Abstract

The emergence of computer technology has change educational environment dramatically. However, some educators remain hesitate to use technology for teaching, even though they admit the features of technologies are useful for teaching and learning languages. The reasons obstacle teachers in using educational technology are complex and various based on the contexts. Discovering teachers' perceptions around educational technology may help overcoming their concerns and provide them with better supports in pedagogy.

The statement of teacher resistance is common even in the so-call developed countries. For example, in Japan, both government and institutions have promoted teaching and learning through technology. However, the majority of teachers make limited usage of technology, which creates a gap between policy and classroom practice. This is particularly evident with in-service teachers who are reluctant to adopt new technology. Therefore, the current study aims to investigate experienced in-service teachers' perceptions around technology use for pedagogical purposes in order to better understand how teachers change (or resist change in) their way of teaching with the use of technology. At the same time, as we know that students' attitude toward technology and language learning may make an effect on teachers', thus, understanding students' perception is essential as well. Thus, this study also aim to discover students' perceptions around educational technology.

The research design consisted of an in-depth ethnographic study of four Mandarin Chinese-language classes, including four lecturers and their students (n = 199) at a private university in Japan with varied digital literacy and beliefs around technology

integration in Chinese as a Foreign Language (CFL) courses. The researcher trained the teachers how to create and utilize materials in a dedicated Moodle site, and the teachers' training processes as well as actual classroom practices were then observed. Qualitative and quantitative data were collected over three semesters, including (1) four surveys conducted before, during, and after Moodle integration to understand the participants' attitudes toward technological change over time; (2) qualitative data (audio recordings and field notes) collected in workshops, meetings, and interviews to explore more reasons behind their behaviors; (3) classroom observations to investigate how the participants use technology in their CFL practices; and (4) access logs in Moodle to determine the participants' engagement through online materials inside and outside the classroom.

The findings' implications in terms of teacher and student attitudes, beliefs, concerns, experiences, and usage patterns affecting their determinations of technology integration in CFL classrooms in a Japanese higher-education setting were presented. The present study reports that teachers' and students' perceptions around educational technology were interrelated. In other words, the reasons for adopting/resisting technology were influenced by personal and contextual factors. Teachers is not the only whom should not be blamed for not using technology. Since the social-cultural factors found in this study indicated that the external barriers (i.e., social culture, institution, and teacher community) may somehow affect the internal barriers (i.e., expectancy and value). The entire educational system should provide more supports to promote the use of technology.

Future considerations and ongoing challenges were discussed further to highlight the implications of online materials to policymakers, teacher educators, language teachers,

and developers, thus enabling them to make better decisions.