICT skills are exhibited. Additionally integrative ICT training should be considered. Moreover, teachers clash with the need to amend the curriculum, expressing resistance to change. Technological scarcity and the need to improve its resources also emerge as another barrier to its use. Further research to consolidate these findings is needed, though it could be used as a driving force for a training programme that meets the needs detected in this study.

Key words

ICT; factors; teachers' attitude and beliefs; resources; ESL/EFL primary teachers.

Resumo

As TIC emergiram como resultado de um mundo sedento de inovação e em constante mudança. Estas alterações inevitavelmente levaram a modificações em inúmeras áreas da nossa sociedade, nomeadamente nos transportes, indústria, saúde e ensino. Com o aparecimento de uma nova geração onde a tecnologia se tornou parte integrante da sua rotina diária, o sistema escolar começou a enfrentar novos desafios que consequentemente irão implicar a reestruturação de todo o processo de ensino/aprendizagem.

No entanto, o uso das tecnologias não está a acompanhar esta crescente evolução e por isso as TIC estão a surgir muito lentamente no cenário educacional. Este facto prende-se a variados fatores que diretamente influenciam o uso das TIC nas escolas. Assim, estudos revelam que existem cinco dimensões que afetam o uso das TIC no contexto escolar: a) as atitudes e crenças dos professores, estudantes e pais; b) a formação e o conhecimento dos professores em relação às TIC; c) os recursos na escola, o acesso e a qualidade do hardware e do software; d) a escola como elemento facilitador das TIC e e) políticas externas a nível nacional e mundial sobre o uso das TIC na educação.

Durante o Mestrado, nomeadamente durante a frequência da unidade curricular de Iniciação à Prática Pedagógica, tive oportunidade de observar as aulas do meu professor cooperante. Neste sentido pode observar atitudes, práticas, métodos e recursos utilizados no ensino-aprendizagem da língua inglesa.

Considerando que vivemos na era digital, foi intrigante observar que o professor nunca desenvolveu uma atividade ou tarefa TIC com os alunos. Por um lado, apesar do concelho de Loulé ser um dos concelhos mais ricos do Algarve, a sala de aula do professor cooperante não apresentava as infraestruturas necessárias para a aplicação de atividades/tarefas TIC. Por outro lado, noutra escola de 1.º Ciclo onde o professor cooperante também lecionava, a escola tinha uma sala TIC disponível, no entanto, o professor também acabou por nunca a utilizar para realizar nenhuma atividade/tarefa TIC. Assim, o objetivo primordial deste estudo é apresentar os fatores que poderão contribuir para ou restringir o uso das TIC no ensino de Inglês no 1.º Ciclo do Ensino Básico em Portugal.

Foram realizados questionários que envolveram professores de Inglês no 1.º Ciclo do Ensino Básico em Portugal, com o objetivo de responder às seguintes questões: 1) qual é o perfil dos professores que usam as TIC no ensino de Inglês no 1.º Ciclo do Ensino Básico?; 2) Quais são as escolas que as usam?; 3) Com que objetivo são utilizadas? 4) Com que frequência usam as TIC?; 5)Quais são as atitudes e as crenças dos professores no que diz respeito às TIC?;6) Como poderá ser melhorado o uso das TIC no contexto de sala de aula?

Desta forma, este estudo procura apresentar e conhecer o perfil geral dos professores de inglês face o uso das tecnologias; verificar infraestruturas, recursos utilizados e práticas pedagógicas assim como identificar razões/obstáculos e potencialidades/riscos que possam influenciar o seu uso na sala de aula. Medidas que poderão incrementar a utilização das TIC em contexto escolar também são abordadas. Para tal foi adotada uma metodologia baseada na análise quantitativa simples de frequência. O questionário realizado foi elaborado na aplicação *Google Forms* e posteriormente partilhado em grupos fechados de professores em redes sociais e enviado por email a professores de Inglês no 1.º Ciclo do Ensino Básico. Os resultados foram verificados através de folhas de cálculo Excel com o objetivo de obter percentagens estatísticas.

Assim, a população desta amostra é constituída por quarenta e três professores de Inglês do 1.º Ciclo do Ensino Básico. Apesar do número limitado de participantes, o facto de estes serem de variadas partes do país, contribuiu para uma representação global do cenário educacional no que concerne ao uso das TIC no ensino de Inglês no 1.º Ciclo em Portugal.

Na sua maioria os participantes apresentam idades compreendidas entre os 31 e os 50 anos de idade e 51,2% apresentando até cinco anos de experiência a lecionar inglês no 1.º Ciclo do Ensino Básico. No que concerne à formação académica, 46,5% possui o Complemento de Formação para poder lecionar no grupo 120, 32,6% obteve qualificação para lecionar no grupo 120 através da formação inicial – Licenciatura e 20,9% através de Mestrado. Maioritariamente, 69,8% dos inquiridos responderam que não teve formação específica em TIC e o restante terço dos participantes, predominantemente apresentou formação em TIC de pouca expressão. Relativamente ao uso das TIC, 97,6% dos inquiridos responderam positivamente a esta questão e apenas um professor respondeu que nunca as tinha usado para lecionar. Além disso, 92,7%

utilizaram as TIC nos últimos três anos e apenas três participantes responderam negativamente a esta questão.

De um modo geral os professores apresentam uma atitude positiva face o uso das TIC no ensino de inglês no 1.º Ciclo, utilizam-nas com regularidade, no entanto podemos referir que são denotadas poucas competências TIC. Ou seja, maioritariamente os inquiridos utilizam as tecnologias para atividades/tarefas lúdicas com os alunos em detrimento de atividades que envolvam a criação e produção, ou seja, atividades com alguma profundidade pedagógica. Adicionalmente, quando questionados sobre a necessidade de mudança no currículo apenas metade dos participantes referiu que concordava com este aspeto. Em contraste podemos observar uma adesão massiva dos respondentes face a outros fatores, revelando alguma resistência à mudança. Este facto está em consonância com a literatura existente sobre o assunto. Além disso, tendo em conta a natureza específica deste tema, uma formação em TIC mais integradora e focada na pedagogia deveria ser considerada.

A falta de recursos tecnológicos também emerge como um dos maiores obstáculos que impedem o uso das TIC. A melhoria de equipamentos, conectividade disponível e recursos digitais também despontam como os principais constrangimentos a serem atendidos.

Em suma, os aspetos mais relevantes que influenciam o uso das TIC em Portugal dividem-se maioritariamente em áreas relacionadas com a formação, equipamentos e mudança da atitude dos professores face a sua utilização.

Além da necessidade de consolidar estes resultados, terminamos com a sugestão de um programa de formação que procure responder às carências detetadas neste estudo, tendo em vista uma melhor e mais efetiva utilização das TIC no ensino de Inglês no 1.º Ciclo do Ensino Básico em Portugal.

Palavras-chave

TIC; fatores; atitudes e crenças dos professores; recursos; professores de Inglês no 1.º Ciclo do Ensino Básico.

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Abbreviations

ESL – English as a Second Language

EFL – English as a Foreign Language

ICT – Information Communication Technology

YL – Young Learners

DESI - Digital Economy and Society Index

Q - Question

Introduction

The present report was carried out within the scope of the Supervised Teaching Practice Curricular Unit, a component of the Master's in the Teaching of English in the Primary School in Portugal. The teaching practice was carried out during the 2017/2018 school year, in the Primary School Mãe Soberana in Loulé, under the scientific supervision of Professor António Lopes and the assistance of João Carrilho, English teacher in the referred Primary School. English lessons in the year 3 and 4 were taught and I wrote down weekly reflections regarding my teaching experience in line with the theory learnt in the Master.

Considering that we live in a digital era, it was intriguing to notice that, during practical subjects such as Initiation to Teaching Practice, my supervisor teacher had never implemented an ICT task with his students. Even though Loulé was one of the wealthiest municipalities in the Algarve, the teachers' classroom did not have the infrastructures needed in order to carry out ICT activities/tasks. On the other hand, at a different primary school, there was an ICT classroom available, but the cooperating teacher did not decide to use it either. For these reasons, the main aim of this research is to understand what factors contribute to or prevent the use of ICT in ESL/EFL lessons in the Primary School in Portugal.

Surveys were conducted involving ESL/EFL teachers in Primary Schools in order to address the following questions:

- 1) What is the profile of the teachers that use ICT in ESL/EFL teaching in the Primary Schools in Portugal?
- 2) What schools use ICTs in the teaching of ESL/EFL in the Primary Schools in Portugal?
- 3) For what purpose do ESL/EFL teachers use ICT in the Primary Schools in Portugal?
- 4) How frequently is ICT used in the teaching of ESL/EFL in the Primary School in Portugal?
- 5) What are the ESL/EFL teachers' beliefs and attitudes regarding the use of ICT?
- 6) How can the use of ICT be improved in the teaching of ESL/EFL in the Primary Schools in Portugal?

This report is composed of five main chapters, but previously there is a contextualization of the main theme of this research, which emphasises on the rising of the Digital Era and the need to adapt and restructure the educational system. The prominence of ICT in the European educational system it is also addressed.

The first chapter consists of the literature review which discusses the studies concerning ICT and language teaching in Primary Schools and the factors that endorse or restrict its use.

The second chapter focuses on the research methodology and the description of the study: main aim and objectives; the method; survey instrument used and the presentation of the sample population of this study.

The third chapter offers the data analysis concerning the infrastructure and teaching practice, reasons and obstacles for using ICT in language teaching, as well as the potential and effects or risks of using technology in the ESL/EFL lessons in primary schools in Portugal. The improvements that can be made in order to enhance the technological use are also mentioned.

The fourth chapter discusses the results and the fifth chapter contains the main conclusion of this study.

Contextualization

1. Digital Era

In the last few decades, there has been a growing interest in information and communication technologies (ICT) as the result of an increasing society marked by innovation and constant change. Information technologies are disseminated in all aspects of our daily life from businesses, transports, medicine, education to the way we communicate and relate with each other. Consequently, the new generation see computer games, email, the Internet, cell phones and instant messaging as integral parts of their lives (Prensky, 2001). This fact has imposed modifications in their environment.

New changes entail transformations and other adaptations, so the adjustment of the way we learn, think and behave is required (Barkow, Cosmides, & Tooby, 1992; Pareja-Lora, Rodrigues-Arácon, & Calle-Martinez, 2016). However, we can observe many changes in the way we work, negotiate and communicate, but the educational system that does not seem to keep pace with this reality (Cox, Preston, & Cox, 1999; Ghasemi, & Hashemi, 2011; Meenakshi, 2013; OECD, 2010).

Hence, in order to ensure the effectiveness of the educational system and competitiveness, measures were taken in many countries to address this issue. In Europe, the European Commission has actively sought to encourage the use of ICT in Education (European Commission, 2011).

2. Europe and the prominence of ICT in Education

Whilst foreign languages have gained the status of compulsory subjects in the primary curriculum, the European Commission implemented the eLearning Action Plan in 2000 where the development of key competences was first mentioned and additionally elaborated in the Communication on e-Skills paper, which highlighted the need to address digital literacy. In 2007, ICT in education became one of the cross-cutting themes of the Lifelong Learning Programme and a main concern in the programmes, namely Erasmus, Comenius, Leonardo da Vinci and Grundtvig (European Commission, 2008).

Furthermore, numerous studies reinforced the European Commission vision and efforts to integrate ICT in the European education system. ICT started being recognised as a keystone in the educational landscape.

Ghasemi and Hashemi (2011) argue that new technologies have the potential to foster and to change the teaching and the learning process, transforming students from passive recipients of information into active participants. Sangrà and González-Sanmamed (2010), Mikre (2011) outline that ICT is seen has a powerful educational tool because it helps preparing students for the future. Several authors also point out that it promotes autonomy, cooperation, fosters students' skills and presents better results in the teaching/ learning process.

Moreover, many other plans were launched by the European Commission and more recently, in 2016, The Digital Competence Framework 2.0 was released. It identified the key components of digital competence in five different areas: a) information and data literacy; b) communication and collaboration; c) digital content creation; d) safety; e) problem solving. It also recognised eight proficiency levels and examples of use (Vuorikari, Punie, Gomez, & Van den Brande, 2016). More recently, in January 2018, the European Commission adopted the Digital Education Action Plan which included eleven initiatives to support technology use and digital competence development in education. Alongside, a Staff Working Plan was adopted, which underpins in detail three priorities in the Action Plan: a) making better use of digital technology for teaching and learning; b) developing relevant digital competences and skills for the digital transformation; c) improving education through better data analysis and foresight.

In Portugal, the use of ICT in primary and secondary education was first introduced in 1985 with the MINERVA project. Its main aim was to equip schools with computers (hardware and software), foster teachers' training and develop research and design software adapted to the national curricula. Many projects followed, such as the Nonio Twenty-one Century project, whose ultimate goal was to continue the previous work. The new report entitled Profile of the 21st Students released in 2017, followed by the report Essential Learnings – in articulation with the students' profile, year 1, in Primary School aimed to clarify the objectives and skills that children and teenagers need to be prepared for the future. In this report, among other amendments, technological skills and innovation are addressed.

Overall, European schools are facing real challenges related to the impact and use of new technologies. Progress is needed.

I. Literature Review

1. ICT and Language Teaching in Primary Schools

In the last decades, numerous studies have discussed the use of ICT in education. Zhao (2003) states that literature on the effectiveness of technology use in language education is very limited and claims that the settings of instruction where the studies are conducted is limited to higher education and adult learners. This is also true for this particular theme. Moreover, language teaching differs greatly from other subject areas in the curriculum: it is both skill-based and knowledge-based. Tay, Lim, Lim and Koh (2012) addressed this issue and pointed out differences between pedagogical approaches and how the interaction between content influences pedagogy when ICT was included.

Regardless of these constraints, in general, most of the research findings provide evidence of the effectiveness of the use of ICT in language teaching in various features reinforcing the idea that technology has the ability to afford opportunities to stimulate the teaching environment. Kern (2006) states that “technology is a mean to reframe and rethink our conceptions of language, communication, and society. It is through this process of analysis and reflection that we can best decide how we can and should use technology in language learning and teaching”. Several other authors (Sangrà & González-Sanmamed, 2010; Mikre, 2011) also agree that ICT is a valuable resource in education.

Despite all the positive feedback from researchers, studies recognized specific issues associated with the use of ICT and the teaching in schools. Even though several programmes and investment were made, there has been a disappointingly slow uptake in schools (Cox, Preston, & Cox, 1999; Kumar & Tammelin, 2014; Carrapiço, 2015).

1.1. Factors that endorse and restrict ICT use in language teaching

We can identify five main dimensions that need to be addressed regarding the factors that may influence ICT use in ESL/EFL teaching in primary schools: a) individual factors, related to the teachers', students' and parents' attitudes and beliefs; b) educational factors, teachers' training and knowledge in ICT; c) infrastructural factors, the school's equipment, access and quality of the hardware and software; d) contextual factors, the school as a facilitator of the use of ICT in YL and finally e)

external factors related to the policy decisions and efforts at a state, country and world level.

Primarily, the factor that influences teachers' use of ICT in ESL/EFL in primary schools are the teachers themselves. Several authors (Kandasamy & Shah, 2013; Tay et al., 2012; Carrapiço, 2015) underpin that there is a pivotal role played by the teacher in the use and integration of ICT in the learning context. Therefore, teachers' attitudes and beliefs are directly connected with the usefulness and effectiveness of ICT.

Another aspect to take into account when considering ICT use is the teachers' positive attitude towards ICT use. On the one hand, some authors, (Sang, Valcke, Van Braak, & Tondeur, 2009; Malinina, 2014; Kandasamy & Shah, 2013) argue that the teachers' positive attitude towards the use of ICT makes them use technologies on a daily basis. Malinina (2014) adds that this favourable behaviour is believed to have a strong motivational effect on students, e.g. that their general idea, expectations and value attributed to ICT while facilitator of the teaching/learning process will determine its use. On the other hand, Sang et al. (2009) also discusses the teachers' individual beliefs on pedagogical approaches, such as constructivist learning, referring that it may provide "teachers with a conducive and non-threatening environment to experience success in using the computers", enriching the learning environment and naturally fostering the use of ICT. Hoang (2015) explicitly added that students stay more relaxed when using ICT tasks.

Teachers' expectations and satisfaction with the results also influence technological use with YL. For instance, there are many studies that show that ICT helps enhancing students' linguistic skills (Verdugo & Belmonte, 2007; Parvim & Salam, 2015; Liu, Wang, & Tai, 2016).

Verdugo and Belmonte (2007) analysed the use of digital storytelling approach in primary schools. Results show that the engagement and motivation were noticeably high with ICT and in consequence the results also expressed this feature. Parvin and Salam (2015) argue that ICT improves students' general language abilities, providing support to pupils in the language skills necessary for their future academic and personal life. Liu, Wang, and Tai, (2016) also highlighted in their research that students' vocabulary and oral fluency were enhanced by the end of the study.

Moreover, findings reveal that despite teachers' initial intentions, teachers with more years of experience generally decide to use technology involuntarily in response to external factors, while teachers with less experience are more likely to use it on their

own will. This is corroborated by other authors (Rahimi & Yadollahi, 2011, 2010) that refer that there is a relation between the years of teaching and the use of ICT: teacher's age and computer anxiety is inversely correlated with ICT use. In contrast, their study reveals that there is no relevance between gender and use of technology.

It is also important to bear in mind the students' perspective of ICT. The motivational factor is a crucial aspect for students' personal investment in school, as it is directly related with cognitive, emotional and behavioural engagement in the language learning process. Several authors (Cox, Preston, & Cox, 1999; Samad, Houque, Yu, Othman, Sukor, & Daud, 2013; Hoang, 2015) stated that ICT generate a positive impact on students because it makes classes more vivid, exciting, engaging and effective, helping them to get on track quicker.

Furthermore, the findings of a study carried out by Steel and Levi (2013) point to:

...the autonomy and independence of the language learners in this cohort and the re-emergence of CALL tools, both for in-class and out-of-class learning activities. According to the data set, learners appear to have become more autonomous and independent and much more able to shape and resource their personal language learning experience in a blended learning setting. The students also demonstrate a measure of sophistication in their use of online tools, such that they are able to work around known limitations and constraints. In other words, the students have a keen awareness of the affordances of the technologies they are using.

Other students' skills are also fostered by the use of technology in the classroom as learners learn to work collaboratively with their classmates. The increase of ICT competences, such as effectiveness, store and presentation of information are also enhanced (Malinina, 2014). Therefore, students' positive behaviour regarding ICT reinforces teachers' beliefs and attitudes towards the use of ICT in the language teaching.

Finally, the last aspect that is not taken into account most of the time and may be a barrier or enabler of teachers' use of ICT in language teaching is parents. Hoang (2015) in her thesis mentioned that parents' involvement may restrict ICT use, since not every parent allows their children to have access to technologies. For instance, in his

case study, when teachers sent homework or any task to be done or finished at home, there were some students who were forbidden to use technology outside school. Although the majority of literature does not address this issue, this is also another element that we need to take into consideration when discussing this theme.

The second dimension that influences ICT use is directly connected with educational factors, teachers' training and knowledge of ICT. The effective mastering of a set of skills and knowledge necessary for the pedagogical use and exploitation of ICT in order to integrate ICT in the teaching process is essential.

Studies show that teachers lack ICT integrative skills and knowledge. Cox, Preston and Cox (1999) had already alerted for the pivotal importance of the teachers' educational change. The author considered that many teachers were satisfied with their teaching practice and were therefore very resistant to change. So it was necessary to restructure knowledge and to be aware of the need for change, questioning teachers' current professional practice, in order to start using ICT regularly.

Moreover, Paiva (2002) also highlighted that almost half of the respondents had never been to an ICT training course. Silva (2004) added that only 14.5% of the high school teachers had ICT as a unit component in their Initial Teacher Training. Pais (2002) advocated the need to include and reinforce a technological ICT component in the teachers' Initial Teaching Training.

Cox, Preston and Cox (1999) also showed that many ICT training courses offered to teachers only focused on the technical aspects of ICT with little training concerning the teaching practices. Therefore, many teachers did not know how to incorporate ICT in the curriculum. The authors advocate that "in many ICT professional development courses, teachers were not often taught how to revise their pedagogical practices, how to replace other traditional lessons without depleting the curriculum coverage and so on". This is also mentioned by Coutinho (2005) where the author adds that the existing ICT component at the university level only emphasizes on technological literacy in detriment of the pedagogical aspects.

Current studies continue to express these needs. Peralta and Costa (2007) concluded that there is lack of technology integration in teaching activities, teachers use ICT without fully understanding its learning principles and lack of knowing how to use computers in the classrooms with their pupils. Kandasamy and Shah (2013) analysed the teacher's knowledge in ICT and the findings revealed that although primary English teachers are knowledgeable in using MSWord, e-mailing and MS PowerPoint, they

have difficulties using applications and internet browsing. Parvim and Salam (2015) also found that teachers with training in ICT performed better in implementing ICT tasks.

The initiative New Skills for New Jobs and the Digital Agenda for Europe also detected lack of ICT skills as one of the most important drawbacks to harnessing the potential of ICT and its use in classes (European Commission, 2010). It is considered that the focus should be on providing competences rather than ICT knowledge. Therefore, to effectively teach pupils, teachers' qualification had also to be redesigned, encouraging innovation on teaching and learning. This also required a more comprehensive embedding of ICT and its pedagogical use in the curriculum for pupils as well as in teacher training (European Commission, 2011).

The third dimension that needs to be addressed regarding the factors that may influence ICT use in language teaching is related with infrastructural factors: the school's equipment, access and quality of hardware and software.

Although Cox, Preston and Cox (1999) already warned about the importance of equipment and the need to improve the presentation of materials, allowing greater access to computers for personal use. Currently the majority of studies continue to highlight lack of equipment and infrastructures, deficient access and quality of software and hardware tools as one of the main aspects that compulsorily need to change (European Commission, 2011; Mathipa & Mukhari, 2014; Hoang, 2015; Parvim & Salam, 2015; Gilakjani, Sabouri, & Zabihniaemran, 2015).

In most of the educational settings, schools continue to have limited access to software claiming that it is expensive and, in most of the cases, schools have old, obsolete computers that contain old software with limited capacity (Naimova, 2015; Hoang, 2015; Parvim & Salam, 2015). Moreover, difficulties with reliability, hardware failures and slow/poor Internet access naturally reduce the teachers' desire to use ICT in their daily teaching practice. For instance, some studies associate software issues with computer anxiety (Rahimi & Yadollahi, 2011) as there was a clear shift from "presentation tools" to "supportive tools" in their teaching practice. Subsequently, teachers needed to have a second alternative to teaching a lesson, as it meant extra work. If technology fails, they prefer to remain with the traditional method of teaching (Butler & Sellbom, 2002).

The fourth dimension regarding ICT use pertains contextual factors, in other words, the school as a facilitator of the ICT use in the ESL/EFL teaching.

Cox, Preston and Cox (1999) also emphasised the importance of allocating more power to the teacher in school, by “giving the teacher more prestige and making the teachers' administration more efficient”. Fullan (1991) agreed and argued that “the most effective way to bring about the adoption of an innovation in schools was to engage the whole school in a democratic process of planning change”. That means that every teacher needs to be involved in the decision of using ICT, willing to attend ICT integration courses and to share knowledge and skills with their colleagues. The author also highlighted the importance of the school head teacher in school's innovations. He stated the need of commitment and change. The spread of new ideas needed to be regarded as positive feedback. Mathipa and Mukhari (2014) and Tedla (2012) also referred the lack of school leadership as an obstacle for the ICT use in schools.

The fifth dimension is directly related to policy decisions held at an external level, e.g. worldwide trends, Europe's recommendations and state/country measures that clearly influence teachers' use of ICT.

The rapid evolution of communication technologies has changed language pedagogy and language use, enabling new forms of discourse, new forms of authorship, and new ways to create and participate in communities (Kern, 2006). Therefore, the potential of this new technological immersion fostered the creation of policies of ICT mass integration in the learning/teaching process (Selwyn, Potter, & Cranmer, 2008; Nivala, 2009, in Carrapiço, 2015). Therefore, many measures were taken worldwide to address this situation, and Portugal was one of the pioneer countries, by initiating the introduction of new technologies in primary schools in 1985 with the MINERVA project. Afterwards many projects followed, mainly regarding equipment supply and teacher training. So it is crucial to be aware that without these actions/plans the use of ICT in schools would be scarce.

In conclusion, there is evidence of the impact of the use of ICT in language teaching to YL. However, there are parameters that affect its use, namely in five main dimensions: at an individual level, teachers', students' and parents' beliefs and attitudes; at an educational level, teachers' training and ICT knowledge; at an infrastructural level, the school's equipment, access and quality of the hardware and software; at a contextual level, the school itself and finally at an external level which is related with policy decision at a country, state and/or world scale. All these dimensions are directly connected and internally dependent on each other.

Having highlighted the key issues in the literature review that endorse or restrict ICT use, the research methodology and procedures of the current study are now presented.

II. Research Methodology

1. Description of the study

1.1 Main aim and objectives

Since there has been a growing focus on the use of ICT in schools worldwide, this study sought to understand its use in the teaching of English in the Primary School in Portugal. It was critical to gauge the teachers' attitudes and beliefs towards the use of ICT in language teaching and to analyse ICT infrastructures and teaching practices in Portugal.

The nine objectives set for this study fall under four distinct categories (methodological, conceptual, practical and formative) and were distributed as follows:

Methodological:

1. Understand the role that ICT plays in the English teaching practice;
2. Understand what methods and resources they most value;
3. Determine the importance they assign to ICT in language teaching.

Conceptual:

4. Understand the potential that ICT has to offer in teaching English in the Primary School.

Practical:

5. Characterize the English teachers that use ICT in their daily teaching practice;
6. Characterize the teaching practices used in the language classroom in terms of ICT;
7. Identify the main reasons that make teachers use ICT;
8. Identify the main obstacles/difficulties that teachers face when using ICT.

Formative:

9. Determine the training needs of language teachers in ICT.

2. Method

The intention of this study was to gather numerical data involving concepts and perceptions of English language teachers to YL. Therefore, a descriptive quantitative design methodology was adopted.

The advantages of the quantitative approach are that samples are generally large and considered representative of the population; therefore the results are taken as if they constituted a general and sufficiently comprehensive view of the entire population (Martin & Bridgmon, 2012, in Queirós, Farias, & Almeida, 2017). The quantitative research focuses on objectivity and it is especially appropriate when there is the possibility of collecting quantifiable measures of variables and inferences from samples of a population (Queirós, Farias, & Almeida, 2017). Concerning this method, Rahman (2017) argues that some limitations of this methodology are that quantitative research methods take snapshots of a phenomenon: not in-depth, and overlook test-takers' and testers' experiences, as well as what they mean by choosing one answer in particular.

An online questionnaire was used to collect data. A survey was designed in Google forms (see Annexes). This instrument was made available in closed groups in social networks especially dedicated to the teachers of English in the Primary School in Portugal and was also emailed to lists and newsgroups. The participants' responses were collected for a period of two months, from 03 April to 29 May, 2018. The data collected was statistically analysed using an Excel spreadsheet to obtain research percentages.

3. Survey instrument

The participants were requested to complete a survey that comprised 16 questions grouped in four sections.

In Section A we intended to know the profile of the teacher/user of the ICT in English to YL in Portugal – research question number 1. We have drawn up eight questions with the aim of knowing the gender (Q1), age (Q2), teaching qualifications, in terms of degree (Q3), years of teaching practice (Q4), professional training in ICT (Q5-6) and the use of ICT in teaching English in the primary school (Q7-8).

In Section B teachers were asked to provide information about the schools' infrastructure, software and use of ICT as well as frequency of use. Teaching practices were also gauged. These questions addressed equipment (Q9) and software used in ICT

in English teaching and its frequency of use (Q10). The next question intended to know the type of activities and for what purpose teachers use ICT in English teaching in the Primary School and its frequency of use (Q11) in a five-point scale – research questions number 2 up to 4.

In Section C, the objective was to know the teachers' beliefs and attitudes regarding the use of ICT, namely the reasons (Q12) and the obstacles (Q13), as well as the awareness of the potential (Q14) and effects/ risks of using ICT in English teaching (Q15) in a five-point scale – research question number 5.

The final Section D of the survey centred on the teachers' perception of what can be improved to foster the use of ICT in English teaching (Q16) in a five-point scale – research question number 6.

4. Section A - Sample Population

The data collected in this Section helped to characterize the sample population. A total of 43 individuals participated in the survey, 40 of which female (Q1). The age group question (Q2) showed a concentration of teachers aged between 31 and 50 years old, namely 20 respondents were between 41 and 50 years old and 23 between 31 and 40. In terms of teaching qualifications (Q3), 46.5% had a Teaching Complement whereas 32.6% acquired teaching qualifications through Initial Teachers' Training or a Master's Degree in language teaching (20.9%).

In terms of teaching experience (Q4) 51.2% reported a length of ≤ 5 years, 30.2% of 6-10 years, 14% of 11-15 years and only two respondents answered ≥ 16 years. When queried about the specific training in ICT, the majority of the respondents answered "no" (69.8%) and only a third answered positively (Q5). From the 30.2% that answered positively, five respondents attended "Educational Courses – Colloquiums, Conferences, Symposiums and studying days" (20%), seven attended "workshops" (28%) and another seven "short term training courses" (28%), four respondents answered "long term training courses" (16%) and only two attended a "Post-graduation study in ICT" (8%) (Q6). In this question teachers could use more than one option.

Q6 - How did you obtain specific training in ICT?

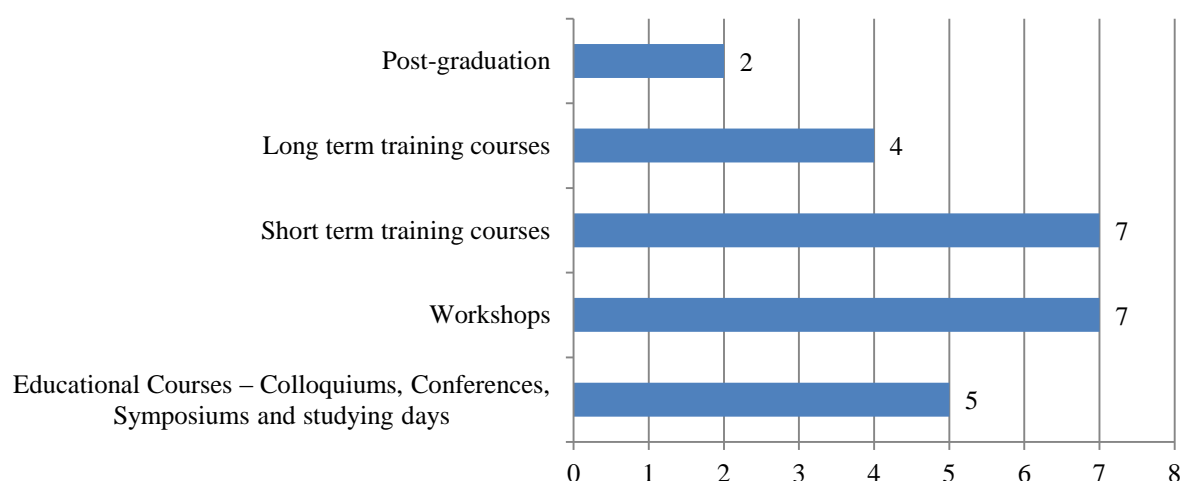


Figure 2.1 - Bar chart displaying teachers' specific training in ICT.

	No. of Respondents	Percentage of respondents
Educational Courses – Colloquiums, Conferences, Symposiums and studying days	5	20%
Workshops	7	28%
Short term training courses	7	28%
Long term training courses	4	16%
Other context: Post-graduation	2	8%

Table 2.1 - Table displaying distribution of the number of responses to Q6.

In terms of the use of ICT in teaching English in the Primary School (Q7), 97.6% answered positively and only one respondent answered “no”, adding that 92.7% used ICT in the last three years and only three respondents didn't (Q8).

III. Data Analysis

1. Section B – Infrastructure and Teaching Practice

In this section teachers were asked to provide infrastructure and teaching practice information, as well as its frequency of use.

Question number nine (Q9) aimed to answer about the equipment used in English teaching to YL and its frequency of use.

On the one hand, the vast majority of the English teachers preferred the “computer/tablet” and the “Internet” (22 respondents each) as the most used resources, followed by the “multimedia projector” and “interactive whiteboard” (17 respondents each). “Audio player/recorder (CD/MP3/MP4)” followed with 10 respondents, claiming that they always use it, and the “mobile phone” with only six of them always using this equipment in their teaching practice.

On the other hand, the least used resources were: the “television”, 21 individuals answered that they had never used it; the “digital camera” with 17 negative responses, and the “video (DVD/VHS/Blu-ray)”, with 13 participants saying that they never use it.

Q9 – Which equipment do you use in English Teaching in Primary School and how frequently do you use them?

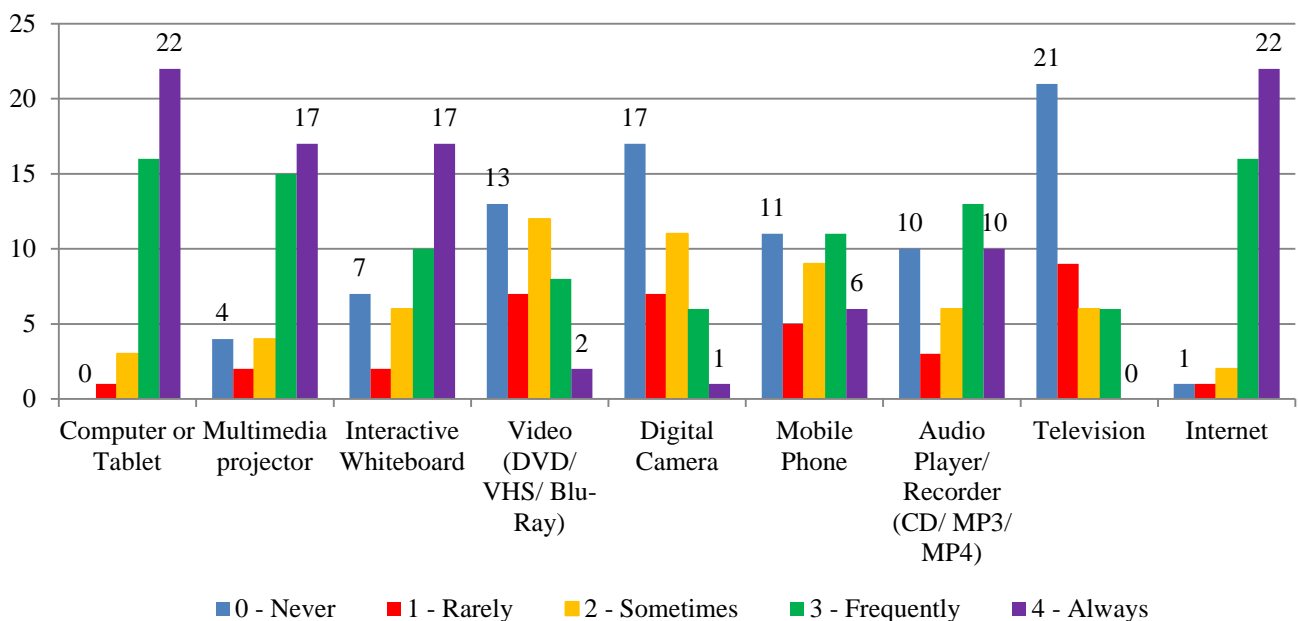


Figure 3.1 - Bar chart displaying the frequency of ICT use in language teaching and resources applied.

Question 10 (Q10) was about software programmes and frequency of use in English teaching in the Primary Schools. Teachers were given six options:

- a) General Software of use (for example Office);
- b) Materials and resources installed in the computer;
- c) Web applications;
- d) Programmes and specific software for teaching English in Primary Schools;
- e) CD/DVD/Pen of School Textbooks;
- f) Access to the Web and online resources.

In this case, the material and resource that is highlighted in this chart is the “access to web and online resources”, with 18 teachers stating that they frequently use it, while 14 respondents answered that they always use it, totalling 74.41% of the respondents. “Web applications” were also outlined since 19 respondents answered that they frequently used it and six always use it, totalling 58.13%. Three of the options, namely “materials and resources installed in the computer”, “general software of use (for example the Office)” and “CD/DVD/Pen of school textbooks” got similar results. Option d), “programmes and specific software for teaching”, presented three respondents that answered that they never use it, four that “rarely” use it and seven respondents claiming that they “sometimes” use it.

Q10 – Which software programmes do you use in English Teaching in Primary School and how frequently do you use them?

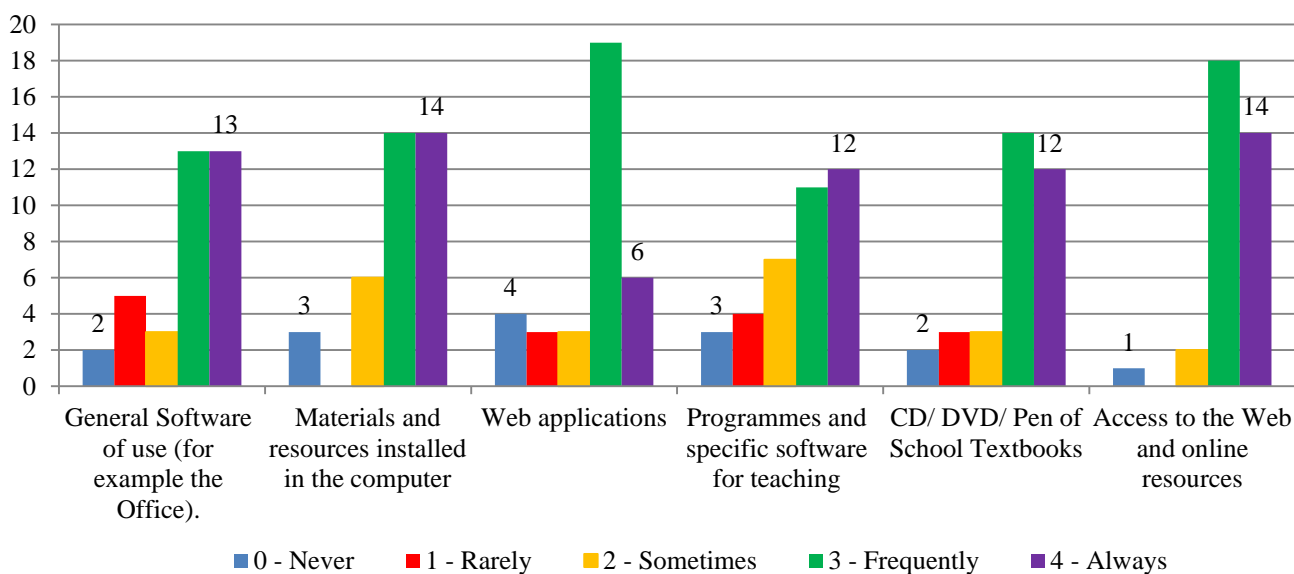


Figure 3.2 - Bar chart displaying the software programmes used in language teaching and its frequency of use.

Teachers were also queried about the purpose for which they used ICT in their teaching practice (Q11). In order to address this question the type of activities was considered.

On the one hand, the bar chart clearly shows that the majority of the teachers resort to ICT for an entertainment purpose: 17 participants answered that they always use it for this reason and 21 on a frequently base, in a total of 88.37%. “Research and consultation activities” option came next with 11 respondents saying that they always use it and 13 saying that they frequently use it, total of 55.81%.

On the other hand, the purpose that least moved teachers to use ICT was the “creation and management of websites”, with 22 teachers claiming that they never use it (51.16%). The “creation and management of blogs/journals and class newsletters” followed with 18 respondents answering that they never use it as well, 41.86%. The last three statements: “communication activities and next exchange”; “copy and production of texts” and “making leaflets, invitation cards and posters” had similar neutral expression being evenly comprised between the “never” and the “always” options.

Q11 – For what purpose do you use ICT in your teaching practice and how frequently do you use them?

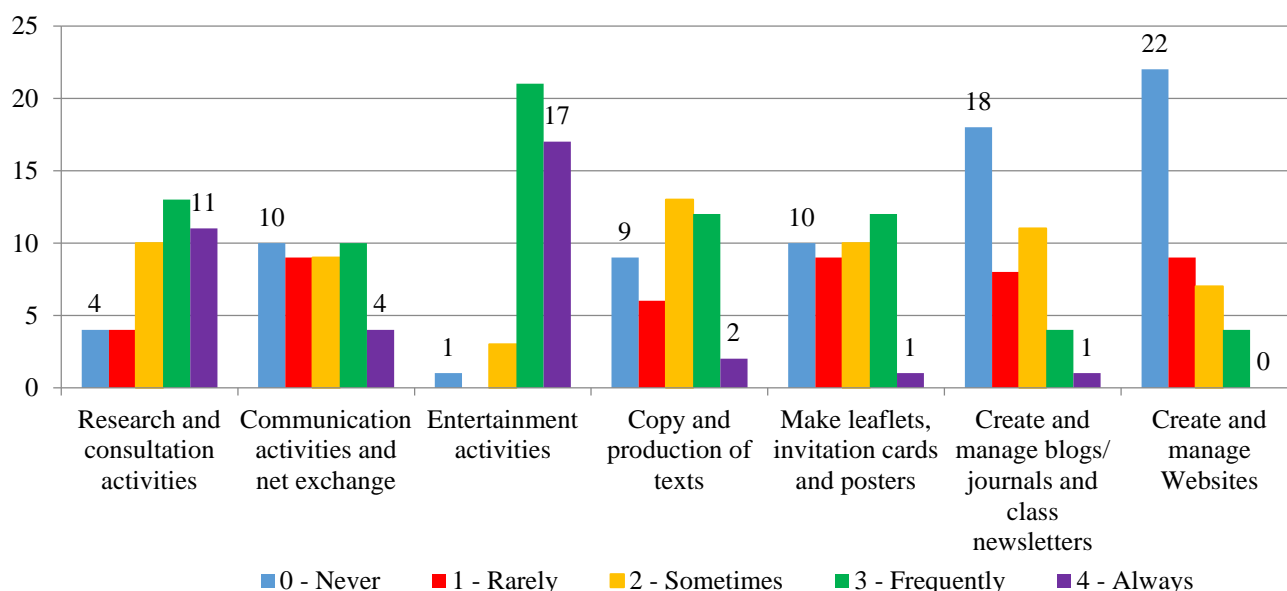


Figure 3.3 - Bar chart displaying the purposes of using ICT and its frequency of use.

2. Section C – Reasons and Obstacles

Question 12 (Q12) was about the reasons why teachers use ICT in their English teaching practice. Teachers were asked, from a list of reasons, to rank its importance from 0 (strongly disagree) to 4 (strongly agree).

The options were the following:

- a) It helps to improve the teaching and learning process;
- b) It helps to promote skills, to motivate and diversify teaching;
- c) It promotes pupils' autonomy;
- d) It enables the interaction with other cultures and realities;
- e) It promotes learning based on everyday situations;
- f) I like working with technologies;
- g) They are useful to communicate with parents, pupils and colleagues;
- h) External aspects determine that I use ICT as an obligation;
- i) Pupils "make" me use them.

Among the 43 respondents, the majority claims that they strongly agree with the statements “it helps to promote skills, motivation of students, diversity of teaching”, option b) and “it helps to improve the teaching/ learning process, option a), with 36 participants, 83.72%. The third highest score was option d), “it enables the interaction with other cultures and realities”, followed by option c), that “it promotes pupils’ autonomy” and option f), “I like working with technologies”. Option e), “it promotes learning based on everyday situations”, only had 21 respondents that said that they strongly agree with this statement, 48.83%. Option g) had only thirteen responses. The two last options were the ones where teachers expressed their dislike. In option i), “pupils make me use them”, 18 respondents answered that they strongly disagree with this statement and eight disagree, making a total of 60.46%, followed by option h) “external aspects determine that I use ICT as an obligation”, with 11 answers strongly disagreeing and another 11 disagreeing, totalling 51.16%.

Q12 – According to the following list, state the reasons why you use ICT in your teaching practice.

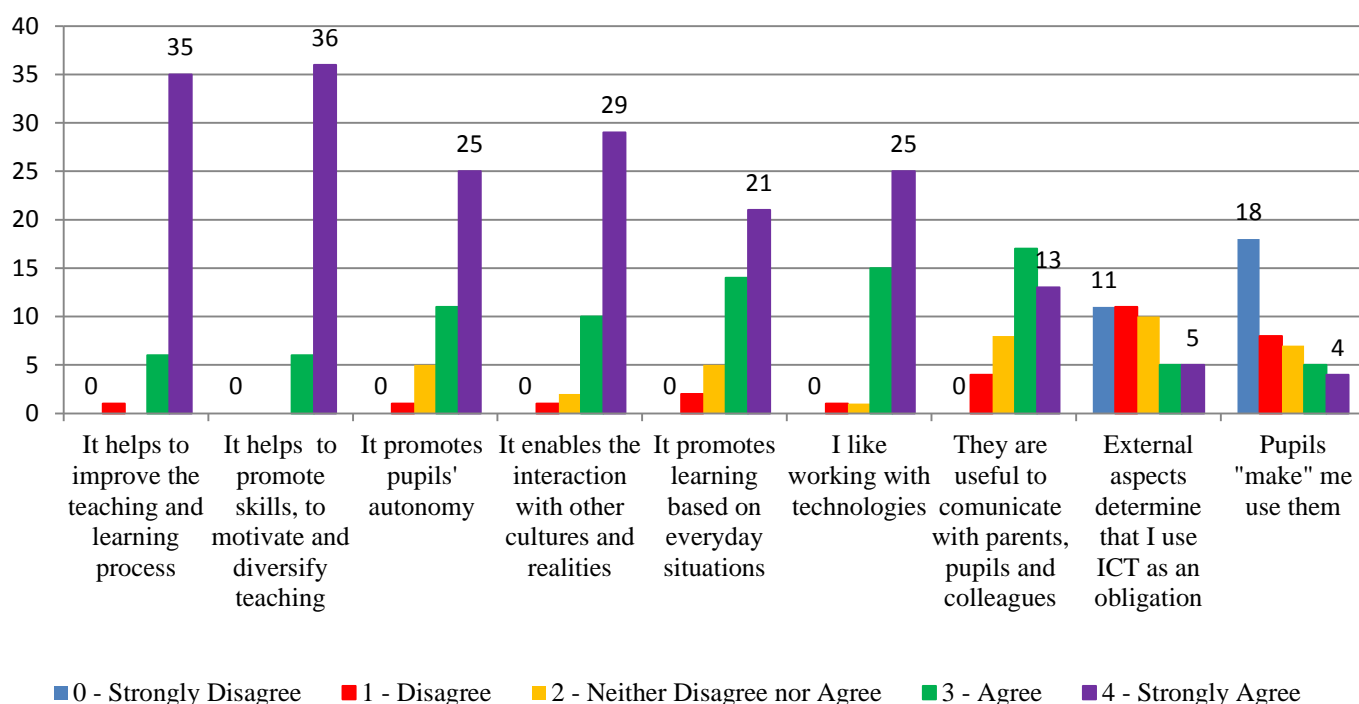


Figure 3.4 – Bar chart displaying the reasons for teachers to use ICT in class.

The main aim of question 13 (Q13) was related with the obstacles that ICT use has on the English teaching practice. This question was split into two different blocks – Question 13a (Q13a) and Question 13b (Q13b). Q13a assessed the respondents that answered positively to Q7. Q13b assessed the teachers that chose the option “never” used ICT in teaching English to YL in Q7.

In Q13a and from a list of obstacles, teachers had to rank its importance from 0 – strongly disagree to 4 – strongly agree. As we can see on the following chart, the majority of the teachers consider that one of the main challenges concerning ICT is the lack of equipment in the classrooms, with nine respondents saying that they strongly agree with this statement and seven respondents claiming that they agree, total of 37.20%; followed by option g) which refers to the “difficulty to access educational software” regarding English in Primary Schools, with four teachers claiming that they strongly agree and another four saying they agree, in a total of 18.60%. Nevertheless, the majority of the respondents strongly disagree with the majority of the statements

showing only positive responses, namely agreeing or strongly agreeing with the last three statements related to the “difficulty of access educational software”, “bureaucracy to use ICT” and lack of ICT equipment. Moreover, the highest number of people who answered to this question was 37, which corresponds to a percentage of 86.05% of the respondents. So, 86.05% of the respondents admit that ICT improves the learning/teaching process; followed by 83.72%, whose believe that “it compromises the curricular sequence” and another 83.72% that “don’t feel comfortable using ICT”. “Difficulties controlling the class” and “very demanding activities” all had similar expressions 76.74%. The need for training or ICT knowledge shows a clear drop in the figures with only 62.69% of the teachers saying that they strongly disagree with this statement.

The lowest score regarded the classroom equipment were only 30.23% of the teachers claiming to strongly disagree with this statement.

Q13a – According to the following list, state which obstacles prevent you from using ICT in your teaching practice.

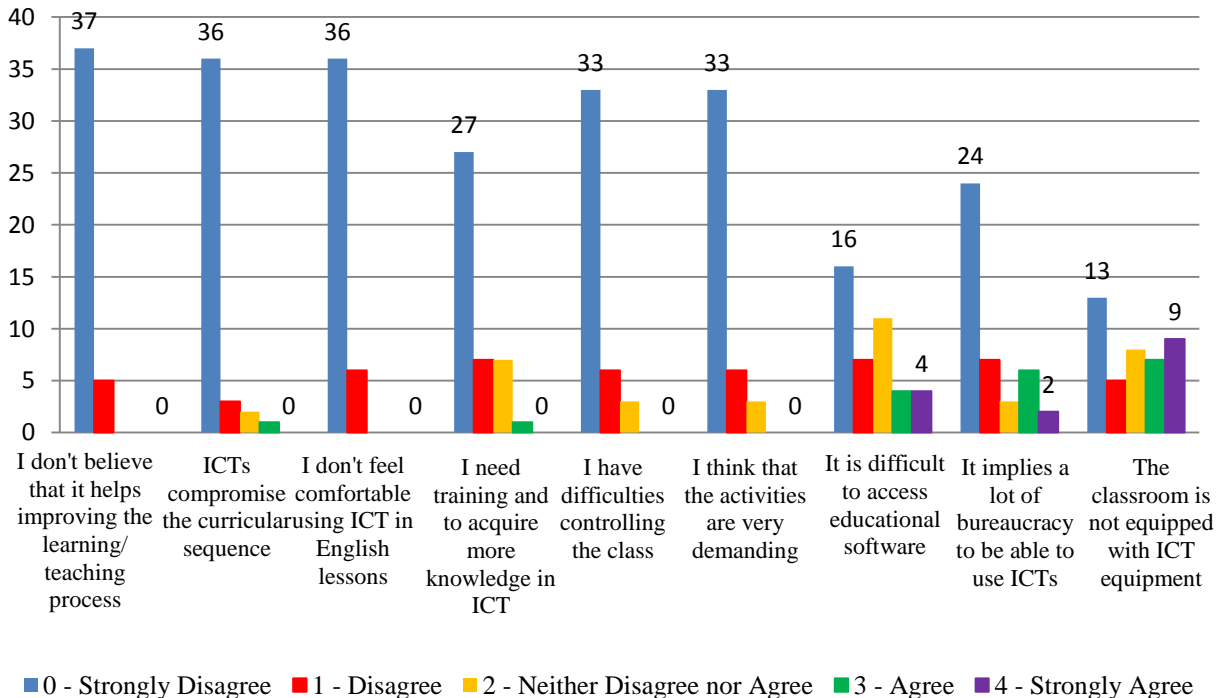


Figure 3.5 – Bar chart displaying the obstacles for teachers not to use ICT in class (Q13a answers).

On Q13b we queried about which obstacles made a respondent never use ICT in his teaching practice. This question was a direct consequence of answering “no” to Q7. The respondent referred that it was “difficult to access educational software” for English in Primary Schools and that “the classroom was not equipped with ICT equipment” as the main obstacles for not using ICT in class. S/he answered that s/he neither disagrees nor agrees with options c), d) and h), namely, “I don't feel comfortable using ICT in English lessons”, “I need training and to acquire more knowledge in ICT”, “It implies a lot of bureaucracy to be able to use ICTs”.

Q13b – According to the following list, state which obstacles prevent you from using ICT in your teaching practice.

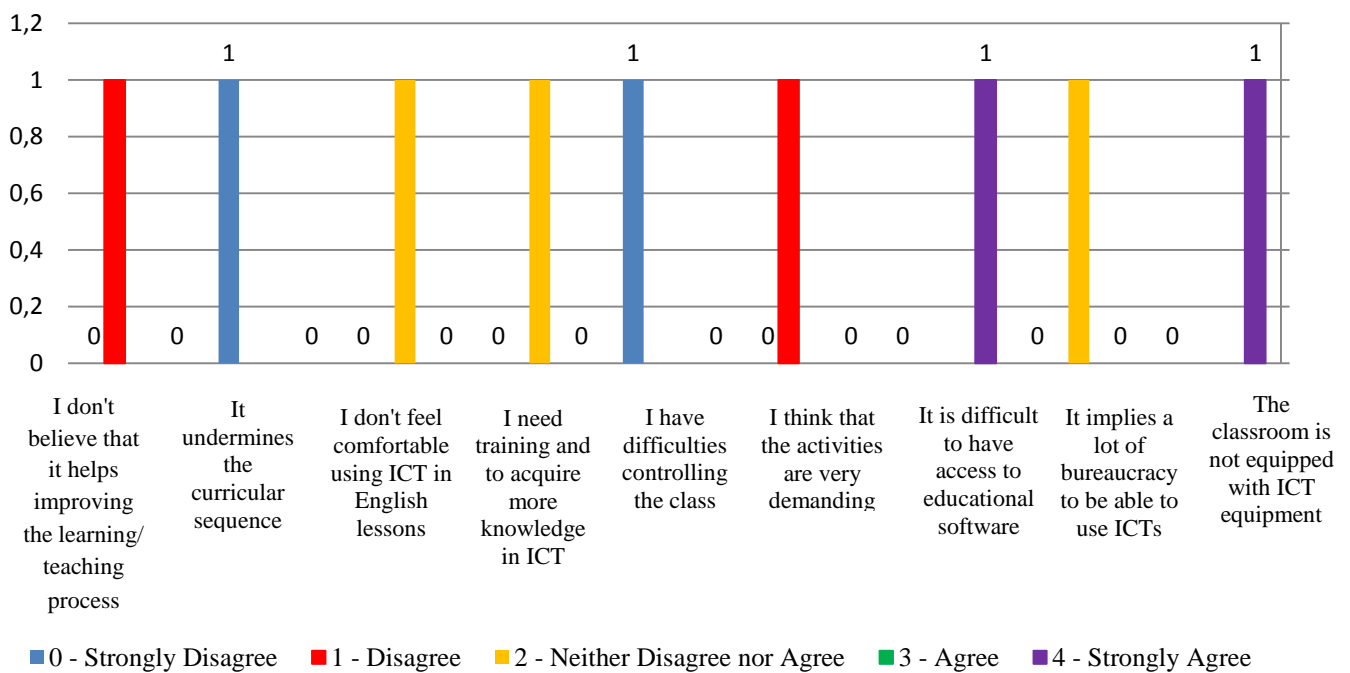


Figure 3.6 – Bar chart displaying the obstacles for teachers not to use ICT in class (Q13b answers).

The final part of the Section C of the survey centred on the awareness of the potential and effects or risks attached to ICT in the English teaching. In order to establish the potential of using ICT in English teaching (Q14), teachers were asked to rate their level of agreement in a list of statements.

According to this chart, the “diversification of the English contexts” is the most voted statement with 62.79% of the respondents saying that they strongly agree with the statement, followed by 60.46% of them that consider that “it promotes the English language as the global language in communication with ICT”. The other options related with “encouragement of the use of English language in ICT context”; “integration of the language skills and ICT skills” and “initiation of ICT for educational, academic and curricular purposes” obtained similar rates, in particular, 55.81%, 51.16% and 48.83% respectively. In contrast, only 15 teachers (34.88%) considered the “creation and ICT resources and materials” as a potential use of ICT in teaching English in the Primary School.

Q14 – Rate your level of agreement according the following statements about the potential of the use of ICT in teaching English in the Primary Schools.

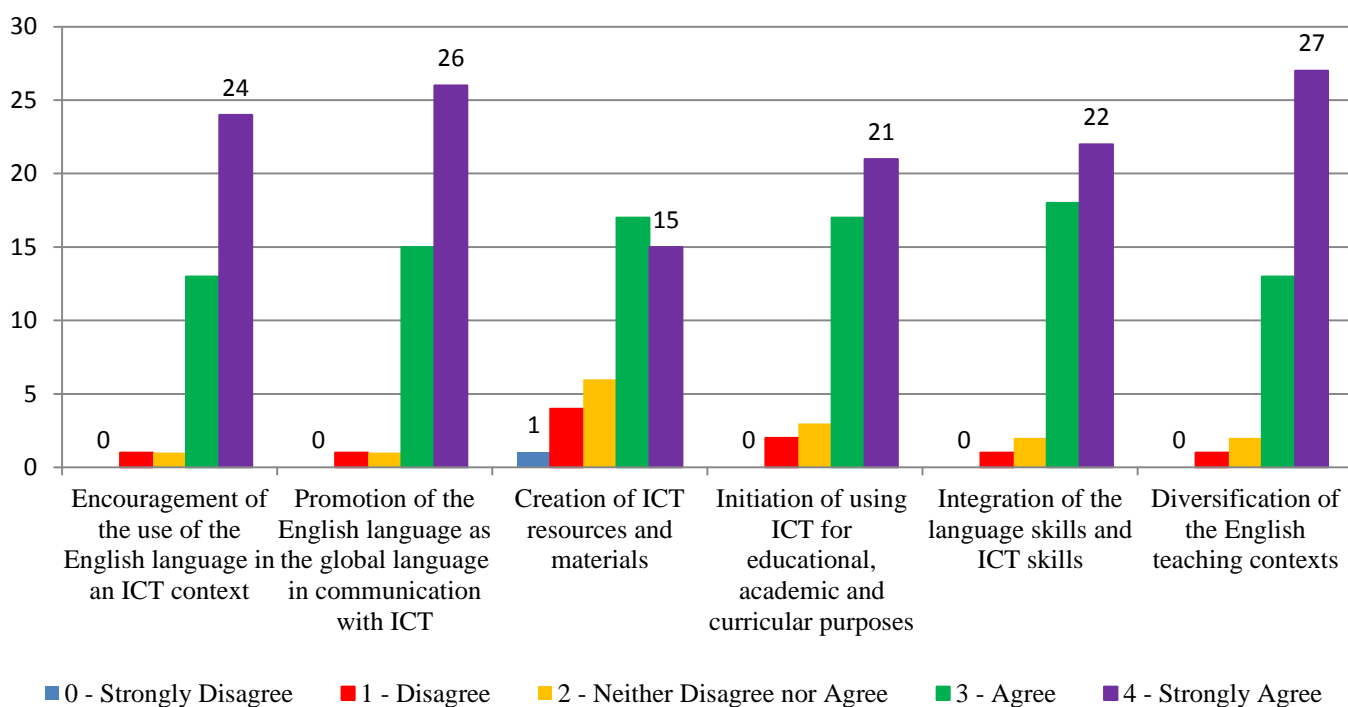


Figure 3.7 – Bar chart displaying the level of agreement according to a list of statements about ICT potential in class.

In order to understand the perceptions of the teachers regarding the use of ICT in English teaching, Q15 focuses on the effects or risks of using ICT in English teaching in Primary School. Therefore 35 respondents (81.39%) strongly disagree that ICT

demotivates pupils, 30 respondents (67.76%) also strongly disagree that “it infantilizes children”, 28 (65.11%) don’t consider that it dehumanises children, 27 (62.79%) think that it doesn’t distract students, 23 (53.48%) do not believe in “technological addiction”, followed by 22 (51.16%) respondents who do not regard that there is an “excess of pupils’ stimulus” concerning the use of ICT in the English teaching in Primary Schools.

Q15 – Rate your level of agreement according the following statements about the effects or risks of the use of ICT in English teaching in Primary Schools.

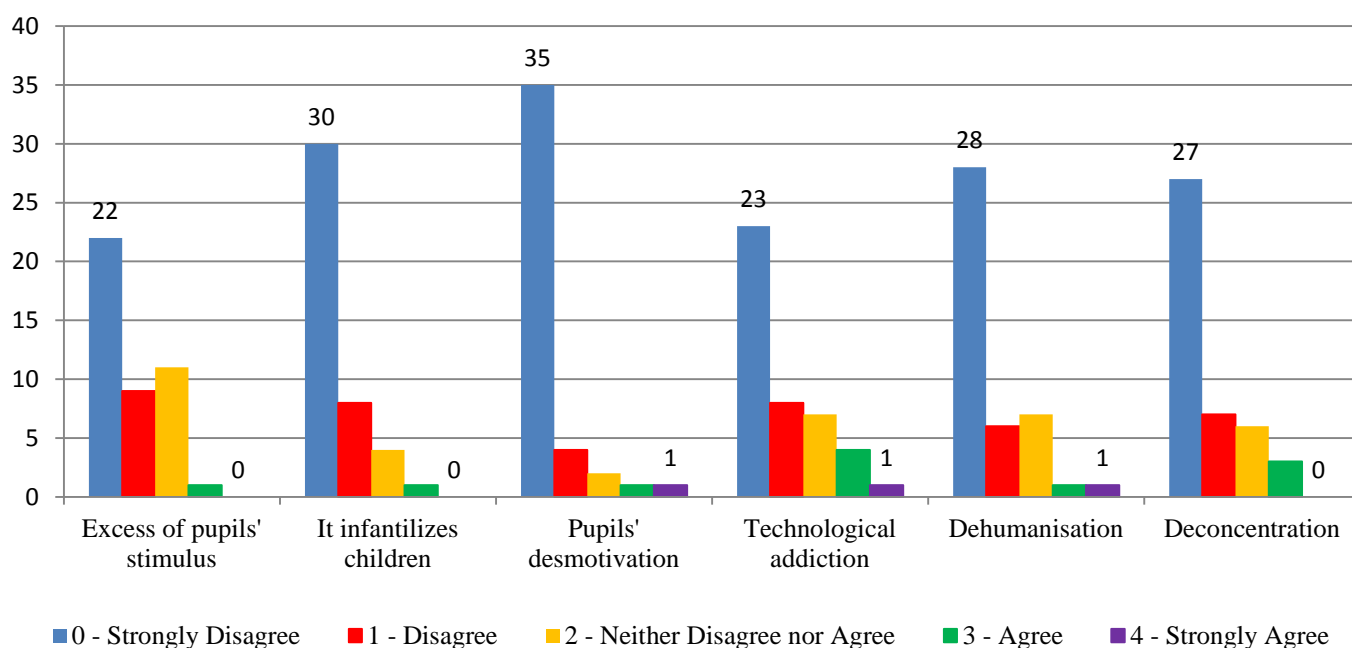


Figure 3.8 – Bar chart displaying the level of agreement according to a list of statements about ICT effects or risks in class.

3. Section D – Improvements

Finally, the last question of the survey addressed the teachers’ consciousness of what can be improved in order to enhance the ICT use in primary schools (Q16) in a five-point scale.

Teachers were given six options:

- a) The change of the curriculum;
- b) The increase/improvement of the equipment and available connectivity;
- c) The increase/improvement of the available digital resources;

- d) The increase and diversification of the available ICT training;
- e) The increase of the numbers of hours of English teaching;
- f) Promotion of the educational practice that embrace ICT in the English teaching practice;
- g) The spur of project based methodologies;
- h) Creation of policies that support teachers using ICT in the teaching of English in Primary Schools.

In this case, “the increase/improvement of the equipment and available connectivity” in schools, option b), achieved the highest score with 30 answers (69.76%) that strongly agree with this statement, directly followed by option c), the “increase/improvement of the available digital resources” with 28 responses (65.11%). The “creation of policies that support teachers using ICT” came next with 23 answers (53.48%) and the “promotion of the educational practice that embraces ICT in the English teaching practice” had 22 responses (51.16%). Tied with 20 answers of strongly agree each (46.51%) are the options that refer to an “increase of the numbers of hours of English teaching” and a “spur of project based methodologies”. Moreover, 18 teachers (41.86%) strongly agree and agree with the “increase and diversification of the available ICT training”. The statement that the teachers least agreed was option a) which addressed the “change of the curriculum”, with only nine strongly agree answers (20.93%) and 15 agree answers (34.88%). In this option, nine teachers strongly disagree (20.93%) that there should be a change in the curriculum, three teachers disagree (6.97%) and eight responses (18.60%) neither disagreed nor agreed.

Q16 – In your point of view what might be done to improve the use of ICT in the teaching of English in the Primary Schools.

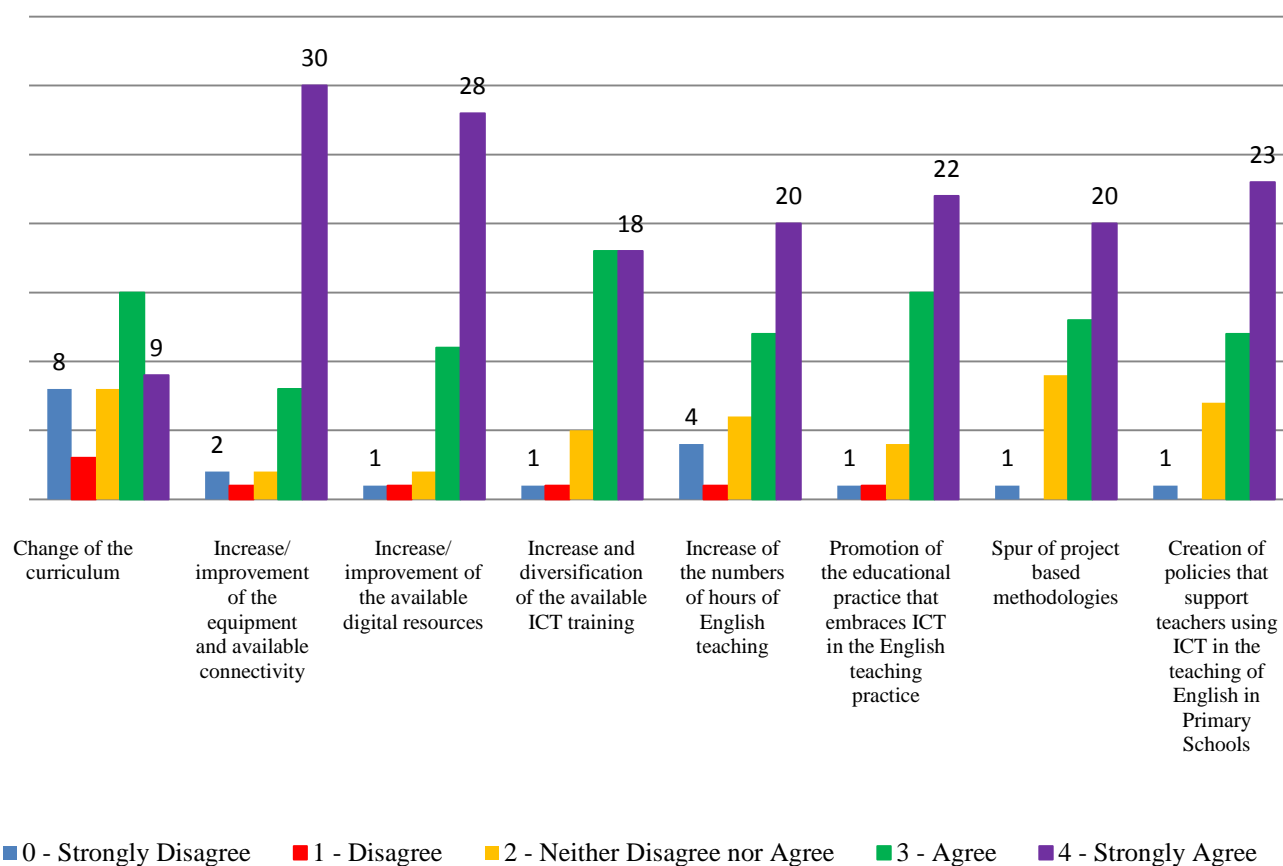


Figure 3.9– Bar chart displaying the improvements needed to use ICT in class according to a list of statements.

IV. Discussion of the Results

In terms of the profile of the teachers that use ICT in their ESL/EFL teaching practice in primary schools, research question number 1, in the sample population there is evidence that the majority of the respondents in this survey were females, representing 93% of the respondents (Q1). This distribution is consistent with the female tendency in the teachers' profession, especially in the Primary School, as we can also observe in other studies and state statistics (e.g. Ministério da Educação, 2016a; Li, Hoque, Othman, & Razak, 2014; Carrapiço, 2015). Concerning the age factor (Q2), we notice that there is a concentration of teachers from 31-50 years old. We can also observe the absence of answers of professionals of other age groups in this question. In terms of teaching qualifications (Q3) almost half of the respondents (46.5%) had a Teaching Complement in order to teach in this new group. These answers confirm the reality of a group composed mainly of teachers who had initially other teaching qualifications and who needed to readapt to be able to teach in this specific field. Question 4 (Q4) addressed the teaching experience in teaching English to YL. These answers were consistent with the previous question (Q3), where 51.2% of the respondents have less than 5 years of experience in teaching English in the Primary School. This clearly indicates that there is a strong relation between the teaching qualifications and the years of experience. In other words, the majority of the teachers are new in teaching English in the primary school and they have little experience in this particular area (less than five years of English teaching experience to YL).

When queried about specific training in ICT (Q5), the majority of the respondents answered "no" (69.8 %) which collided with the fact that in the last two decades there has been numerous teaching ICT programmes in Portugal, which naturally teachers had access to. Nevertheless, the responses are consistent with many other studies that show that teachers lack ICT training (Mathipa & Mukhari, 2014; Charalambous & Karagiorgi, 2002) and consequently ICT knowledge and skills (Naimova, 2008; Tedla, 2012; Rahimi & Yadollahi, 2010; Gilakjani, Sabouri, & Zabihniaemran, 2015). In contrast, these answers clash with Carrapiço's research (2015), according to which the majority of the primary teachers in Portugal, two thirds of the respondents have specific ICT training. I believe that these results were directly linked with the Technological Plan; Connect Portugal; Lisbon Strategy – PNACE,

(2007-2013) programmes implemented at the time, when the Portuguese Government was committed to the technological modernization of primary schools. With the Magalhães computers available for every student during those years, teachers inevitably had to update their ICT training, skills and knowledge. Moreover, Carrapiço's research (2015) concerns a reality that addresses only primary teachers, with different years of experience, in a different period and in this study the sample population is a new teaching group where the bulk of the teachers is less than 5 years of teaching experience in this particular area.

Regarding the specific ICT training attended by teachers (Q6), the majority of the respondents answered they had attended short term training courses and/or workshops and only 32% of the respondents held a long term training courses and/or post-graduation in ICT. These results show that the majority of teachers have little ICT training and besides no one referred ICT as a course unit in their Initial Teacher Training. Pais (2002) addressed this issue and analysed the technological curricular component of the teachers and educators in the universities in Portugal. The author argued that there is a need to include and reinforce ICT training component at the Superior Educational level. Several other authors (Paiva, 2002; Silva, 2004) also referred lack of ICT training in their Initial Teacher Training and lack of ICT skills in the teachers' degrees as major challenges. In contrast, Coutinho (2005) argues that Technological Education is spread at the University level, though he believes that they should be more emphasized on ICT literacy in detriment of pedagogical aspects. Other studies also corroborate this version (Cox, Rhodes, & Hall, 1988; Cox, 1994). Concerning Europe, The Digital Economy and Society Index (DESI) from 2018 also examined that 37% of the EU workforce has low digital skills, or none at all.

Taking into account this reality, in January 2018, the European Commission adopted a Digital Education Action Plan, alongside the action plan, a Staff Working Document. These plans urge to reinforce the Digital Competences in Europe and foster the acceptance of technologies in the educational system.

Moreover, 97.6% of the respondents answered "yes" concerning their use of ICT in their daily teaching practice (Q7). Only one respondent answered "no", and 92.7% answered that they used ICT in the last three years (Q8).

In terms of the research question number two, about infrastructure as well as its frequency of use (Q9), the vast majority of the respondents answered that it was the computer/tablet and also the Internet, that was the equipment that was always used,

followed by the multimedia projector and interactive whiteboard. In contrast, the television and digital camera were the equipment that they never used. Regarding software programmes and frequency of use (Q10), the materials and resources that were always used were the access to the web and online resources, materials and resources installed in the computer, followed by the web applications, with the highest number of answers (19) in the “frequently used” option. The least used one was the programmes and specific software for teaching in primary schools.

Regarding the research question number three, for what purpose teachers use ICT in their teaching practice (Q11), data shows two distinct dimensions: implementation versus creation. Besides displaying a great preponderance for the implementation dimension, the answers in Q11 can be compared with the answers in Q5 about the teachers’ specific training in ICT and aligned with ICT training needs previously addressed by several authors (Paiva, 2002; Silva, 2004; Lopes, 2018). Furthermore this issue will be extensively addressed in research question number five.

The research question number four intended to analyse the ICT frequency of use in the teaching practice. In spite of the training needs that were identified in the previous research question, when comparing Q9, Q10 and Q11, the data shows that teachers use ICT frequently and in some cases even always. So we can apprehend that teachers perceive ICT as a positive tool in the educational setting, as several authors also state (Ghasemi & Hashemi, 2011; Malinina, 2014).

Considering the ESL/EFL teachers’ beliefs and attitudes regarding the ICT use, research question number five, we can notice that there is a set of options which teachers positively agree and there are only two where they express disagreement (Q12). On the one hand, teachers seem to be aware of the importance of ICT as they believe it promotes students skills and improves the teaching and learning process. On the other hand, teachers expressed their disagreement concerning external aspects and students pressure to use it. These answers consciously express teachers’ views on ICT. Teachers use ICT, not as an obligation, but because they believe that technology is a powerful educational tool.

When queried about their beliefs concerning the obstacles in the ICT use (Q13a), we can confirm some of the previous answers and observe a set of options where teachers strongly disagree with “I don’t believe that it helps improving the learning/teaching process”, with 37 answers (86.04%); followed evenly by option b) “ICT compromises the curricular sequence” and option c) “I don’t feel comfortable

using ICT in English lessons”, 36 answers each, 83.72%. Therefore we deduce that teachers seem to be secure of the effectiveness of ICT in the teaching/learning process. We can also observe that they feel confident of their ICT skills, as 36 teachers answered that they strongly disagree with the statement “I don’t feel comfortable using ICT in English lessons”, 83.72%.

In option d), 27 respondents answered that they strongly disagree that they need ICT training and to acquire more ICT knowledge, 62.79%. However, when we compare these answers with Q6, concerning teachers’ specific training in ICT, we verify that two thirds of the teachers state that they don’t have specific ICT training. Furthermore, if we contrast these results with Q11, concerning the purpose of their ICT practice, the activity that stands out, with the highest score, is option c), for entertainment purpose, with 17 teachers using it always for this purpose and 23 teachers using ICT frequently for recreation activities, totalling 93.02%. Activities like creation and management of blogs, journals, class newsletters or web sites as well as other activities that require creativity, more elaborated skills or even more depth were completely left behind. In conclusion, we can observe that most of the ESL/EFL primary teachers in Portugal do not have specific ICT training and they believe that they do not need more ICT training or to acquire more knowledge in ICT. However, when considering the main purpose for which they use technologies in their teaching practice teachers reveal lack of in-depth knowledge in their chosen options. Therefore we can infer that teachers lack ICT knowledge and skills, mainly in an integrative way (European Commission, 2011; Peralta & Costa, 2007).

In this question, the obstacles that teachers refer as inhibitors of ICT are mainly concerned with ICT equipment. In this option, nine respondents strongly agree with this statement, seven agree, eight neither disagree nor agree, total of 55.81%. This fact agrees with the European Commission efforts and DESI (2018) data that highlight Europeans schools as poorly equipped digitally. This index discloses that less than half of European children are in schools which are highly equipped digitally; only 20-25% of them are taught by teachers who are confident using technology in the classroom; 18% of primary and secondary schools in the EU are not connected to broadband. However it is surprisingly peculiar to realize that more than 90% of the Portuguese homes have access to ultrafast broadband, according to data collected from the same DESI index.

The struggle accessing educational software is also shown as a challenge by the teachers. Four respondents strongly agree that it is difficult to access educational software and other four agree with this statement. Eleven teachers didn't clearly express their belief towards this subject as they answered neither disagree nor agree. Q13b was specifically designed for teachers that initially answered "no" to Q7. The data reinforces the results of Q13a, showing the lack of equipment and difficulty in accessing educational software as inhibitors.

Q14 reveals that there is great potential in the use of ICT in Primary school. However, option c) regarding the creation of ICT resources and materials, shows a considerable decrease of affirmative answers, having only one respondent answering that he strongly disagree with this statement, four teachers claiming that they disagree with this feature and six respondents claiming that they neither disagree nor agree. Once more, as previously detected, we can infer that teachers have ICT skills limitations, showing lack of creativity and depth.

Another aspect that answers the research question addressing the teachers' beliefs and attitudes regarding the use of ICT is the perception that teachers have with respect to the effects or risks of the use of ICT in the teaching context. The answers reveal that teachers have a positive attitude towards ICT as they strongly disagree with the idea that it demotivates, infantilizes or dehumanizes them. The only two aspects that do not show a clear strong disagreement are the options regarding the excess of stimulus and technological addition. In these responses the answers moved towards the disagreement or a fixed opinion.

The last research question focuses on the teachers' perception of what can be improved in order to foster ICT use, research question number six. Once more the increase/improvement of the equipment and available connectivity appears highlighted in the chart, with 69.76% respondents strongly agreeing with this statement. Available digital resources also followed with 65.11% strongly agree answers. In contrast, only nine respondents answered that they strongly agree with the option a), change of the curriculum and that eight respondents strongly disagree, three disagree and eight respondents neither disagree nor agree with this statement, totalling 44.18%. This data can also be compared and analysed with previous questions, mainly with question 6, addressing specific ICT training (Q11) the purpose of using ICT and question 13a, the obstacles that prevent the ICT use in the teaching practise. Carrapiço (2015) recognised the importance of ICT in the educational system and that it inevitably entails the

cautious revision of curricular plans, analysing situations and different contexts where ICT can and/or should be used, though depending on school or class specific conditions. Therefore, the crossing of data reveals that there is some resistance to change, also visible in many other studies regarding teachers' beliefs and attitudes towards ICT (Cox, Preston, & Cox, 1999).

V. Conclusion

New empirical evidence of the factors that contribute to or restrict the use of ICT in the ESL/EFL lessons in the primary school in Portugal was provided. The results of the data yielded by the survey show that the majority of the English primary teachers in Portugal are middle-aged female teachers with less than five years of experience in this area and only one third of them have specific ICT training. Overall, they have a positive attitude towards ICT effectiveness in the teaching practice. They frequently use ICT, though scant ICT skills are observed. Additionally, due the specific nature of the subject, integrative ICT training should be considered. Moreover, only half of the teachers agree with the need to modify the curriculum, revealing some resistance to change. Lack of technology appears as one of the main obstacles that prevent teachers from using ICT in their teaching practise. The upgrade of equipment, available connectivity and digital resources also emerge as improvements that should to be regarded.

The sample representativeness is arguable and remains unknown. This represents a considerable limitation of the study, as it thwarts the generalizability of findings. Although we can say that the evidence gathered through the survey has proven internally valid and reliable, further research should be conducted in order to establish the results external validity.

Nevertheless, besides the need for more research to consolidate these findings, this study can be used as a starting point of a training programme in order to meet some of the needs detected in this study. It would have also been interesting to combine quantitative research with a qualitative approach as it would bring breadth and depth to the study. The evolution of teachers' perception of ICT use since Carrapiço's study (2014) is another appealing aspect to take into account, considering circumstantial conditions that may influence the perceptions.

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Annexes

Survey

My name is Regina Luz and this questionnaire is part of an investigation carried out within the scope of the Supervised Teaching Practice Curricular Unit, an integral component of the Master's in the Teaching of English in the Primary School in Portugal. The filling of the questionnaire will take about 5 minutes.

Thank you for your cooperation.

Section A – Teachers' profile

Q1 – Gender.

Masculine	Feminine	NA

Q2 – Age.

≤ 30 years	31 to 40 years	41 to 50 years	51 to 60 years	≥ 61 years

Q3 – Teaching qualifications to lecture in the 120 group.

Teaching Complement	
Initial Teachers' Training	
Advanced Training – Master's degree	
Other	

Q3.1 – In case you have answer “other” please explain.

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Q4 – Teaching experience in teaching English in Primary Schools.

≤ 5 years	6 to 10 years	11 to 15 years	≥ 16 years

Q5 – Specific training in ICT.

Yes	No

Q6 – Please explain.

ICT specific training	
Frequency of educational Courses – Colloquiums, Conferences, Symposiums and studying days	
Frequency of workshops	
Frequency of short term training courses	
Frequency of long term training courses	
Other context(s)	

Q6.1 – In case you have answer “other” please explain.

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Q7 – Have you ever used ICT in teaching English in the Primary School?

Yes	No

Q8 – In the last three years did you use ICT in teaching English in the Primary School?

Yes	No

Section B – Infrastructure Information and teaching practice

Q9 – Which equipment do you use in English Teaching in Primary School and how frequently do you use them?

0 - Never 1 - Rarely 2 – Sometimes 3 - Frequently 4 - Always

Equipment	Frequency of use				
	0	1	2	3	4
Computer or Tablet					
Multimedia projector					
Interactive Whiteboard					
Video (DVD/ VHS/ Blu-ray)					
Digital Camera					
Mobile Phone					
Audio Player/ Recorder (CD/ MP3/ MP4)					
Television					
Internet					

Q10 – Which software programmes do you use in English Teaching in Primary School and how frequently do you use them?

0 - Never 1 - Rarely 2 – Sometimes 3 - Frequently 4 - Always

Software programmes available in classroom	0	1	2	3	4
General Software of use (for example the Office).					
Materials and resources installed in the computer					
Web applications					
Programmes and specific software for teaching					
CD/ DVD/ Pen of School Textbooks					
Access to the Web and online resources					

Q11 - For what purpose do you use ICT in your teaching practice and how frequently do you use them?

0 - Never 1 - Rarely 2 – Sometimes 3 - Frequently 4 - Always

Purpose of ICT use	0	1	2	3	4
Research and consultation activities					
Communication activities and net exchange					
Entertainment activities					
Copy and production of texts					
Make leaflets, invitation cards and posters					
Create and manage blogs/ journals and class newsletters					
Create and manage Web sites					

Section C – Reasons and Obstacles

Q12 – According to the following list, state the reasons why you use ICT in your teaching practice.

0 – Strongly disagree 1 - Disagree 2 – Neither Disagree or Agree
3 - Agree 4 – Strongly Agree

Reasons to use ICT	0	1	2	3	4
It helps to improve the teaching/learning process					
It helps to improve skills, to motivate and diversify teaching					
It promotes pupils' autonomy					
It enables the interaction with other cultures and realities					
It promotes learning based on everyday situations					
I like working with technologies					
They are useful to communicate with parents, pupils and colleagues					
External factors determine that I use them as an obligation					
Pupils "make me" use them					

Q13a/b – According to the following list, state which obstacles prevent you from using ICT in your teaching practice.

0 – Strongly disagree 1 - Disagree 2 – Neither Disagree or Agree
3 - Agree 4 – Strongly Agree

Obstacles for using ICT	0	1	2	3	4
I don't believe that it helps improving the learning/teaching process					
ICTs compromise the curricular sequence					
I don't feel comfortable using ICT in English lessons					
I need training and to acquire more knowledge in ICT					
I have difficulties controlling the class					
I think that the activities are very demanding					
It is difficult to have access to educational software					
It implies a lot of bureaucracy to be able to use ICTs					
The classroom is not equipped with ICT equipment					

Q14 – Rate your level of agreement according the following statements about the potential of the use of ICT in teaching English in the Primary Schools.

0 – Strongly disagree 1 - Disagree 2 – Neither Disagree or Agree
3 - Agree 4 – Strongly Agree

Potential of ICT	0	1	2	3	4
Encouragement of the use of the English language in an ICT context					
Promotion of the English language as the global language in communication with ICT					
Creation of ICT resources and materials					
Initiation of using ICT for educational, academic and curricular purposes					
Integration of the language skills and ICT skills					
Diversification of the English teaching contexts					

Q15 – Rate your level of agreement according the following statements about the effects or risks of the use of ICT in English teaching in Primary Schools.

0 – Strongly disagree 1 - Disagree 2 – Neither Disagree or Agree
3 - Agree 4 – Strongly Agree

Effects/risks of using ICT	0	1	2	3	4
Excess of pupils' stimulus					
It infantilizes children					
Pupils' demotivation					
Technological addiction					
Dehumanisation					
Deconcentration					

Section D - Improvements

Q16 – In your point of view what might be done to improve the use of ICT in the teaching of English in the Primary Schools.

0 – Strongly disagree 1 - Disagree 2 – Neither Disagree or Agree

3 - Agree 4 – Strongly Agree

Improvements	0	1	2	3	4
Change of the curriculum					
Increase/improvement of the equipment and available connectivity					
Increase/improvement of the available digital resources					
Increase and diversification of the available ICT training					
Increase of the numbers of hours of English teaching					
Promotion of the educational practice that embraces ICT in the English teaching practice					
Spur of project based methodologies					
Creation of policies that support teachers using ICT in the teaching of English in Primary Schools					

Thank you for your cooperation!

Questionário

O meu nome é Regina Luz e este questionário enquadra-se numa investigação no âmbito do Mestrado em Ensino de Inglês no 1.º Ciclo do Ensino Básico, da Escola Superior de Educação e Comunicação da Universidade do Algarve.

O preenchimento do questionário dura cerca de 5 minutos. Agradeço desde já a sua colaboração.

Seção A – Perfil do professor

Q1 – Género.

Masculino	Feminino	NR

Q2 – Idade.

≤ 30 anos	31 a 40 anos	41 a 50 anos	51 a 60 anos	≥ 61 anos

Q3 – Formação académica para lecionar no grupo 120.

Complementos de formação	
Formação inicial - Licenciatura	
Formação avançada - Mestrado	
Outro(s)	

Q3.1 – No caso de ter respondido outro(s) à questão anterior, por favor explicita.

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Q4 – Tempo de serviço a lecionar Inglês no 1.º Ciclo do Ensino Básico

≤ 5 anos	6 a 10 anos	11 anos a 15 anos	≥ 16 anos

Q5 – Possui formação específica em TIC (Tecnologias de Informação e Comunicação)?

Sim	Não

Q6 - Qual é a forma como obteve formação específica na área das TIC? (No caso de possuir mais do que uma formação pode escolher várias opções).

Frequência de Curso de Formação	
Frequência de Curso de Formação – Colóquios, Congressos, Simpósios, jornadas ou iniciativas congêneres	
Frequência de Oficina de Formação	
Frequências de ações de curta duração	
Frequências de ações de longa duração	
Outro(s) contextos	

Q6.1 – No caso de ter respondido outra(s) à questão anterior, por favor explicita.

--

Q7 – Já utilizou as TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico?

Sim	Não

Q8 – Nos últimos 3 anos letivos utilizou as TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico?

Sim	Não

Seção B – Infraestruturas e práticas pedagógicas

Q9 – Quais destes equipamentos utiliza no Ensino de Inglês no 1.º Ciclo do Ensino Básico e com que frequência?

(0- nunca; 1- raramente; 2- às vezes; 3- frequentemente; 4- sempre).

Equipamento	grau de frequência				
	0	1	2	3	4
Computador ou Tablet					
Projeter Multimédia					
Quadro Interativo					
Vídeo (DVD/VHS/Blu-ray)					
Máquina fotográfica digital					
Telemóvel					
Leitor/gravador de áudio (CD/MP3/MP4)					
Televisão					
Internet					

Q10 – Indique qual ou quais os programas (software) que utiliza no Ensino de Inglês no 1.º Ciclo do Ensino Básico e qual a sua frequência de utilização.

(0- nunca; 1- raramente; 2- às vezes; 3- frequentemente; 4- sempre).

Programas (Software) disponível na sala de aula	0	1	2	3	4
Software de utilização geral (tipo Office)					
Materiais e recursos instalados no Computador					
Aplicações “Web”					
Programas ou Software educativo específico para o Inglês no 1º Ciclo do Ensino Básico					
CD/DVD/Pen de manuais escolares					
Acesso a sítios “web” e recursos online					

Q11 - Para que fins utiliza as TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico. Refira também com que frequência.

(0- nunca; 1- raramente; 2- às vezes; 3- frequentemente; 4- sempre).

Tipo de atividades e fins de utilização das TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico	0	1	2	3	4
Atividades de consulta e pesquisa de informação					
Atividades de comunicação e intercâmbio em rede					
Atividades lúdicas					
Copiar e elaborar textos					
Elaborar cartazes/panfletos/convites					
Criar e gerir blogs/ jornais ou newsletters de turma					
Criar e gerir sítios Web					

Seção C – Razões e obstáculos

Q12 – Indique, de acordo com a listagem apresentada, as razões por que utiliza as TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico?

0- Discordo completamente; 1- Discordo; 2- Nem concordo nem discordo; 3- Concordo; 4- Concordo Completamente.

Razões porque utiliza as TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico	0	1	2	3	4
Ajudam a melhorar o binómio ensino/aprendizagem					
Ajudam a promover competências, motivar e diversificar a aprendizagem					
Promovem a autonomia do aluno					
Permitem interagir com outras culturas e realidades					
Fomentam a aprendizagem baseada em situações reais do quotidiano					
Gosto de trabalhar com as diferentes tecnologias					
São úteis para comunicar com os pais/ alunos/ colegas					
Fatores externos determinam que as use como recurso obrigatório					
Os alunos “obrigam-me” a usá-las					

Q13a/b – Indique, de acordo com a listagem apresentada, os obstáculos ao uso das TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico. Atribua-lhes uma valoração.

0- Discordo completamente; 1- Discordo; 2- Nem concordo nem discordo; 3- Concordo; 4- Concordo Completamente.

Obstáculos ao uso das TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico	0	1	2	3	4
Não considero que ajudem a melhorar o binómio ensino/aprendizagem					
Prejudicam a sequência curricular					
Não me sinto à vontade de usar as TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico					
Falta de formação/ conhecimento na área das TIC					
Tenho dificuldade em controlar a turma					
Acho que são atividades demasiado trabalhosas					
Existe dificuldade de acesso a <i>software</i> educativo para o Ensino de Inglês no 1.º Ciclo do Ensino Básico					
Há excesso de burocracia a cumprir para os poder usar					
A sala de aula está mal/ pouco equipada com as TIC					

Q14 – Indique o grau de concordância face a cada uma das afirmações sobre as potencialidades do uso das TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico.

0- Discordo completamente; 1- Discordo; 2- Nem concordo nem discordo; 3- Concordo; 4- Concordo Completamente.

Potencialidades do uso das TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico	0	1	2	3	4
Fomento do uso da língua inglesa em contexto TIC					
Promoção do Inglês como língua franca na comunicação em TIC					
Criação e desenho de recursos e materiais TIC					
Iniciação ao uso das TIC para fins educativos, académicos e curriculares					
Integração das competências de língua e das competências TIC					
Diversificação dos contextos de utilização da língua inglesa					

Q15 – Indique o grau de concordância face a cada uma das afirmações sobre os efeitos ou riscos do uso das TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico.

0- Discordo completamente; 1- Discordo; 2- Nem concordo nem discordo; 3- Concordo; 4- Concordo Completamente.

Efeitos/ riscos do uso das TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico	0	1	2	3	4
Excesso de estimulação do aluno					
Infantilização do aluno					
Desmotivação do aluno					
Dependência de tecnologias					
Desumanização					
Desconcentração					

Seção D - Melhoramentos

Q16 – No seu entender o que poderia ser feito para melhorar o uso das TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico.

0- Discordo completamente; 1- Discordo; 2- Nem concordo nem discordo; 3- Concordo; 4- Concordo Completamente.

Afirmações/ Ações que poderão melhorar o uso das TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico	0	1	2	3	4
Alteração do Currículo					
Aumento/ melhoria do equipamento e conectividade disponível					
Aumento/ melhoria dos recursos digitais disponíveis					
Aumento e diversidade de formação disponível					
Aumento da carga horária de Inglês no 1.º Ciclo do Ensino Básico					
Valorização da prática docente que englobe as TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico					
Incentivo ao uso de metodologias baseadas na criação de projetos					
Criação de políticas de apoio/ suporte aos professores no uso das TIC no Ensino de Inglês no 1.º Ciclo do Ensino Básico					

Muito obrigada pela sua colaboração!