Computer Literacy and Competency:
A Survey of Indonesian Teachers of English as a Foreign Language

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Abstract

This article presents the results of a study, which examined the current level of computer literacy of a group of Indonesian teachers of English as a foreign language (EFL) and investigated factors affecting their use of computers in classrooms. Participants in the study were in-service teachers of EFL at Indonesian schools and universities. The teachers were invited to respond to a questionnaire containing questions related to the teachers' ownership and accessibility of computers, their level of ability to perform computer-based tasks, their personal and professional use of computers and their interest in computer-assisted language learning (CALL). The findings of the study provide a picture of the Indonesian teachers' use of computers in their local contexts and recommend increasing the teachers' online opportunities, skills and competencies in the use of computers for their teaching practices and professional development.

INTRODUCTION

The importance of teachers' computer literacy and competency in online environments has been discussed in a number of studies (e.g., Atkins & Vasu, 2000; Cunningham, 2000; Johnson, 2002; Lam, 2000; Oh & French, 2007; Park & Son, 2009; Rakes & Casey, 2000; Shin & Son, 2007). For the implementation of computer-assisted language learning (CALL), in particular, language teachers are required to build their knowledge and skills for using computers and improve their competency in doing various types of CALL activities. Given the demand for language teacher development in e-literacy, there is a need for extensive studies on the actual level of language teachers' computer literacy and competency in local contexts. The study reported in this article attempts to respond to the need by examining the current level of computer literacy of local teachers of English as a foreign language (EFL) in Indonesia and investigating internal and external factors affecting the teachers' use of computers in classrooms. It looks at the Indonesian teachers' use of computer applications and activities and recommends increasing the teachers' online opportunities, skills and competencies in the use of CALL.

COMPUTER LITERACY AND LANGUAGE TEACHERS

As computer technology becomes widely available and rapidly advanced, the increasing use of electronic texts has expanded the meaning of the word 'literacy' and brought up new

literacies such as 'computer literacy', 'electronic literacy' and 'information literacy'. Along with this situation, the idea of what it means to be computer literate is inevitably extended (Reinking, 1994) and the question of how to develop and improve the ability of using computers is considered as a key issue in the area of teacher education (Son, 2004). On the basis of a general concept of literacy, in this article, computer literacy is defined as the ability to use computers at an adequate level for creation, communication and collaboration in a literate society. In language teacher education, it involves the development of knowledge and skills for using general computer applications, language-specific software programs and Internet tools confidently and competently. It comprises a number of aspects, including technological awareness, technical vocabulary, components of a computer, concepts of data and programs, ways of computing, working on files, documents and pictures, working with multimedia, evaluating resources and communicating with others.

It is apparent that teachers' technology use and knowledge are closely related to their confidence level (Atkins & Vasu, 2000; Lam, 2000) and affect their attitudes toward technology integration (Rakes & Casey, 2000). In order to integrate technology into the classroom successfully, teachers need to develop their working knowledge and skills in online environments (Rilling, Dahlman, Dodson, Boyles & Pazvant, 2005) and have technical competence to use various computer applications for educational purposes (Cunningham, 2000). Additionally, Robb (2006) points out the need for school administrations to foster self-directed learning of technology among their teachers by providing appropriate resources and milieu. As noted by Park and Son (2009), language teachers are likely to be more confident in implementing CALL if they feel comfortable with the use of computers. Based on a study of the relationship between language teachers' confidence and their use of CALL, Kessler and Plankans (2008) specifically claim that contextually confident teachers are highly integrated users of CALL. In CALL teacher education, thus, the enhancement of language teachers' confidence and competency in using CALL in their context is one of the most important aspects to consider (Hong, 2010) and responds to the demand for technology-proficient language teachers (Hubbard, 2008) and the pressure on teachers to be competent with a range of technological tools learners use and to possess technical skills for jobs or promotions (Stockwell, 2009).

THE STUDY

Participants
Participants in the study were a total of 73 in-service Indonesian teachers of EFL at schools and universities in Indonesia. They were asked to complete a questionnaire when they attended a workshop, which was offered for local teachers as a part of pre-conference workshops at the Globalization and Localization in Computer-Assisted Language Learning (GLoCALL) 2008 Conference held on separate days in Jakarta and Yogyakarta, Indonesia. Their profile is shown in Table 1.

Table 1
Participant Profile (N=73)

Gender	Male	27 (37%)
	Female	46 (63%)
Average age	35.7 years old	
Place of current teaching (multiple responses)	Primary school	54
	Secondary school	6
	University	10
	Private language school	6
	Private tutor	3
	Not now	1
Average years of teaching experience	9.7 years	
Average years of computer experience	6.2 years	

Data collection
A computer literacy questionnaire (Appendix 1) was employed to collect data on the Indonesian teachers' computer literacy. It consisted of five sections: Section I (background); Section II (use of computer applications); Section III (computer-related questions – Do you & Can you?); Section IV (computer knowledge test – 10 questions); Section V (factors affecting the use of computers). For the purpose of the study, the questions given in the questionnaire were directly related to the teachers' access to computers, their level of ability to perform computer-based tasks, their personal and professional use of computers and their interest in CALL.

Among the 105 questionnaires received from the teachers, 32 questionnaires were rejected because they found to be incomplete and had missing data in several sections. As a result, a total of 73 questionnaires were analysed. In terms of the number of respondents who completed the questionnaire in each city, there were 28 teachers in Jakarta and 45 teachers in Yogyakarta. With an option to choose an English version of the questionnaire or an Indonesian version of the questionnaire, 68 teachers responded to the Indonesian version while 5 teachers responded to the English version.

RESULTS

It appeared that, out of the 73 teachers who responded to the questionnaire, 51 teachers had regular access to a computer and 40 teachers had Internet connections. Sources of learning about the computer in the first place were indicated by the teachers in the following order: trainer/teacher (22), themselves (18), colleagues (18), family members (15), friends (12) and books (8). As shown in Table 2, most teachers considered their level of computer literacy, Internet literacy and typing skills as adequate or higher.

Table 2
Self-Evaluation of Basic Computing Skills (N=72)

Your own computer literacy	Poor	8 (11%)
	Adequate	24 (33.3%)
	Good	39 (54.2%)
	Excellent	1 (1.4%)
Your own Internet literacy	Poor	11 (15.3%)
	Adequate	23 (31.9%)
	Good	37 (51.4%)
	Excellent	1 (1.4%)
Your current typing skills	Poor	0 (0%)
	Adequate	33 (45.8%)
	Good	37 (51.4%)
	Excellent	2 (2.8%)

Note: One participant did not answer these particular questions.

In terms of the use of computer applications, many teachers tended to use word processing, email, Web and multimedia programs frequently whereas they rarely or never used other types of applications such as databases, graphics, concordancers, blogs, wikis, online discussion groups, voice chatting and video conferencing programs (Table 3). Comparing the primary school teachers (50) and non-primary school teachers (23), the non-primary school teachers indicated that they used all of the listed computer applications more often than the primary school teachers (see Figure 1). This suggests that there are more regular users of the computer applications in the group of non-primary school teachers than in the group of primary school teachers.

Table 3
Frequency of Using Computer Applications (N=73)

		Almost everyday	3-4 times per week	1-2 times per week	1-2 times per month	Rarely	Never used / Do not know
1	Word processing	33 (45.2%)	12 (16.4%)	9 (12.3%)	2 (2.7%)	13 (17.8%)	4 (5.5%)
2	E-mail	12 (16.4%)	9 (12.3%)	7 (9.6%)	7 (9.6%)	22 (30.1%)	16 (21.9%)
3	World Wide Web	14 (19.2%)	7 (9.6%)	8 (11%)	6 (8.2%)	20 (27.4%)	18 (24.6%)
4	Database	2 (2.7%)	2 (2.7%)	5 (6.8%)	1 (1.4%)	19 (26%)	44 (60.3%)
5	Spreadsheet	4 (5.5%)	4 (5.5%)	5 (6.8%)	4 (5.5%)	21 (28.8%)	35 (47.9%)
6	Graphics	1 (1.4%)	1 (1.4%)	1 (1.4%)	4 (5.5%)	31 (42.5%)	35 (47.9%)
7	Multimedia (audio & video)	11 (15.1%)	10 (13.7%)	8 (11%)	8 (11%)	19 (26%)	17 (23.3%)
8	Language software (CD-ROM)	4 (5.5%)	7 (9.6%)	6 (8.2%)	7 (9.6%)	24 (32.9%)	25 (34.2%)
9	Concordancer	0 (0%)	2 (2.7%)	2 (2.7%)	0 (0%)	12 (16.4%)	57 (78.1%)

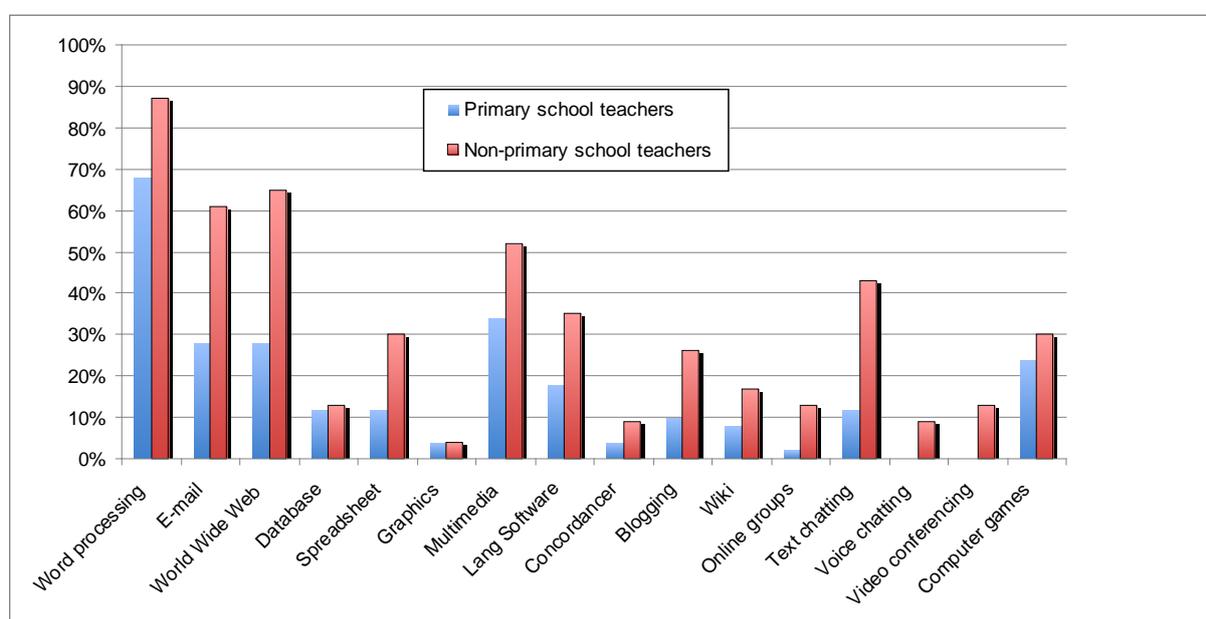| 10	Blogging	3 (4.1%)	2 (2.7%)	6 (8.2%)	1 (1.4%)	17 (23.3%)	44 (60.3%)
11	Wiki	2 (2.7%)	2 (2.7%)	4 (5.5%)	2 (2.7%)	19 (26%)	44 (60.3%)
12	Online discussion group	0 (0%)	2 (2.7%)	2 (2.7%)	2 (2.7%)	14 (19.2%)	53 (72.6%)
13	Text chatting	3 (4.1%)	6 (8.2%)	7 (9.6%)	4 (5.5%)	20 (27.4%)	33 (45.2%)
14	Voice chatting	0 (0%)	2 (2.7%)	0 (0%)	1 (1.4%)	19 (26%)	51 (69.9%)
15	Video conferencing	0 (0%)	1 (1.4%)	2 (2.7%)	0 (0%)	12 (16.4%)	58 (79.4%)
16	Computer games	11 (15.1%)	4 (5.5%)	4 (5.5%)	10 (13.7%)	30 (41.1%)	14 (19.2%)

Figure 1. Comparison between primary school teachers' and non-primary school teachers' use of computer applications

As shown in Table 4, almost half of the teachers considered themselves that they have basic or intermediate skills for using general computer applications while over 46 percent of the teachers indicated that they do not have skills for using spreadsheet applications, database applications, Web design applications, Web search engines and communication applications.

Table 4
Self-Rating Computer Skills (N=73)

	Working with:	None	Basic	Intermediate	Advanced
1	Word processing applications	9 (12.3%)	21 (28.8%)	35 (48%)	8 (11%)
2	Spreadsheet applications	34 (46.6%)	20 (27.4%)	15 (20.5%)	4 (5.5%)

3	Database applications	40 (54.8%)	23 (31.5%)	10 (13.7%)	0 (0%)
4	Presentation applications	22 (30.1%)	26 (35.6%)	23 (31.5%)	2 (2.7%)
5	Multimedia applications	26 (35.6%)	27 (37%)	18 (24.7%)	2 (2.7%)
6	Web design applications	41 (56.2%)	24 (32.9%)	8 (11%)	0 (0%)
7	Web search engines	36 (49.3%)	19 (26%)	15 (20.5%)	3 (4.1%)
8	Communication applications	35 (47.9%)	25 (34.2%)	13 (17.8%)	0 (0%)

According to their responses, among the 73 teachers, 25 teachers (34.2%) have a computer connected to the Internet at home; 54 teachers (74%) have their email account; 12 teachers (16.4%) have a personal homepage on the Web; 52 teachers (71.2%) think that they understand the basic functions of computer hardware components; 42 teachers (57.5%) use keyboard shortcuts; 51 teachers (69.9%) use a computer connected to the Internet at school; 36 teachers (49.3%) use the computer for teaching purposes; 64 teachers (87.7%) find it easy to learn something by reading it from the computer screen; 39 teachers (53.4%) use CD-ROMs to supplement their learning/teaching; and 28 teachers (38.4%) use Websites to supplement their learning/teaching (see Table 5).

Table 5
Computer-Related 'Do You' Questions (N=73)

		Yes	No
1	Do you have a computer connected to the Internet at home?	25 (34.2%)	48 (65.8%)
2	Do you have an e-mail account?	54 (74%)	19 (26%)
3	Do you have a personal homepage on the Web?	12 (16.4%)	61 (83.6%)
4	Do you understand the basic functions of computer hardware components?	52 (71.2%)	21 (28.8%)
5	Do you use keyboard shortcuts?	42 (57.5%)	31 (42.5%)
6	Do you use a computer connected to the Internet at school?	51 (69.9%)	23 (31.5%)
7	Do you use a computer for teaching purposes?	36 (49.3%)	37 (50.7%)
8	Do you find it easy to learn something by reading it from a computer screen?	64 (87.7%)	9 (12.3%)
9	Do you use CD-ROMs to supplement your learning/teaching?	39 (53.4%)	34 (46.6%)
10	Do you use Web sites to supplement your learning/teaching?	28 (38.4%)	45 (61.6%)

The teachers also showed their capability to use the computer by responding to the 'Can you' questions listed in Table 6. While most teachers indicated that they are able to do various computer-based tasks, over 50 percent of the teachers indicated that they are not able to resize a photograph; record and edit sounds; create a simple database using MS Access; create a simple Web page; and use a video conference tool on the Web.

Table 6
Computer-Related 'Can You' Questions (N=73)

		Yes	No
1	Can you properly turn on and shut down a computer?	73 (100%)	0 (0%)
2	Can you start and exit a computer program?	73 (100%)	0 (0%)
3	Can you change monitor brightness and contrast?	63 (86.3%)	10 (13.7%)
4	Can you minimize, maximize and move windows on the desktop?	62 (84.9%)	11 (15.1%)
5	Can you perform file management including deleting and renaming files, etc.?	66 (90.4%)	7 (9.6%)
6	Can you use a 'search' command to locate a file?	63 (86.3%)	10 (13.7%)
7	Can you install a software program?	37 (50.7%)	36 (49.3%)
8	Can you scan disks for viruses?	48 (65.8%)	25 (34.2%)
9	Can you move a file from a hard drive to a USB drive?	61 (83.6%)	12 (16.4%)
10	Can you write files onto a CD?	54 (74%)	19 (26%)
11	Can you resize a photograph?	36 (49.3%)	37 (50.7%)
12	Can you record and edit sounds?	17 (23.3%)	56 (76.7%)
13	Can you print a document using a printer?	65 (89%)	8 (11%)
14	Can you create a basic Word document?	64 (87.7%)	9 (12.3%)
15	Can you copy, cut and paste text in a document?	67 (91.8%)	6 (8.2%)
16	Can you change font style and size in a document?	69 (94.5%)	4 (5.5%)
17	Can you create a basic Excel spreadsheet?	63 (86.3%)	10 (13.7%)
18	Can you create a simple database using Access?	22 (30.1%)	51 (69.9%)
19	Can you create a simple presentation using PowerPoint?	57 (78.1%)	16 (21.9%)
20	Can you create a simple Web page?	22 (30.1%)	51 (69.9%)
21	Can you send and receive attachments through e-mail messages?	47 (64.4%)	26 (35.6%)
22	Can you search for information online using a Web search engine?	53 (72.6%)	20 (27.4%)
23	Can you download and save files from the Web (e.g., text, graphic, PDF files)?	49 (67.1%)	24 (32.9%)
24	Can you use a video conferencing tool on the Web?	10 (13.7%)	63 (86.3%)

The teachers' average score of the general computer knowledge test (Section IV of the Questionnaire) was only 4.3 out of 10: the primary school teachers (50) achieved 3.86 whereas the non-primary school teachers (23) achieved 4.74; teachers in Jakarta areas (28) gained 4 whereas teachers in Yogyakarta areas (45) gained 4.49. Interestingly, most teachers answered Questions 1 (75.3%) and 4 (80.8%) correctly but gave wrong answers to Questions 6 (75.3%) and 7 (87.7%).

Figure 2 shows that the most common factors affecting their use of computers in the classroom include limited facilities (67.1%), lack of computer skills of students (53.4%), limited time (49.3%) and limited access to the Internet (45.2%) followed by lack of computer skills of teachers (37%).
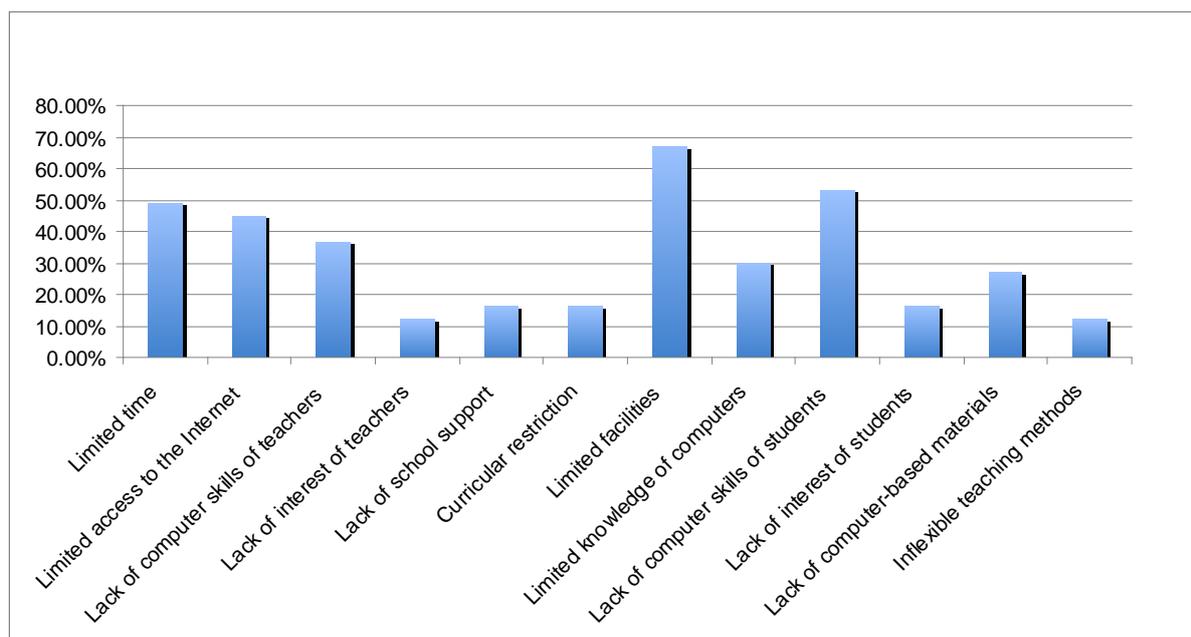
Figure 2. Factors affecting the use of computers in the classroom (multiple choices)

Overall, the teachers' attitudes toward the use of computers were highly positive. Table 7 shows average ratings of the degree of the teachers' agreement with the given statements. The mean rating of 4.7 (out of 5) in the teachers' responses to the first and third statements indicates they enjoy using computers and are willing to learn more about computers. They also feel comfortable using computers (# 2) and think that computers are not difficult to use (# 4). To the statement (# 5), "I feel threatened when others talk about computers," a mean score of 1.8 indicates that this group of teachers feels comfortable to discuss about computers. The teachers also agree that it is important for them to learn how to use computers (# 6); they would like to use computers in the classroom (# 7); their teaching can be improved by using computers (# 8); computers can make second/foreign language learning interesting (# 9); and training in CALL should be included in language teacher education programs (# 10).

Table 7
Mean Self-ratings of Attitudes toward the Use of Computers (N=73)

1. I enjoy using computers.	4.7
2. I feel comfortable using computers.	4.5
3. I am willing to learn more about computers.	4.7
4. I think that computers are difficult to use.	2.1
5. I feel threatened when others talk about computers.	1.8
6. I believe that it is important for me to learn how to use computers.	4.6
7. I would like to use computers in the classroom.	4.4
8. I think that my teaching can be improved by using computers.	4.5
9. I think that computers can make second/foreign language learning interesting.	4.6
10. I believe that training in computer-assisted language learning should be included in language teacher education programs.	4.6

Note. 5 Strongly Agree; 4 Agree; 3 Uncertain; 2 Disagree; 1 Strongly Disagree.

DISCUSSION AND CONCLUSION

The results of the study provide several points and issues that need to be discussed. First, self-rated competency is not equal to actual levels of computer knowledge and skills for using a variety of applications. Although there might be the possibility of influence from their unfamiliarity with technical vocabulary, the teachers in the study indicated that their self-evaluation of basic computing skills are generally high but their frequency of using computer applications is very limited to few types of applications such as word processing. They seem to have little knowledge and use of databases, concordancers and computer-mediated communication (CMC) tools in particular. This implies that teachers' actual competence should be carefully considered in the design and implementation of CALL teacher training programs. As shown in the frequency of using computer applications, second, the teachers had very diverse experiences with computer applications and primary school teachers, particularly, showed very low levels of general computer use. There were also great individual differences in the level of computer literacy. These differences bring about a need for a different approach to teacher training for a different background group of teachers, which allows teachers to improve their personal level of computer literacy and competency and gain online experience contextually relevant to their teaching situations. Third, the teachers seem to be comfortable with computers, but they are not widely competent in the use of CALL. It would be necessary to offer them many opportunities to use many different kinds of applications if their self-confidence in the use of various types of computer-based activities needs be increased. To this particular group of teachers, fourth, limited facilities affected the use of computers in their classrooms the most. The teachers also indicated that, among a number of factors affecting their use of CALL, their students' computer skills were a more notable issue than their own computer skills and they would like to have more time and access to the Internet to implement CALL. Finally, positive attitudes do not always mean high competency. Despite limited access to Internet-connected computers, the teachers showed highly positive attitudes toward the use of computers. It indicates that teacher comport, confidence and competency should be genuinely considered in CALL teacher training programs.

This study has limitations in the size of participants and the condition of data collection. It is obvious that the findings of the study can not be used to predict the computer literacy and competency level of all EFL teachers in Indonesia. From the fact that they came to a CALL workshop for local teachers, however, it is assumed that the teachers in the study somehow represented Indonesian teachers who are interested in computer technology and can share their experience with CALL. To respond to these teachers' contextual demand for improving computer literacy and competency, more provision of computer facilities should be made and more teacher training programs should be developed and put into action to provide teachers with opportunities to learn about practical ways of using the computer themselves and from other teachers to support each other and to explore a wide range of activities for computer integration in the classroom.

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Appendix 1
Computer Literacy Questionnaire

COMPUTER LITERACY QUESTIONNAIRE

We are grateful for your participation and assistance in answering this questionnaire. We would like to know something about your computer experience, knowledge and skills. Your responses will be treated in strict confidence and individual teachers/schools will not be identified in any report or publication. Please answer all questions as accurately as you can.

SECTION I

➢ For each question, please mark your response with a tick (√), unless otherwise indicated. For 'Other' responses, provide a brief response.

Q1. Gender
  Male ☐   Female ☐

Q2. Age (please specify)
  ☐ years old

Q3. What is your job & position? (please specify)
  ☐

Q4. Where do you currently work?
  Kindergarten ☐   Primary school ☐
  Secondary school ☐   Technical college ☐
  University ☐   Private language school ☐
  Private tutor ☐   Other (please specify) ☐
  Not now ☐

  Name of city/town (please specify) ☐

Q5. How long have you been working as a teacher?
  ☐ year(s)

  Subject(s) you teach (please specify) ☐

  Please tick here if you have never taught. ☐

Q6. How long have you been using computers?
  ☐ year(s)

  Please tick here if you have never used a computer. Then, go directly to Section V. ☐

Q7. What type of computers have you used? Please fill out the following table:

Type of computer	Length of time	Purposes
Example: PC (Windows)	*1 year*	*Personal use at home, word processing, email*
Example: Macintosh (OS X)	*6 months*	*Teaching at school, email, Web search*

Q8. Do you currently have regular access to a computer?

Yes [ ] (Continue at Q8 and then go to Q9)

No [ ] (Go to Q9)

Q9. Does the computer have an Internet connection?

Yes [ ]

No [ ]

Q10. Who taught you how to use a computer in the first place?

Trainer/teacher [ ] Colleagues [ ]

Family [ ] Friends [ ]

Books [ ] Videos [ ]

Yourself [ ] Other (please specify) [ ]

Q11. How would you rate your own computer literacy?

Poor [ ] Adequate [ ]

Good [ ] Excellent [ ]

Q12. How would you rate your own Internet literacy?

Poor [ ] Adequate [ ]

Good [ ] Excellent [ ]

Q13. How would you rate your current typing skills?

Poor [ ] Adequate [ ]

Good [ ] Excellent [ ]

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SECTION II

Q14. Please indicate your level of frequency of using each of the followings by putting a tick (√) in the box at the appropriate spot: 'Almost everyday', '3-4 times per week', '1-2 times per week', '1-2 times per month', 'Rarely' or 'Never used'. If there is any item you do not know, it can be assumed that you do not have any experience with the item.

		Almost everyday	3-4 times per week	1-2 times per week	1-2 times per month	Rarely	Never used / Do not know
1	Word processing						
2	E-mail						
3	World Wide Web						
4	Database						
5	Spreadsheet						
6	Graphics						
7	Multimedia (audio & video)						
8	Language software (CD-ROM)						
9	Concordancer						
10	Blogging						
11	Wiki						
12	Online discussion group						
13	Text chatting						
14	Voice chatting						
15	Video conferencing						
16	Computer games						

Q15. How would you rate your computer skills? Please put a tick (√) in the box at the appropriate spot: 'None', 'Basic', 'Intermediate' or 'Advanced'.

	Working with:	None	Basic	Intermediate	Advanced
1	Word processing applications				
2	Spreadsheet applications				
3	Database applications				
4	Presentation applications				
5	Multimedia applications				
6	Web design applications				
7	Web search engines				
8	Communication applications				

SECTION III

Q16. Please respond to each of the following computer-related questions by putting a tick (√) in the box at the appropriate spot: 'Yes' or 'No'.

		Yes	No
1	Do you have a computer connected to the Internet at home?		
2	Do you have an e-mail account?		
3	Do you have a personal homepage on the Web?		
4	Do you understand the basic functions of computer hardware components?		
5	Do you use keyboard shortcuts?		
6	Do you use a computer connected to the Internet at school?		
7	Do you use a computer for teaching purposes?		
8	Do you find it easy to learn something by reading it from a computer screen?		
9	Do you use CD-ROMs to supplement your learning/teaching?		
10	Do you use Web sites to supplement your learning/teaching?		

Q17. Please respond to each of the following computer-related questions by putting a tick (√) in the box at the appropriate spot: 'Yes' or 'No'.

		Yes	No
1	Can you properly turn on and shut down a computer?		
2	Can you start and exit a computer program?		
3	Can you change monitor brightness and contrast?		
4	Can you minimize, maximize and move windows on the desktop?		
5	Can you perform file management including deleting and renaming files, etc.?		
6	Can you use a 'search' command to locate a file?		
7	Can you install a software program?		
8	Can you scan disks for viruses?		
9	Can you move a file from a hard drive to a USB drive?		
10	Can you write files onto a CD?		
11	Can you resize a photograph?		
12	Can you record and edit sounds?		
13	Can you print a document using a printer?		
14	Can you create a basic Word document?		
15	Can you copy, cut and paste text in a document?		
16	Can you change font style and size in a document?		
17	Can you create a basic Excel spreadsheet?		
18	Can you create a simple database using Access?		
19	Can you create a simple presentation using PowerPoint?		
20	Can you create a simple Web page?		
21	Can you send and receive attachments through e-mail messages?		
22	Can you search for information online using a Web search engine?		
23	Can you download and save files from the Web (e.g., text, graphic, PDF files)?		
24	Can you use a video conferencing tool on the Web?		

SECTION IV

➢ The following questions cover general areas of computer knowledge. You may not know the answers to all questions, but please attempt to answer them without asking others or referring to books.

Q18. Please choose the best answer for each question and put a tick (√) in the box at the appropriate spot: '1', '2', '3' or '4'.

		1	2	3	4
1	What is a folder?				

    (1) A document on a disk
    (2) A window on a desktop
    (3) A shortcut to a file
    (4) A collection of files grouped together

		1	2	3	4
2	How much information fits on a CD and a DVD?				

    (1) 640KB and 1.4MB respectively
    (2) 1.4MB and 670MB respectively
    (3) 670MB and 4.7GB respectively
    (4) 4.7GB and 6.4TB respectively

		1	2	3	4
3	What kind of program is used to edit a GIF file or a JPEG file?				

    (1) A word processing program
    (2) A graphic program
    (3) An audio program
    (4) A video program

		1	2	3	4
4	What is the main brain of the computer?				

    (1) CPU
    (2) LAN
    (3) RAM
    (4) ROM

		1	2	3	4
5	What is the main function of a server in a networked environment?				

    (1) The server compiles information on the Internet.
    (2) The server controls access to networked computers.
    (3) The server saves files in HTML format.
    (4) The server creates email messages and Web pages.

6	What are WAV and AIFF examples of?	1	2	3	4

(1) Rich text file formats
(2) Graphic file formats
(3) Digital audio file formats
(4) Digital video file formats

7	Which one is not a Web search engine?	1	2	3	4

(1) AltaVista
(2) Yahoo
(3) Excite
(4) Firefox

8	Which one is not an output device?	1	2	3	4

(1) Speaker
(2) Keyboard
(3) Monitor
(4) Printer

9	What is a URL?	1	2	3	4

(1) An email address
(2) A title of a Web site
(3) An address of a Web page
(4) A name of a Web browser

10	Which of the following is considered to be poor e-mail etiquette?	1	2	3	4

(1) Keeping messages concise
(2) Keeping download size to a minimum
(3) Using the BCC field when sending bulk email
(4) Using lots of capital letters to emphasize words

SECTION V

Q19. What do you think are the factors affecting the use of computers in the classroom? Please tick (√) TWO boxes that best apply.

Limited time	☐	Limited facilities	☐
Limited access to the Internet	☐	Limited knowledge of computers	☐
Lack of computer skills of teachers	☐	Lack of computer skills of students	☐
Lack of interest of teachers	☐	Lack of interest of students	☐
Lack of school support	☐	Lack of computer-based materials	☐
Curricular restriction	☐	Inflexible teaching methods	☐

Other (please specify) [   ]

Q20. Please indicate the extent to which you agree or disagree with the following ideas expressed by putting a tick (√) in the box at the appropriate spot: 'Strongly agree', 'Agree', 'Uncertain', 'Disagree' or 'Strongly disagree'.

		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1	I enjoy using computers.					
2	I feel comfortable using computers.					
3	I am willing to learn more about computers.					
4	I think that computers are difficult to use.					
5	I feel threatened when others talk about computers.					
6	I believe that it is important for me to learn how to use computers.					
7	I would like to use computers in the classroom.					
8	I think that my teaching can be improved by using computers.					
9	I think that computers can make second/foreign language learning interesting.					
10	I believe that training in computer-assisted language learning should be included in language teacher education programs.					

Thank you for completing this questionnaire!