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**The Attitudes of EFL Teachers in Jordan Towards Online Webinars as Professional Development Tools in Comparing with International EFL Teachers**

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**The Attitudes of EFL Teachers in Jordan Towards Online Webinars as Professional Development Tools in Comparing with International EFL Teachers**

**Abstract**

The aim of this study is to investigate the attitudes of English as a Foreign Language (EFL) teachers in Jordan towards using webinars as professional development tools in comparing with international EFL teachers. A quantitative study was conducted with (60) EFL teachers, (44) EFL teachers were from Jordan and (16) EFL teachers were from different countries around the world. An online questionnaire which is adapted from Emre's thesis (2019) was distributed via WhatsApp and Telegram applications. The data has analyzed using descriptive statistics via SPSS statistics. This study was conducted in Amman- Jordan in (2020-2021). The results showed that female and males EFL teachers who have additional courses and who have attended webinars were positive towards using webinars as professional development tools and Jordanian EFL teachers revealed moderate attitudes in comparing with international EFL teachers. This study suggested to encourage Jordanian EFL teachers to attend webinars for professional development by supporting and facilitating conditions, reward teachers who attend webinars and conduct persistent research in order to have different experiences to support the results of the upcoming researches.

**Keywords:** ICT, multi-synchronous, asynchronous, synchronous webinars, professional development.

**اتجاهات معلمي اللغة الإنجليزية في الأردن تجاه الندوات عبر الإنترنت كأدوات للتطوير المهني ومقارنتهم بمعلمي اللغة الإنجليزية الدوليين بوصفها لغة أجنبية**

**الملخص:**

تهدف هذه الدراسة إلى البحث في مواقف معلمي اللغة الإنجليزية في الأردن تجاه استخدام الندوات عبر الإنترنت كأدوات للتطوير المهني ومقارنتهم مع معلمي اللغة الإنجليزية الدوليين بوصفها لغة أجنبية. وقد أجريت دراسة كمية على (60) معلماً من معلمي اللغة الإنجليزية كلغة أجنبية، حيث كان (44) معلماً من الأردن و (16) معلماً من مختلف البلدان حول العالم. وتم توزيع استبيان عبر الإنترنت مقتبس من دراسة (Emre, 2019) وحللت البيانات باستخدام الإحصاء الوصفي عبر برنامج (SPSS). حيث أجريت هذه الدراسة في المملكة الأردنية الهاشمية في عام (2020-2021) وأظهرت النتائج أن معلمات ومعلمي اللغة الإنجليزية كلغة أجنبية الذين حصلوا على دورات إضافية وحضروا ندوات عبر الإنترنت، كانت اتجاهاتهم إيجابية تجاه استخدام الندوات عبر الإنترنت كأدوات للتطوير المهني، وكشف معلمو اللغة الإنجليزية كلغة أجنبية في الأردن عن مواقف معتدلة مقارنة بمعلمي اللغة الإنجليزية الدوليين. اقترحت هذه الدراسة تشجيع معلمي اللغة الإنجليزية كلغة أجنبية على حضور الندوات عبر الإنترنت من أجل التطوير المهني من خلال دعم وتسهيل الظروف، ومكافأة المعلمين الذين يحضرون الندوات عبر الإنترنت وإجراء أبحاث مستمرة من أجل الحصول على تجارب مختلفة لدعم نتائج البحوث القادمة.

كلمات مفتاحية: تكنولوجيا المعلومات والاتصالات، ندوات عبر الإنترنت متعددة التزامن، غير متزامن، متزامن، التطوير المهني.

## **Introduction:**

The changes in teaching approaches and learning strategies affect teachers' role. Teachers are strategic, thinkers, practitioners, knowledge transformative, researchers and lifelong learners. Thus, the idea of considering teaching a lifelong learning process demands teachers' continuous learning and shows up the importance of conducting professional development programs.

Teachers face difficulties to attend professional development (PD) programs in relation to their duty hours, social and personal life. PD programs are conducted after school time or at weekends which prevent teachers to attend them and that requires to find solutions in order to keep the learning process and facilitate teachers learning. One of many solutions is to conduct online PD programs.

However, the appearance of the internet and the widespread of information and communication technology (ICT) paved the way for online learning to promote the use of different computer programs and tools like learning videos, educational blogs, conferencing platforms and online webinars (Clay, 2012; Mohorovicic et al., 2011).

Webinars are "online seminars that allows people from around the world to connect in a virtual classroom and share information via the internet" (Pluth, 2010) Webinars are web- based video conferencing. They are modern tools (Wang & Hsu, 2008). They are abbreviated from web-seminars (Verma & Singh, 2010) which are used via internet for training purposes (Newman, 2013) and language education (Cheng, Ko, Kinshuk, and Lin, 2005; Ng, 2007; Kohorst and Cox, 2007).

The main purposes for online webinars are to make learning accessible and offer different training programs. However, the existence of ICT gives the chance to find knowledge easily and enable different PD programs. PD is integral for teachers and school improvement. For instance, teachers can come over the challenges and satisfy their needs in teaching to be qualitative teachers (Vrasida & Glass, 2007). They need knowledge and skills "in academic subjects, school curricula, pedagogy, child development, communication, classroom management, creation and use of learning resources, assessment of learning and monitoring of individual progress" to be effective teachers (Robinson and Latchem, 2003).

Recently, PD programs "promote technology integration and provide incentives to encourage teachers to engage in lifelong learning" (Vrasida & Glass, 2007). They foster teachers' aptitudes, practices and attitudes towards self-directed learning (Riel, DeWindt, Chase, and Askegreen, 2005). Nowadays, PD programs are conducted using webinars to suit the fast change in teaching needs which demands well qualified teachers in pedagogy and content (Dede et al., 2006) to save time and money and remove the barriers between countries.

EFL teachers should attend webinars in order to be up to date, exchange ideas and experiences with teachers from different world's countries. In this study, the attitudes of EFL teachers in Jordan towards online webinars as PD tools in comparing with international EFL teachers will be discussed.

## **Research Problem**

"knowledge, transformational operations and component skills" are not enough to accomplish well performances. The need to mediate the relationship between knowledge and performance, judge people's self-efficacy and affect their motivation and behavior demands an ongoing process of learning and training (Bandura, 1982).

EFL teachers have to be up to date, follow the new trends and learn to teach their students. They need to collaborate with other EFL teachers to exchange experiences and to model their teaching practices. Considering English as a foreign language, teachers have to learn the language as well as learn how to teach the language as professional teachers. However, teachers face difficulties in

attending face to face conferences or training courses on account of their duty hours, social, personal life, self-efficacy, motivation and social and cultural background.

It is impossible to bring all EFL teachers together; so the use of webinars in English education becomes necessary. The idea of online webinars comes from the need to PD programs which are easy to access and available. Online webinars for PD can connect EFL teachers from all around the world to exchange knowledge, experiences, practices to be professional and effective teachers.

### **Research Purpose**

The previous literature argues asynchronous and synchronous learning environments as well as webinars. Many studies tackle webinars effects on teachers' motivation, self-efficacy, interaction with others, effective teaching, ongoing learning and PD.

The purpose of this research is to investigate the attitudes of EFL teachers in Jordan towards online webinars as PD tools in light of their performance, efforts, attitudes, facilities, intentions, self-efficacy, anxiety and motivation. This research compares between Jordanian EFL teachers and the international EFL teachers' attitudes towards using webinars as PD tools. The results of the research will give insights about teachers' attitudes towards webinars as PD tools.

### **Research Questions**

The research aims to answer the following questions:

- 1- What are the attitudes of EFL teachers towards webinars as PD tools?
- 2- What are the differences between the attitudes of Jordanian EFL teachers and international EFL teachers towards webinars as PD tools?

### **Methodology**

Quantitative method was followed to collect data about the research questions. This research is a quantitative one in order to determine EFL teachers' attitudes towards webinars as PD tools. The participants were asked to fill a questionnaire which is added in appendix (2). To analyze the results, descriptive statistics were used for the questionnaire via SPSS statistics.

### **Participants**

Sixty EFL teachers participated in filling the questionnaire for this research. Forty-four teachers were from Jordan and sixteen were international teachers, they were categorized as following: three teachers from Saudi Arabia, one teacher from Syria, one from Egypt, one from Sudan, one from Yemen, one from Kuwait, one from Tunisia, one from Algeria, one from Tanzania, one from Argentine, two teachers from Brazil and two from Pakistan.

All teachers answer the questionnaire via internet. The researcher uploaded the questionnaire on google drive and distributed via WhatsApp to two groups one for Jordanian EFL teachers and the other for international EFL teachers and via Telegram app to EFL teachers group. Table (2) shows participants' demographic data.

### **Instruments**

The instrument in this study was a questionnaire. The questionnaire was about EFL teachers' attitudes towards webinars as PD tools. The teachers were asked to answer the questionnaire without writing their names. The results of the questionnaire were collected and analyzed using SPSS statistics. The descriptive statistics were used to analyze the questionnaire results.

The questionnaire was adapted and re-worded from Emre's thesis (2019) which is added in appendix (1), it is about webinars for teaching English as a foreign language and for professional development, the researcher changes some questionnaire's items by adding new items, merging two items together or eliminating some of them according to the study purpose.

The questionnaire was divided into eight parts: performance expectancy, effort expectancy, attitudes towards using webinars, facilitating conditions, self-efficacy, anxiety, behavioral intention to use webinars and motivation.

However, Likert scale was used for the eight parts, comprising five responses strongly agree, agree, neutral, disagree and strongly disagree. Participants were asked to answer the questions by using one of the five. The responses range from strongly disagree to strongly agree with values 1 – 5 on each item for scoring purposes.

### **Research Reliability**

Cronbach's Alpha was used to check the reliability of the questionnaire. Based on table (1), the Cronbach's Alpha value .947 ( $>. 65$ ) shows that the questionnaire is a highly reliable instrument.

### **Reliability Statistics**

Table (1): reliability of the questionnaire

Cronbach's Alpha	N of Items
.947	30

### **Procedures:**

The researcher adapted a questionnaire from a comparable study Emre's thesis (2019). The questionnaire was distributed to the teachers via internet using (WhatsApp and Telegram). The participants were asked to answer it for the research purposes. The ethical considerations were taken into mind, the researcher was unbiased and respected participants' differences by not referring to religious and ethical issues. The researcher gathered the results, analyzed them using descriptive statistics via SPSS.

### **Literature Review**

#### **ICT and Teaching Theories**

Information and communication technology (ICT) has become easily accessible and available for all people around the world. ICT changes the role of teachers and students. Teachers have their own beliefs and philosophies about teaching EFL. They teach by practicing different language theories. ICT reflects different theories. The behavioristic theory is clear in ICT through breaking learning down into steps to cover specific material. Drills and practices which followed by feedback in computer programs mirror the effect of behaviorism on ICT. However, cognitive theory appears through ICT by following "discovery- based and problem solving oriented learning and simulation" and to construct understandings through exploring activities. Teachers in cognitive theory are aware of students' preferences, environment and teaching methods and approaches (Pachler, 2005). According to Mayer (2001), cognitive theory has two channels visual and verbal, learning occurs when the two channels integrate. On the other hand, Vygotsky tackled the social interactionism as a theory which reflects the role of language in interaction and transmitting social and cultural environments. ICT is considered as "mediatory potential" to social interactionism theory, teachers in social interactionism should have the knowledge about ICT and its impact on teachers as mediators and facilitators (Pachler, 2005).

On the other hand, the existence of ICT and the integration of computer in language teaching and learning paved the way in front of different approaches to appear. Behavioristic CALL (Computer Assisted Language Learning) refers to drills and practices, computer was drills and repetitive source. However, Communicative CALL which coincided with the cognitive theory, stressed on exploration and discovery as learning processes. It focused on learning language in a "meaningful communicative context" and engage the whole person. Otherwise, integrative CALL which cares

about integrating the four skills as well as integrating technology in language learning. It focuses on projects and task based and content based approaches (Başaran,2014).

The argument about ICT and theories have to shed the light on teaching teachers to be effective and literate in using technology. According to Pachler, there is a study by Meskill et al (2002) shows that teachers who are effective in using technology have advisory role, follow modernity and desire to change (2005).

### **Professional Development and ICT**

PD programs are “systematic efforts” to make change in teachers’ practices, attitudes and beliefs. They gain acceptance and elicit commitment from teachers. It is believed that PD programs change teachers’ attitudes and beliefs. Change needs time and effort, it occurs gradually to increase teaching competences (Guskey,1986).

Employing PD programs via ICT is beneficial for EFL teachers. They can share their teaching beliefs with different colleagues to get feedback which changes their beliefs about effective teaching (Beach, 2012)

ICT facilitates creating, sharing and mastering knowledge. It creates online communities for online PD. Those communities are essential for how to apply online PD programs (Vrasida & Glass, 2007). However, ICT promotes teachers’ autonomy to have control over their materials. Teachers who believe in technology integration in their teaching practices have different effect on their confidence and beliefs about using ICT (Fu, 2013).

ICT is important in relation to PD programs. It supports teachers with the abilities to implement what they have learned and improve their technical skills in applying knowledge through classroom practices. Online PD programs motivate teachers to attend them as they are easy to reach any time and any place without affecting their work hours and personal life.

### **Professional Development and Webinars**

“Earlier conceptions of teacher change” was based on training programs to treat the deficits in teachers’ knowledge, attitudes and skills. Training programs were one shot or short courses. The shortness of training programs affects teachers’ relationships to exchange experiences with colleagues and their continuity of learning (Songul, Delialioglu & Çağrı Biyik, 2018).

“Effective professional development is situated in teachers’ everyday practice, and distributed across communities, tools, and contexts. As such, it provides authentic opportunities for teachers to think like experts in making instructional decisions, structuring learning activities, and employing sound pedagogical strategies” (Vrasida & Glass, 2007). PD programs can be fostered by creating communities in which teachers work collaboratively.

The ICT purpose to enable teachers to be lifelong learners and up to date demands ongoing PD programs. Online PD can be ongoing programs. They can be in different forms like electronic bulletin boards, video-conferencing and web-based interaction which includes text, video and sound. They can meet teachers’ ongoing needs. They can be conducted in any time and in any place (National Academy of Science, 2007). Online PD programs change teachers’ practices and enhance their knowledge which reflect positively on students’ performance and teaching effectiveness (Job-Sluder & Barab, 2004).

With the evolution of ICT, webinars become a tool to online education. Webinar is “a live online educational presentation during which participating viewers can submit questions and comments” (Merriam-webster, 2002). It is defined as “online conferencing” (Hewett and Lyn, 2007) and as a “presentation, seminar, lecture, or workshop transmitted over the internet” (Zoumenou et al., 2015)

Webinars are important examples on online conferences or seminars for EFL teachers’ PD. They are multi-synchronous tools which means that they use both asynchronous learning which “can be accessed anytime, anywhere like blogs, emails, forums and e-books” and synchronous learning which is defined as communication tools which “are similar to face to face communication; like

video, audio conferences and web conferences". They are used for educational purposes and help EFL teachers to chat with audience and presenter, record the webinar sessions, exchange video and audio tools, share documents and gather information (Başaran,2014).

The idea of creating online webinars for EFL teachers' PD comes from the teachers' challenges to attend face to face courses referring to their busy schedule. In webinars, EFL teachers can exchange ideas, experiences, planning tools, instructional methods, assessment strategies and reflection. They can share and analyze students' work and plans with their online colleagues to reflect on their planning and teaching effectiveness (Beach, 2012).

However, webinars have many advantages. They involve education and training largely, they save time as well as money and engage larger number of people (Newman, 2013). Because of that, a series of webinars are offered for teachers' training and PD continuously by different universities and institutions like Oxford University, Cambridge University and the British Council (Başaran,2014).

### **Related Studies**

Many studies were conducted on using webinars for EFL teachers' PD. The studies of Cheng et al (2005) in Taiwan at Cyber University and Ng (2007) in Hong Kong at Open University, who divided (200) students into two groups, one group takes face to face lecturing and the other group takes synchronous lecturing, show that webinars have a positive effect on increasing the interaction of EFL teachers even they faced technical difficulties in internet connection. Chen a, Chen b and Tsai interviewed (10) participated teachers in synchronous discussions about the interaction of teachers who use online synchronous discussion for web based PD and the results show that teachers learn and build social relationships in traditional PD but they can reflect on each other practices through discussion, they can establish learning communities for interaction, monitor knowledge and manage learning. Web based discussions for PD show positivity in comparing with traditional ones in teachers' performance and self- regulating (2009).

While Heiser, Stickler and Funborough study, at Open University in the UK, shows that webinars increase participants' confidence in using technological tools (2013). In addition, Başaran discussed the use of webinars in English language education from preservice English teachers' perceptions, the study was applied on (40) university students by distributing two questionnaires and a report. The results show that webinars are effective in English language education and change teachers' beliefs when they see and hear other teachers (2014).

However, Reaser study in California for kindergarten to secondary English language teachers who attended webinars for four months shows the effectiveness of webinars as PD tools as teachers feel "new, interesting and useful" and their knowledge has been increased (2016).

Otherwise, Moore, Fisher and Baber study in which they asked teachers to fill in a questionnaire about effectiveness of webinars on online conferences and EFL teachers' development. The results show that webinars are useful in ongoing PD (2016).

Songül, Delialioğlu and Bıyık study investigated the effect of online webinars and lessons on Turkish EFL teachers' PD (4) volunteered teachers were engaged in this study for (13) weeks, they participated in (6) webinars related to English language teaching. The results show that webinars "led to perceived cognitive changes and these changes were concerned with increased technological knowledge, increased self-appraisal and self-reflection, development of language proficiency and increased knowledge of instructional strategies" (2018).

On the other hand, Emre's thesis in Ankara University, (78) teachers participated in the study. The researcher used a questionnaire to figure out the perceptions of EFL teachers on the use of webinars in teaching EFL and for professional development. The results show that self-efficacy, anxiety, facilitating conditions and performance expectancy were significant predictors towards using webinars. In addition, teachers should have more knowledge and resources to use and integrate

webinars in teaching EFL and PD. However, the results showed that having prior experience in using webinars affected EFL teachers' attitudes (2019).

Reflecting on the previous studies, there is no one study that tackled Jordanian EFL teachers' attitudes towards using webinars as PD tools. In this study, the attitudes of international EFL teachers in general and Jordanian in particular towards webinars as PD tools will be discussed.

## Results

This study aimed to investigate the attitudes of EFL teachers towards using webinars as PD tools in different public and private schools in Jordan and around the world. This study tackled the demographic data for the participants depending on their: gender, origin, additional courses and previous experiences in attending webinars. Consequently, the research questions are:

- 1- What are the attitudes of EFL teachers towards webinars as PD tools in term of: performance expectancy, effort expectancy, attitudes towards using webinars, facilitating conditions, self-efficacy, anxiety, behavioral intention to use webinars and motivation?
- 2- What are the differences between the attitudes of Jordanian EFL teachers and international EFL teachers towards webinars as PD tools?

## Demographic Data Results

Table (2): participants' demographic data

No.	Demographic Variables	Frequency	Percentage	
1.	Gender	Male	16	26.7
		Female	44	73.3
2.	Country	Jordan	44	73.3
		Saudi Arabia	3	5
		Pakistan	2	3.3
		Brazil	2	3.3
		Algeria	1	1.7
		Argentina	1	1.7
		Egypt	1	1.7
		Kuwait	1	1.7
		Sudan	1	1.7
		Syria	1	1.7
		Tanzania	1	1.7
		Tunisia	1	1.7
Yemen	1	1.7		
3.	Additional courses	CELTA	2	3.3
		DELTA	1	1.7
		ICELT	2	3.3
		Others	30	50
		None	25	41.7
4.	Attending webinars before	Yes	42	70
		No	18	30

From table (2), it is clear that the highest percent of the total sample were females 73.3% while

No.	Descriptive Statistics						
	Item	Males			Females		
		N	Mean	Std. Deviation	N	Mean	Std. Deviation
1.	performance expectancy	16	3.4844	1.13457	44	3.7102	0.86593
2.	Effort expectancy	16	3.3333	1.19257	44	3.7273	0.89290
3.	Attitudes towards using webinars	16	3.3250	1.24124	44	3.6727	1.00333
4.	Facilitating conditions	16	2.8375	1.05885	44	2.8773	0.79207
5.	Self- efficacy	16	3.2500	1.12546	44	3.3712	0.99668
6.	Anxiety	16	2.4167	1.30242	44	2.7652	1.02066

males were 26.6%. However, 73.3% of the participants were from Jordan while 26.6% of them were from different countries around the world. 50% of the participants were engaged in additional courses while 41.7% were not engaged in any additional courses; the rest 8.3% were engaged in CELTA (Certificate in English Language Teaching for Adults), DELTA (Diploma in Teaching English to Speakers of Other Languages) and ICELT (In-Service Certificate in English Language Teaching). Otherwise, 70% of the total sample were engaged in online webinars and 30% were not.

**- The attitudes on using webinars as professional development tools depending on gender:**

To show the attitudes towards using webinars referring to males and females in term of their attitudes on performance expectancy, effort expectancy, attitudes towards using webinars, facilitating conditions, self-efficacy, anxiety, behavioral intention and motivation, descriptive statistics were conducted as the tables below.

Table (3): The attitudes towards using webinars according to gender



7.	Behavioral intention to use webinars	16	3.7188	1.39007	44	3.5341	0.96085
8.	Motivation	16	3.5750	1.07051	44	3.5864	0.89484
	Total	16	3.2426	0.84111	44	3.4055	0.66500

According to the results, there are slight differences between males and females' attitudes towards using webinars as PD tools in performance expectancy, effort expectancy and attitudes towards using webinars. Females were more agreeable in those sections. While the rest items, both males and females have approximately the same results. The total attitudes for males according to Likert scale are moderate attitudes ( $M = 3.2426$ ,  $S.D = .84111$ ) and positive attitudes for females ( $M = 3.4055$ ,  $S.D = .66500$ ) towards using webinars as PD tools.

**- The attitudes on using webinars as professional development tools depending on having additional courses.**

Descriptive statistics were conducted to show the attitudes of EFL teachers who have additional courses and who do not towards webinars as PD tools depending on: performance expectancy, effort expectancy, attitudes towards using webinars, facilitating conditions, self-efficacy, anxiety, behavioral intention and motivation. As in the following tables.

Table (4): The attitudes towards using webinars according to additional courses.

No.	Descriptive Statistics	Additional courses			No additional courses		
		Item	N	Mean	Std. Deviation	N	Mean
1.	performance expectancy	35	3.7500	.91354	25	3.5100	.97756
2.	Effort expectancy	35	3.7333	.89953	25	3.4667	1.09713
3.	Attitudes towards using webinars	35	3.6971	.95594	25	3.4160	1.21781
4.	Facilitating conditions	35	3.0114	.73074	25	2.6640	.99786
5.	Self- efficacy	35	3.4000	1.02836	25	3.2533	1.03315
6.	Anxiety	35	2.5429	1.13208	25	2.8533	1.05444
7.	Behavioral intention to use webinars	35	3.8286	.99220	25	3.2400	1.12842
8.	Motivation	35	3.7543	.85830	25	3.3440	1.00253
	Total	35	3.4647	.61081	25	3.2184	.82588

According to the results, there are clear differences between EFL teachers who have attended additional courses like CELTA, DELTA, ICETL and others and EFL teachers who have not attended any additional courses. EFL teachers who have attended additional courses agree ( $M = 3.4647$ ,  $S.D = .61081$ ) that webinars can be effective as PD tools. While EFL teachers who have not attended any additional courses have moderate attitudes ( $M = 3.2184$ ,  $S.D = .82588$ ) towards using webinars as PD tools.

**- The attitudes on using webinars as professional development tools depending on attending webinars experience:**

To show the results towards using webinars as PD tools referring to EFL teachers' webinars attending in term of their attitudes on performance expectancy, effort expectancy, attitudes towards using webinars, facilitating conditions, self-efficacy, anxiety, behavioral intention and motivation. Descriptive statistics were conducted as in the following tables.

Table (5): The attitudes towards webinars according to webinars attending experience.

No.	Descriptive Statistics	Attending webinars			Not attending webinars		
		Item	N	Mean	Std. Deviation	N	Mean
1.	performance expectancy	42	3.9345	0.76521	18	2.9861	0.99437
2.	Effort expectancy	42	3.9444	0.85513	18	2.8704	0.87177
3.	Attitudes towards using webinars	42	3.8571	0.94769	18	2.9333	1.09114
4.	Facilitating conditions	42	3.0095	0.76120	18	2.5333	1.00587
5.	Self- efficacy	42	3.4921	0.99112	18	2.9815	1.03830
6.	Anxiety	42	2.7143	1.19749	18	2.5741	0.86172
7.	Behavioral intention to use webinars	42	3.9167	.94299	18	2.8056	1.00204
8.	Motivation	42	3.8524	.79641	18	2.9556	.95438
	Total	42	3.5901	.54130	18	2.8300	.79133

There are significant differences between the attitudes of EFL teachers who have attended webinars before and those who have not attended webinars in all items except anxiety item; there is a slight difference. EFL teachers who have attended webinars before have a positive attitude ( $M = 3.5901$ ,  $S.D = .54130$ ) and agree on using webinars as PD tools while those who have not attended webinars have moderate attitudes ( $M = 2.8300$ ,  $S.D = .79133$ ) towards using webinars as PD tools.

**- The attitudes on using webinars as professional development tools referring to Jordanian EFL teachers and International EFL teachers:**

Comparing the attitudes of EFL teachers in Jordan and outside Jordan towards using webinars as PD tools will be investigated using descriptive statistics to analyze data in relation to: performance expectancy, effort expectancy, attitudes towards using webinars, facilitating conditions, self-efficacy, anxiety, behavioral intention and motivation items as in the following table.

Table (6): A comparison between the attitudes of Jordanian and international EFL teachers towards using webinars as PD tools

Section/ Question	Descriptive Statistics						
	Jordanian EFL teachers			International EFL teachers			
	N	Mean	Std.	N	Mean	Std.	

				Deviation			Deviation
<b>A.</b>	<b>Performance Expectancy</b>	44	3.4773	0.89055	16	4.1250	0.93541
	1. I find webinars useful in teaching EFL.	44	3.3636	1.01365	16	4.1875	0.91059
	2. Webinars increase my productivity in teaching.	44	3.4545	0.99894	16	4.2500	0.85635
	3. Webinars enables me to accomplish my teaching activities easier and more quickly.	44	3.5000	0.97647	16	4.0625	1.12361
	4. Webinars helps me to develop my abilities in teaching.	44	3.5909	1.08517	16	4.1250	0.95743
<b>B.</b>	<b>Effort Expectancy</b>	44	3.4545	0.98067	16	4.0833	0.87348
	5. It is easy to become skillful at using webinars	44	3.4545	1.13002	16	4.0625	1.12361
	6. I find webinars easy tools for professional development.	44	3.4091	1.12721	16	3.8750	1.20416
	7. Webinars are clear and understandable for me.	44	3.5000	1.04548	16	4.0000	1.09545
<b>C.</b>	<b>Attitudes towards using webinars</b>	44	3.4091	1.07050	16	4.0500	0.95638
	8. Using webinars is a good idea.	44	3.5909	1.06352	16	4.3750	0.95743
	9. Using webinars makes teaching EFL more interesting and fun.	44	3.4545	1.13002	16	4.1250	1.25831
	10. Using webinars is useful for my professional development.	44	3.4091	1.16775	16	4.0000	1.09545
	11. I like using webinars for my professional development.	44	3.3864	1.24295	16	4.1250	1.14746
	12. I like using webinars for teaching EFL.	44	3.2045	1.15294	16	3.8750	1.08781
<b>D.</b>	<b>Facilitating Conditions</b>	44	2.8727	0.83759	16	2.8500	0.95359
	13. The institution, which I work with, is helpful and supports me to use webinars in teaching or for professional development.	44	2.8864	1.10424	16	4.1250	1.02470
	14. I have the resources that are necessary to use webinars in teaching or for professional development.	44	2.9318	1.02066	16	3.1250	1.40831
	15. I have the knowledge to use webinars in teaching or for professional development..	44	3.1591	1.07710	16	3.1875	1.32759
	16. Webinars are not compatible with other technologies I use.	44	2.7955	1.23099	16	3.3125	1.25000
	17. I have someone to help me on using	44	2.5909	1.26341	16	2.4375	1.36473

	webinars.						
<b>E.</b>	<b>Self-efficacy</b>	44	3.2727	1.01226	16	3.5208	1.06784
	18. I use webinars if the webinar's software was provided.	44	3.1818	1.18661	16	2.1875	1.42449
	19. I try to use webinars if there is no one to help me.	44	3.1818	1.20605	16	3.7500	1.39044
	20. I ask for help if I got stuck in using webinars.	44	3.4545	1.35466	16	3.3750	1.25831
<b>F.</b>	<b>Anxiety</b>	44	2.6970	1.01873	16	2.6042	1.34009
	21. I feel worried to use webinars.	44	2.5909	1.12721	16	3.4375	1.26326
	22. I hesitate using webinars for fear of making mistakes.	44	2.6364	1.12252	16	2.6250	1.45488
	23. Webinars scares me as I worry to press any wrong key while participating on a webinar.	44	2.8636	1.19283	16	2.5625	1.50416
<b>G.</b>	<b>Behavioral Intention to use webinars</b>	44	3.3636	1.01937	16	4.1875	1.04682
	24. I intend to use webinars in the future for my professional development or for teaching EFL.	44	3.3864	1.03914	16	2.6250	1.40831
	25. I plan to use webinars in the future for my professional development and in teaching EFL.	44	3.3409	1.05529	16	4.1875	0.98107
<b>H.</b>	<b>Motivation</b>	44	3.4864	0.91743	16	3.8500	0.96194
	26. I feel more professional when I participate in webinars activities.	44	3.4545	1.10925	16	4.1875	1.22304
	27. It is important to use webinars because I believe it affects my teaching practice.	44	3.5000	0.97647	16	4.1250	1.20416
	28. It is important to use webinars because I believe it affects my students' learning.	44	3.4091	0.99576	16	3.9375	1.18145
	29. It is important to use webinars because I believe it affects my own learning.	44	3.5455	1.04447	16	4.0000	1.09545
	30. I attend webinars if they are during times other than workdays.	44	3.5227	1.19083	16	4.0000	1.03280
	<b>Total</b>	44	3.2542	0.72015	16	3.6589	0.61740

Based on the results in the previous table, International EFL teachers have higher values in performance expectancy ( $M = 4.1250$ ,  $S.D = .93541$ ) and effort expectancy ( $M = 4.0833$ ,  $S.D = .87348$ ) in comparing with Jordanian EFL teachers' performance expectancy ( $M = 3.4773$ ,  $S.D = .89055$ ) and effort expectancy ( $M = 3.4545$ ,  $S.D = .98067$ ); even both of them agree that webinars are useful tools to increase their productivity and abilities in teaching as well as enabling them to

accomplish their teaching activities easier. They found webinars easy to use, clear to understand and helpful in professional development.

Otherwise, international teachers have positive attitudes ( $M = 4.0500$ ,  $S.D = .95638$ ) according to Likert scale towards using webinars while Jordanian EFL teachers have moderate attitudes ( $M = 3.4091$ ,  $S.D = 1.07050$ ). International teachers believe that using webinars is a good idea as teaching become more interesting and fun, they are useful for PD and they prefer using them in teaching and for their PD.

However, both international ( $M = 2.8500$ ,  $S.D = .95359$ ) and Jordanian EFL teachers ( $M = 2.8727$ ,  $S.D = .83759$ ) have moderate attitudes towards facilitating conditions section according to Mean and St. Deviation results. The international EFL teachers agree that their institutions are helpful and supportive in encouraging them to use webinars for PD while Jordanian teachers have moderate attitudes. Otherwise, both of them have moderate attitudes towards having the necessary resources, knowledge to use webinars for PD and the compatibility of webinars with other technologies that they use. Both of them agree on not having someone to help them in using webinars.

On the other hand, international EFL teachers have positive attitudes towards self-efficacy ( $M = 3.5208$ ,  $S.D = 1.06784$ ) in comparing with Jordanian EFL teachers ( $M = 3.2727$ ,  $S.D = 1.01226$ ) who have moderate attitudes. Jordanian EFL teachers have moderate attitudes towards using webinars if the software is provided while international EFL teachers disagree. International EFL teachers have positive attitudes towards using webinars alone without any one's help while Jordanian EFL teachers have moderate attitudes. Jordanian EFL teachers agree to ask for help if they stuck in using webinars while international EFL teachers have moderate attitudes.

Whereas, Jordanian EFL teachers have moderate attitudes towards anxiety referring to Likert scale values ( $M = 2.6970$ ,  $S.D = 1.01873$ ) while international EFL teachers showed disagreement with anxiety statements ( $M = 2.6042$ ,  $S.D = 1.34009$ ). International EFL teachers feel worried to use webinars while Jordanian teachers do not, both have moderate attitudes referring to the fear of making mistakes. International teachers are not worry about pressing any key while participating in webinars while Jordanian EFL teachers have moderate attitudes towards this point.

However, the behavioral intention to use webinars for international teachers are positive ( $M = 4.1875$ ,  $S.D = 1.04682$ ), they plan to use webinars for their future PD but they are not sure about their intentions for using webinars in PD in the future. While Jordanian EFL teachers have moderate attitudes ( $M = 3.3636$ ,  $S.D = 1.01937$ ) they are not sure about their intentions and plans to use webinars in their future PD.

According to Likert scale, both international EFL teachers ( $M = 3.8500$ ,  $S.D = .96194$ ) and Jordanian EFL teachers ( $M = 3.4864$ ,  $S.D = .91743$ ) have positive attitudes towards motivation. Both feel more professional when they participate in webinars, they believe that webinars affect their self-learning as well as their teaching practices and they attend webinars if they are not in workdays. Jordanian EFL teachers have moderate attitudes about the effect of webinars on their students' learning in contrast with international EFL teachers who believe in webinars' positive effect on students' learning.

To conclude, international EFL teachers have positive attitudes ( $M = 3.6589$ ,  $S.D = .61740$ ) towards using webinars as PD tools while Jordanian EFL teachers have moderate attitudes ( $M = 3.2542$ ,  $S.D$

=.72015) in term of performance expectancy, effort expectancy, attitudes towards using webinars, facilitating conditions, self-efficacy, anxiety, behavioral intention and motivation.

### **Discussions:**

Some assumptions can be made referring to the descriptive statistics results about the attitudes of EFL teachers towards webinars as professional development tools to answer the questions of the research. Different studies' results that tackled the same issue will be compared with the results of the current research. This research is the first in which it tackles the attitudes of Jordanian EFL teachers towards using webinars as PD tools in comparing with international EFL teachers.

#### **- The attitudes of EFL teachers in Jordan towards webinars as PD tools:**

In order to answer the first research question, the differences between participants' gender, additional courses and attending webinars have investigated. Referring to gender, the results showed that females have more positive attitudes towards webinars as PD tools in comparing with males in term of performance expectancy, effort expectancy, self-efficacy, facilitating conditions, anxiety and motivation but males have more positive attitudes towards behavioral intentions.

However, participants who have attended additional courses like CELTA, DELTA, ICETL and others have positive attitudes towards using webinars as PD tools in all terms except anxiety. Additional courses help learners to shape attitudes towards their PD to be in an ongoing learning process. On the other hand, participants, who have attended webinars before, have positive attitudes in all terms in comparing with those who have not.

Referring to the results, males, teachers who do not have any courses and have not attended webinars before find it difficult to use webinars, they do not believe in webinars usefulness in PD programs, they have low self-efficacy and motivation and high anxiety towards using webinars as PD tools.

In order to answer this question, the percentage of participants who find webinars as useful tools for PD (Females' percentage is 73.3%, additional courses 58.3% and attending webinars 70%) is higher than those who do not believe in webinars as PD tools. That leads to a conclusion, webinars are useful and increase productivity in teaching, they help to accomplish teaching activities and improve EFL teachers' abilities. Webinars are easy, clear and understandable tools for professional development. EFL teachers find webinars good, interesting, fun and useful for their professional development and they prefer using them in teaching and for PD. EFL teachers believe that their institutions support them in their ongoing learning and that will encourage them to use webinars for PD. In addition, having knowledge, resources and help are important conditions for EFL teachers in relation to webinars as PD tools. EFL teachers do not hesitate and are not worry to use webinars, they intend and plan to use webinars for PD. They have the motivation to attend webinars in different times rather than workhours and days because they believe they become more professional and their teaching practices, students' learning and self- learning have been improved and affected.

Many studies tackled the use of webinars as PD tools. The findings in the current research for the first question align with some previous studies. For example, Emre concluded that 31 participants out of 78 have attended webinars and she found that "prior experience on the use of webinars can be a significant factor" in term of performance expectancy, effort expectancy, attitudes towards webinars, facilitating conditions, self-efficacy, anxiety, behavioral intentions and motivation (2019). As well as, the study of Chen, Chen, Tsai which compared between traditional and web- based

discussions concluded that web- based discussions were more positive referring to teachers' performance and self- regulating (2009). Teachers' performance and self- regulating are clearly positive in the results of this research in term of performance expectancy according to gender, additional courses and previous experience in attending webinars.

On the other hand, Heiser, Stickler and Funborough concluded that webinars increase participants' confidence in using technological tools (2013). It appears in the current research that EFL teachers who have additional courses and have attended webinars are more confident in using technology. Heiser et al study aligns with this research in term of effort expectancy and facilitating conditions.

Otherwise, Reaser's study about the effectiveness of webinars as PD tools concluded that teachers' knowledge has been increased as well as teachers' beliefs about webinars to be useful and interesting (2016). This study intersects with the current research in term of attitudes towards webinars and motivation.

In Moore, Fisher and Baber study, webinars are useful in ongoing PD (2016). It is clear in this research that webinars are helpful for ongoing EFL teachers learning in term of behavioral intentions and motivation.

Songül, Delialioğlu and Bıyık investigated a study about the effect of online webinars and lesson on Turkish EFL teachers. The results showed that webinars as PD tools change EFL teachers cognitively and increase their technological and instructional strategies knowledge, self- reflection, confidence and language proficiency (2018). This study intersects with the current research in term of performance expectancy, effort expectancy, attitudes, facilitating conditions, self-efficacy and motivations as EFL teachers believe that webinars increase their professional abilities, teaching practices and strategies, ongoing learning and professional development, technological knowledge, self-efficacy and confident.

#### **- The differences between the attitudes of Jordanian EFL teachers and international EFL teachers towards webinars as PD tools:**

To answer the second question of the research, a comparison between Jordanian EFL teachers and international EFL teachers' attitudes towards using webinars as PD tools has investigated in term of performance expectancy, effort expectancy, self-efficacy, facilitating conditions, anxiety and motivation.

Regarding to Jordanian and international EFL teachers' attitudes towards using webinars as PD tools, there were clear variances between them. Referring to the results, Jordanian EFL teachers have less positive attitudes with great variance in comparing with international EFL teachers in relation to performance expectancy and effort expectancy. They were not sure about webinars' usefulness to them but they believed in webinars' role in increasing teaching productivity, accomplishing teaching activities, developing teaching abilities in general and believed in webinars to be easy, clear and understandable tools for PD. While international EFL teachers believed more in webinars' role, usefulness and effects.

However, the attitudes of Jordanian EFL teachers towards using webinars vary from international EFL teachers. Jordanian EFL teacher were hesitant to use webinars for their PD even they believe in webinars to be useful for PD and interesting and fun for EFL teaching. While the attitudes of international EFL teachers towards webinars were more positive.

Otherwise, Jordanian EFL teachers were not sure about facilitating conditions, they were hesitant about their institutions support to use webinars as well as the availability of resources and having the compatible technologies and knowledge. While international teachers believed in their institutions support as well as the availability of resources, having the knowledge and compatible technologies but they were sure that they do not have someone to help them in using webinars.

Jordanian EFL teachers were not sure about their self-efficacy, they were hesitant to use webinars if they have the software, if there is no one to help but they ask for help if they stuck. In contrast with international EFL teachers who were not hesitant to use webinars even they do not have the software without the help of anyone even they were hesitant to ask for help if they stuck.

The level of anxiety in both Jordanian and international EFL teachers was approximately the same. Both of them were not hesitant to use webinars even if they commit mistakes. International EFL teachers were worry about using webinars but they were not scare to press any key while using webinars. However, Jordanian EFL teachers were not worry to use webinars but they were scared to press any key while using webinars.

Motivation and behavioral intentions vary between Jordanian and international EFL teachers. Jordanian EFL teachers were not sure about their future intentions to use webinars but they believed in webinars' positive effects on teaching practices, ongoing learning, students' learning and professional development. They prefer to attend webinars in their free time rather than in workhours. While international EFL teachers were sure about the positive effects of webinars and they intend and plan to use webinars in their future PD.

The differences in attitudes between Jordanian and international EFL teachers refer to the different cultural backgrounds, the lack of prior experience in attending webinars, the lack of extrinsic motivation in relation to institutions support and the lack of knowledge and awareness about the importance of webinars in PD.

The reasons behind PD programs' fail are ignorance of what motivates teachers and what type of change will occur to them in order to engage in PD programs (Guskey, 1986). Teachers need to be motivated to attend webinars and they should have the opportunities to engage in PD programs (National Academy of Sciences, 2007).

PD webinars have challenges that related to their implementation and effective use, the way the technological tools are used (Chen, Chen, Tsai, 2009), technology related problems (Wyatt, 2007) teachers' different needs and concerns to be productive and comfortable to participate in online webinars (Vavasseur & MacGregor, 2008) and teachers' self-efficacy and motivation.

As there are no previous studies tackled the attitudes of Jordanian EFL teachers towards using webinars as PD tools in general and with comparing with International EFL teachers in particular. Some conclusions can be made in order to find solutions and increase Jordanian EFL teachers' participation in PD webinars. First, encourage Jordanian EFL teachers' participation in PD programs by conducting webinars during school schedule which let them feel that PD programs are part of their jobs and they have to take part in them. Second, reward teachers who attend webinars and encourage teachers' self-efficacy and motivation by supporting, helping and following their PD progress and achievements. Finally, investigate persistence research on the importance of PD programs via webinars to promote Jordanian EFL teachers' teaching practices and abilities as well as the availability of literature to support the results of the upcoming research.



## Conclusion

The attitudes of EFL teachers in Jordan towards online webinars as professional development tools in comparing with international EFL teachers have been investigated in this research. This research aimed to examine EFL teachers' attitudes towards using webinars as PD tools in relation to gender, additional course and previous experience in attending webinars. The research focused on comparing between Jordanian and international EFL teachers' attitudes towards using webinars as PD tools. A quantitative design was used and descriptive statistics were employed to analyze data. The results showed positive attitudes towards using webinars as PD tools referring to female EFL teachers, EFL teachers who have additional courses and who have attended webinars. However, Jordanian EFL teachers revealed moderate attitudes in comparing with international EFL teachers who believe in using webinars as PD tools. Finally, the researcher suggested to conduct persistence research about the effects and importance of PD programs via webinars, reward teachers who attend webinars and encourage them to attend PD webinars by supporting and facilitating conditions.

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