Chapter 5
EFL Instructors' Webinar Acceptance and Use Regarding Experience and Performance Expectancy

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ABSTRACT

Using technology to improve the quality of teaching and learning especially with the outbreak of coronavirus in 2020 has been the fundamental milestone of our lives. Certain technological tools have been indispensable, especially in teaching English as a foreign language (EFL). The aim of this quantitative study was to investigate the perceptions of EFL instructors in using webinars for professional development purposes. The study was conducted with 78 EFL instructors at a foundation university in Turkey. The survey items were adapted from Venkatesh et al. and Gasket, and the internal reliability was checked both in the pilot and main study. The adopted theoretical framework was the unified theory of acceptance and use of technology

(UTAUT). The results indicated differences between the EFL instructors who used webinars and the ones with no exposure to webinars, and instructors' attitudes toward webinars predicted performance expectancy. Based on the results, implications and recommendations were provided in this chapter.

INTRODUCTION

Technological tools have recently been the fundamental resources of our lives, especially in improving the quality of teaching and learning (Bottino, 2014). With the outbreak of COVID-19 at the beginning of 2020, certain technological tools have been an indispensable part of our lives (Alfaro, 2020; Almohesh & Altamimi, 2024; Al-Naabi, 2023; Aslan & Solmaz, 2023; Goh & Sandars, 2020; Ting et al., 2020). Finally, the public release of ChatGPT has triggered new dialogues on how AI-powered tools can transform education (Jeon & Lee, 2023). The use of such technologies in classroom led to a shift away from teacher-centered methods toward student-centered approaches when it came to the development of language skills (Ibrahim & Basim, 2024; Ritonga et al., 2023). Thus, it is not surprising to see that technology is reshaping our lives as well as reshaping "how education is conceptualized, designed, and implemented around the world" (Huang et al., 2014, p. v).

Teacher professional development is one of these educational contexts being transformed through information and communications technologies (ICTs) which "allow access to knowledge and expertise that were previously unavailable, enabling new relationships and new models of professional development" (Vrasida & Glass, 2007, p. 89). Teaching requires certain fundamental skills, whether it's in a classroom or online. However, online teaching involves additional, unique skills, such as using asynchronous communication and balancing it with synchronous activities. According to Shin et al. (2022), online teachers need to foster meaningful interactions through various digital platforms and address potential student isolation, and these skills are often new to teachers because traditional teacher preparation programs typically do not cover online and distance learning. Thus, the use of online and technological tools, particularly webinars, in teacher professional development has been gaining popularity (Almohesh & Altamimi, 2024). However, even though webinars enable access to resources that may not be available locally (Masters et al., 2010), there is still a lack of research regarding the use of webinars in teaching and professional development (Al-Naabi, 2023; Monteiro & Sims, 2023), especially in English language teachers' professional development (Mohamad et al., 2023; Shin et al., 2022). Among the topics investigated are students' perceptions on webinars (Abdallah et al., 2023), students' learning styles and their participation and interaction in webinars, and the effects of webinars on attendance and learning (Abdallah

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