
This article assesses the factors influencing the use of computer mediated communication (CMC) by teachers in secondary schools. The study compared a group of CMC users with non-CMC users. The results of this study revealed that CMC use could be explained by teaching a language technological innovations, perceived CMC attributes, and observed organizational constraints. It was shown that teaching a language subject exerted a strong predictive effect on CMC use, although this group of teachers reported a lower degree of technological innovativeness than other teachers. Moreover, the findings suggested that technological innovativeness was the second strongest contribution to CMC use. The study recommended that the effect of technological innovativeness on class use of computers was more significant than personal factors such as age, gender, computer attitudes and computer experience. It also showed that teachers with a high degree of technological innovativeness also seemed to observe less organizational constraints in regards to the introduction of CMC in school.

Keywords: Computer mediated communications; Secondary education; Technological innovativeness; Belgium.