Chapter III
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3.0 Introduction

This chapter outlines the details of the methodology used for this study on the EFL teachers’. This study was designed to elicit teachers’ perceptions on the use of web-based activities. The study also attempted to specify the extent to which teachers’ use web-based activities in teaching English.

In this chapter, the population of this study has been presented with a clear picture of the sample used for the study. The classification of the sample have been highlighted mentioning the different characteristics of the sample based on various factors like their gender, age, nationality, teaching experience and their knowledge of computers since it is assumed that these factors may have an impact on the perceptions of the EFL teachers’.

Besides this, the discussions on the characteristics used on the participants, the sample and the main instrument (primary data) used in the study which is in the form of a questionnaire has been explained. In addition, the discussion of the results of the pilot study, procedures of data collection and the statistical analysis of the data are presented.

Furthermore, in order to receive a supportive data for the quantitative study; telephonic interviews were also conducted as a qualitative technique which have been discussed briefly to understand the factors pertaining to the perceptions on the use of web-based activities by the EFL teachers’.

Similarly, a lot of exploratory methodology (secondary data) was also used by reading various research journals, papers, articles, PhD and M. Phil dissertations and theses, public records and statistics, interactions with teachers through blogs and internet based statistics provided on various websites etc.
3.1 Population

The population of this study related to the use of web-based activities by EFL teachers’ in particular included all English Language teachers’ in the three major Higher Education institutes of Oman in Muscat- namely: Petroleum Development Oman-Human Resources Learning and Development Centre, College of Banking & Financial Studies and Arab Open University.

In the academic year 2012-2013 there were a total of 60 English Language teachers’ in these three Higher Education institutes. So, all of them were considered for the purpose. Hence, a total of 60 English language teachers participated in the survey out of an overall of 540 participants of both EFL teachers’ and learners’ required for the whole study on perceptions on the use of web-based activities for EFL teachers’ and learners’.

3.2 Sample

Since, the number was not too high to be considered for the study, all the English teachers working in these three higher education institutes were considered for this study. Besides it, all these participants readily agreed to take part in the survey. The respondents were requested to take a short and simple survey questionnaire to find out the characteristics of the sample. It was meant to get the information regarding their gender, age, nationality, teaching experience, their knowledge of computers and the contact numbers (optional).

3.2.1 Survey questionnaire sample characteristics

The information attained has been presented as follows. The sample by and large consisted of sixty teachers representing the whole population of the study. The age of the respondents was between 25-55 years with a mean age of 40.
Gender-wise, the sample included 27 male teachers and 33 female teachers which are 45% and 55% respectively. Out of all the teachers in the sample, 51% of the teachers’ were Omani but the remaining 49% were of mixed nationality (GCC nationals, Asian nationals and European nationals).

The teachers’ teaching experience in the sample ranged from one year to more than ten years. Specifically, fifteen teachers had up to four years of experience; seventeen teachers had up to five-ten years of experience and lastly twenty eight teachers had more than ten years of experience.

Regarding the educational qualifications of the teachers considered for the study; all the teachers had the minimum basic qualifications required for teaching. The exact distribution regarding the qualifications was that twenty-eight (28) out of them were CELTA (Certificate of English Language Teaching to Adults) holders, twenty-one (21) out of them had B.Ed degree (Bachelor of Education) and the remaining eleven (11) had only Master’s in English language or literature.

To specify on their knowledge of computers, out of all the 60 teachers, 50 of them had a very good knowledge on the use of computers while the remaining 10 had a sufficient knowledge on it since all the teachers are using it regularly in their classes to a certain extent. These results have been presented below in Figure 2.

Thus, we can see that the demographic information attained has been shown in the form of a bar graph which shows the characteristics of the sample according to their gender, nationality, qualification, years of teaching experience and their knowledge of computers.
As stated before, there were a total of 60 English teachers' in the year 2012-2013 in these three educational institutions of Oman. To be more specific, there were 35 English teachers' in College of Banking & Financial Studies, 16 in Arab Open University and 09 in Petroleum Development Oman - Human Resources Learning & Development Centre.

**Figure 3** presented below illustrates the distribution of EFL teachers' in Oman in the three educational institutes of Oman that are considered for the study where N
represents the number of EFL teachers’ and R represents the total survey questionnaires returned out of all.

![Figure 3: Distribution of EFL teachers’](image)

So, we can see in the figure that only 55 samples were returned out of the total 60 given to the participants, when the researcher went to collect the filled questionnaire after two weeks. The samples returned were: 9 from PDO, 32 from CBFS and 14 from AOU.

### 3.2.2 Telephonic interview sample characteristics

Similarly, the participants for the telephonic interviews were selected randomly from the same sample that was considered for the survey questionnaire. To be specific, only eight selected teachers’ were contacted for the interview who had given their prior consent for the telephonic interviews at the time of filling their demographic information.

These results have been presented below in **Figure 4**. This bar graph shows the characteristics of the sample according to their gender, nationality, qualification, years of teaching experience and their knowledge of computers.
The age of the respondents was between 25-55 years with a mean age of 40. Gender wise, the sample included 4 male teachers and 4 female teachers. Out of all the teachers in the sample, 5 of the teachers’ were Omani but the remaining 3 were of mixed nationality (GCC nationals, Asian nationals and European nationals).

The teachers’ teaching experience in the sample ranged from one year to more than ten years. Specifically, two teachers had up to four years of experience; two teachers had up to five-ten years of experience and lastly four teachers had more than ten years of experience.
Regarding the educational qualifications; four (4) out of them were CELTA (Certificate of English Language Teaching to Adults) holders, three (3) out of them had B.Ed degree (Bachelor of Education) and the remaining one (1) had only Master’s in English language. To specify on their knowledge of computers, 6 teachers had a very good knowledge on the use of computers while the remaining 2 had a sufficient knowledge on it.

3.3 Research Instruments

To identify the level of EFL teachers’ perceptions and frequency of the use of web-based activities and the effects of gender, qualification, nationality, and years of teaching experience, both qualitative and quantitative methods were used in this study.

A paper survey questionnaire was developed and a telephonic interview semi-structure open-ended questionnaire was also developed to collect the relevant data required for the study.

Both these questionnaires were created by the researcher for the study based on the related literature to elicit the information needed for the study.

3.3.1 Survey questionnaire

The final version of the survey questionnaire used in this study has four parts in all. (See Appendix A)

The first part of the questionnaire was just meant to elicit some personal information of the respondents like their age, nationality, gender, qualification, computer knowledge, teaching experience and the contact numbers (optional).

The second part of the questionnaire incorporated a list of sixteen statements to find out the teachers’ perceptions of using web-based activities in language teaching.

The third part of the questionnaire contained a list of sixty six (66) web-based materials names that are normally used by the EFL teachers’ in the English classes for different
kinds of activities. This was done to find out the extent of usage of different kinds of web based activities by the EFL teachers’.

The last part of this questionnaire was designed to elicit the difficulties EFL teachers’ encounter in using the web based activities in their English classes and which may affect their work in an adverse way.

**Part 1: Personal Information**

In the first part of the questionnaire some personal information of the respondents were elicited. The respondents were asked to tick mark the appropriate information about their gender, nationality, age, qualification, years of teaching experience and the teachers’ knowledge of computers. They had either to tick mark the option or fill the box with the correct information. An additional footnote was added to provide their contact numbers & consent for the telephonic interview but it was optional.

**Part 2: Teachers’ perceptions of using web-based activities**

Part 2 included a list of sixteen (16) statements about the teachers’ perceptions of using web-based activities in language teaching. The respondents were asked to indicate their degree of agreement to each statement by putting a tick in the box of their chosen level from the five point scale (strongly disagree=1, disagree=2, undecided=3, agree=4 and strongly agree=5) besides each statement. These items were put in the questionnaire based on the related literature on this topic from various sources.

**Part 3: Teachers’ use of the internet to download web-based materials in order to use them in teaching English**

Part 3 contains a list of sixty six (66) web-based materials names that are normally used by the EFL teachers to be used in the English classes for different kinds of activities. They are further classified into eight skills in order to find which activities are used more commonly and how much by the EFL teachers’.

The classification made for each activity type have been described here as: reading activities categorised into twelve types(12), writing activities categorised into ten
types(10), speaking activities categorised into ten types(10), listening activities
categorised into six types(6), grammar activities categorised into four types (4),
pronunciation activities categorised into six types (6), vocabulary activities categorised
into twelve types (12) and lesson planning activities categorised into six types (6).

The respondents were asked to indicate the extent to which they download those
activities from the internet by putting a tick in the cell of the chosen level from the three
point scale (often=1, sometimes=2 and never=3) besides each activity name.

**Part 4: The difficulties of using computers to utilize web-based activities in
language teaching**

Part 4 contains a list of fourteen (14) impediments that may make it difficult for some
teachers to utilize computers in their language teaching. Various commonly cited
options were given to the respondents in this part of the questionnaire. The respondents
were asked to tick the difficulties they encounter and which affect their work in an
adverse way again by putting a tick in the cell of the chosen level of the three point
scale (often=1, sometimes=2 and never=3) besides each option.

**3.3.2 Telephonic interview questionnaire**

The final version of this questionnaire (See *Appendix B*) used in this study had a total
of ten telephonic interview questions. It consisted of ten semi-structured open ended
questions prepared by the researcher keeping in mind the alignment with the theme of
the survey used in the paper survey questionnaire as it would allow the researcher to
explore the teachers' responses for any further clarifications.

The first question of the questionnaire was just meant to elicit some general information
of the respondents regarding the usage of web based activities in the English classes.
The second question of the questionnaire was asked to enlighten the advantages of
using the web based activities in the English classes. Both these questions
corresponded with the themes of part two of the survey questionnaire.
The third question was to find out if the perceptions of the teachers’ could be biased due to certain factors and the fourth to check specifically if gender, nationality, qualification or teaching experience may have an influence on their perceptions. This was in alignment with the theme of part one & two of the survey questionnaire.

The fifth question of the questionnaire enquired about the teachers’ extent of using the web based activities in their English classes. The sixth question of the questionnaire enquired on the types of skill for which the teachers’ like to use the web based activities in their English classes. The seventh question of the questionnaire enquired on the most common type of skill for which the teachers’ like to use the web based activities in their English classes. All these questions corresponded with the themes of part three of the survey questionnaire.

The eighth question of the questionnaire enquired if the perceptions of the teachers’ regarding different web based activities could differ because of gender, nationality, qualification or teaching experience. This question was in alliance with part one & three of the survey questionnaire.

The ninth question of the questionnaire enquired about the barriers faced by the teachers’ in their usage of web based activities for their English classes. The last question in the questionnaire enquired about the disadvantages of using web based activities in the teachers’ English classes. Both these questions corresponded with the themes of part four of the survey questionnaire.

3.4 Validity of the questionnaire

To establish the validity of the survey questionnaire, it was sent for a review to a committee of experts in the field. All of them are senior educational experts. They were asked to go through the clarity of the items included in the questionnaire, their relevance to the categories, and the aim of the study and to suggest any modifications. Based on
the recommendations and the feedback of these experts the researcher made the necessary modification to those items in the questionnaire. Four items were deleted, six were modified and some other items were modified for simplicity and clarity.

The questions of the telephonic interview were reviewed and refereed by a number of faculty members in the same way as of the paper survey questionnaire. Some questions were modified or shortened and few were made little more elaborative. Some were cancelled as they were either redundant or did not integrate well with the theme of the questionnaire.

Finally, all the questions were reviewed and the necessary modifications were made in accordance to the suggestions made by the review team.

### 3.5 Reliability of the questionnaire

To establish the reliability of the questionnaire, it was piloted on a group of fifteen (15) educationists who were working in these places as heads or subject experts and excluded from the sample. Ten of them were females and five of them were males. The internal consistency method was used to calculate the reliability of the questionnaire. The internal consistency coefficient (Coronbach’s alpha) of the items in the questionnaire was (0.95).

Two items were deleted because they correlated negatively with the total. By deleting the two items the reliability coefficient became (0.96). These reliability coefficients of the whole questionnaire and of each component were acceptable since some components included small number of items. It is considered to be suitable from a statistical point of view for the purpose of this study. Therefore the final version included (96) items.

Similarly, the internal consistency method was used to calculate the reliability of the telephonic questionnaire and it came out to be (0.93) after the necessary modifications.
### 3.6 Procedures for data collection

After the successful completion of the questionnaire by the pilot group and the establishment of its validity and reliability, fifteen days later it was given to the actual participants. The participants were informed in advance so that they could keep themselves free for some time.

The purpose of the study was briefed to the participants. It was explained to them that the purpose is only educational. The participants were asked not to write their names to maintain the anonymity. They were distributed the questionnaire and were given time to think and fill the questionnaire.

The researcher gave them a time of two weeks to fill and submit the data to the researcher herself in hand. The researcher went to collect the data herself after two weeks from all the three places one by one.

Immediately, after the collection of the survey questionnaire from the participants of the survey, telephonic interviews were also conducted so that the data achieved could be compared properly at least in a broad for both the survey questionnaire and the telephonic interviews. This was done within a week after the collection of survey questionnaires.

### 3.7 Data Analysis

After receiving the questionnaires the data were analyzed by using the Statistical Package for the Social Sciences (SPSS). In order to address the questions of this study, Descriptive statistics (mean and standard deviation were computed. In addition to descriptive statistics, independent sample t-tests and one way ANOVA were used to test the effects of gender, qualification, nationality, and teaching experience on EFL teachers’ use of various web-based activities for teaching.

Since, it was clearly visible that there were no statistically significant differences seen in most of the cases based on the above mentioned tests, further Scheffe test for post-hoc comparison was not required. Regarding the data for telephonic interviews, the
transcripts were written immediately after the interview by the researcher herself to compare both the views and extract the significant information related to the research questions.

3.8 Summary and Conclusion

This chapter briefly described the methods adopted for the study. It started with identifying the population and the sample investigated. After that the researcher described the instruments used in the study for data collection. Following that, there was a detailed description of the procedures followed to finalize the questionnaires and prepare them for administration. Finally, the statistical techniques that were used to analyze the data were described.

In the following chapter, the results of both quantitative and qualitative methods will be presented and compared in a broad sense.