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University of Turku

A case study of the English language teachers' attitudes toward use of information and communication technology (ICT) in Finland

Iuliia Zhelezovskaia

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Abstract

This qualitative study was aimed at investigating foreign language teachers' attitudes toward use of information and communication technology (ICT) in their instruction. The insight was gained through the reported experience of ICT implementation by teachers, in what way and for which purpose they refer to use of technology, what kind of support and training they are provided with, and what beliefs they express about the influence of ICT implementation. This case study took place in one of the training schools in Finland. Five teachers participated in semi-structured interviews through a face-to-face approach. The findings demonstrated positive attitudes of teachers toward integration of ICT. The teachers shared their opinions about positive influence that ICT implementation has on both teaching and learning processes. However, they also pointed out the negative sides of ICT use: distraction of the students from usage of technology and technical problems causing frustration to the teachers. In addition, the responses revealed that the teachers are provided with adequate training aimed at enhancing their qualification which is provided with well-timed technology support and colleagues' collaboration facilitating an efficient and smooth pace of the teaching process. According to the teachers' opinions ICT integration in education appeared to have changed the role of the teacher. Due to different alterations in the field of ICT development teachers are required to upgrade their skills. The paper concludes with the limitations of the study and the recommendations for conducting further research.

Keywords: foreign language teaching, teachers' attitudes, information and communication technology, EFL

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1. Introduction

Nowadays, information technologies develop at a high speed, which can be seen in rapid technological advancements that have occurred over the past decades. Various alterations in technology use have significantly affected and reshaped different fields of our life, including the field of education where the use of electronics has reached high peak of development and has diversified. With the advent of new technologies, different terms have been used by researchers and practitioners, such as multimedia, social media, e-learning, blended learning, information technology or information and communication technology. This paper refers to the term Information and Communication Technology (ICT), which is defined as the field of technology aimed at processing information and delivery of communication (Voogt & Knezek, 2008).

ICT development has reached a new landmark in the digital age. ICT utilization has become common practice for vast majority of people and has been integrated in different fields of our life. Technology skills are now not only needed in particular specific professional areas but also in our everyday life. Nowadays, on a daily basis people encounter rapid changes in the field of ICT and face a huge amount of information which they have to keep pace with. According to practitioners, society has been in the process of changing to an information or knowledge society, the main prerequisite of which is acquisition of not only digital literacy but also 'twenty-first century skills'. Such skills include, for instance, critical thinking and analytical thinking, decision making and problem solving, and interaction skills (Anderson, 2008).

It is worth noting that the young generation is commonly described as 'digital natives', which signifies that they were born during the time when technology had already reached the landmark of development when ICT use was common practice (Sharma & Barrett, 2007). Most children are very familiar with technology use and feel comfortable in using electronic devices. Technology usage tends to entail other aspects. Every day children face abundance of information in which they can easily become lost. So, they need to develop an ability to define whether the knowledge that they acquire is reliable or not and to have a critical approach to evaluate it. In addition, knowledge has become the core of the globalized world, and it is defined as the prerequisite in the society, especially in the workplace, as a competitive factor. Therefore, much attention should be paid to developing not only digital skills but also twenty-first century skills to

prepare children of the current generation for their future life. New goals and responsibilities have thus been set on schools. This tendency seems to be present in the goals of different subjects delivered in schools. For instance, foreign language learning has emphasized not only the development of reading, writing, listening and speaking language skills, but also communicative competence, which is defined as awareness of the language concerning the speech community, namely learning about culture, traditions, customs, and manners of etiquette in the conversation (Richards & Schmidt, 2010).

Importantly, in order to achieve effective implementation of ICT in education a great variety of factors should be taken into consideration, among which is the enhancement of teachers' professional development and training provision. Teachers should be provided not only with basic ICT skills but also with skills that have pedagogical grounding. All efforts should be made to develop teachers' own skills so that they could pass on these skills to the younger generation (Voogt & Knezek, 2008).

UNESCO is in charge of the delivery of ICT into education. It supports the idea that schools in different countries should be equally provided with access to facilities which promote the preparation of children for their future life. It has been believed among practitioners that ICT has the capacity to augment the development of teaching and learning processes. The national policies in different countries focus on the development of both ICT skills and 21st century skills (UNESCO, 2002), which is also mentioned in UNESCO's policy. As awareness about society develops in childhood and should be raised in society on educational level, different countries implement ICT and usually put ICT in the forefront of educational systems. Nowadays, ICT has been integrated in many schools. Nevertheless, in spite of expansion of electronic devices in schools, there still is a gap between different countries regarding the integration of ICT in their educational systems. On the one hand, there are some countries for which use of ICT has become standard practice, but, on the other hand, there are those which lag significantly behind (Innovative Teaching and Learning research [ITL research], 2011).

One area which is of great significance in education in terms of using ICT is foreign language instruction, as it involves use of a great variety of technologies by pursuing the goals in developing language skills and communicative competence. First of all, it is worth paying attention to the terms 'second language' and 'foreign language' in order to

provide clear understanding of what these terms mean. Some researchers use these terms interchangeably and make no distinction between them. However, these terms appear to have differences that should be taken into account. As a rule, the location of the speaker defines which term should be used in the following context. **Foreign language** is defined as a language learned in a place where it is used not for ordinary communication, as an additional language; for example, when Spanish is taught in Finland. **Second language** refers to a language spoken by people after they have learnt their mother tongue. This kind of language acts as the main language in a certain country; for instance, when a Russian native speaker staying in Finland learns Finnish (Richards & Schmidt, 2010). This paper refers to use of the term 'foreign language', because it examines use of English which is not spoken in the context where the present study was conducted, namely Finland.

As far as research devoted to integration of information technologies in education is concerned, considerable attention has been paid to this field. However, less consideration has been paid to examining the potential impact of ICT on specific subjects, one of which is the subject of foreign/second language learning. Therefore, the present paper aims to gain insight into implementation of ICT in foreign language learning and defining its potential in education.

The following section provides an overview of practice for using ICT in foreign language learning. Subsequently, it examines different technology-related research directions in this area, focusing on teachers' experiences of using ICT. Furthermore, the national policies regarding ICT integration in education in the investigated country, namely Finland, are presented.

1.1. Use of ICT in foreign language learning

In second language acquisition use of information technologies appears to be not a recent phenomenon. Throughout historical development foreign language learning has been subject to different alterations among which integration of ICT had most significant influence. This field has been the focus of investigation among many practitioners and linguists, such as Chapelle (2003), Levy (1997), Stockwell (2012), Warschauer and Healey (1998).

The first introduction of technologies to this field dates back to the 1960s. During that period the main focus of using computers was aimed at performing repetitive tasks, so called ‘drill-and-practice’ (Warschauer & Healey, 1998). Over time under the influence of technological advances and requirements of the society the goals set in foreign language learning deepened and broadened. In the 1980s and the 1990s the main focus in foreign language teaching was redirected to not only developing language skills but also language use in an authentic learning environment. In the 1980s second language acquisition introduced the term related to use of computers, namely computer assisted language learning (CALL). CALL was defined as “the search for and study of application of the computer in language teaching and learning” (Levy, 1997). Later on this term obtained a wider meaning referring not only to the use of computers but also that of other kinds of information technologies.

Nowadays, due to the tendency to use different digital devices as resources for interaction between people contemporary language learning is concentrated on developing communication skills. As it is reflected in the Common European Framework (CEF), language learning pursues the goals of not only developing language skills but also communicative competence which puts main emphasis on flexible mastery of the language in different communicative situations of an authentic social environment. Apart from this, foreign language learning is aimed at developing ‘sociocultural knowledge’, which is directed to learning social norms and culture of the target language, ‘intercultural awareness’ with focus on learning about cultural diversity as well as personal characteristics, such as intellectuality, critical and analytical thinking, which are considered to be essential in real settings (Council of Europe, 2011). In this manner language learning prepares learners for the real environment.

Additionally, over time the role of the foreign language teacher has been subject to changes. Compared to previous times when the teacher’s role lied in provision of ready-prepared information to students, nowadays the teacher takes a role as a facilitator with providing assistance to students, which is reflected in the constructivism theory. As a result, a great variety of responsibilities are set on teachers. Their role lies in proficiency and competence in the professional expertise. They should flexibly use their pedagogical skills. In order to keep pace with all changes teachers are constantly required to acquire new knowledge and to improve their skills. In the meantime, with provision of an authentic learning environment through technology students appear to

be active participants of the learning process, in which much attention is paid to their independent work focusing on interpretation and analysis of provided information (Warschauer & Healey, 1998; Thomas, Reinders, & Warschauer, 2013).

1.2. Technology-related research in the foreign language learning

Due to the wide usage of ICT in foreign language learning many researchers have paid a great deal of attention to this field. The range of topics raised in previous studies is diverse and falls into several main directions.

First of all, much interest has been devoted to defining the effectiveness of integration of ICT for development of language skills to define how ICT use in foreign language acquisition might promote efficient and productive learning. Researchers investigated the way how students utilized information technology and how it affected their learning. For instance, Nutta (1998) investigated the potential of developing grammar skills with the help of technology, and Gonzalèz-Bueno and Pèrez (2000) explored the influence of e-mail on the development of writing skills.

In addition, a great variety of ready-made software has been developed specifically for foreign language learning, for example, a Web authoring tool Hot Potatoes. As a result, software-related studies were conducted to define value and worth of application of software in foreign language learning (Hinkel, 2005). Moreover, a great number of studies focused on determining the effect of using the Internet and multimedia, for example, use of computer-assisted discussion via the Internet, e-mail and discussion boards (Liu, Moore, Graham, & Lee, 2002). Furthermore, other studies investigated students' interaction with ICT and their attitudes toward its use (Ayres, 2000; Hakkarainen et al, 2000; Hussein, 2010; Valtonen, Kukkonen, Dillon, & Väisänen, 2009). In a study by Ayres (2000), the learners demonstrated positive attitudes toward use of ICT. They found technology as an important and useful aspect for their learning. The findings indicated that the majority of students had basic computer skills. Despite this fact the author gave implications in providing basic training courses intended for learners so that all of them could feel comfortable with use of ICT in the learning process.

Although in previous studies a great deal of attention has been paid to students' attitudes toward use of ICT, rather less consideration has been taken into examining

teachers' attitudes and values toward ICT use. Teachers, who play a main role in teaching and learning processes, are a key factor in the process of integration of information technology (Bullock, 2004; Ottestad, 2010). Teachers are responsible for making a decision how frequently and for which tasks to use ICT in their instruction. Hence, teachers' attitudes toward ICT use cannot be neglected but should be taken into consideration to gain an in-depth insight into the integration of ICT in the field of education.

1.3. Foreign language teachers' attitudes toward ICT use

Research concentrating on defining teachers attitudes toward ICT use has been actively investigated in the field of foreign language learning. Researchers explored this area differently: they examined it from a broad perspective of foreign language learning (Albirini, 2006; Bilbatua & Herrero de Haro, 2014; Cummings, 2008; Gallardo del Puerto & Gamboa, 2009; Güneyli, 2009; Lam, 2000; Li & Ni, 2011; Li & Walsh, 2010), and also they narrowed down their research to one specific aspect or element of technology, for instance, implementation of blended learning, online education, an interactive whiteboard or an educational portal (for instance, Bijeikienė, Rašinskienė, & Zutkienė, 2011; Pynoo et al., 2012; Uzunboylu, 2007). It has been acknowledged by the researchers that teachers' attitudes serve as a significant factor of how teachers feel about applying ICT in their instruction, and also their beliefs have a significant impact on the effectiveness of process of ICT implementation. Most of previous studies demonstrated positive attitudes of teachers who perceived ICT as an effective and efficient tool for enhancing students' learning (for instance, Albirini, 2006; Bilbatua & Herrero de Haro, 2014; Gallardo del Puerto & Gamboa, 2009; Lam, 2000). They showed that those teachers who had positive attitudes seemed to be inclined to integrate technology more frequently in their instruction (for instance, Li & Ni, 2011). Hence, positive attitudes of teachers turn out to be a predominant indicator in successful integration of ICT.

1.3.1. Factors facilitating the use of ICT

Apart from attitudes, there also have been discovered other determinants of ICT use which might have impact on the teaching process. A great deal of attention has been paid to defining factors which facilitate the implementation of ICT. Based on prior

research, beliefs relate to the level of teachers' computer competence and training in terms of ICT use (Hong, 2010; Mumtaz, 2000). Teachers who are provided with training courses obtain an opportunity to increase their level of computer skills. In this manner, adequate level of computer skills gives an option to teachers to enhance a feeling of confidence in using technology in instruction, which, therefore, fosters positive attitudes of teachers and empowers them to apply ICT. According to Lam (2000), teachers' confidence in using ICT is very significant in the way how teachers feel comfortable about integrating ICT in instruction. Furthermore, teachers' previous teaching experience regarding ICT use has impact on developing attitudes. In studies by Egbert, Trena, and Nakamichi (2002) and Güneyli (2009), those teachers who happened to integrate information technology in their previous teaching experience were more inclined to integrate ICT in their instruction compared to those who were less experienced.

Moreover, personal characteristics of teachers, such as 'openness to change' (Vannatta & Fordham, 2004), namely willingness, enthusiasm and motivation for professional development as well as interest in application of innovative educational technologies, might have significant effect on teachers' inclination to use ICT. Furthermore, teachers might have positive attitudes toward ICT use when they find usefulness, value and positive impact of ICT use in the learning process (Cox, Preston, & Cox, 1999).

1.3.2. Factors hindering the use of ICT

It is worthwhile mentioning that the findings of previous studies demonstrated infrequent use of ICT by teachers (Albirini, 2006; Güneyli, 2009). Therefore, researchers took interest in comprehending the main reasons which discouraged teachers from ICT implementation. The most widespread challenge that teachers face is insufficient computer competence and inadequate training regarding ICT use. The main prerequisite for making a decision how and for which purposes to use ICT in instruction lies in teachers' sufficient computer skills, which they can enhance by attending training courses. Notwithstanding, a great variety of studies that focused on defining teachers' attitudes indicated low level of computer skills among instructors. Several studies that demonstrated negative attitudes of teachers toward ICT integration justified the reason for their findings with low level of computer skills (for instance, Al-Oteawi, 2002). However, studies by Albirini (2006) and Gallardo del Puerto and Gamboa (2009)

refuted these findings thereby demonstrating teachers' positive attitudes despite their low level of computer competence. In addition, the majority of teachers felt discontent about training programmes they were provided with (Kessler, 2007; Lam, 2000). According to them, the training courses that they undertook did not to provide them with proper preparation the main reason for which was the use of out-of-date technology and provision of material which is irrelevant to requirements of foreign language learning. Therefore, there appears to be a discrepancy between technologies applied at training courses and in schools. Furthermore, teachers are usually provided with courses in which they are trained only how to use hardware and software. Courses do not have any pedagogical grounding, namely relatedness to subject that teachers teach (Li & Ni, 2011). In this way, it seems to be difficult for the teacher to translate the use of ICT to their teaching. Moreover, teachers are provided only with theoretical knowledge. Therefore, these courses lack practical significance. Due to this, teachers tend to encounter a challenge to define when it is appropriate to use ICT in instruction (Lam, 2000). Hence, the content provided at the training courses cannot be transferred to authentic academic settings, and teachers find ICT skills that they obtain there unnecessary for implementation in their instruction (Egbert et al, 2002). A study conducted by Kessler (2007) concluded that due to lack in formal training teachers are required to spend their time intended for their informal learning outside of school.

A further issue that teachers encounter in the process of ICT use is insufficient amount of time. Teachers find it very challenging to integrate technology in their lessons due to insufficient number of academic hours. Apart from this, teachers are constantly required to search for an appropriate technology-based material, which is a time consuming process. Due to this fact, their workload increases (Bilbatua & Herrero de Haro, 2014).

Moreover, insufficient availability of computer classrooms hinders teachers from implementation of ICT in the instruction. In the environment, where use of information technologies is standard practice, teachers find application of electronic devices in their lessons an integral part of the teaching process. They are more likely to give lessons supported with use of information technologies. However, those teachers, who are new to this process, use equipment less frequently or try to avoid using it (ITL research, 2011).

Last but not least, a further aspect, which is an inhibitor in implementation of ICT, is lack of support that teachers receive in their educational institutions. Due to a great variety of alterations teachers are required to keep pace with them, which is an uneasy process and brings difficulty for smooth and successful implementation of technology in their lessons. In a study conducted by Badia, Meneses, and Sigalés (2013), the results determined that support was always essential even for those teachers who were provided with high quality training courses and well equipped classrooms.

1.4. Value of using ICT in foreign language learning

A great variety of researchers and practitioners have paid much attention to learning ICT implementation. Interestingly, the question regarding the usefulness of using ICT turns out to be a controversial matter in the field of education. Previous studies, which focused on examining effectiveness of ICT use in academic settings, put their emphasis mainly on positive effects that information technology can have on to both learners and teachers.

ICT use has significant impact on foreign language instruction. The main goal of foreign language learning is aimed, first of all, at developing language skills. Specific software and material, which is available online, facilitates their development. The results of several studies demonstrated that different repetitive tasks offered in the programmes promote development of grammar skills and vocabulary (Cummings, 2008; Lam, 2000; Razak, Zainab, & Eswaran, 2010). Nowadays ICT, for instance, the Internet, provides access to up-to-date material. In this way, students have an opportunity to improve reading skills by familiarizing with authentic material. Apart from this, integration of ICT facilitates development of children's communicative competence. By means of ICT children can broaden their minds and get to know about real facts and events in the countries and cultures of the target language. Therefore, ICT use promotes development of cultural literacy among children (Cummings, 2008; Lam, 2000).

As it was mentioned above, foreign language learning is directed to development of not only language skills but also communicative ones. Modern information technology puts main emphasis on communication and interaction among people. For instance, by using social media, such as Facebook, MySpace, Twitter, or virtual environment, in which virtual worlds can be created, students can interact with one another. In this manner,

ICT promotes development of students' speaking skills, which is essential not only in the classroom but also outside of school. Children are provided with an opportunity to learn to interact with people in a foreign language and develop their communicative skills, for instance, when communicating with foreigners in an online environment (Harasim, 2000; Vonderwell, 2003). However, some researchers express an opposite point of view regarding this. They comment upon that in the process of using ICT children do not have possibilities to have personal communication and use verbal language, and they might feel isolated from real environment (Bilbatua & Herrero de Haro, 2014; Vonderwell, 2003).

Essentially, ICT brings benefits to teachers' instruction. Quick access to technology saves academic time (Xu, 2010). In addition, it assists to perform different tasks in an easy and efficient way (Lam, 2000). Furthermore, there is also a possibility to increase effectiveness and quality of the learning process. Teachers have an opportunity to vary their lessons by means of, for example, presentations, video illustrations, audio and visual aids, graphic and animation (Razak et al, 2010). In this manner, ICT promotes increase of students' motivation (Albirini, 2006; Cummings, 2008; Lam, 2000). However, regardless a widespread use of ICT among students there are still those who give preference to face-to-face collaboration with classmates and teachers and performing paper drill-and-practice tasks aimed at practicing grammar skills. Additionally, with the help of ICT it is possible to involve each child in the process of learning (Bilbatua & Herrero de Haro, 2014). Hence, such kinds of lessons prevent children from taking a passive position in the lesson.

A further positive side of integrating ICT in foreign language instruction, which is outlined in several studies, is development of personal characteristics of learners from the psychological perspective. Technology allows removing language psychological barriers that some children might have. It assists children, especially those who feel shy, in developing their feeling of confidence. Students seem to feel comfortable and open and take active participation in the learning process when they are involved in work with technologies (Arnold, 2007; Clark & Gruba, 2010). In addition, compared to interaction with teachers, learners are more likely to give their responses slightly faster while working with computers (Lam, 2000). Moreover, ICT promotes development of creativity and critical thinking among children (Li & Ni, 2011).

Besides positive sides, ICT implementation might also have negative effects. The common issue outlined in prior research is a distracting factor that has impact on students' learning. In a study by Li and Ni (2011), the teachers claimed that children were easily prone to distraction from using electronic devices, which stops them to acquiring knowledge and learning the content of the subject in an efficient way.

1.5. Integration of ICT in the field of education in Finland

ICT has made significant influence on educational systems of different countries. Finland is one of those countries. It keeps pace with different alterations in the field of information technology and takes interest in development of their own nation as the members of information society. In the 1990s Finland advocated the integration of ICT on educational level in order to begin the advancement of information society. The policy makers in the Ministry of Education and the National Board of Education in Finland started realizing objectives in the form of national strategies and projects. The first steps were taken by introducing the program named 'Information Finland' which promoted the development of ICT tools in schools. Within this program new information technologies were introduced to schools, and much effort was directed to professional development of teachers' competence regarding ICT use (Kankaanranta, 2009). An emphasis on developing ICT skills is also presented in the National Core Curriculum for basic education, which highlights that ICT use and the learning environment should advance students' learning with further preparation of children for their future life in the knowledge society (Finnish National Board of Education [FNBE], 2004).

The international study 'Second Information Technology in Education Study' (SITES) 2006 demonstrated that ICT use promoting development of the 21st century skills had diminished. Moreover, a significant gap within the use of information technology was defined among the Finnish schools. It was determined that there were schools which used high quality innovative technologies, but there were also such schools in which ICT development was lagging significantly behind (Finnish National Plan for Educational Use of ICT, 2010). Due to these results, it was decided to introduce a national plan aimed at developing ICT use in schools across the whole country.

So, first the research involving 20 Finnish schools and 12 projects was conducted. Afterwards based on the findings from this study, the Finnish National Plan for

Educational Use of Information and Communications Technology defined the main common features of ICT use. These features described a way of positive integration of electronic tools in schools across the whole country, for instance, utilization of a student-centered approach, development of students' life skills and use of ICT as a tool for supporting interaction between school and outside agents, such as parents and other educational institutions (Niemi, Kynäslahti, & Vahtivuori-Hänninen, 2013). The program set the aim of providing availability of ICT to all schools and developing computer competence of teaching staff. As a result, the national plan developed the educational policies, which are going to be taken into consideration in constructing the new upcoming National Core Curriculum being introduced in Finland in August 2016 (Finnish National Plan for Educational Use of ICT, 2010).

The process of integrating ICT in education in Finland tends to be accompanied with conducting different studies and projects in this area. In order to gain an in-depth insight into the use of ICT in education much interest has been shown in examining certain aspects, for example, mobile learning (Sharples, Taylor, & Vavoula, 2007). Other studies were aimed at examining students' experiences of using ICT (Hakkarainen et al., 2000; Valtonen et al, 2009). Much emphasis has been put on investigating integration of ICT from the teachers' perspective (Atjonen, 2006; Kankaanranta, 2001; Sipilä, 2014). A study conducted in 2011 (Sipilä, 2014) focused on examining the teachers' experiences regarding the use of ICT and their perceptions about it. The results of the data demonstrated that the Finnish teachers integrated ICT mainly for administrative and assessment purposes by giving little priority to using technologies as a tool for collaboration and communication. Moreover, it was found that they had level of basic computer skills, which was not sufficient for achieving the goals reflected in the curriculum. Significantly, the findings indicated that the teachers encountered different obstacles in integration of ICT in their instruction, such as shortage of electronic devices, lack of teachers' computer competence and insufficient amount of in-service ICT training. The teachers seemed to have difficulty in meeting the requirements presented in the curriculum. In addition, no guidelines for using ICT within specific subjects were provided, which caused serious obstacles to the teachers to define when and how to integrate technologies in instruction.

1.6. Justification of the study

Research concentrating on defining teachers attitudes toward ICT use in the field of foreign language learning has attracted attention of many researchers. However, there is lack of research in this area in Finland. Finland is one of those countries that keeps pace with all the changes in the field of ICT development and takes interest in integrating its citizens into information society. So, it is interesting to explore how ICT is implemented in schools in the Finnish context, namely in foreign language lessons. The purpose of this study is to examine process of ICT implementation by foreign language teachers in Finland and, essentially, to define their attitudes toward ICT use. The present study focuses on investigating teachers' attitudes from a general perspective of using ICT in foreign language learning due to a possibility to have a broad understanding of ICT implementation. In addition, most of previous studies gave priority to utilizing questionnaires as a major instrument, and there is lack of research with using interviews. Therefore, the present study refers to using interviews as a main instrument as it provides an opportunity to gain a deeper insight into the process of integrating ICT in foreign language instruction.

In order to have a closer look at the process of using ICT by foreign language teachers in Finland the following research questions were stated:

1. What are foreign language teachers' attitudes about using ICT in teaching and learning in Finland?
2. For which purposes are ICT tools used by foreign language teachers in their instruction?
3. What challenges do teachers encounter when using ICT in their instruction?
4. What training and support is provided to them?

2. Method

2.1. Case selection

The present study was conducted in one of the training schools in Finland. The rationale for selecting this school was due to its reputation for integration of innovative and cutting edge ICT. In addition, attention was also taken to this school due to its main focus and goals. The teachers' role in this training school is aimed at not only giving instruction in their subjects but also provision of counseling to student teachers. Consequently, this school was chosen because it keeps pace with all the changes in the field of education and applying up-to-date educational methods and technologies. The school is research oriented, and in this way conducting research aimed at further development in the field of education is considered to be an integral part of the main work of the school.

2.2. Participants

The participants of the study teach English as a foreign language in primary and secondary school levels. The reason for selecting teachers teaching English as a foreign language was due to the researcher's own experience of studying to become an English language teacher and personal work experience as an English language instructor.

The respondents had language working experience ranging from 2 years to 35 years, with an average experience of 20.7 years. All of them graduated from universities and were awarded Master's degrees. For the present study all names were changed to provide confidentiality and anonymity to all participants. The following part gives a short description of the teachers participated in the study.

Anni is an English and French language teacher in secondary school level. In her instruction she uses different electronic devices, such as PCs, tablets, a smart board, videos and presentations.

Laura is an English language teacher in primary and secondary school levels. In her teaching she integrates different electronic tools, such as PCs, tablets as well as a great variety of authentic material involving the use of ICT, for example, videos and information taken from the Internet.

Emma is an English language teacher in primary and secondary school levels. In her teaching practice she utilizes a great variety of ICT, such as a smart board and smart notebook software, tablets and different computer applications for training the language.

Hanna is a multilingual language teacher in primary and secondary school levels. In her instruction she applies PCs and tablets and integrates videos and music.

Linda is a French and English language teacher in primary and secondary school levels. She is a novice language teacher due to the fact that she has previous work experience in the field not related to education. In her teaching she uses different kinds of computer applications, songs, videos, a smart board and smart notebook software as well as PCs and tablets.

The following table presents the overview of participants interviewed.

Table 1- Background of participants

Name	Language qualification	Years of experience	ICT applied in instruction
Anni	English, French	35	PCs, tablets, a smart board, language, video applications, presentations
Laura	English	29	PCs, tablets, video, authentic information from the Internet
Emma	English	7.5	PCs, tablets, a smart board, language applications, smart notebook software
Hanna	French, English, Spanish, Swedish	30	PCs, tablets, music, video
Linda	French, English	2	PCs, tablets, a smart board, songs, video, smart notebook software

2.3. Instrument

The instrument used for collecting data in the research was face-to-face semi-structured interviews. Based on the general design of the previous studies, some ideas for creating interview questions were taken. Consequently, guided by the literature review and instruments applied in the previous studies (Albirini, 2006; Bilbatua & Herrero de Haro,

2014; Gallardo del Puerto & Gamboa, 2009) as well as due to different cultural context, the interview questions were developed by the author specifically for the present study.

The research questions built the foundation of the interview questions. The interview consisted of six parts with altogether 21 questions (Appendix A). The interviews opened with demographic characteristics of the teachers, such as educational background, years of teaching experience, ICT skills, classes and age of children that they teach. Then they were continued with open-ended questions. In the first part the main focus was on the subject regarding foreign language teaching, specifically what goals are pursued in foreign language instruction, and what is considered to be important in teaching languages according to the teachers' opinions. Another part concentrated on the integration of ICT by teachers in their instruction. The main purpose of enquiring these questions was to determine thoroughly what technologies teachers use in their lessons, how often and for which purposes they refer to their use. Afterwards the interview questions focused on training and support regarding ICT use that educators are provided with in school. A further set of questions disclosed in what way children usually use electronic devices in their lessons. The final part gains insight into what effect ICT use might have on teaching instruction and role of the teacher regarding ICT use.

The interview questions were pilot tested beforehand face-to-face with an English language teacher giving the instruction in one of the Finnish universities. She has rich experience in teaching the English language, and during her teaching practice she has been involved in the use of ICT in the lessons. The teacher did not belong to the final sample selected for conducting the interview. The main goal for piloting the interview questions was to clarify what questions might seem unclear to the participants and to prevent misunderstanding in the process of conducting interviews of the study. The pilot study resulted in excluding repetitive questions and reformulation of unclear questions.

2.4. Data collection procedure

A purposive convenience sampling method was selected to find voluntary participants. At first the administration of school provided a list of English language teachers. Then emails were sent to the teachers. As a result, five teachers expressed their willingness to participate in the interviews.

Prior to each interview, all the respondents were informed about the main purpose of the research and were provided with an overview of the basic issues covered in the interview questions. Additionally, the concept of ethics was taken into consideration (Gillham, 2005). The teachers were informed that all the information obtained during the study would be handled confidentially. Informed consent was obtained from all the participants.

Individual meetings were arranged with the teachers for conducting the interviews. The participants were interviewed individually face-to-face between December 2014 and February 2015. The interviews were conducted in classrooms, which were convenient for the participants and had favourable acoustics, so that the interviews could run smoothly and without distractions. They were recorded using a voice recorder. In addition, in order to provide reliability and validity of the study short notes were taken before and after each interview in which the information was mentioned about the course of the interview, duration and the feelings of the participants. The interviews were conducted in English. The recording time of interviews ranged in length from 20 minutes to 35 minutes.

At the beginning of the interviews the participants were introduced briefly with the topic and then became engaged into the conversation with the researcher covering background questions making the participants feel more relaxed throughout the interview. Later on the conversation led to the questions embracing the topic relevant to the study. In the course of the interviews depending on the answers given the follow-up questions were asked additionally in order to obtain detailed data of the teachers' attitudes towards use of ICT. The questions were asked with caution without steering the responses in order to prevent the presence of external variables in the form of bias of the replies given (Gillham, 2005).

Upon completion of conducting interviews all data collected was transcribed verbatim. Then the transcripts were examined carefully and were edited with removing filler phrases, for instance, you know, kind of.

2.5. Data analysis

For interpreting the data an inductive content analysis was used. At first, after several times listening to the recordings and examining the notes the researcher managed to

obtain a general idea of topics mentioned by the participants. Then the coding process was implemented. The interview transcripts were read carefully, and the segments from the interview transcripts were highlighted into different colours. Later on based on similarities and patterns, the codes were reduced and gathered together in themes. Seven themes emerged from data analysis:

1. Use of teaching material in foreign language instruction
2. Purposes for using ICT
3. Enhancement of teachers' qualification
4. Effects of ICT on teaching instruction
5. Effects on students' learning
6. Equality aspect
7. Role of the teacher

3. Findings

This chapter demonstrates the empirical details of the findings of the process of implementation ICT by teachers in foreign language lessons. First, it provides description of teaching material that the participants use in instruction, and their main views toward its use. Furthermore, it concentrates on the way how ICT is implemented by the teachers in instruction and the main purposes for using ICT in their lessons. Then the next part gains insight into description of training in terms of ICT use that the participants are provided in the school, namely how often training courses are arranged, what kind of activities are involved and what is the main focus of them. In addition, it illustrates details of support that the teachers are provided in school while encountering some challenges in using ICT. Afterwards the findings revolve around the way how children use electronic devices, and what impact ICT use has on the learning process.The final part of the chapter concludes with the talk about the role that the teacher plays nowadays, what skills and qualities are important for the modern foreign language teacher, and what effect ICT use has on the teaching process.

3.1. Use of teaching material in foreign language instruction

All the respondents first of all use textbooks as the main material and the core of their instruction. They felt content with the textbooks provided in the Finnish education system. One of the main reasons for the teachers' positive attitudes toward the textbooks was that the books are based on the curriculum. Laura expressed her positive opinion about the material provided in Finland: *"In Finland the schoolbooks are so excellent, and we can happily rely on the books. They are based on the curriculum."* A further reason for relying mainly on the books is that in Finland English textbooks are embedded with a great deal of authentic material, such as video and audio. The publishers' material has an online component as a complement to textbooks, and the teachers are provided with an opportunity to use these teaching resources as a supportive material in their lessons. In this manner, the teachers do not need to prepare additional material thereby saving time intended for lesson preparation. Emma shared her point of view regarding this: *"We are fortunate enough to have very great teaching resources already online. So, sometimes I don't have to prepare anything by myself, but I just use the publishers' material."*

Furthermore, the participants found books as a good source because it is seen as the concrete live material which is possible to feel and touch. Anni believed that the textbooks would not entirely be replaced with ICT in the future: *"We use textbooks, the main material nowadays, and, I hope, in the future, too. I like to have the real material that I can touch and browse."* However, Laura shared an opposite opinion by claiming that in the future books might be likely to be replaced with electronic devices: *"The books are still there, and I don't know how many years it takes before all the books are gone."*

As far as integration of ICT in school is concerned, it is worth noting about equipment provided there. In school the teachers have desktop computers, a projector and a whiteboard at their disposal in each classroom, which the teachers use every lesson. The school is equipped with both old-fashioned and modern computers which are located in the computer laboratories. In order to gain access to computers the teachers are supposed to reserve the computer labs. Moreover, the school tries to keep pace with tendencies of modern time by equipping the school with cutting edge technology. Recently the school provided the seventh-graders and the teachers giving instruction in these classes with iPads, and also supplied high school students with personal laptops.

All the interviewees use ICT mainly as a complementary tool to their textbook-based instruction. Information technology cannot represent itself as the only educational tool applied in teachers' instruction and thus can be used as one of the elements of the teaching process in addition to the content of the textbooks. Linda supported this idea: *"We can't use it all the time. It's one part of the lesson. I think it's just one element. We can't use the whole lesson on that."*

Nevertheless, all the respondents shared points of view that use of traditional material, such as a blackboard, chalk, and textbooks, should be always integrated in the learning process. Emma commented on this:

> *I would also like to have the blackboard on the side. I don't want to get rid of those because there is always a possibility that we absolutely need them. And also for the students it's always a possibility to write notes by hand or make their own poster and so on.*

The respondents underpinned their use of traditional textbooks by seeing their positive sides in terms of educational purposes. For instance, Emma used manual tasks on

purpose due to their meaningfulness and usefulness for the development of children's learning. According to her, this traditional method is aimed at training the brain and developing the intellectual skills of children: *"I think it's very important for them to also be able to draw and make mind maps and notes also by hand because it might also be more effective for your brain to learn things."*

3.2. Purposes for using ICT

3.2.1. ICT as a tool for foreign language learning

The respondents first of all use ICT in their instruction for developing language skills as well as communicative competence. Importantly, developing speaking skills is considered to be of high significance for the participants. The teachers do their utmost to use various teaching methods intended for developing children's speaking skills. They try to create a conducive environment in their lessons, so that the students could feel comfortable when communicating with others in the foreign language. The use of ICT helps teachers to smoothly and favorably bring this aspect into reality. For instance, Laura noticed that integration of a voice recorder had positive effects on developing speaking skills. When using ICT children, including those who feel shy, start speaking openly and freely in the lessons. Therefore, it seems possible to remove psychological barriers in communication of children: *"Even those who never speak in class managed to say something and actually recorded... If it's not me [teacher] who is talking but someone else behind the mask, they speak freely."*

Furthermore, the interviewees use ICT for developing listening skills. Listening to foreign language speech helps not only to develop children's language skills but also it makes them experience versatility of the English language with its variations in sound and expression. This promotes development of children's capability to easily adapt to understanding different English accents. Additionally, they can realize that all people including themselves can speak differently, and all can be understood. Broadening the scope of versatility of the language might prevent children from confusion and shock which they might experience when listening to authentic English language speech in real settings. Laura expressed her view about this: *"The kids hear and learn lots of different Englishes, what, we hope, makes them, first of all, understand what different kinds of English are like and then know that any kinds of English can be understood."*

Moreover, in the lessons the respondents apply ICT by recording children's own speech. As it was stated by Emma, this method provides children with an opportunity to hear their own way of speaking in a foreign language and makes them realize how their own voice sounds: *"I'm trying to make them comfortable with recording their own voice and recording their own English."*

Additionally, the teachers use different educational computer applications, such as Quizlet and Kahoot, for enhancing and improving vocabulary skills. Quizlet is intended for revising new vocabulary, and Kahoot is aimed at introducing and revising spelling. As noted by Emma, such software attracts attention of students, involves them into the learning process and makes everyone active participants in the lesson: *"I use ICT also to engage students in practicing words; for example, they can themselves solve the puzzle or whatever it is that we've got on the screen".* Moreover, the use of different ready-made games embedded into the contents of textbooks provides a possibility to practice and revise vocabulary and promotes better memorization: "*They already have ready-made games out of the words like 'What is missing' and 'Match the English and the Finnish word' and different kinds."*

Moreover, implementation of ICT opens up a great variety of opportunities to give lessons in creative and interesting ways. For instance, the respondents along with their students use ICT tools in their lessons for preparing presentations or projects. Therefore, ICT use also facilitates developing children's presentation and managerial skills which are essential for real settings.

What is significant is that ICT usage provides an opportunity for the respondents to familiarize children with the real world. They show and let them see what reality is like. For this purpose the teachers use a great variety of authentic material including up-to-date and topical information, for instance, by listening to different news, watching videos and visiting websites of authentic tourist agencies from the Internet. In addition, ICT enlarges children's scope about the English language and raises awareness of aspects of culture associated with it, such as different kinds of pronunciation, traditions, customs and everyday life of people living in English speaking countries. Hanna considered it as a positive side that thanks to ICT children have an opportunity *"to find out things about different cultures, the celebrities, the celebrations, how people usually*

live (in English speaking countries), what their schools are like, what the society is like and what languages are spoken."

3.2.2. ICT as an instructional tool

The interviewees also apply ICT as a tool to arrange their instruction vividly and illustratively by demonstrating the content of their lessons by means of visualization. Linda shared that one of the main advantages of using ICT is that students have an opportunity to see material visually. It helps to make lessons engaging and interesting for students. More than that, it significantly attracts students' attention and increases motivation: *"And when we have songs from YouTube, first it attracts them more when they see them, and then we sing them along."* In addition, Emma mentioned that use of visual aids makes material clear and easily understandable. Also what is meaningful is that it might ease the learning process of children with learning difficulties.

> *I believe that visualizing is very important. So, I want to make the slides as attractive as possible and as clear as possible as well, so that even students with dyslexia or some other learning difficulties could make sense out of what's happening on the board.*

3.2.3. ICT as an educational tool

Due to a great variety of games and applications embedded in electronic devices nowadays the majority of children consider electronic devices only as tools for entertainment and fun rather than for academics. Being aware about this fact the participants educate children about the main purposes for using ICT both in terms of studies and free time. They teach children to understand that electronic devices can be used as tools which might be helpful and useful for broadening their minds and enhancing their knowledge and skills.

> *It is essential to teach children that a computer or an iPad is not only for entertainment, but you can actually do valuable, useful stuff at school. We [teachers] are trying to make them understand that in their free time it's for entertainment. At home it can be used for their homework, and in class it can be used for learning.* (Laura)

In addition, due to the abundance of information on the Internet the interviewees tend to teach children about how to do search on the Internet, how to select reliable information and how to critically evaluate it. Essentially, the teachers educate their students about the meaning of copyright and plagiarism. They give explanations to students about how to work with information found on the Internet. Anni touched this topic by giving a description of one of her lessons in which her students were expected to find information from the Internet: *"And they [children] were told not to copy anything. This is how we try to teach how to work with this material."*

3.3. Enhancement of teachers' qualification

This chapter provides description in what way the professional qualification of the participants' is improved in school. The teachers' skills are enhanced in the form of training, technical support as well as collaboration among colleagues.

3.3.1. Training

The school administration has interest in enhancing skills of the teaching staff and improving the teachers' professionalism and competence. Training courses involving ICT use are held in school regularly. The teachers tend to have the courses twice a year in which they are introduced to the latest developed applications and software which can be used in the teaching instruction. Occasionally the courses are arranged outside of school settings by the city or the Ministry of Education.

The content of the courses usually embraces different aspects intended for development of ICT skills, for instance skills about the use of electronic devices, software and computer applications. The courses are up-to-date and authentic involving application of cutting edge technologies. The school administration tends to hear voices of the teachers carefully and takes their opinions into consideration.

On the whole, the respondents shared positive attitudes toward the courses. First of all, one of the positive sides that the teachers found about the ICT training was their practical significance. During the training sessions the teachers are usually demonstrated how to use some aspect of ICT, and afterwards they have an opportunity to try it on their own. Therefore, the teachers are provided with an opportunity not only

to gain theoretical knowledge but also to obtain practical skills. Linda shared her experience about this:

> *Usually there are some instructions. Somebody shows how it works. And then we try ourselves. And very often we already start to think about how I could use this application or this method in my own groups. So, we start to plan it into practice.*

A further positive side commented by the interviewees was that the courses are held in informal manner and have flexible schedule. As a rule, the teachers have an opportunity to attend the courses in time available to them. Laura remarked about this: *"And if you don't have time, you can ask the tutor, and you can find another time."* Moreover, the teachers have a chance to obtain a personal tutorial when they encounter some individual difficulty regarding ICT use: *"Sometimes it's ok (to have) a personal tutoring if I'm the only one who needs help in this or that."*

The idea of conducting training courses is considered to be a good way for teachers to speculate on different aspects of instruction. According to Linda's opinion due to the hectic working life teachers do not always take all the aspects of their teaching instruction into observation. When attending courses teachers have an opportunity to devote their time to examining some aspect in detail and pay much attention to it.

> *And it makes you take the time to think about it and concentrate on it... When you are busy, you have a lot of other things to do. So, you just leave it. And when there are these courses, you just stop and think. And then you have the ideas.*

Regardless of the sufficiency of the training the teachers are eager and enthusiastic to learn about lately developed ICT on their own as well. They spend time on improvement of their teaching skills and competence in their own pace. Emma shared her experience: *"But others [applications]… I basically have heard about, and then I go on the site or download the app, and then I just figure out myself."*

3.3.2. Technical support

During the interviews the insight was gained into support provided in school. The replies revealed that the teachers are provided with of good quality and efficient technical support. The technical team consists of highly qualified experts in the field of information technology. They are always available and prepared to provide assistance

to the teachers. The respondents felt content about this. In this way, provision of well-timed support promotes easier working process of teachers and stops them from having serious technical obstacles in their instruction.

3.3.3. Teachers' collaboration

Importantly, apart from technical support assistance to the teachers is also provided in the form of collaboration among colleagues. In the school there is a network of tutors who are responsible for providing support in ICT skills. The network consists of the teachers within teaching staff. Hence, those teachers who have a sufficient level of computer skills provide assistance to their colleagues. An advantage of arranging such a network is that all the teachers are aware of where and from whom they can ask for support when encountering difficulties as mentioned by Laura: *"Whenever I have the question, I know exactly where to go to and whom to contact if I want to."* A further advantage of colleague collaboration is that the teachers are always willing to share their experiences and to give assistance to their colleagues. Generally, all the respondents highly appreciated and felt pleased with the network organized in school. *"It's a very good network, and we are encouraged to use it a lot. And all those tutors, our colleagues, are willing to help."* (Laura)

In addition, besides the training courses, there are also meetings arranged where the teachers can share their knowledge and experiences. Those teachers who have already acquired skills in using some software or electronic devices can share their experiences and take a role of an instructor themselves. They teach those teachers who need this support and help their colleagues to keep pace with different developments and changes. Linda shared her experience about this:

> *We have a lot of people who know already a lot. We have afternoons twice a year when people share their knowledge. I have a feeling that there is a lot of knowledge sharing and a possibility to learn if you just take the time and you want to learn.*

3.4. Effects of ICT on teaching instruction

This chapter illustrates the views of the participants about the impact that ICT has on the teaching process. The teachers emphasized mainly the positive effects of ICT

implementation. According to them, use of technology enriches and brings variety to instruction, and also helps them to keep up-to-date with the inner environment of children with their interests and preferences. Notwithstanding, the teachers commented on one negative side by referring to challenges that they encounter in the process of using ICT.

3.4.1. Enrichment of teaching instruction

According to the participants, use of ICT first of all enriches instruction. ICT implementation is a good way for teachers to work on enhancing their skills and competence as professionals. The teachers gain an opportunity to acquire new skills, find state-of-the-art teaching methods and use them in instruction, and importantly fill their lessons with new ideas, variety and creativity. A chance for teachers to develop themselves as professionals in their expertise and advance their teaching instruction promotes increase of their motivation. Linda shared her attitude about this: *"It makes me think about new ways of teaching. It gives me ideas. It gives me motivation, too, when I find a new thing. It makes me more interesting as a teacher when I get excited with something."*

Additionally, ICT use accelerates the pace of teaching and learning processes. In the lesson the teacher can refer to any electronic resource at any time without spending much time to find it. Therefore, application of ICT makes it possible to save time intended for the lesson. Anni supported this idea:

> *I think ICT use makes the instruction richer. It makes the language more natural if you hear, you see… You find information so fast. Once I can remember in the middle of teaching I used something from a certain web page. And I found it very fast, and we could use it.*

Besides, the respondents shared that well-timed access to information technologies stops children from losing their motivation in the lesson. It was noted that modern children had been born during that time when a great variety of electronic devices had been already highly developed. Since that time children have lived with high-technology devices featuring a great variety of different functions including high speed. Due to this children have become accustomed to high-speed access to information. In this way, application of ICT provides children with high speed information, which helps

to keep children in the flow of the lesson and grabs their attention to the subject: *"The kids these days are used to getting this information very fast. So, they don't want to wait till tomorrow. They want it all now."* (Laura)

3.4.2. Keeping up-to-date

Moreover, ICT use helps to keep instruction up-to-date. It makes instruction applied to children's interests and preferences. ICT integration into lessons provides an opportunity for teachers to better familiarize with children's environment and to enlarge their scope about life of modern children and their interests. Linda shared the idea about this:

> *It's good to know how children behave on the Net, what they are doing. That way you can adapt to that and try to think a bit in the way, and also avoid some problems when you are familiar with the environment*.

3.4.3. Simplification of teaching work

Furthermore, use of ICT simplifies teachers' work in terms of using teaching material in instruction. Laura referred to this idea by drawing the parallel between the past and present teaching experiences. She recalled the past time when teachers were expected to bring a great deal of material with them for giving their lessons. Nowadays, teaching material is already integrated in the systems of technology in an electronic format, which in this way eases teachers' working life. *"I don't need CDs anymore because all the audio material is on the Net. I don't need to carry the books because all the textbooks and teachers' material is there."*

3.4.4. Barriers that teachers encounter

In the process of using ICT the participants shared that they encounter mainly one challenge which is technical problems, such as improper work of electronic devices or software. As a rule, such issues tend to lead to interruption of the rhythm of the lesson and to distraction from the learning process. A great deal of time is required to resolve technical problems. *"It slows down the lessons and takes the time. It messes up everything if I can't get it working,"* mentioned Linda. Such problems cause stress to the participants and make them feel frustrated.

> *For now it gives a bit more stress of course because all the time you have to learn new ways to do it. And you have to stress if it works ok, and if I get everything working as it should.*

Furthermore, as it was commented by Emma, deficient work of technologies might lead to a further problem: the teachers cannot use the prepared material involving use of ICT. The teachers cannot completely rely on technologies and should be always prepared for a back-up lesson plan or an improvised lesson. *"It is sometimes very frustrating when you have made lots of material, and then you can't use any of it. So, I think that's the main challenge because you can't trust it 100%."*

3.5. Effects on students' learning

The interviewees were asked to share their ideas about the effect that ICT has on children's development. Regarding this aspect the teachers put emphasis mainly on positive sides of ICT use. The responses were formed into the following subcategories: children's motivation and emotional aspect. However, regardless of a number of advantages the respondents also indicated the negative impact of ICT implementation commenting upon a distracting factor that it might have on children's learning.

3.5.1. Children's motivation

According to the participants, ICT use first of all promotes increase of motivation among children. When using electronic devices children do not notice the process of learning. They perceive it in the form of a game, which makes them feel motivated, enthusiastic and immersed in the learning process. *"...students forget that it's a language lesson. They are in the flow, and they get to play some games or use technology usually without thinking about it being work for them,"* noted Emma. Laura also considered ICT use as a motivating factor for children. According to her, in the process of using ICT children become engaged into the learning process quickly and feel highly motivated. She emphasized that nowadays modern children take a lot of interest in using ICT. Due to this it is worth integrating ICT into the learning process in school. School should not neglect but take children's interests and preferences into consideration. *"The iPad or any mobile devices, they seem to be so in at the moment that we would be foolish not to use them to our advantage and not to use them to help kids learn."*

It is worth noting that children felt particularly enthusiastic and motivated when tasks were arranged in the form of a competition in lessons. Hanna noted that when seeing others' results children do their best to perform as quickly as possible and achieve better results. In this way, much attention is attracted to the learning process. *"They see the others' results and try to get better. So, it's a competition. Students always like them."*

However, it seems that ICT does not motivate each student. Linda shared that there are some students who give preference to work with books rather than on computers. Thus, interest to use ICT appears to be individualized: *"When I was using mini laptops there were children who said: 'Oh no! Can I work with the book? Can I do exercises in the book?' So, not everybody likes them."* Additionally, Emma noted that as nowadays electronic devices have become easily available and have become items of everyday life, they attract less interest in comparison with previous years: "*It [ICT] doesn't have the same charm as it used to*".

3.5.2. Emotional aspect

The use of ICT seems to increase children's self-esteem. When working with electronic devices children might make sure how good they can be at this activity, and that they can perform it successfully. They have a chance to understand that they are capable of working independently and progressively. Thus, they can enhance the feeling of confidence and belief in their own abilities. Emma illustrated examples from her teaching experience: *"…they press something, and something happens. They get a bit more self-confidence or self-efficacy in the English lesson."*

3.5.3. Distracting factor

According to the respondents' experiences, children nowadays find it quite difficult to manage without ICT. In lessons they might have a possibility to use their own electronic devices for non-academic purposes of learning, for example by replying to messages. As follows, children might be distracted from the learning process, which was mentioned by Emma:

> *…it might be a distraction because they [children] are used to checking their phone all the time. 'If I've got the message I have to reply right away' [children say]. I mean it like grows in their hand already, their mobile. So, there is always a slight possibility that they might do something else with ICT.*

In addition, children might be susceptible to frustration while using ICT, especially when electronic devices do not work in a proper way. Such cases break the rhythm of the lesson, and children are exposed to loss of motivation. They can easily become distracted from the learning process and shift their attention to other activities not related to the academic purposes.

> *Sometimes they [children] get frustrated when it's not working, as it should. And they lose interest if it doesn't work smoothly. And they start fussing other things and go on Facebook, and do other things. So, it breaks their concentration, too.*

3.6. Equality aspect

During one interview there emerged one important theme concerning the equality aspect in terms of ICT use expressed by Anni. She touched upon this idea and gave a deep insight into it. Anni considered equality as a positive side of using ICT because provision with personal devices in schools gives an equal opportunity to each child to learn, especially to those children who might not have a possibility to have gadgets at home:

> *...why I feel positive about information technology or anything new that comes in use in schools is the question of equality. In our school as in any other school there are kids who don't have access to iPad, for instance, at home. And that's one of the reasons I think we should use them. We should give everybody the equal opportunity to learn how to use all the new gadgets.*

3.7. Role of the teacher and use of ICT

During the interviews insight was gained into the role that the teacher plays regarding ICT use nowadays. The participants were asked about what skills and qualities in terms of ICT use are essential for the modern competent foreign language teacher. The teachers expressed their ideas both in terms of ICT use and in a general sense of teaching.

3.7.1. Essential qualities of the modern teacher

In terms of ICT use the interviewees shared that the teachers should acknowledge and be open to all novelties. Teachers should take ICT use as the main novelty into

consideration and admit this as a positive side because it attracts children's attention and promotes their motivation: *"As teachers we need to tune our brain a little bit and accept the fact how it is. And we would be foolish to try to fight it,"* commented Laura. Moreover, she added that teachers should take into account that modern children are more knowledgeable regarding ICT skills compared to teachers because they were born in digital time: *"... the kids always know better. They always know computers and other programs better than us. So, they are always one step ahead. But we are trying to keep in pace with them anyway."* Furthermore, it is worth acknowledging that making mistakes in front of students should not be considered as a negative side. Having flaws is typical of everyone. In this way, children have an opportunity to experience true-to-life reality first-hand. Hanna referred to this idea: *"We [teachers] have some problems. Somebody comes, helps teachers, clicks and does anything so that it works. So, they [children] see we aren't perfect. It's just human beings."*

It is worth noting that the respondents put emphasis on the qualities of the teacher not only in terms of ICT use but also on a broader scale. A further quality which was considered important for the modern teacher was collaboration skills. Teachers should have feel willingness to work together with teaching staff and should feel enthusiastic and open to share knowledge and skills with other colleagues. In this way, cooperative work of teachers might have positive impact on instructions of all teachers in the team. This facilitates an efficient work of teachers. Emma commented upon this:

> *And then also collaboration skills… it is a must that you share it because otherwise everyone would do it the hard way if you don't get to communicate what you've learnt. And then you get to hear what others learnt.*

In addition, Emma considered curiosity as another essential feature that the teacher should have*: "You have to be curious enough to try out different things."* It means that teachers should feel enthusiastic about using new teaching methods in their instruction. Also eagerness to experiment and not being afraid of failure were found to be important by Linda who shared her idea about this:

> *I think the most essential thing is perhaps not the skills but not to be afraid of using it, to be prepared to try and to learn because there are a lot of people who just wouldn't want to touch it.*

3.7.2. Teachers as foreign language instructors

Nonetheless, in teaching and learning processes the teacher remains the key figure who takes the responsibility for developing children's skills. In respect of foreign language learning pedagogical and language skills remain to be essential at present. Teachers should be aware about pedagogical aspects and remain skilled in applying both traditional teaching methods and innovative ones, such as ICT. Moreover, with regard to foreign language instruction teachers should be knowledgeable in language skills. Laura remarked:

> *We still need to know our subjects to develop our language skills as best as we can. That hasn't gone anywhere. We need to know our grammar; we need to know how to teach the grammar… A good English teacher or any teacher still needs to know how to find the focus in the lessons, how to find the key words in the chapter. And we still can use the blackboard and the chalk or whichever material you want.*

Importantly, the respondents considered development of children's personalities as an important aspect. They saw interrelatedness to real life as one of the essential goals in their teaching instruction. They considered it important *"to get the children to speak"* (Hanna) and *"to keep them not to be afraid to speak English when they get the real situation in the real world."* (Laura)

3.7.3. How ICT has changed the role of the teacher

The interviewees were asked to share their opinions about how ICT has changed the role of the teacher according to their observations and experiences. A great emphasis was put on the fact that teaching and learning processes present a holistic system which applies not only ICT but also a great variety of teaching methods. ICT use represents only one part of this wholesome process. Therefore, it is worth noting that the role of the teacher has significantly changed with both the introduction of ICT and different alterations happening in teaching and learning processes altogether. The reply given by Linda supported this idea:

> *I'm not sure if it's IT that's changing the role. I think these are the whole learning and teaching methods, and our purposes, and our thinking what the teaching and learning should be. That is changing the role, not IT. IT is just one method that is brought along with development.*

In addition, Laura examined these changes by drawing parallel between ways of teaching in the discourse of past and present times. According to her, previously the teacher represented the main actor of the lesson applying mainly frontal teaching methods, which meant work of the teacher with the whole class. At present the role of the teachers implies a student-centered approach with engagement of children into the learning process, maintenance of their motivation and making them active participants of the lesson.

> *Actually teaching these days even without computers is not like that anymore. The teachers are there to activate the kids, make them work in pairs or groups or in whichever… It [modern teaching] involves kids more, makes them more active.*

Furthermore, formerly not so much emphasis was put on different abilities and capabilities of children in teaching instruction, which complicated the process for both teachers and learners. Nowadays, much attention is paid to using a different approach to each child. Use of personal electronic devices helps to create a conducive environment by adapting the teaching process to each child's abilities and capabilities. In this way, those children who are quicker in performing tasks in the lesson can be given demanding tasks, and the children who need assistance from the teacher can be provided with an additional support. It involves all children into the learning process. Moreover, it prevents children from being categorized as, for instance, the slow and quick ones because each child might work at their own personal devices in their own pace. It makes everyone feel equal in lessons. Laura shared her point of view regarding this:

> *Every single class consists of different kinds of learners. And I feel strongly that computers bring the element of democracy in this sense. With computers we can better create personal learning… If children are quicker, they can do more. If they are slower, they can do other kinds of exercises. They are all working on their own computers, and nobody knows what the other is doing… It [ICT use] brings more this element: we are all working, and we are doing different things, but we all do it together.*

Importantly, a great variety of new responsibilities have been also set on teachers. Nowadays, due to different alterations in the field of ICT development teachers have to keep pace with them. They need to acquire new skills about how to use information technologies and how to integrate them into instruction. This seems to be a challenging

task and a time-consuming process for teachers. Linda shared her experience about this: *"For now it [ICT use] makes (teaching instruction) more complicated until I learn to use everything smoothly. And for now it gives more stress because all the time you have to learn new ways to do it."* Consequently, Anni suggested better arrangement of different alterations in school to make working life of teachers easier and more efficient: *"I think everything should be planned better. And we should have more time to do things better because now there are many things that we are just trying to survive with."*

Moreover, nowadays, owing to the abundance of information and teaching material a great deal of responsibility is set on teachers about selecting proper information out of all available resources. They need to make appropriate decisions: what kind of information might be relevant and useful for children. *"And the teacher's job is to decide what part of the ready-made material they want to use for this particular group of children and how."* (Anni)

3.8. Summary of findings

To conclude, the findings of the present study presented in this chapter revealed the positive attitudes of the foreign language teachers toward use of ICT in their instruction. The teachers shared the positive beliefs about the effect that ICT use has on children's learning by commenting on the increase of children's motivation as well as reinforcement of self-efficacy and self-esteem. Notwithstanding, the respondents touched also the negative impact by referring to a distracting factor evolving from ICT use.

Apart from the learning process, the interviewees also commented on the teaching process. They expressed positive beliefs about the influence that implementation of ICT tools has on their instruction. Essentially, the teachers are provided with well-timed and high quality support and training regarding ICT usage in school. Nevertheless, technical problems appeared to be the main negative aspect of ICT use.

The participants examined their role of the teacher from different angles: from the perspective of the learner and that of the teacher. They claimed that significant changes in the field of ICT development as well as in education in general had reshaped the role of the teacher and the role that the learner plays nowadays in the learning process.

4. Discussion

In this section the paper presents the main findings of the study in reference to the previous research. The chapter first matches the results with prior research regarding several aspects, such as attitudes of teachers toward ICT use in the foreign language instruction, enhancement of teachers' qualification and provision technology support to them, implementation of ICT tools in the instruction and the role of the teacher in the contemporary teaching and learning processes. Then the paper demonstrates the limitations of the study and concludes with some suggestions to be considered for further research.

4.1. Teachers' attitudes regarding ICT use

The present study demonstrated the positive attitudes of the participants towards use of ICT what is in line with previous research in this field (Albirini, 2006; Bilbatua & Herrero de Haro, 2014; Cummings, 2008; Gallardo del Puerto & Gamboa, 2009; Güneyli, 2009; Lam, 2000; Li & Ni, 2011; Li & Walsh, 2010).

The respondents shared their views in finding positive impact that ICT implementation has on the teaching process. The teachers have an opportunity to bring both traditional and information technologies into practice. With the assistance of technology new opportunities open up for the participants by filling their lessons with variety and creativity (Li & Walsh, 2010; Razak et al, 2010). The teachers can attract students' attention to their subject, for instance, by presenting information vividly and brightly with the help of technology (Lam, 2000). In this manner, ICT enriches instruction filled with cutting edge methods, which promotes the development of teachers in their professional expertise and enhancement of their professional competence. All these factors facilitate increase of teachers' motivation to use ICT in their teaching. Additionally, the usage of technology methods brings benefits to learning process as well. It helps to make lessons exciting and appealing to students' interests and preferences, which enhances their level of motivation, the mentioning of which can be found in prior research (Albirini, 2006; Bilbatua & Herrero de Haro, 2014).

A further positive factor mentioned by the interviewees was quick access to information owing to technology (Albirini, 2006), which simplifies work of teachers as well as saves time, which can be used for the academic course of the lessons. Moreover, the option of

obtaining quick access to information prevents students from losing their interest in the lesson and becoming prone to distraction. The respondents noted that due to high speed of latest technology, children of the 'digital natives'-generation (Sharma & Barrett, 2007) have become accustomed to receiving information immediately. Hence, the usage of quick-paced information in lessons assists to hold students' interest. Additionally, ICT implementation allows teachers to learn more about children's preferences and interests and become closer to children's environment.

However, due to different technical problems which might occur in the process of using ICT teachers cannot always rely on technology, about which the respondents expressed their concerns. Based on prior research, technical issues were the common problem that teachers encountered in the process of ICT use in the instruction (Bilbatua & Herrero de Haro, 2014). According to the participants, such issues break the rhythm of the lesson and cause stress and frustration to them, which risks to decrease teachers' confidence to implement ICT in their instruction.

As far as ICT usage in the learning process is concerned, the respondents expressed their positive perceptions about this aspect. According to their observations children's reaction to using ICT seems to be engaging and motivating. However, as ICT usage has become standard practice on our everyday basis. Electronic devices do not attract children's attention as significantly anymore as it was before. ICT does not seem to be motivating for everyone, and its usage depends on an individual. In the present study the teachers commented that there are still those students who, for instance, give preference to work with textbooks. This point was mentioned in a study by Bilbatua and Herrero de Haro (2014), in which during the implementation of online learning some Spanish students were inclined to participate in face-to-face interaction with teachers.

The respondents felt positive about that ICT use promotes children's development in the psychological and emotional aspects. According to them, ICT implementation increases the feeling of self-esteem and self-efficacy among children, especially those who feel shy. The similar tendency was noticed in Lam's study (2000), in which according to the teachers' experiences the students involved in work with computers expressed positive responses.

The main reason why the participants felt positive about ICT use was that there is a possibility to involve each student in the learning process by making everyone an active

participant (Bilbatua & Herrero de Haro, 2014). In addition, usage of ICT provides an opportunity to bring an individualized approach to everyone and take different abilities of children into account. Therefore, this goes in line with the constructive approach to education (Warschauer & Healey, 1998; Thomas, Reinders, & Warschauer, 2013).

Regardless of a great variety of positive sides the participants referred also to negative aspects that ICT usage might have on children's learning. Distraction was noted by the respondents as the main negative factor. The teachers noticed that children tend to become easily distracted with their own electronic devices, or their attention can become easily diverted with the emergence of technical issues. This was also found in a study by Li and Ni (2011), in which most teachers noted that technology might distract children from the learning process.

4.2. Enhancement of teachers' qualification and provision of support

It is worth noting that in the school observed in the present study the administration fosters ICT use and always takes teachers' opinions into account. Hence, the implementation of ICT does not occur from top to bottom, which prevents teachers from resentment to integrate technology in the instruction (Lam, 2000). The leadership of the school considers the fact that due to different alterations happening nowadays teachers are required to update their skills. Therefore, adequate training is regularly arranged in school, which promotes enhancement of teachers' competence in the area of ICT usage as well as prevents them from having stress. This seems to be one major reason for the teachers' willingness and enthusiasm to implement technology in the instruction. The relationship between teachers' attitudes to integrate ICT and support provided by school can be also found in a study by Bilbatua and Herrero de Haro (2014).

The interviewees expressed their positive perceptions about the training courses regarding ICT use. The main positive side mentioned by them was the relatedness of courses to real computer facilities and a possibility to transfer knowledge to academic settings. Apart from theoretical grounding, the courses also have practical significance. Knowledge, which teachers acquire in the training, and technology, which they use at the courses, is compatible with the conditions provided in real academic settings. Regardless of high quality training the teachers take interest in their professional development and improvement of their qualification by devoting their time to informal

learning. Kessler (2007) contented in his study that formal learning tends to be accompanied with informal learning, which seems to have a significant influence on the decision of teachers to apply ICT.

As far as support in terms of ICT use is concerned, the participants are provided with robust assistance in the form of technical support supplied by professionals in the field of information technology as well as by means of collaboration among teachers. As it was mentioned above, the main barrier that the teachers encountered was technical problems, which are easily and well-timed resolved with the help of a team consisting of qualified specialists. Hence, in a learning environment, where highly developed equipment is provided, teachers still need support (Badia et al, 2013). Apart from technical support, the respondents enhance their skills by means of collaboration with colleagues. Special social meetings are arranged to the teachers where they can acquire new skills and share their knowledge. Also there is the special network in school in which teachers with sufficient level of computer skills are in charge of providing assistance to the colleagues who need support. Collaboration between colleagues gives useful benefits to the participants. By sharing cognitive skills they are provided with an opportunity to enlarge their own scope and enhance their skills and competence. Moreover, this kind of support seems to foster the spirit of team and inter-colleague relations among teachers and creates a favorable atmosphere. In addition, provision of well-timed high quality support as well as arrangement of training intended for improvement of interviewees' ICT skills enhance their feeling of confidence, which seems to be essential in developing their positive attitudes toward use of ICT and decision to implement technology (Lam, 2000). The findings of the present study demonstrated that teachers felt confident while using ICT in their lessons because they tend to integrate technology into their teaching regularly (Cox et al, 1999).

To conclude, the respondents are provided with adequate training aimed at enhancement of qualification in their expertise. Also they are supplied with both general support which comes from leadership of the schools as well as technological support which comes from qualified professionals and collaboration within teaching staff (Hogarty, Lang, & Kromrey, 2003). These factors are considered to be an integral part in effective implementation of ICT (Innan & Lowther, 2010). Essentially, adequate training, collaboration within teaching staff and the shared culture of the school

supporting integration of ICT are the main prerequisites for innovative teaching (ITL research, 2011).

4.3. ICT use in foreign language learning

The use of ICT in the present study is based on a culture of supporting innovativeness in the school observed. It turned out that the school keeps pace with different tendencies of the contemporary time and different alterations in the field of education. The school is constantly supplied with cutting edge ICT. In the process of implementation of technology into school different aspects, such as opinions of teachers, their professional development and students' interests, are taken carefully into consideration. Leadership takes interest in enhancing professional development of teachers and providing them with agreeable support in order to create the environment facilitating smooth and efficient work. Use of technology is the common practice for both teachers and students. The respondents found technology implementation as an integral part of their practice. Notwithstanding this fact, they acknowledged ICT use not as a central but as a supplementary tool in addition to traditional methods in the form of textbooks. This finding is concurrent with the teaching practices found in studies by Bilbatua and Herrero de Haro (2014), and Lam (2000).

In terms of technology-assisted foreign language learning the participants develop language skills as well as communicative competence of students thereby pursuing the goals of contemporary foreign language learning, which are outlined by practitioners (Thomas et al, 2013) and in concordance with the practices of the teachers from the previous studies (Cummings, 2008; Güneyli, 2009; Lam, 2000).

As far as language skills are concerned, the interviewees shared their experience of integrating technology in their instruction directed to development of vocabulary and grammar, speaking and listening skills. In respect to developing vocabulary and grammar, they bring different software and computer applications into practice. Usage of technology is a new and interesting form of presenting information, especially for revision of words and grammar rules. In addition, it brings variety and creativity to the content of instruction. This idea complies with the notion expressed in previous studies by Cummings (2008) and Güneyli (2009) in which the findings of the surveys indicated the supportive beliefs of the majority of the teachers about usefulness and practical significance of technology aimed at development of vocabulary and grammar.

Additionally, according to the participants, usage of technology is beneficial for developing speaking skills. The experience of the interviewees indicated that in the course of performing tasks children tend to demonstrate positive response, and they feel comfortable and more inclined to take an active part in the course of the lesson while working with electronic devices (Bilbatua & Herrero de Haro, 2014; Lam, 2000). However, this finding contradicts with the results of prior research by Cummings (2008) and Güneyli (2009), in which the teachers shared their opinions that ICT use had a minor impact on development of speaking skills. This means that teachers' attitudes seem to be built on different factors: their opinions about usefulness of using ICT for developing a specific language skill, and skills they want their students to achieve. In the present study after experiencing students' positive feedback while using ICT tools the participants had strong beliefs in positive effect of technology on developing speaking skills.

As it was mentioned above, apart from drill and practice tasks the respondents take interest in teaching foreign language with relatedness to reality by preparing children for their future life. Learning a foreign language is essential not only within the walls of school but also outside of them. Technology provides an opportunity to broaden the framework of the language by teaching about its diversity. ICT use provides an opportunity to keep in touch with authentic and up-to-date material. For instance, by watching videos and listening to records the participants can educate about the culture, traditions and everyday life of people of the target language, which is in line with the teaching practices of teachers from previous studies (Cummings, 2008; Güneyli, 2009; Lam, 2000).

4.4. Role of the teacher

Different alterations in the field of education and development of ICT have made a significant influence on the role of the teacher. Nowadays, teachers play a role as facilitators. This means that they should be proficient experts in their pedagogical field and should know how effectively they can use their material to educate their learners. New responsibilities have been set on teachers. In the present study the respondents gave reference to the notion that the framework of teaching had broadened and deepened. They contended that due to different changes in the field of ICT use nowadays teachers have to keep pace with them. They are required to improve their

skills and enhance their professional development. This entails additional work for teachers. In other words, it means increase of their workload. Exactly this idea was mentioned in a study by Bilbatua and Herrero de Haro (2014), in which the teachers outlined that nowadays a great deal of pressure was put on them. In addition, a foreign language teacher should play not only a role as an instructor in foreign language teaching but as an educator. Their responsibility manifests in preparing children for their future life, which complies with the opinions shared by the teachers in a study by Cummings (2008).

It is worth noting that the role of a teacher in relation to learners has also undergone changes. Compared to previous times when the teacher played the key role of the lesson, students are nowadays more involved into the learning process and take an active position. This idea is reflected in the constructivism theory in which the main focus is put on a student-centered approach. ICT usage promotes this direction. Its implementation helps to provide an individual approach to each student by taking different capabilities of learners into account. Those teachers who tend to stick to this approach seem to be more inclined to bring ICT into application in their instruction (Becker & Riel, 2000). This justifies the reason of the participants' willingness to use ICT in their teaching in the present study.

What is significant is that teachers should not be afraid of novelties but be open to them and be curious about learning new cutting edge methods and enhancing their competence. The participants of the present study stick to integrating technology in their instruction by demonstrating their enthusiasm and motivation toward its use. This is concurrent with the idea expressed by Vannatta and Fordham (2004), according to whom 'openness to change' has its significant impact on the decision making of teachers to use ICT.

4.5. Limitations

The participants of the present study as in all case studies cannot be representative of the entire population. In addition, the research had a limited focus on one particular context. It was conducted in one of the training schools in Finland the main focus of which is put not only on teaching but also on providing training to teachers-to-be. So, the participants have work experience which seems to different from backgrounds of teachers in other schools. Moreover, this school might be relatively better equipped with

ICT compared to other schools in Finland. Furthermore, the study was threat to bias of the researcher as the researcher had a personal opinion and attitude toward using ICT in foreign language learning due to own qualification and experience in teaching foreign languages. This knowledge and experience might have effect on the procedure of the analysis of the data and the findings of the study. The researcher was attempting to avoid personal attitudes in the course of conducting the interviews in order to provide validity of the study. The findings are limited to this case study. However, the findings and conclusion drawn in the present study can be transferrable to new settings of studies with similar contexts which aim to investigate the process of integration of ICT by foreign language teachers in schools.

4.6. Suggestions for further research

In order to get a profound overview of ICT use in Finland some ideas could be taken into account in conducting the further research. First of all, a greater number of schools and participants should be involved in conducting the study to provide a more general picture of using ICT in Finland. Furthermore, in order to gain in-depth insight into teachers' experiences of using ICT and their attitudes toward it different methodological approaches should be implemented, for instance, combination of both qualitative part in the form of interviews, and quantitative part in the form of questionnaires. Also use of observation might provide a chance to explore more in detail in what way teachers and students use ICT in lessons and to see their conduct and reactions toward use of ICT tools.

5. Conclusion

This present study gained insight into defining the attitudes of teachers in foreign language learning in Finland. The research questions were directed to investigate the experience of ICT implementation by English language teachers: in what way and for which purposes technology is used, what kind of support and enhancement of teachers' qualification is provided.

Based on previous literature review and instruments applied in prior research, the semi-structured interview questions were constructed. The data was collected through the interviews with five foreign language teachers in one of the schools in Finland.

The findings of the study demonstrated positive attitudes of the participants toward ICT use in their instruction. They expressed their positive views concerning the beneficial influence of technology on both the teaching and the learning processes. ICT use facilitates efficient and productive learning and promotes increase of motivation among children.

ICT was widely used in varied ways by the respondents in their instruction. In addition, school administration supports the innovative culture and tries to keep pace with different changes in the field of ICT and education in general. Therefore, it takes interest in enhancing teachers' qualification. The teachers are provided with well-timed and high quality support and training regarding technology integration.

The findings of the study let us realize that in order to provide efficient and smooth development of the process of ICT integration in education several aspects should be considered. These aspects are: support, adequate training which meets the needs of teachers and the curriculum, teachers' collaboration and provision with up-to-date technology. What is significant is that feelings, emotions and voices of teachers are worth hearing.

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Appendix A

Interview questions

Background information

1. What is your completed degree?
2. How many years have you been teaching English?
3. What computer skills do you have?
4. In what classes do you teach?
5. What is the age of children that you teach?

6. Could you tell me what your typical English lesson looks like?

7. What is important for you in foreign language teaching?

8. Try to describe some episodes when you used technologies in some of your lessons.

9. For which purposes do you use technology in your lessons?

10. Have you ever undertaken any IT training courses? Please describe.

11. What is your opinion about them?

12. Have you applied any methods suggested during training in your own teaching? If so, how?

13. Do you encounter any difficulties with technology in your lessons? If so, what are they?

14. Is there any additional support provided in school? What kind of support do you need?

15. Can you describe how your students usually use technologies in your lesson?

16. How do you think they feel about using IT?

17. What effect according to your observations does use of ICT have on students?

18. How do you think IT affects your teaching?

19. What makes a modern well-qualified English teacher competent regarding ICT use?

20. Do you think ICT use has changed the role of the teacher nowadays? If so, how?

21. If you were given an opportunity to change something about IT use in your school, what would you change?