Issues and Challenges in Using ICT for Teaching English in Vietnam

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Abstract

The purpose of this mixed-method study was to understand the issues and challenges of language teachers when using ICT to teach English to students in Vietnam. The study examined 20 primary school teachers from 4 different provinces in Vietnam to investigate the issues and challenges they faced in the process of using ICT in their English teaching. Data collected from surveys, observation and reflection notes were analysed using Activity Theory (AT) as a framework to unpack the processes, tensions, and complexities involved when teachers use technology to mediate the teaching and learning of English in their schools. The results indicated that teaching English in Vietnam using ICT had a variety of issues and challenges including lack of ICT competence, lack of ICT facilities, oversized classes, heavy teaching load, lack of technical support, and lack of support from relevant authorities. Consequently, relevant stakeholders such as the Ministry of Education and Training of Vietnam (MOET), relevant authorities, the Rectors of the school and the language teachers themselves can consider concrete mitigating steps to overcome those issues and challenges.

Keywords: ICT, AT, teaching English, issues and challenges, suggestions

Introduction

In recent times, ICT integration in teaching and learning is high on the educational reform agenda in most developing countries (Peeraer & Van Petegem, 2011, Sarkar, 2012). ICT is touted as an essential tool in the making of a knowledge society (Peeraer & Van Petegem, 2011). Numerous studies have been carried out to investigate the challenges and opportunities of integrating ICT in teaching and learning (Baek, Jung & Kim, 2008). In Vietnam, a developing country in South East Asia, ICT in education has garnered a lot of attention (Peeraer, Tran & Tran, 2009). However, similar to situations in other countries, the level of ICT integration in education in Vietnam is still low (Cuban, Kirkpatrick & Peck, 2001; Bauer & Kenton, 2005; Dang, 2013) and this applies to ICT applications in foreign language education in Vietnam too (Nguyen, 2016).

In the context of teaching and learning of English in Vietnam, results garnered on English language achievement have not been encouraging (Nguyen, L.V., 2010). The quality of English education at all levels in Vietnam is still low and does not meet the country's ambitious socio-economic development demand which pay much attention to the development of international services and communication (Vu & Burns, 2014). It is acknowledged that the current methods and classroom practices are outdated, relying almost entirely on stringent teacher-centred pedagogical techniques and rote learning (Nguyen, L.V., 2010). Teachers are not satisfied with the teaching aids provided with the textbooks and they demand to have more

interactive and hybridised ones, especially technology-based teaching materials so that they could vary the quality of their teaching materials to cater to the different learning needs and preferences of the more technology-savvy younger learners (Hoang, 2015). In such a situation, effectively integrating ICT into teaching English may be a good solution to this problem. Although ICT integration is thought to be an advantage to address this, there are a variety of difficulties in the process of ICT application in teaching (Pham et al., 2018). Henceforth, this study was carried out in order to better understand some of the issues and challenges that teachers in Vietnam faced when using ICT in teaching English. By identifying these challenges, it is hoped that concrete mitigating steps can be taken to overcome those issues and challenges.

Review of Literature

Definition of ICT

Before diving into related literature, it is imperative that the term 'ICT' is defined at the outset. In this study, ICT is operationalised to encompass computer and internet-based technologies with a focus on purposeful language teaching and learning (Sarkar, 2012).

Using ICT in Education in the World and in Vietnam

All over the world, ICT has been widely used in education in general and in language teaching in particular due to its prominent role in facilitating language learning (Hepp et al. 2004). With the use of ICT in education, students have much more opportunities to practice their knowledge (Kramsch & Thorne, 2002). Peeraer and Van Petegem (2011) add that ICT facilitates the process of globalisation, especially in developing countries. Thanks to the use of ICT, learners' motivation can be enhanced (Thanh Hue et al., 2013) and their knowledge acquisition can be increased (Downes, 2013).

In Vietnam, a developing country in the South East Asia, ICT has also been given priority in education (Peeraer & Van Petegem, 2011). The Ministry of Education and Training of Vietnam (MOET) has launched a number of measures to increase the use of ICT, including setting up new Information Technology faculties and having ICT training programmes for language teachers nationwide (Pham, 2014). However, L.V. Nguyen (2016) claims in his report that the level of ICT use among language teachers in Vietnam is quite low. This is also reinforced by Nguyen, H.V. (2013) as well as Le and Nguyen (2017).

ICT Integration in Language Teaching

In terms of language teaching, ICT has an undeniable role helping learners (Toumi, 2015). With the help of visual aids, engagement would increase according to Toumi (2015). Thanks to the use of ICT, learners can feel more relaxed and they can learn a language in a more authentic manner (Kitao, 1998; Grant, Moss & Epps, 2010). With the use of ICT utilising images and videos through computer screens or projectors, students have more discussion opportunities in class and are more encouraged to express themselves (Kitao, 1998; Thomas & Keinders, 2010). With regards to a language environment, ICT is a very powerful factor in providing more interesting learning environment which in turns helps to stimulate better learning outcomes (Williams, 1999; Nation & Newton, 2009). In Vietnam, the use of ICT in teaching English has been widely applied (Hong, 2014). However, such use of ICT is limited to the use of audio CDs, flashcards and large sized pictures (Hoang, 2015) and do not bring positive effects as the levels of English proficiency of both Vietnamese teachers and students

are low (Nguyen, N.H., 2013).

Activity Theory: An Overview of the Theory

According to Lim (2002), research on ICT integration could not be studied in isolation. It must be studied within the learning environment and the broader context in which it is situated. In reality, Activity Theory has been successfully used to analyse successes, failures and contradictions in complex situations without reductionist simplifications (Engestrom & Escalante, 1996; Miettinen, 1998). In the context of technology use, Activity Theory allows us to move away from a technocentric perspective, or 'from the computer as the focal point to understanding technology as part of the larger scope of human activities', (p.5) (Kaptelinin and Nardi, 2006). According to Kaptelinin (1996), Activity Theory is useful as a lens to analyse the activity of an organization that involves computer uses. From an Activity Theory perspective, Bannon and Kaptelinin (2000) suggest that the computer is simply another tool meditating the interaction of humans with their environment. In terms of education, Activity Theory can facilitate understanding of how technological advances influence change (Bellamy, 1996). Gay and Bennington (2001) add the idea that Activity Theory helps draw attention to the dialectical process by which consciousness, learning, and development simultaneously shape and are shaped by technology.

According to Hardman (2005), the basic unit of analysis for Activity Theory is an activity system which refers to a group of people who share a common object (or problem space) and who use tools to act on that object, thus transforming it. In Figure 1, the object is represented as a circle indicating that this space is subject to change and is in a state of flux, making it difficult to pin down (Hardman, 2005). Relationships in this system are driven by rules, which both afford and constrain behaviours as Hardman (2005) claims. Rules are the norms and sanctions that specify and regulate the expected correct procedures and acceptable interactions among the participants (Cole & Engerstrom, 1993). Division of labour within the system describes both a horizontal division among community members and a vertical division between power-and status-holders which then can be understood as related to power within and between systems (Hardman, 2005).
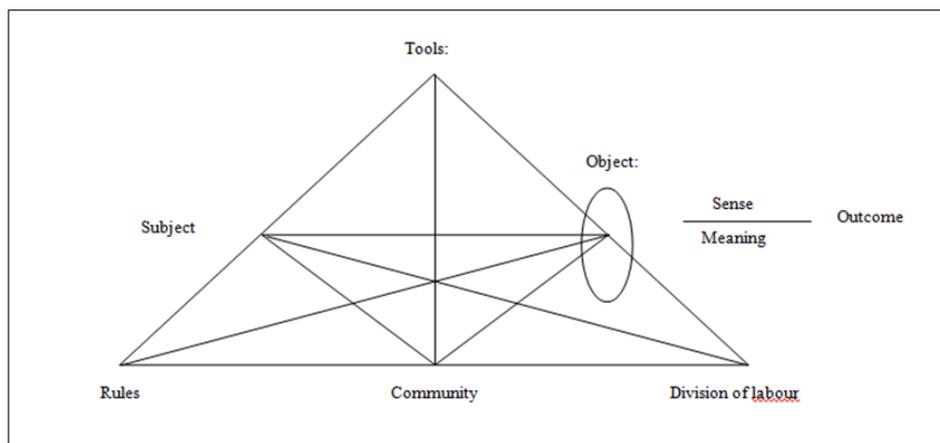

Figure 1. An activity system
(Adapted from Activity Theory as a Framework for Understanding Teachers' Perceptions of Computer Usage at a Primary School Level in South Africa (Hardman, 2005))

In the field of ICT and its contexts of use, the lens of Activity Theory provides insights into change in teachers' practices or into how their teaching is 'restructured' (Buel, 2004) when a new technological tool becomes part of their teaching activity. According to Lim and Hang

(2003) and Russell and Schneiderheinze (2005), Activity Theory has also relied on studies of contexts of implementation of innovation in education, such as when new technology was introduced and conflicts occurred between teachers' beliefs and their actual practices. Activity Theory has been used to study the design and implementation of learning supported by technology (Blin, 2005). Benson, Lawler, and Whitworth (2008) further suggest that Activity Theory allows us to focus not only at the level of individual teacher practices but also at the broader organizational level. Besides, Activity Theory also supports a focus on multiple interacting activity systems (Lim & Hang, 2003; Benson et al., 2008).

Lim and Hang (2003) found that the effective integration of technology requires a focus on activity systems beyond those of single classrooms which include the institutional or departmental requirements or on a school wide level, where the collaboration of teachers might lead to the transformation of these systems. In other words, Activity Theory considers the roles of those involved in the systems and not just the most obvious user (Dobson & Burgoyne, 2004). Taking all these into consideration, this study aims to examine the issues and challenges that teachers in Vietnam had to face when using ICT in teaching English using Activity Theory as the underlying theoreotical framework of this study. The following research questions were used to guide this study:

1. What are the issues and challenges faced by Vietnamese teachers while using ICT in their teaching English?
2. What are the suggestions given by the teachers to overcome these issues and challenges?

Method

The methodology chosen for this study is a case study which provides a thorough description of real-life situations (Yin, 2009). In a case study, the researcher seeks to develop an in-depth understanding of the case by collecting multiple forms of data (Cresswell, 2012). In this study, data were elicited from multiple sources via observations, surveys and reflection notes. Observations and surveys provide opportunities to better understand teacher respondents' ongoing practices and opinions about the reform they are experiencing, and what they actually do in the classroom (Patton, 2002); whilst reflection notes represent a good source for textual data which the participants usually give thoughtful attention to (Cresswell; 2012).

A total of 20 primary English teachers from 4 different schools took part in the study. They represented the four provinces of central Vietnam, namely Danang city, Quang Ngai province, Gia Lai province and Phu Yen province. All of the 20 teacher participants are in-service teachers with university degrees, with working experiences ranging from a minimum of 4 years to a maximum of 10 years. According to the Vietnamese education system, the Education Law (2017) stipulates that all children are required to be in school at 6. Assuming these children progress without repeating, they will finish their primary education at the age of 11.

This study is targeted at primary 3, where English is first introduced to the national curriculum. At Grade 3, students begin to learn a foreign language with an allotted time of 4 periods (35 minutes each period) per week. In total, students' learn a foreign language for three years, i.e., from Grade 3 to Grade 5 (Education Law, 2017). The basis for the introduction of foreign language at primary schools was based on the claim that children usually are more adept at acquiring a second/foreign language than adults (Bialystok, 1997). Hong (2014) adds that learners' proficiency is to some extent influenced by the age from which they are regularly exposed to the second language. At this stage, if young students are taught well, their command

in English will become good and this will facilitate their communication skills in English later in life (Levy and Stockwell, 2006)

The process of data collection started with the administration of the survey questionnaire (see Appendix) at the first semester of the school year, 2018-2019. During that time, lesson observations were carried out throughout the semester with all the teacher participants at their respective schools. During the field trip to conduct observations, the researcher used a checklist, and took field notes of the teaching and learning process, paying close attention to how technology was integrated in the lesson plan, the teaching process and assessments conducted. Besides that, the teacher participants were also asked to write reflective journals on the affordances and challenges they faced when they try to integrate ICT in their teaching process.

Findings

Research question one

All of the three sources of data were analysed according to the components of the Activity System to identify findings related to the issues and challenges the teachers had to cope with when using ICT in teaching English.

Issues and challenges related to "Subjects"
The teacher participants in this study encountered difficulties due to low ICT competence, low qualified ICT training, poor financial conditions for ICT facilities, and a shortage of time in class.

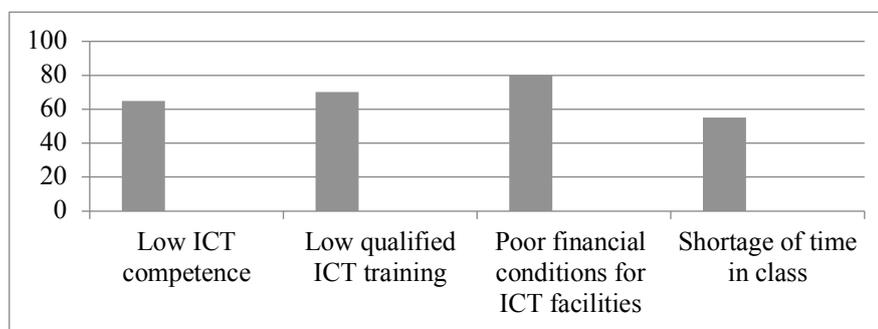Figure 2 shows the result obtained from the survey.

Figure 2: Issues and Challenges Related to the Subjects of the Activity System

As shown in Figure 2, it was found that 13 teacher participants had low ICT competence. 14 lacked qualified ICT training, 16 faced financial constraints for ICT facilities, and 11 did not have sufficient class time to utilize ICT.

Field notes jotted based on classroom observations, reveal that the teacher participants struggled to integrate ICT in their teaching. Most resorted to using simple presentation programme such as PowerPoint and audio in their teaching. It was also observed that most schools have very basic ICT facilities, and that most schools do not have enough computers for teachers' use. In some cases they even had to borrow computers from their colleagues or relatives. It was also observed that many struggled to complete the syllabus within the allotted time.

Findings derived from the reflection notes show similar results. Below are some illustrations taken directly from reflection notes of the teacher participants.

'Beside that, a few teachers attend a good ICT training course. So, they can't know ICT to apply in school. When ICT use in education, it costs a lot because all process of ICT through computer.' (Teacher 14)

'Many teachers can't use ICT skillfully. Another serious problem is that using ICT takes me a lot of time. I can not manage the time in class.' (Teacher 9)

'I still make little use of technologies because I did not have enough time. A significant number of teachers identified time limitations as one of the difficulties in scheduling enough computer time for classes as a problem in their use of ICT in their teaching-learning.' (Teacher 17)

Issues and challenges related to "Tools"

Regarding Tools, the teacher participants in this study had issues and challenges related to poor internet connection and ICT equipment.

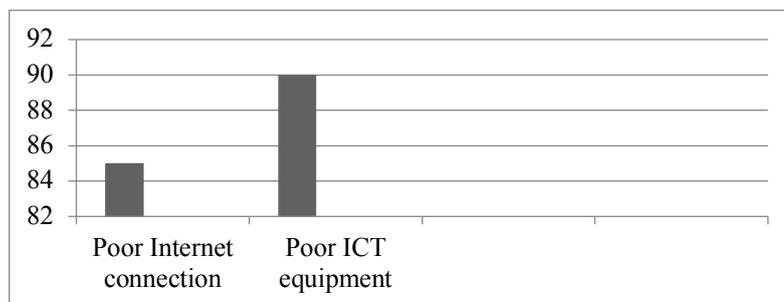Figure 3 shows the results obtained from the survey.

Figure 3: Issues and Challenges Related to the Tools of the Activity System

As shown in Figure 3, the results from the survey revealed that 17 teacher participants had problems with poor Internet connection, whist 18 had issues and challenges with poor ICT equipment.

Field notes derived from school observations reveal that Wi-Fi access was not stable due to poor internet connection. There were also insufficient projectors and cassette players for them to use.

Likewise, findings culled from reflection notes show similar results – the teacher participants faced numerous constraints and challenges in both internet access and ICT facilities. Below are some illustrations of these challenges.

'The major barriers were lack of software's problems, computer problems, inadequate computers in the classroom, low speed internet.' (Teacher 3)
'My school is in a village, most of the students are having difficulty life. The school does not have many rooms, lacks of equipment: computer, internet, projector, software for teaching' (Teacher 10)

Issues and Challenges related to "Rules"

Regarding rules, the teacher participants had problems conforming to social rules and regulations. They also faced problems of heavy teaching load and oversized classes. Figure 4 shows the result obtained from the survey.
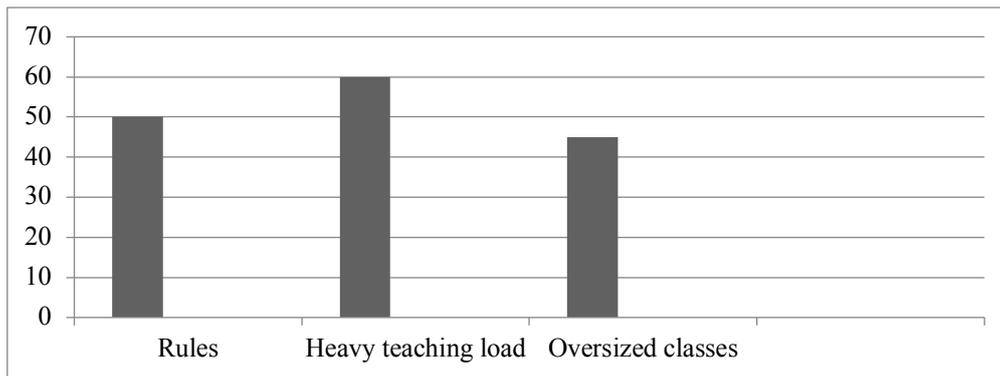
Figure 4: Issues and Challenges Related to the Rules of the Activity System

As shown in Figure 4, 10 teacher participants had problems with the rules at their schools as they had to register to use the room with ICT facilities at least 2 weeks in advance. 12 of them complained about heavy teaching load and 8 complained about oversized classes.

Field notes taken from observations revealed that teacher particpants faced numerous constraints to use the ICT room if they failed to book the room in advance. Besides that, they did not have sufficient time to complete their syllabus. The large class size also affected the teachers as they were unable to provide students with equal opportunity to practice speaking English (over 40 students per class).

Their reflective notes seem to echo similar constraints and challenges, as evinced in the following illustrations:

'I frequently encounter the problem of having too little allotted class time to complete required tasks. Also there are too many students in my class.' (Teacher 18)

'In several schools, one computer is available in their class or they have a room that is specially designed to accommodate students to access to ICT. This room, by cons, must be booked by teachers to have access. This constraint does not help in the evolution of ICT.' (Teacher 11)

'It is hard to be active during teaching hours because it is normal to burn lesson plans in IT classes because it takes time to control the computer and wait for the students to copy the paper while there are too many things teachers have to cover within the teaching time.' (Teacher 14)

Issues and challenges related to "Community"

The teacher participants in this study had to share facilities with other colleagues. They also complained about the lack of qualified technical staff. Figure 5 shows the result obtained from the survey.
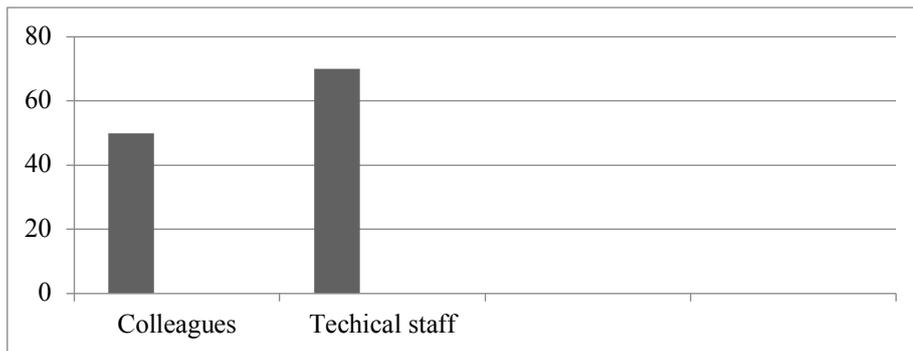
Figure 5: Issues and Challenges Related to the Community of the Activity System

As shown in Figure 5, 10 teacher particpants faced problems related to sharing facilities with other colleagues, with 14 of them complaining about the lack of qualified technicians to support them in integrating technology. It was observed that many faced technical problems when they tried to use the limited facilities provided. It was also discovered that the English teacher participants did not have enough facilities to support their teaching.

Findings obtained from the reflection notes yield similar results to the one based on survey. Below are some verbatim quotes concerning this issue:

'I have to book the room for using ICT to teach but it is very hard for me as the reason for not having a private room to assemble equipment available for English.' (Teacher 1)

'There isn't enough good technicians to support for teaching so it's very difficult for me when I use ICT.' (Teacher 12)

'Beside there is something wrong with computer I don't know how to encounter, take a lot of time to prepare a quality lecture, I will be passive when electric is wrong. The facilities for teaching are limited, lack of Lap-room, function roooms and so on.' (Teacher 17)

Issues and Challenges related to "Division of Labour"

With regards to the Division of Labour, the teachers in this study had limited power on deciding what and when to teach, and in particular gaining access to ICT facilities.

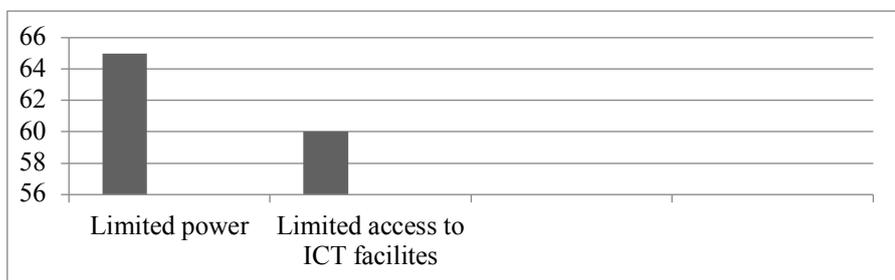Figure 6 shows the result obtained from the survey.

Figure 6: Issues and Challenges Related to the Division of Labour of the Activity System

As shown in Figure 6, 13 teacher participants had problems because they had limited power in deciding what and when to teach. 12 of them also complained about having limited access to ICT facilities.

It was observed that they had to follow the curriculum and the rules of the schools

strictly. Some were not allowed to use the school facilities. Findings from the reflection notes show similar results. Below are some illustrations of this.

'I have to strictly follow the curriculum. It is very hard for me' (Teacher 16)

'As my school is poor, I can not use ICT frequently.' (Teacher 19)

'In fact, there are 23 periods a week for teachers at primary schools and it is compulsory for teachers to have their own lesson plans on the paper. Therefore, I use most of the time to prepare for my lesson plans and I only have less time for ICT.' (Teacher 16)

'Besides, I wish I could choose what to teach in a lesson as I can't be flexible in my teaching contents.' (Teacher 13)

Research question two

Similar to the findings for the issues and challenges, the suggestions to overcome issues and challenges can be analysed according to the components of the Activity Theory. For this part, only two sources of data were used, i.e. the survey and the reflection notes as observation notes were compiled by the researcher and not the teacher participants. With reference to the "Subject" of the Activity System, 15 teacher participants indicated they wished they could have had have more effective ICT training that could contextualize their teaching experiences. Besides, 11 of them ers suggested self-managing to utilise the facilities and resources available. This was indicated in their reflection notes. Below are some illustrations of this.

*'In my situation, it is good for me to manage with what I have in my hand.' (*Teacher *16)*

'Teacher training institutions should provide appropriate and sufficient support for the teachers.' (Teacher 7)

'The first solution overcome these problems is that we have to study information technology by ourselves to improve our applying ICT.' (Teacher 4)

In terms of "Tools" of the Activity System, 14 teacher participants expressed the desire to have better ICT facilities and stable Internet connections. This could be seen in their reflection notes as shown below:

'Each school needs to invest more in facilities so that teachers and students can access it easily.' (Teacher 2)

'The Rector and the MOET should upgrade the internet connection so that we can teach more effectively with the use of ICT.' (Teacher 8)

Next, relating to the "Rules" of the Activity System, 18 teacher participants agreed that if there were more ICT facilities, the contradictions within "the Rules" would be reduced. 11 of them hoped to have an adjustment within the school curriculum so that they could better manage their teaching, while 10 wanted the number of students in their class to be reduced in order to improve their teaching and 6 requested for a policy to reward teachers for using ICT. Similar findings were found in their reflection notes. Below are some illustrations of this.

'We wish to receive permission for choosing what to teach in each period provided that we will cover every content in *the curriculum in each semester.' (Teacher 5)*

'I do wish to have more ICT facilities at school so that I will not have any conflicts with my colleagues when sharing the facilities in my teaching.' (Teacher 9)

Regarding the suggestions relating to "Community" and "Division of Labour" in the Activity System, the requirement for better ICT facilities was again emphasised. 15 teacher participants suggested having more qualified technicians and 10 expressed the desire to have the opportunity to decide what content to teach and flexibility in determining what and when to introduce and teach with ICT it in class. 16 asked for more support from the leaders, including the Rector and other relevant authorities. Similar findings were found in their reflection notes. Below are some illustrations of this.

'In the *view of primary school teachers, one of the top barriers to ICT use in education was lack of technical assistance. So, we need more and qualified technical assistance when we need.' (Teacher 18)*

'In my opinion, to *overcome those difficulties, we need assistance of the government about technological facilities.' (Teacher 14)*

'We wish to receive more permission for choosing what to teach in each period provided that we will cover every content in the curriculum in each semester. However, the curriculum is rather long. If only it could be shorter with not too many contents like what we have now.'(Teacher 5)

Discussion and Implications

The previous section outlines the issues and challenges that the teachers had to face when they tried to integrate technology into their teaching. These issues and challenges were uncovered through the lens of Activity Theory (as proposed by Huynh et al., 2018 and Anh, 2018). On investigating "Subjects," issues found were related to low ICT competence and poorly-run ICT training which resulted in teachers' feeling inadequate and confused when using ICT in their teaching or when faced with technical difficulties. Such shortcoming was also found by Bordabar (2010) who discovered ICT competence as a major predictor of ICT integration in teaching. Furthermore, the Vietnamese teachers also claimed that they did not have enough time for ICT use in class, as ICT integration would take a lot of time (Dang, 2013) and teachers had to do a variety of tasks besides teaching (Buabeng-Andoh, 2012).

Another pressing issue uncovered was related to ICT facilities. All of the schools surveyed in this study lacked ICT facilities to support ICT integration. With many of the teacher participants financially unable to own a personal laptop/computer, the quest to use and integrate ICT in their teaching was a major challenge for them; a scenario much akin to that mentioned by Harris, (2012). With regard to "Tools", poor internet connection and shortage of ICT facilities were identified as major problems in the attempt to transform education and teaching practices in Vietnam. Such shortcomings are quite common in developing countries where financial constraints hinder ICT access (Korangten, 2012).

In the case of "Rules", the policy of booking 2 weeks ahead to use ICT facilities, the oversized classes and heavy teaching loads, were mitigating issues faced by these teachers. Hu (2007) and Preston et al. (2000) had warned that these issues could be deterrent factors

towards integration of ICT in teaching. Concerning "Community," issues related to uneven distribution of power and social status amongst the various stakeholders of the education milieu, had resulted in ICT integration in schools becoming more than just a pedagogical or educational decision. Fullan (2002) in his seminal work on educational change, had pointed this out. Lastly, with regard to "Division of Labour" the teachers felt handicapped by the lack of autonomy in deciding what and how they ought to teach, thus affecting their willingness to test out and experiment with integration of ICT in their teaching. These findings can be supported by the findings discussed by Borko et al. (2009) and Downes (2013).

Taking cognizance of the findings and discussion, the next section discusses the implications and ramifications therein. Regarding the activity system related to "Subjects", it is not easy for the MOET to provide more training and more facilities as the budget for education is limited (Education Law, 2017). However, it is possible for MOET to initiate the forming of professional learning community together with suitable transformational models for teacher training for teachers to exchange ideas and improve their skills and knowledge (Nirmal, 2016; Lee and James, 2018). In addition, local organizations such as Parent Teacher Associations could play an effective role in supporting ICT facilities for teachers by raising funds or calling for donations from local companies.

Next, regarding the "Tools", the MOET is the key figure in facilitating the use of ICT at schools. Therefore, MOET needs to be more efficient in allocating their budget particularly towards the provision and maintenance of ICT facilities to needy schools (Anh, 2018). In dealing with the activity system relating to "Rules", the MOET may need to fine-tune the curriculum so that it is in line with the needs and readiness of the teachers. To be more precise, the curriculum should contain some core content and some flexibility so that teachers can adjust their teaching to suit the needs of the students. As it is, the curriculum is too content heavy and teachers find it difficult to complete it, let alone to experiment with ICT integration. Other than having a lighter and more flexible curriculum, heads of schools and relevant authorities need to work hand-in-hand with teachers to encourage the use of ICT among teachers.

With respect to the "Community" activity system, the teachers themselves should make more attempts to explore freely available social media and learning platforms such as Facebook or Blogs to share their ideas and experiences while waiting for the MOET to provide a more professional network. As a matter of fact, social networks in Vietnam are quite popular with different professional groups including ELT (English Language Teaching) Vietnam group, TESOL (Teaching English to Speakers of Other Languages) group, VietCALL group and so on. These groups are ideal places for teachers of different levels to exchange ideas and interests. Besides, each school should have a more effective policy in recruiting technical staff to meet the needs of teachers. Due to limited budget, most schools usually sought out ICT-competent staff from other departments to take care of ICT facilities in their schools. Lastly, in relation to the "Division of Labour", the MOET should allow teachers more flexibility in deciding what and when to teach as long as they can cover the curriculum required for the semester. This will enable the teachers to be more independent in catering to the needs of their students and to incorporate ICT in their classes when appropriate.

Conclusion

This study was initiated to better understand the issues and challenges in using ICT in Vietnam schools. Activity theory was employed as the heuristic to help unpack and unravel the complexities therein. In doing so, there are a number of limitations that have to be acknowledged. First, the sample was small due to fact that the schools in the four provinces

only have a limited number of English teachers. Second, the study only focused on primary schools; hence the findings were limited in scope. Future research with diverse contexts and more types of schools would be able to yield richer and deeper findings.

From the discussion, it is clear that the teachers themselves will not be able to make the best use of ICT without the help and support of others in the education system which includes the teaching context of their classes, their schools, their Rectors and the relevant authorities. Thus, it can be concluded that every component in the system is vital and should be carefully considered for the enhancement of ICT use in the teaching of English in Vietnamese schools. This study is important as it helps to shed more light on the issues and challenges that teachers face in ICT integration in their teaching. The result of this study could be used by provincial and national leaders in Vietnam to facilitate the development of policies related to ICT implementation and teacher training.

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Appendix

SURVEY

Dear Respondent,

The purpose of this survey is to get you to share your opinion on issues and challenges in using ICT in your teaching. Your feedback will help to uncover the whole context of ICT integration of teachers in teaching. To preserve confidentiality, your name is not requested.

Thank you for your participation.

Each item below describes your experience in using ICT in your teaching regarding inhibiting factors only. To what extent do you agree or disagree with the following statement?

1. disagree
2. disagree a little
3. agree a little
4. agree

1. I find it easy to use ICT in my teaching.	1. 2. 3. 4.
2. I find it easy to use ICT in my teaching thanks to the training I have attended before.	1. 2. 3. 4.
3. I find it comfortable to use ICT in my teaching because I have my own ICT facilities.	1. 2. 3. 4.
4. I can successfully manage my lesson in class with ICT integration within allotted time.	1. 2. 3. 4.
5. It is very time consuming to use ICT in teaching.	1. 2. 3. 4.
6. The internet connection discourages teachers from using ICT.	1. 2. 3. 4.
7. There are not enough ICT facilities at my school.	1. 2. 3. 4.
8. I have to book multimedia room in advance.	1. 2. 3. 4.
9. I find it comfortable to book multimedia room in advance at my school.	1. 2. 3. 4.
10. My teaching load is quite heavy.	1. 2. 3. 4.
11. There are too many students in my class.	1. 2. 3. 4.
12. I have to share the ICT facilities at my schools with teachers of other subjects.	1. 2. 3. 4.
13. Technical problems often happen but there is not any technician available.	1. 2. 3. 4.
14. I have to strictly follow the curriculum.	1. 2. 3. 4.
15. I want to have more power to access ICT facilities at my school.	1. 2. 3. 4.

Each item below describes your opinions regarding supporting factors for ICT use. To what extent do you agree or disagree with the following statement?

1. disagree
2. disagree a little
3. agree a little
4. agree

1. Suitable and qualified ICT training is needed.	1. 2. 3. 4.
2. Teachers should learn how to self manage with the ICT facilities available in their hand.	1. 2. 3. 4.
3. I receive strong support from the school and other relevant authorities in using ICT in my teaching.	1. 2. 3. 4.
4. The school and other relevant authorities should invest more on ICT facilities.	1. 2. 3. 4.
5. ICT use in class will be better if there is good internet connection.	1. 2. 3. 4.
6. ICT use in class will be better if there is more flexibility in curriculum.	1. 2. 3. 4.
7. The school and other relevant authorities should encourage the use of ICT at school.	1. 2. 3. 4.
8. The school should have more qualified technicians.	1. 2. 3. 4.