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**AN ANALYSIS OF PREPARATORY SCHOOL EFL
INSTRUCTORS' PERCEPTIONS ON INTEGRATING INTERNET-
ASSISTED TECHNOLOGIES INTO CLASSROOM USE**

MASTER'S THESIS

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KABUL VE ONAY

Özden ÖZTOK tarafından hazırlanan "An analysis of Preparatory School EFL Instructors' Perceptions on Integrating Internet-Assisted Technologies into Classroom Use" başlıklı bu çalışma, 09.08.2019 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

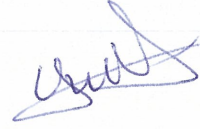
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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylıyorum.



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ÖZET

ÖZTOK, Özden, “İngilizce’yi Yabancı Dil Olarak Öğreten Hazırlık Sınıfı Öğretim Görevlilerinin İnternet Destekli Teknolojilerin Sınıf İçi Kullanımına İlişkin Algıları Üzerine Bir Çalışma”, Yüksek Lisans Tezi, Ankara, 2019.

Teknoloji hayatımızın her alanında kullanılmaktadır bu yüzden eğitiminin ayrılmaz bir parçası olduğu gerçeği şaşkıncı değildir. Teknoloji ve teknolojik aletlerin kullanımı hem öğrencilere hem de öğretmenlere üretmek, yaratmak, iletişim kurmak ve birbirleriyle iş birliği içinde çalışmak için fırsatlar sunmaktadır. İnternet aynı zamanda öğrencilere sınıf dışında da pratik yapabilme olanağı sağlar bu sebeple İnternet destekli dil öğretiminin doğru uygulanması dil öğretiminde önemlidir. Öğretmenlerin pek çoğu interneti ve internet destekli teknolojileri kullanıyor gibi görünüyorlar ancak bu konudaki yeterlilikleri hakkında çok az bilgi vardır.

Şu ana kadar verilen ışığında, bu çalışma İngilizceyi yabancı dil olarak öğreten öğretim görevlilerinin İnternet destekli dil öğretimin sınıf içinde uygulanması konusundaki bilgilerini, bakış açılarını ve algılarını analiz etmeyi amaçlar. Bu çalışmaya Ankara’daki özel ve devlet üniversitelerinde görevli, İngilizceyi yabancı dil olarak öğreten toplam 103 tane öğretim görevlisi katılmış ve dil öğretimi esnasında kullandıkları çevrimiçi kaynaklar, internet destekli dil öğretimini nasıl uyguladıkları ve İnternet teknolojilerini yabancı dil öğretiminde kullanma konusundaki bilgilerini nasıl değerlendirdikleri konusunda sorulan sorulara cevap vermişlerdir. Öğretim görevlilerinin internet destekli dil öğretiminin kullanımına karşı tutumlarını tanımlamak için nicel araştırma yöntemi uygulanmış ve bilgiler çevrimiçi bir anket yoluyla toplanmıştır. Anketten toplanan bilgiler SPSS 22 uygulanarak analiz edilmiştir.

Bu çalışmanın sonucunda öğretmenlerin büyük çoğunluğunun İnternet teknolojilerinden mümkün olduğunca çok faydalanma eğilimi olmasına rağmen bu teknolojileri sınıf içinde nasıl uygulayacakları konusunda halen bilgi eksiği olduğu ortaya çıkmıştır. Yine de genel olarak dış faktörler internet destekli dil öğretiminin uygulanmasını engellemektedir. Ayrıca sonuçlar öğretmenlerin yıl bazında deneyimlerinin de bu teknolojilerin kullanımını ve farkındalığını etkilediğini göstermiştir. Sonuç olarak bu çalışmaya katılan öğretim görevlileri internet destekli dil öğretiminin yabancı dil öğretimine dâhil edilmesi konusunda olumlu bir tutum göstermişlerdir.

Anahtar Kelimeler: İnternet Destekli Dil Öğretimi, Bilgisayar Destekli Dil Öğrenimi, İnternet Ağı, İngiliz Dili Eğitimi, Teknoloji, İnternet.



ABSTRACT

ÖZTOK, Özden, “*An analysis of Preparatory School EFL Instructors’ Perceptions on Integrating Internet-Assisted Technologies into Classroom Use*”, Master’s Thesis, Ankara, 2019.

Technology has been used in every sphere of life; thus, it is not surprising that the use of technology has become an inseparable part of teaching. The use of technology and technological tools offers many great opportunities for both learners and educators to produce, create, communicate and cooperate. The Internet also provides learners with the opportunity to practice outside the classroom so the correct instruction and implementation of Internet-assisted language teaching are essential in language teaching. The majority of teachers seem to use the Internet and Internet-assisted technologies for teaching purposes; however, little is known about their knowledge of the Internet in teaching.

In the light of the ideas mentioned so far, this study aims to analyze and identify EFL instructors’ knowledge, perspectives, and perceptions on the integration of Internet-assisted language teaching into foreign language classrooms. A total of 103 EFL instructors employed at preparatory schools of public and private universities in Ankara participated in the survey and responded to the questions about the online resources that they make use of while teaching, how they implement Internet-assisted language teaching instruction and how they rate their knowledge of the Internet technologies in terms of teaching a foreign language. To identify the attitude of instructors toward the implementation of Internet-assisted language teaching, a quantitative research method was conducted and the data was gathered through an online questionnaire. Data gathered from the questionnaire was analyzed applying SPSS 22.

The findings of the study revealed that although the majority of teachers showed a tendency to benefit from Internet technologies as much as possible, they still lack information on how to exploit them in class. However, mostly external factors limit the implementation of Internet-assisted language teaching. Results also showed that years of experience affect awareness and the use of these technologies in class. Overall, instructors showed a positive attitude toward the integration of Internet-assisted language teaching into foreign language classes.

Keywords: Internet-Assisted Language Teaching, Computer-Assisted Language Learning, Web 2.0, English Language Teaching, Technology, Internet



BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullardan birine göre saklanmasına izin verdiğimi onaylarım:


- () Tezimin/Raporumun tamamı her yerden erişime açılabilir.
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- (x) Tezimin/Raporumun 2 yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

22 /08/2019

Özden ÖZTOK



DEDICATION



To my friends and family....

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name: Özden Öztok

Signature:



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CHAPTER I

INTRODUCTION

1.0. Presentation

This study aims to identify the EFL instructors' overall perception and understanding of the Internet technologies and implementation of these technologies in foreign language teaching classrooms. This introductory chapter introduces the background of the study. Next, the purpose and significance of the study are introduced. Also, the terms related to the Internet and teaching are defined in this chapter.

1.1. Background of the Study

In this globalized world, speaking a language different from your mother tongue is a must to be able to get your message across and communicate correctly and effectively. Some people need a foreign language for education, some need it for commercial purposes and some people need it just to have fun. Exchange students, for example, move from one country to another where their mother language is not spoken; therefore, they need to learn a common language or the language of the host country to communicate easily with the people around them. Learning a foreign language is a long and complicated process that is affected by different variables. The main aim of learning a foreign language is to communicate effectively and meaningfully when encountered in a foreign context. In international language schools, lessons are designed to encourage students to use the target language without hesitation; however, not all of them are successful as supposed to. In this process, many obstacles are experienced which discourage both the learners and the teachers. In the case of language learning, certain personality traits and qualities may have either encouraging or discouraging effects on the process of language learning (Lightbown & Spada, 2006).

As known by EFL instructors, English has become a world language and it can be spread thanks to technology and technological tools such as televisions and computers. It is also

getting easier to communicate day by day thanks to these technological advances. These advances have affected every part of human life. Inevitably, computers and the Internet have become an inseparable part of our lives. Moreover, technology has never stopped developing and obviously, it will continue to get better every day. Undoubtedly, technology has changed people's lives for good and has caused remarkable innovations in terms of teaching, especially foreign language teaching. Friedman (2007) stated the world flattened and it continues to flat every minute. This means that one has an opportunity to communicate with others no matter where in the world they are. This communication is enabled thanks to computers and the Internet.

One of the aims of this study is to find out the instructors' awareness of this issue. Through time, technology has continued to develop; so, the Internet technologies and teaching have followed these developments. The effects of the technological improvements can be clearly seen in education and the results seem to be promising (Levy & Hubbard, 2005). Computers, technology, the Internet, tablets, smartphones, multimedia and so on have been utilized by teachers for a long time now. However, the main issue has always been the integration of these technological tools into teaching. Computer technologies have always been considered as an attraction to both educators and learners as it is thought to be a powerful tool to make learning possible in some contexts. Technological tools such as computers have been widely used in many areas like education, science, math, etc. it would be impossible to separate education from technology. In this respect, schools have been transformed into technology centers in order to enable quality education (Inan & Lowther, 2010).

Using technology for teaching purposes is not a new phenomenon as it has been used for decades by every educator in the field. In the 1970s, drills and mechanic exercises were an increasing trend in foreign language teaching. After the 1970s, computer technology also started to contribute to education. Gorjian, Moosavinia, Kavari, Asgari, & Hydarei (2011) claim that learning is reinforced by computer technology in many ways. Many studies on the use of technology have been conducted in order to improve learning environments. However, in the 1980s, these methods started to fell from fashion owing to the desire to communicate. With this increasing trend of communication, technology was integrated into teaching environments. Teacher started to use the technology better and students enhanced their learning styles and they were motivated more than ever. This motivation led teachers to use the technology. Use of computers helped both teachers and

learners do research easier and more effective as the results were fast, cheap and correct (Oz, Demirezen, & Pourfeiz, 2015).

We are living in a world where communication is the most important asset that we have to preserve. In order to communicate with each other, we use some technological tools such as computer, mobile phones, tablets, etc. The internet made it possible for people to share, interact, communicate and work together. With the arrival of the Internet Explorer by Microsoft in 1991, it became a lot easier for people to access information. After that, World Wide Web (WWW) and hyperlinks were introduced and people started to make use of these tools for various purposes from finding statistics pages and numerical results to tables and framesets.

The web has been in the use to gather information but it is the last years that people realized the real benefits of it. The improvements in the Internet technology has shifted the education methods recently. Students and teachers are not just passive readers anymore; they are reacting, sharing, collaborating and engaging in activities. Better communication tools and the Internet technologies foster communication among people so it promotes social interaction. Therefore, Internet technologies are closely related to constructivism, social aspects and learning theories. Students are also individuals who have right to communicate, write, express opinions and share. Thanks to blogs, Wikis, Youtube, E-mails, social networking sites, they have a chance to give their messages directly.

The term 'digital natives' can be used for the teenagers of this communication and Internet era. Our students today are the native speakers of the digital language as they were born into the technology and communication world. On the other hand, adults who were born to a world where none of these technological opportunities were available can be called 'digital immigrants' (Prensky, 2001). Number of teachers who can be categorized as digital immigrants is decreasing; however, a great deal of them are trying to catch up with the digital kids. So, if digital immigrant instructors, whose number is very low, want to be able to reach their digital native students, they have to change for the better.

Internet-Assisted Language Teaching (IALT) emphasizes implementing the Internet technologies into class to accomplish a task which serves as a tool for teaching. A correct implementation of IALT can provide to learn in a more authentic setting and direct

students to use the real functions of the target language. Language learning is only possible when meaningful and genuine activities are done by students so using the Internet technologies in class would also lead them to use the language more and effective. Although Internet technologies can be seen as a revolution in teaching, it should never be forgotten that it is not a magic tool that can solve all the problems experienced in teaching. What is important here is that IALT is a teaching method that can be manipulated and applied for teaching purposes in class.

Language teachers should be aware of the developing technologies and increasing trends in both teaching and learning. They should also provide their students with these tools to cope up with the difficulties they may encounter during their foreign language learning process. IALT can provide an opportunity for teachers to enhance their teaching style. They can make use of computer-based materials to make learning more feasible and up-to-date. Online games like Kahoot can also help them enliven their teaching session and also students can feel engaged more in class. Also, blogs can be preferred by students to write about their own opinions and present them in public. Video sharing or social networking sites can also be used for educational purposes. In short, developments in technology are fruits of the digital world but teachers are still in the center of education as facilitators. Technology or Internet would mean nothing if it were not for the teachers.

1.2. Significance of the Study

It seems quite normal to see vast amount of researches in the area of digital education because of the Internet and the endless opportunities it offers people. Moreover, it is necessary to benefit from technological tools to make teaching more fun, effective and possible for the educators. “However, in order to achieve this, we need to have competent teachers in using technology.” (Shetzer & Warschauer, 2012, p. 472). Software is reachable but human education in this field may be inefficient so it is very vital that teachers get the education of Internet literacy. It is stated by Seferoglu (2007), S. S. Seferoglu, Akbiyik, & Bulut (2008) state that preservice teachers feel indefinite when it comes to implement technology in their classrooms. That is to say, they are scared to use the Internet because they do not feel confident or competent enough to introduce and apply these modern ways of teaching. Goktas, Yildirim, & Yildirim (2008) state that ICT courses are given to preserve teachers and they believe these courses can help them.

Lives of digital natives have been directed by the technology or vice versa. Children and young adults make use of the Internet inside and outside of classroom (Sefton-Green, 2007). This study primarily aims to clarify teacher awareness and frequency of Internet use. Generation gap is also a debatable topic these days as there are teachers who are afraid to use technology tools in class. Young people have been in the digital era since they were born; on the other hand, adults have been trying to gain ICT skills since the development of the Internet. Thus, the results of this research may shed light on the development of skills and application of technologies into teaching.

1.3. Purpose and Scope of the Study

This study will examine the implementation of Internet-assisted technologies for teaching purposes. Many researches have been conducted on this topic; however, Internet is an unstoppable tool whose development cannot be predicted and prevented so researches in this field will never be enough. At the end of the study, instructors' perceptions on integrating Internet-assisted technologies into classroom use will be unfolded.

This study aims to find answers to the following questions in order to reveal the impact of the Internet technologies and implementation of IALT for teaching purposes. The main research questions of the study are stated as follows:

1. What are the factors that prevent instructors from implementing Internet-assisted technologies in their foreign language classes?
2. Is there any correlation between years of experience and integration of technology into language classroom?
3. How do instructors rate their own knowledge of implementing Internet technologies in foreign language classes?
4. How do instructors rate the effectiveness of the implementation of IALT in foreign language classes?

1.4. Definitions of Terms

CALL (Computer Assisted Language Learning) is an approach which can be best described as technology enhanced language learning which dates back to 1970s. CALL instruction was commonly used by schools in Europe. It is now used by teachers as a

result of technological developments. This learning and teaching is a kind of style in which both students use a computer and practices and improves the target foreign language.

IALT (Internet Assisted Language Teaching) is the integration of the Internet resources into classroom use, which means getting help from the Internet in every step of teaching a foreign language. Through the use of the Internet, students can easily reach resources and make use them in their learning process. Also, teachers take advantage of the Internet in order to create enhanced and interesting lesson plans for students in addition to reaching vast amount of resources.

Web 2.0 is an online platform that allows people to create, share, write and find information. In addition, people can communicate and collaborate and share ideas with the world. Wikipedia, YouTube, Facebook, etc are some of the examples of Web 2.0.

Social networking sites are the examples of Web 2.0 technologies. They can be used to communicate, be informed about the current news and trends, find friends and socialize. Social networking websites such as Facebook and Instagram allow individuals to communicate with each other in a virtual world. They can create a profile that can share their own pictures, videos and ideas with others.

“Digital natives” is a term used for youngsters who were born in the digital era. Digital language is their mother tongue so they can speak it very fluently. They have a great sense of technology because technology is introduced to them at very early ages.

Digital immigrants are the parents or the teachers of the digital natives. These people are generally adults who were acquainted with the Internet and technology later in life. Unlike digital natives, they learn the digital language in their advancing years. These terms, digital immigrants and digital natives, were first introduced by Marc Prensky in 2001.

ICT (Information and Communications Technology) refers to the technology that provides access to information. It mainly focuses on communication technology which means telephones, cellphones, the Internet, wireless network and other communication ways.

WWW (World Wide Web) was originally created by Tim Berners-Lee in 1991. It should not be forgotten that this term is not a synonym to the Internet. It can be best expressed as the collection of the resources online using Hypertext Transfer Protocol (HTTP).

Hypertext has been widely used since the 1960s; it was coined by Ted Nelson. It is a text which has links to connect to other texts. Namely, when users click on certain information, they can easily access to related information, text, resource, etc.

Search engines mean software systems that provide Internet users carry out web searches. Internet users can do searches via WWW. Today, Yahoo and Google are the most popular search engines.

Virtual learning environments (VLE) can be best described as improving students' learning experience using computers and the Internet in learning process. In other words, it is a system used to deliver materials to learners.

Internet blogs are web pages used by individuals to share their diaries and journals publicly. It is basically a personal website.

Podcasting is a means of downloading recorded broadcast on a computer or a mobile device. In this way, ideas can be recorded and shared online in form of audio recordings.

Text-to-speech (TTS) is a kind of technology that is used to convert digital texts into speech reading aloud the original and digital texts.

Corpora refers to a collection of linguistic data on a computer or online. This data is generally used for research and teaching.

Concordances can be defined as the list of the words of a book in an alphabetical order and in a context.

Learner autonomy is a situation in which the learner takes responsibility for his/her learning, makes decisions on her/his own and responsible to implement these decisions. Also, it can be said that learners are in charge of their own learning (Holec, 1981)

Behaviorist Design in language teaching mostly focuses on the way how a language is acquired. According to behaviorist idea in language teaching, a behavior will only take place if the environment is suitable for learning. The behavior of the student is likely to happen again depending on the reinforcements or consequences after the action, such as rewards and punishments. Behaviorism theory definitely differs from other theories being

encountered in daily setting of a classroom. The theory itself claims that learning is a developing action controlled by the teacher.

Constructivist Design is a theory that focuses on student's active role in learning. In constructivism, students are encouraged to learn on their own by experiencing, thinking and understanding. Unlike behaviorist idea, students understand the main idea and then they go into details in constructivism. In other words, it can be regarded as learning by doing.

1.5. Conclusion

Like many other fields of education, foreign language education is also affected by the recent developments of technology. Teachers are trying hard to catch up with technological advancements and integrate these methods and tools into foreign language teaching as much as they can. With the facilities they have in their hands, they seek to do their best in order to combine their abilities, knowledge and experience with the technological developments. As technology is a growing source, discussions and researches in this field will never end. In summary, the results of this study will make valuable contributions to the field of foreign language education as it will find out the perceptions of teachers' towards the use of the Internet and technology.

CHAPTER 2

REVIEW OF LITERATURE

2.0. Presentation

This chapter aims to discuss the relationship between increasing use of the computer and the Internet in English language classrooms. In the first part of this section, a brief history of IALT and CALL is presented. Next, types of CALL are mentioned in detail. Then, benefits and drawbacks of using the latest technological web tools in teaching classes are dealt with. Instructors' attitude toward using and integrating CALL into classrooms and the factors affecting the use of CALL are discussed in the last part.

2.1. A Historical Overview of Technology in Language Classrooms

Technology has always been a part of human life since the first inventions of humankind. This integrated togetherness resulted in the evolution of how people learnt and taught whatever the topic of learning might have been. However, in the last two centuries, technology has accelerated the changes, which has directly mirrored itself in learning both formally and informally.

Two decades ago, the technology then allowed classroom activities to be shaped around some classroom materials tailored for the classroom specifically. These were mostly videos, far from being interactive, that conveyed the language input in a mono-directional way. Despite providing many benefits to the language classrooms then, these VCR oriented activities have lost their popularity and effectiveness with the widespread invasion of classrooms by the Internet. Internet and Web 2.0 tools that allowed classrooms to be more interactive not only face to face but also online changed the way technology was perceived by all the parties involved in the education process.

Less than 2 decades ago, overhead projectors (neither time effective to prepare nor cost effective to use), some print-outs or some photocopies were the technologies to be used except for the VCR players. However, in the last few years of the previous millennium, computers along with the Internet started to penetrate in some homes and some schools, mostly the rich and privileged ones. However, no later than the first five years of this

millennium, computers became a part of household appliances and almost every school started to have at least one computer lab, where all students have at least some extent of access to the *new age* technology.

When technology and learning are considered today, the learning procedures that take place through social media and video sharing platforms should not be underestimated. Almost without any hesitation, one can claim that virtual learning is much more widespread than learning that takes place in any formal settings. That's why, how this change in the new era should be incorporated into language learning. Although this notion is accepted almost without any objection, such an integration requires time money and other means of investment. Not only the physical environments of the classrooms, but also teachers' preparedness for such a change and their beliefs shape the way and the speed such a change is to take place.

Technology and education have become inseparable terms in modern teaching as the Internet and computers have been changing the world that we live in. Technology affects almost every part of the lives of people, especially teachers' and students'. It actually started to rise in the 1980s; however, the biggest development in this area showed up in the early 1990s. Although schools founded a successful base for technology education, teachers faced some difficulties as they did not have enough educational background (Hultén, 2013).

Teachers and students have been using the technological tools to make learning easy and possible since the 1990s (Loveland, 2012). It is also stated that expenses of computer technologies have dramatically increased since the integration of computer and the Internet sources into teaching. (Russell, Bebell, O'Dwyer, & O'Connor, 2003). Technology use in language teaching seems to be a growing action as the classes now are full of technological tools and laboratories at schools offer vast amount of information to facilitate learning.

In Turkey, starting from 2005, all classrooms, in state schools as well, are equipped with smart boards, quick internet access and supplementary online in class materials. In addition to these, all students have an online membership of a Web 2.0 tool free of charge. In this online platform, they can all watch their English lessons from a native speaker teacher, do a lot of exercises and practice the language skill in their curriculum. Their in-

class teachers also has access to this tool having the ability to add materials tailored for the needs of his/her specific students. In addition, all students were provided with a tablet computer to be able to reach this technology. This technological change is an important breakthrough because it not only promotes learning but also promotes standardization and “social justice”. Technology is used in order to create equal opportunities in learning regardless of familial background, socio-economic situation and geography.

As can be understood from the example in Turkey, the Internet is a powerful tool for language instructors as it is used by the governments, institutions, companies and people (Shetzer & Warschauer, 2012). The Internet is also the most essential bridge to connect virtual and real information. Foreign language teachers can utilize the Internet to create authentic materials and atmospheres for learners. Thus, the Internet has become an inseparable part of teaching foreign languages. It is highlighted that language can be practiced with native speakers of that language in chat rooms or even face-to-face online (Kern & Warschauer, 2012). It is also believed that students who use technology as an information tool can get a great amount of useful and current information (Ghasemi & Hashemi, 2011).

2.2. Technology and the Notion of “Autonomy” in Language Teaching

As can be understood from all the areas of use of technology, technology facilitates the learner “be” a learner in different aspects of his/her life. This is a huge and important step for learner autonomy. *Autonomy* has been discussed as a concept in many different areas of learning for quite a long while. It means that a person takes control of his/her own learning process. Today, it is widely accepted that even in formal settings the autonomous learners are the greatest achievers. Research in the psychology of learning reports that there is strong evidence to believe that autonomy is the backbone of effective learning. Therefore, promoting autonomy is core concern of large scale educational decisions (like the decisions made by Ministry of National Education) to be made and more small-scale educational applications like classroom activities.

The notion of autonomy and its effects in language teaching-learning processes have first been proposed through the Council of Europe's Modern Languages Project in 1971. From that time on, autonomy and success have been considered hand in hand.

2.3. Technology and Language Learning

Language classrooms are continuously changing as the language and the world it is used in is changing is a similar speed. Classrooms today are immensely different from the classrooms just a half century ago. Despite relative resistance, this change reflects itself not only in language teaching techniques and methodologies but also in the definition of what language learning is and the understanding of how language can be learnt.

Not only the Ministry of National Education (MEB) or Council of Higher Education (YÖK) but also the school managers and class teachers are taking measures to be able to better keep up with the changes in this new high-tech world and to benefit from its premises as much as possible.

There have been quite many studies to assess the effectiveness of technology in class to carry this notion from myth to fact. Starting from Turkish context, a summary of a few studies from around the world can be summarized as follows.

Zengin & Aksu (2017), publishing a comprehensive literature review on technology in language classrooms in Turkey, synthesize that student achievement is the core concern in Turkey when it comes to the application of technology in classrooms. However, covering 47 resources that consist of articles and theses on technology in Turkish classes, they also find that student and teacher perceptions are also to be studied and tackled because they are the ones influenced by these changes. Last but not the least topic focused is that research in Turkish context underlines an important need for teacher education, too. An approximate 40 years of professional life and in some cases a limited access to professional developmental activities make the teachers less viable to use technology and benefit from its merits.

When it comes to teacher education and technology, a good study to be mentioned is Fenwick & Edwards (2016). In their study, Fenwick & Edwards (2016, p. 117) claim “Digital technologies in combination with ‘big’ data and predictive analytics are having a significant impact upon professional practices at individual, organizational, national and international levels”. Therefore, they attract the attention on the issues arose with the new technologies that popped up in language classrooms and the authors called for some remedies.

Similar studies about the effectiveness of technology have been conducted in many parts of the world (Parvin, 2015a). Seeing that there are similar positive effects and similar newly arisen issues in many parts of the world, technology seems to be the focus of attention in the following years for a long while.

When it comes to the issues raised with the use of technology, Aydin (2015) lists some important concerns and proposes important solutions to such problems. To be able to analyze the problems and propose solutions is important to get the most of technological developments.

Ahmadi (2018) proposes a profound literature review on technology and language classrooms. His summary outlines the basic and important studies that have been conducted in this field.

Apart from young adults, technology has been studied in primary and secondary schools, too (Sangrà & González-sanmamed, 2016). In this specific study, young learners, who are also named as *digital natives* as they can be considered in-born users of technology. Such studies on young children are of great importance as these children will be the ones to direct and dominate the use of technology in the future.

2.3.1. Computer Assisted Language Learning (CALL)

Computers have been in the use of educators since the 1960s; however, the use of computers and online materials have been very common in the last decades with the vast spread of computers (Chun, Smith, & Kern, 2016).

Computer Assisted Language Learning (CALL) is the widely used terminology which refers to the activities and procedures employed in classroom activities. CALL also allocates room for the integration of the newest technology and the most current language teaching theories and applications.

There are many different applications of CALL, but the most important three types to be mentioned here are (i) structural CALL, (ii) communicative CALL and (iii) integrative CALL.

Structural CALL covers the time span between 1950s and 1970s when computers were an important supplementary component of a behaviorist and/or structuralist curriculum.

Line any behaviorist and/or structuralist curriculum stimulus response relationship and chunk oriented exercises were the backbones of this theory.

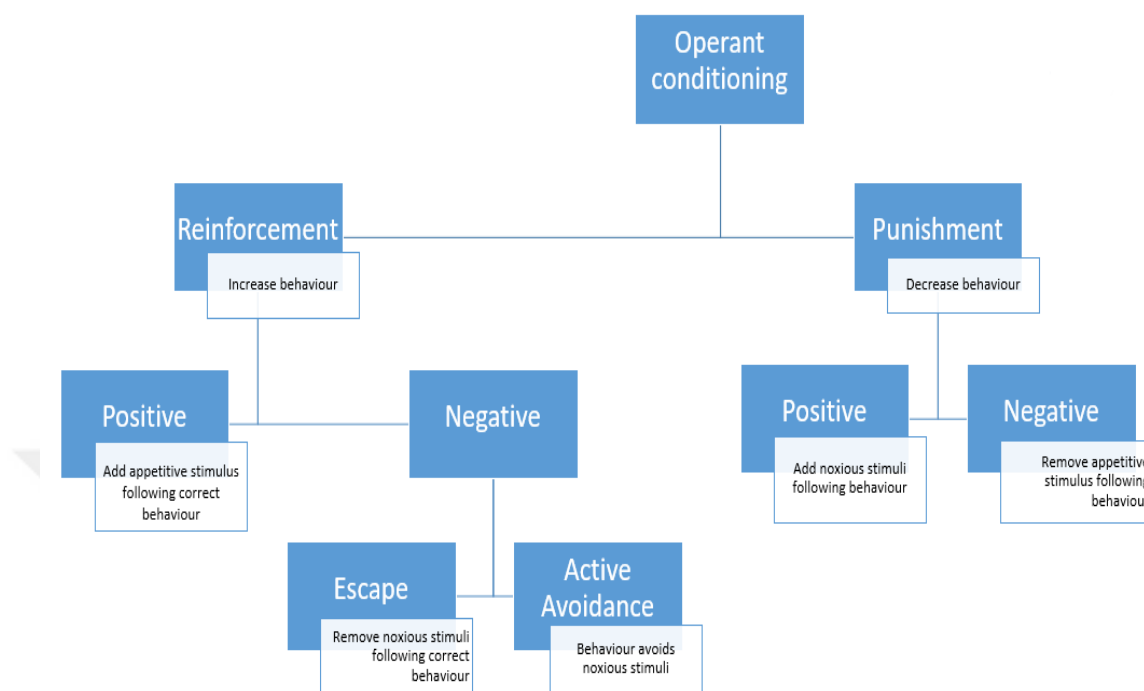


Figure 1: Figure (Operant Conditioning by BF Skinner)

The method which was a hot structuralist current in the late 1800s was the *Direct Method*. Focusing mostly in developing oral skills and using the target language in class, the method displayed a limited success because it largely depended on the teachers' language skills and teaching motivation, which hindered the large scale applications (Skidmore, 1917). *Suggestopedia* focused mostly on the positive effect of positive suggestions in language learning. The music, classroom arrangement etc. are of crucial importance. Another very widely known method is *The Audio-Lingual Audio-Visual Method*. In the 1960s, this method facilitated repetition and habit formation in language classrooms. However, the lack of opportunity for creative language use and natural communication in the learning processes was a major criticism. Moreover, *Total Physical Response*, developed in 1960s, based the classroom activities on imperatives and commands. Though providing useful activities for in-class use, this method was mostly useful for younger learners and beginners (Klee, Richards, & Rodgers, 1986).

In the following decades. Around 1980s and 1990s, the rising tendency towards more communicative curriculum in language teaching led the CALL towards a communicative

application. Following is a figure explaining the constructivist design behind many communicative classroom applications.

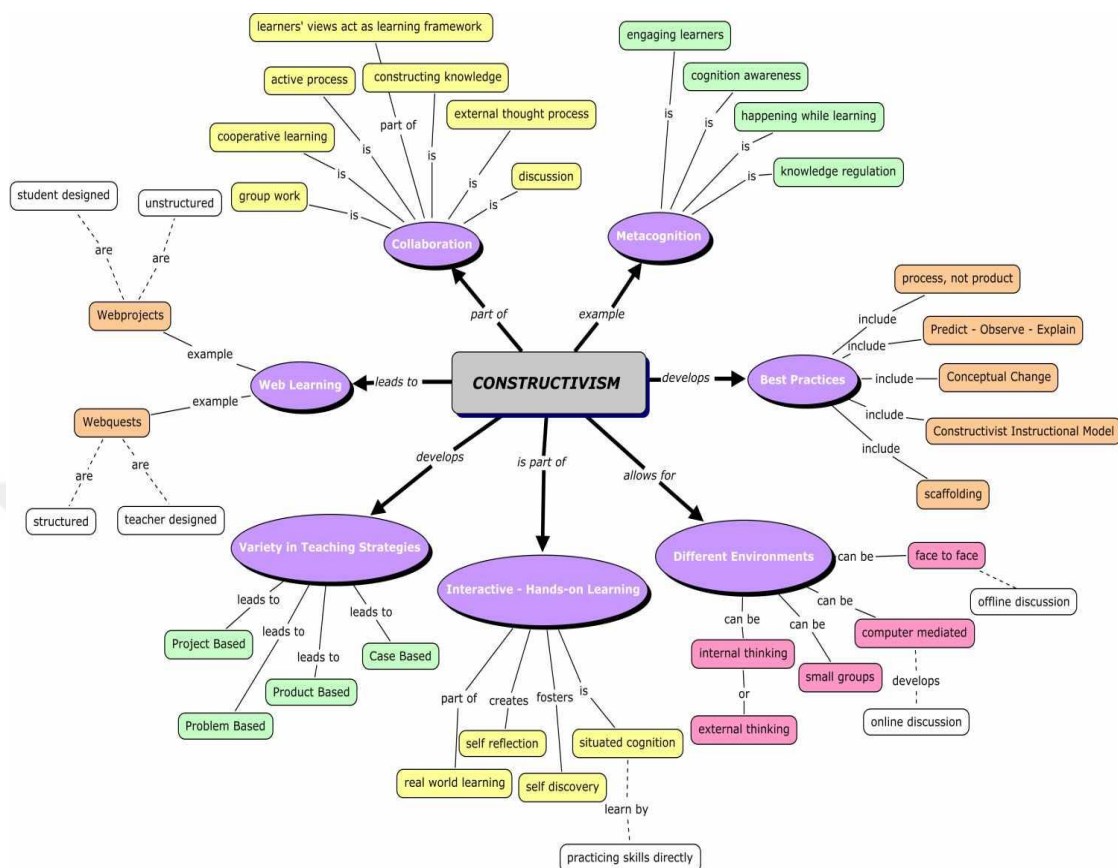


Figure 2: Constructivist Design in Teaching

This time, stimulus-response relations turned out to be more task-role oriented and the aim turned out to create computer oriented environments where the learners has authentic purposes to use the language in real-like or real-life contexts.

Tasks are important part of a curriculum developed following a communicative approach. Tasks are expected to be realistic and real-life while objectives are to centered around focusing the real use of the language. Therefore, authenticity is a key term in such a communicative curriculum.

Communicative Language Teaching attracted very enthusiastic interest among both the theoreticians and the practitioners. With its introduction of the communicative competence, focus on students' involvement in learning processes, posing equal emphasis on receptive and productive skills and emphasizing the importance of realistic reasons for communication, communicative language teaching contributed a lot to language classrooms. From the premises of CLT, task based curricula were developed and applied

with considerable success in many classrooms (Klee et al., 1986). However, CLT was also not without its drawbacks. The core criticism was in terms of vocabulary needed for such a classroom to take place. Also, over-emphasis on communication hindered the development of grammatical competences of the learners (Canale & Swain, 1980; Liu & Shi, 2007; D. Nunan, 1989; David Nunan, 1991; Savignon, 1987).

2.3.2. Internet Assisted Language Learning (IALL)

In addition to the widespread use of computers in language teaching, internet is used as an important source of materials and activities used in class. Many studies that cover the use of internet in language classrooms have been conducted so far (Celik, 2013; Shin & Son, 2007).

Internet assisted language teaching have turned out to be an indispensable part of language classrooms rather than a choice, which means that all language classrooms are expected to be internet assisted.

Celik (2013) in his study on EFL teachers' beliefs and perceptions on language teaching and internet relationship, stated such an intricate relations between classroom and internet use.

2.4. Technology and Teacher Education

Considering technology as indispensable part of teacher education, teacher education programs have to integrate technology in their curriculum. Nowadays, the council of higher education made it compulsory for Faculties of Education to integrate technology lessons in their programs.

In many studies, pre-service training programs have been analyzed in terms of their approaches to technology and teacher education. Inan & Lowther (2010) studied middle school and high school programs and how technology is integrated. In their study, they highlighted how technology is integrated and what the teachers tell about strength and weaknesses.

2.5. The Difficulties in the Utilization of Technology in Language Classrooms

There are many difficulties in the application of technologies. Such difficulties are too many to list; however, in this part, some important ones are to be outlined.

The first and the most important difficulty is the cost. Technology is costly to follow. Therefore, it might be too challenging to follow the high tech aids to classroom teaching especially when institutional or governmental funding is not adequate enough (Cceptance, Onstructs, Johnson, & Schwarz, 2008). In some cases, the funding can be provided by the students, however, this might lead to inequality in educational opportunities. Therefore, as a solution, institutions and governments should allocate enough sources for technology.

The second important challenge as regards to technology is teacher education (Harris, Mishra, & Koehler, 2009). Technology is not something one can learn and apply all through his/her life. Therefore, a continuous education and lifelong learning is needed. In cases where there are too many teachers and educational managers it might be too hard to plan and implement such lifelong education.

The third but definitely not the last challenge is the technical problems that might be faced in the course of implementation. In some cases, managing technology might be more time-taking than the traditional classroom applications especially the technical support is not enough.

There are many other difficulties that might be caused by the use of technology; however, it has been proven that in any case, the advantages outweigh the disadvantages.

2.6. Previous Studies

There have been many studies that aimed at portraying different aspect of technology use in the classrooms.

Parvin (2015), studying the effectiveness of technology use in classrooms has come up with many positive effects of classroom use. Cost and time can be saved by using technology in an efficient way.

Eib (2001), in an evaluation of the effectiveness of classroom technology, underlined many advantages that technology can provide the teachers with.

In another study, teachers' beliefs and perceptions were studied. It has been reported that almost all teachers believe in the importance of integrating technology in their classrooms but not all of them are willing to apply such a beliefs into their classroom applications (Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, & Sendurur, 2012; Kim, Kim, Lee, Spector, & DeMeester, 2013).

There are some other studies that reported on how some language skills can be taught using technology. İlin, Kutlu, & Kutluay (2013) studied how videos can be used to teach grammar and vocabulary. Similar studies were reported about teaching different language skills.

CHAPTER 3

METHODOLOGY

3.0. Presentation

This study aims to examine the attitudes and perceptions of EFL instructors toward implementing Internet-assisted technologies in teaching practice. It also investigates instructors' strengths and weaknesses in terms of utilizing Internet related tools in foreign language teaching. Quantitative research method was applied in order to get responses to the research questions. This chapter presents information about research questions, research design of the study, participants, data collection instrument and data analysis.

3.1. Research Questions

This study aims to find answers to the following questions in order to reveal the impact of the Internet technologies and implementation of IALT for teaching purposes. The main research questions of the study are stated as follows:

1. What are the factors that prevent instructors from implementing Internet-assisted technologies in their foreign language classes?
2. Is there any correlation between years of experience and integration of technology into language classroom?
3. How do instructors rate their own knowledge of implementing Internet technologies in foreign language classes?
4. How do instructors rate the effectiveness of the implementation of IALT in foreign language classes?

3.2. Research Design of the Study

In recent years, researchers have preferred using different research techniques. Both qualitative and quantitative research methods have been utilized by researchers in different disciplines ranging from sociology to history (Rahman, 2016). Researchers that advocate quantitative research method should adopt rational plans and programs. On the

other hand, supporters of qualitative research claim that a research should perform an analytical style (Johnson & Onwuegbuzie, 2009). However, both qualitative and quantitative research methods have their own strong and weak characteristics.

3.2.1. Qualitative Research

Qualitative research is described as a method that collects data from personal experiences, lives, behaviors, emotions of participants. (Rahman, 2016). However, it is challenging to explain this term clearly as it is not based on a paradigm or a certain method (Denzin & Lincoln, 1998). This research method has been used in the social sciences for more than a century. This is a research method that reaches conclusions not by quantity but by a person's experiences, emotions, etc. (Strauss & Corbin, 2008). Likewise, Silverman (2008) stated in his explanation of qualitative research that no certain paradigm or doctrine was underlying the study of qualitative research. Qualitative research collects any kind of personal data via interviews, journals, diaries, etc. That is to say, results from this research method are about participants' understanding of the world. The qualitative research method has some advantages as well as disadvantages.

3.2.1.1. Strengths and Limitations of Qualitative Research

There are several benefits of applying qualitative research. First of all, qualitative research enables researchers a wide range of detailed information based on the life experiences and emotions of the participants (Denzin & Lincoln, 1998). Besides, (Chalhoub-Deville, 1997) discussed the insights that qualitative research enabled were deeper in terms of design, administration and evaluation. Secondly, qualitative research makes it possible to study human feelings and experiences in a certain setting. Language competency has to be assessed in the original context (McNamara, 2009). Another advantage of qualitative research is that the study is based on individual stories (Myers, 2009). In testing, qualitative research methods give ideas about the behaviors of candidates, testers while testing speaking. During the implementation of this research method, researchers communicate with the participants so that the responses from the interview can be more detailed and biased. Also, qualitative research method can be structured over and over as it has a flexible design (Maxwell, n.d.). On the other hand, there might be some limitations of qualitative research method. Qualitative research may focus more on the experiences and feelings of the participants instead of the imperative issues (Silverman & Marvasti, 2008). Secondly, managers may pay less attention to qualitative results. stakeholders

always prefer quantitative data when a research needed (Sallee & Flood, 2012). Another concern is the generalization. Smaller samples are used in qualitative data so results cannot be generalized (Harry & Lipsky, 2014). However, these generalizations seem not to be problem in studies as qualitative research method has become prominent in testing. Also, qualitative research shall not be regarded as too general because there are plenty of variables which can shape the findings.

3.2.2. Quantitative research

Another research method that is widely used by researchers is quantitative research method. Quantitative research is a kind of research method that collects numerical data then analyses it by using statistical method (Dörnyei & Griffee, 2010). Bryman (2012, p. 35) identifies quantitative research as a research method which formulates the amount of data. This research method mainly aims to find answers to questions asking how many, how much, to what extent (Ma & Zhang, 2019). This research method may sometimes create difficulties as it generalizes the result of the study (Dörnyei & Griffee, 2010).

3.2.2.1. Strengths and Limitations of Quantitative research

There are benefits and also drawbacks applying quantitative research method in a study. Results of the study can be too generalized as it addresses to a randomly selected big population of participants. In addition to sampling, data analysis takes less time thanks to SPSS software technology. There are also some limitations of the implementation of quantitative research too. First of all, this research method fails to find deeper information. In this method, only some certain elements such as language proficiency, skills and scoring can be estimated. Finally, quantitative research method ignores the experiences and emotions of the participants as the setting and time is controlled and limited (Ary, Jacobs, Sorensen, & Razavieh, 2006). Despite the drawbacks mentioned in this part, quantitative research method is mostly preferred and implemented as numerical data is required; therefore, research itself is supposed to be quantitative than qualitative.

In this study, quantitative research method was employed to gain a better understanding of EFL instructors' perceptions toward Web-assisted technologies. To conduct a quantitative research method and get numerical results, a questionnaire that consists of three parts was utilized: instructors' demographic information, perceptions towards

Internet-assisted language instruction and self-assessment of instructors' Internet-assisted language instruction knowledge.

3.3. Participants

The participants of this research were (N=103) English preparatory school instructors who work at Turkish foundation and state universities offering intensive language teaching program in Ankara. The respondents were chosen from universities' prep schools for the correct implementation of the research. 150 questionnaires were sent out to instructors' e-mails randomly and asked to fill out the questionnaire via Google Documents and 103 responses were received at the end of a 2-month process. Instructors that took part in the questionnaire had teaching experience ranging from 1 to more than 16 years. All of the instructors that joined the questionnaire held a degree in language or teaching. In the first part of the questionnaire, instructors were requested to give information about their work experience, graduation degrees, frequency of using the World Wide Web (WWW), reasons preventing the Internet use in class and the Internet resources or technologies that they are accustomed to use in language teaching. Table 1 presents the years of experience of participants who took part in the study.

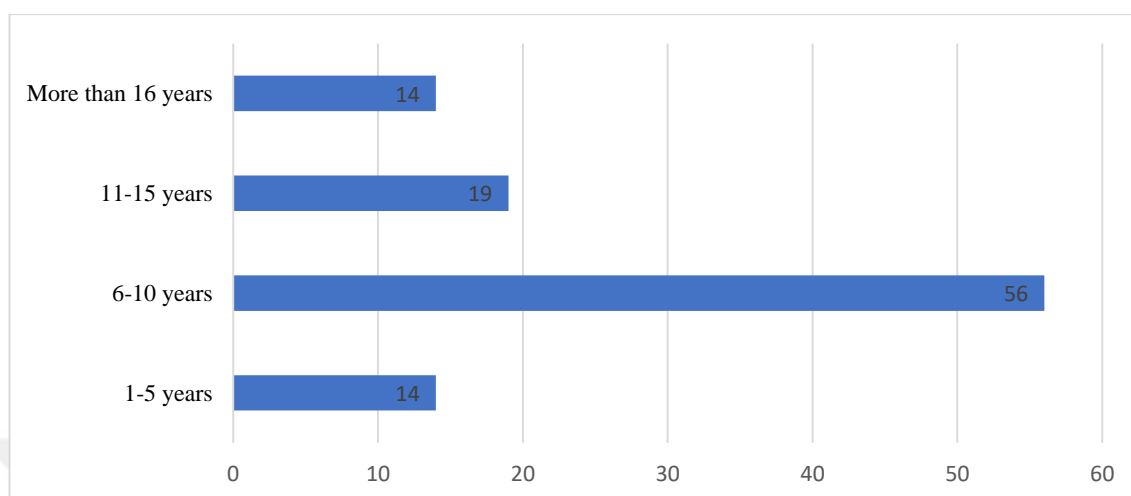
3.3.1. Work Experience of Participants

Table 1: Participants' Work Experience

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid 1-5 years	14	13,6	13,6	13,6
11-15 years	19	18,4	18,4	32,0
6-10 years	56	54,4	54,4	86,4
More than 16 years	14	13,6	13,6	100,0
Total	103	100,0	100,0	

As presented in Table 1, all of the participants are experienced instructors at school of foreign languages of different universities in Ankara. When the work experience of the participants is taken into account, it can be seen that 54.4% (N=56) of the participants have experience of 6 to 10 years, which means that experienced teachers form the majority of participants taking part in this study. It can be clearly seen that instructors

having 11 to more than 16 years of experience constitute a small part when compared to those who have 6 to 10 years of experience while 14 of the instructors have 1 to 5 years of experience. In table 2, work experience of participating instructors is shown.



Graph 1: Participants' Work Experience

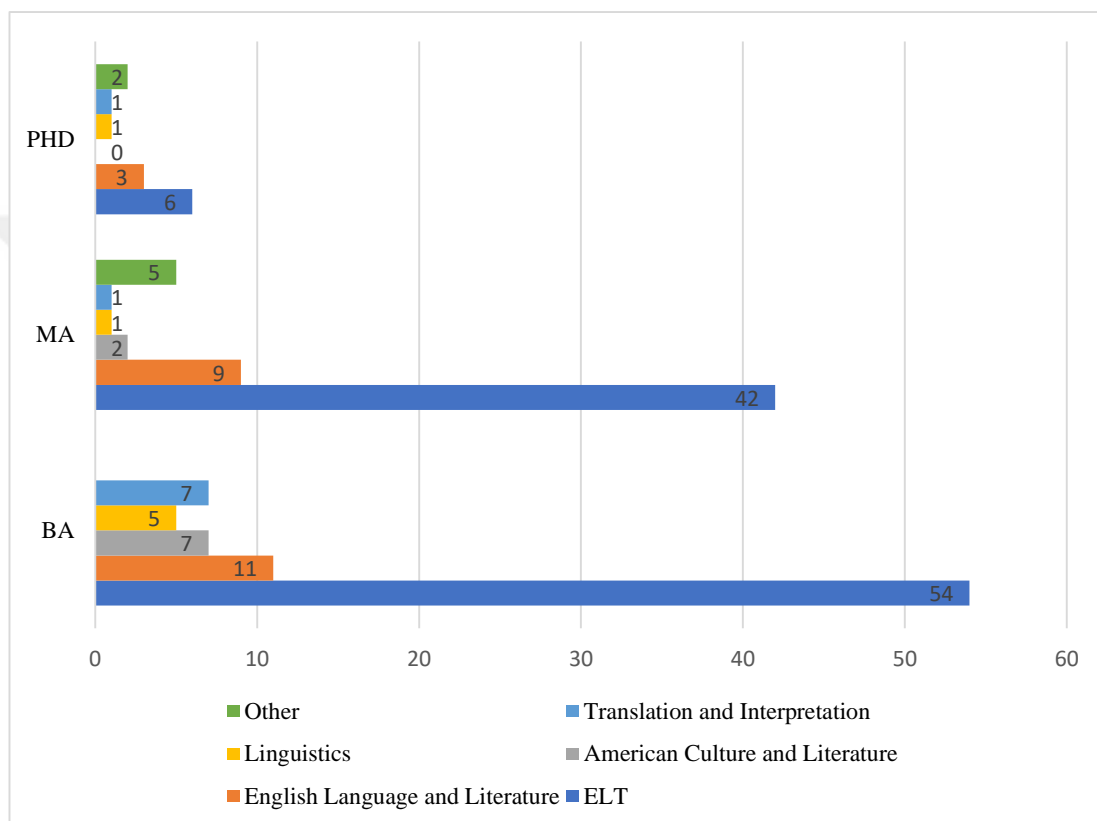
3.3.2. Graduation degrees of participants

Table 2: Departments of participants

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	19	18,4	18,4	18,4
American Culture and Literature	7	6,8	6,8	25,2
ELT	54	52,4	52,4	77,7
English Language and Literature	11	10,7	10,7	88,3
Linguistics	5	4,9	4,9	93,2
Translation and Interpretation	7	6,8	6,8	100,0
Total	103	100,0	100,0	

According to Table 2, all of the participants got their degrees in related departments. Majority of the participants (N=54) are graduates of ELT (English Language Teaching) department of universities, which offer practical teaching training. In addition, 42 of the participants held an MA in ELT. 11 participants graduated from the department of English

Language and Literature. Also, 9 participants had an MA degree in English Language and Literature department. 6.8% (N=7) of the participants graduated from American Culture and Literature; 5 were graduates of Linguistics; 7 graduated from the department of Translation and Interpretation. Besides, MA degrees American Culture and Literature, Linguistics and Translation and Interpretation were held by the participants. Also, some teachers stated that they had MA degrees in other fields.

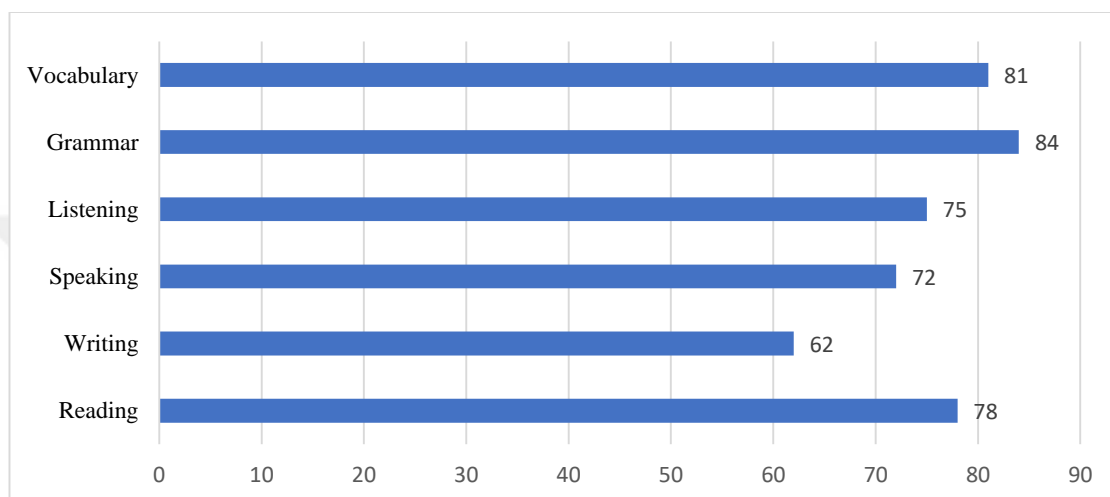


Graph 2: Departments of Participants

3.3.3. Participants' usage of the Internet while teaching language skills

Teachers were asked how often they make use of the World Wide Web (WWW) to learn and find information on teaching. Responses varied from never to several times per week. While 3.9% (N=4) of the participants never use the WWW in learning and finding information on teaching, 82.5% (N=85) stated that they use the WWW in teaching several times per week. 11.7% (N=12) of the instructors use the Internet once a week. Only a small portion of the participants never use the WWW in teaching.

When asked about the purpose of using the WWW in teaching, instructors mostly agreed to use Internet-based resources when teaching certain language competences. A big majority of instructors stated that the Internet is used to focus on vocabulary and grammar. Slightly over half of the participants claimed to use the Internet resources to find information on writing. Resources on reading, listening and speaking skills were also sought out on the Internet by educators. Distribution of the skills according to their search on the Internet by the instructors can be found in Graph 3.



Graph 3: Distribution of the skills searched on the Internet by the participants

3.4. Data Collection Instruments

A quantitative data collection instrument was employed in this study. The questionnaire that was used in the research was adapted and applied with the permission from Serkan Celik (2013) and consisted of four parts: background information of participants, questions about participants' Internet use, participants' perceptions toward Internet-assisted language instruction, participants' self-assessments of Internet-assisted language instruction. The first part of the questionnaire is about background of the respondents. This part basically demonstrates demographic information of the participants. Information on work experience, the last degree gained, frequency and purpose of the use of the WWW, factors preventing the Internet use in class and Internet technologies utilized for teaching purposes were provided by the participants.

The second part of the questionnaire, perceptions towards Internet-assisted language instruction, was developed by Shin & Son (2007). The aim of this part was to identify instructors' perceptions toward the use of the Internet technologies and their personal opinions on the use of IALT in classes. Questions related to the use of the WWW in

search of ESL/EFL materials and competency to use these materials in class were asked in this part. The participants' attitude toward IALT instruction was demonstrated by employing a Likert scale with five options ranging from "strongly disagree" (1) to "strongly agree" (5). Data collected using a Likert-type scale is a must for researchers doing educational research (Sullivan & Artino, 2014). In most cases, in order to get information related to behaviors, social lives, opinions on marketing, business and education, Likert-type scales are naturally preferred (Gliem, Gliem, & Gliem, 2003). There are 9 items in this section of the survey which provides information on the utilization of IALT by the participants.

The last part of the questionnaire, participants' self-assessments of IALT instruction, was developed by Serkan Çelik (2013). The purpose of this part of the questionnaire was to examine the awareness of the participants regarding Internet technologies and their implementations in foreign language classes.

3.5. Data Analysis

The Statistical Packages for Social Sciences (SPSS) Version 22 was used to analyze the data collected in this study. Descriptive statistics were used to calculate the responses given to the items in the questionnaire. Instructors' attitude toward IALT and their perceptions of Internet technologies were measured applying correlation statistics. Kruskal Wallis test was also called upon to find a meaningful relation between teaching experience and use of IALT or the relation between graduation levels and the frequency of Internet use. The reliability of the survey was calculated on SPSS and Cronbach's Alpha value was found ,914, meaning that there is good level of internal consistency.

Table 3: Reliability Statistics

<i>Cronbach's</i>	
<i>Alpha</i>	<i>N of Items</i>
,914	23

3.6. Conclusion

This chapter of the study aims to give overall information about the research questions, research design of the study, participants, settings and data collection process and data

collection instruments. In the following chapter, data analysis and findings of the study will be discussed.



CHAPTER 4

RESULTS AND DISCUSSION

4.0. Presentation

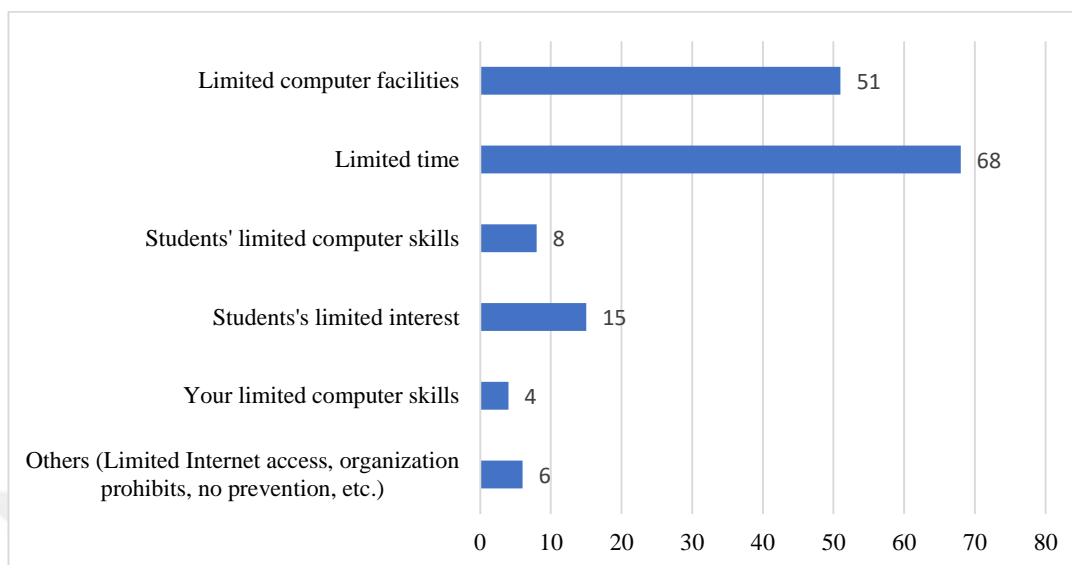
This study analyzed the EFL instructors' awareness of Internet technologies and Internet-assisted language teaching method. The research mainly focused on how instructors utilize the Internet in teaching and how competent they find themselves in terms of IALT. Also, factors that affect the implementation of Internet technologies were examined. To be more specific, following aspects were investigated:

- Purpose and frequency of using the Internet in terms of teaching
- Barriers to the use of the Internet in class
- Internet resources and technologies that participants are accustomed to
- Perceptions towards Internet-assisted instruction
- Self-assessments of the instructors' Internet-assisted language instruction

4.1. Reasons Preventing Internet Use in the Classroom

Applying technological tools or the Internet itself can be interrupted by some barriers such as limited computer skills, limited time of the instructor, students' limited computer skills and limited interest, teachers' limited computer skills, etc. (Table 4). Some drawbacks were given in the demographic information and teachers were asked to choose the reasons which suited them the best and the most. Teachers generally stated that limited time caused them to use the Internet resources less in teaching. Another reason that prevented them from using the Internet resources in class was defined as limited computer facilities which meant that they did not have the Internet connection or necessary tools such as computers, projectors, etc. Students' limited and also their limited computer skills led instructors to use Internet tools less in teaching. Teachers' limited computer skills was also stated by 4 participants as a barrier to the effective use of the Internet for teaching purposes. Some participants also made it clear that some organizations prohibited the use

of the Internet in class. Also, it was stated that limited Internet access was another reason why instructors did not prefer using the Internet in teaching.

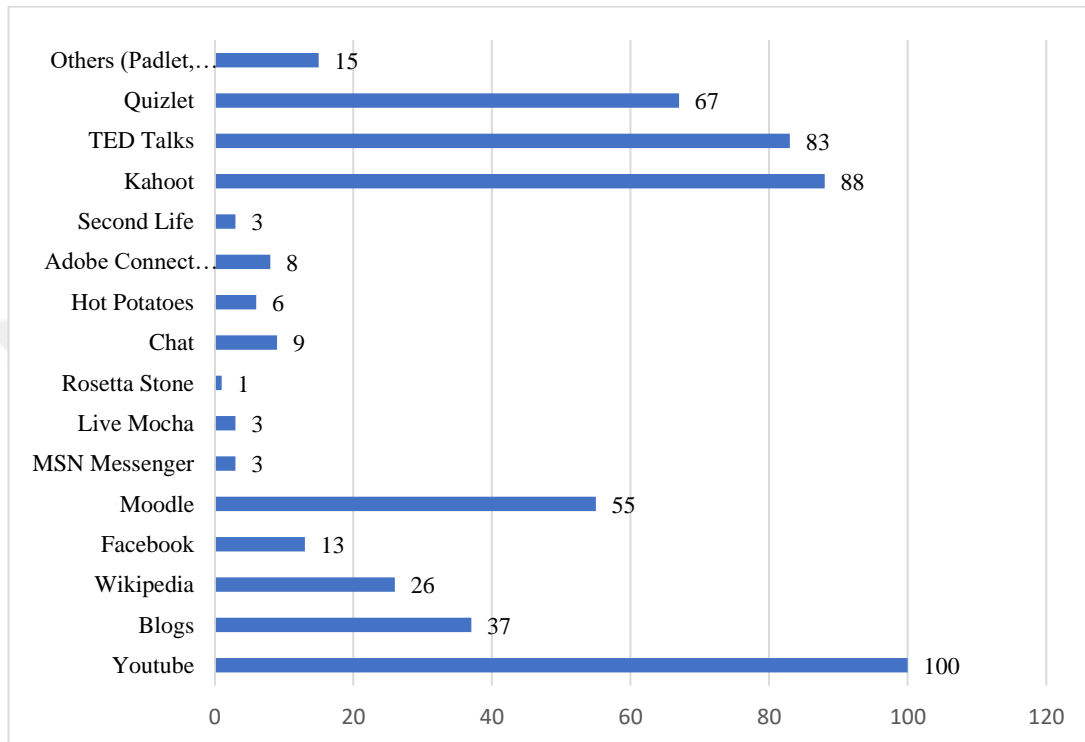


Graph 4: Barriers against Internet use in language teaching classes

4.2. Internet Resources and Technologies Used in Language Teaching

The teachers were asked to define the Internet platforms they used in their classes for teaching purposes. These resources were identified through a review of current trends of English Language Teaching. Communication tools and current technologies from social networking sites and applications to learning platforms were also reviewed to find out the most popular teaching tools in foreign language teaching. Responses clearly showed that Youtube is the most popular option for Turkish EFL teachers while Rosetta Stone is not widely preferred. Especially, regarding the Internet resources and activities preferred by instructors, it can be concluded that instructors follow the latest trends and get help from more authentic resources such as Youtube and TED Talks. Second most preferred website is Kahoot on which games can be created and applied in classes. It can also be concluded from the responses that instructors generally preferred websites or online platforms to create or use materials on these websites. It can also be deduced from the responses that instructors generally checked the resources which are directly utilized to receive data while resources that serve to create content and provide communication and interaction with learners were checked the lowest. Moreover, a small portion of participants' reported adopting only a few of these technologies in the list in their teaching, which means that some instructors prefer to stay away from applying these technologies in their language teaching classes. Therefore, it can be deduced from this result that only a small amount

of instructors is still not ready to implement these technologies in class in contrast to the majority of instructors who are already applying latest trends to teaching. However, this general picture still shows that most of the EFL instructors taking part in this study are totally aware of the Internet related instruction tools and platforms highlighted in Liu and Chen's (2007) study.



Graph 5: Internet resources used in language teaching classes

4.3. Perceived Benefits and Drawbacks of IALT

Graph 6 was employed in order to find participants' perceptions of benefits and drawbacks toward Internet-assisted language teaching. 9 items were given to the participants applying a Likert scale ranging from "strongly disagree" to "strongly agree".

Graph 6: Participants' perceptions toward Internet-assisted language instruction

		Strongly Disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly Agree (5)	
		N	%	N	%	N	%	N	%	N	%
1	Internet tools can be used for teaching purposes.	3	2,9	0	0	5	4,8	29	28,1	66	64
2	Internet resources can replace textbooks.	8	7,7	37	35,9	25	24,2	26	25,2	7	6,7
3	It is easy to find ESL/EFL materials on the Web.	1	0,9	3	2,9	8	7,7	42	40,7	49	47,5
4	ESL/EFL Websites are useful for teaching English.	2	1,9	3	2,9	10	9,7	46	44,6	42	40,7
5	Students can be motivated by the use of the Internet in the classroom.	1	0,9	2	1,9	10	9,7	44	42,7	46	44,6
6	Students can improve their English skills through the use of the Internet.	2	1,9	0	0	8	7,7	36	34,9	57	55,3
7	Students will be more attentive in Internet-assisted English language teaching classes.	2	1,9	8	7,7	23	22,3	33	32	37	35,9
8	I am competent to use Internet-based materials and activities in the classroom.	1	0,9	4	3,8	11	10,6	46	44,6	41	39,8
9	I would like to use Internet-based materials and activities in my classroom as much as possible.	2	1,9	4	3,8	14	13,5	39	37,8	44	42,7

1. Internet tools can be used for teaching purposes.

Overall, Turkish EFL instructors had a positive attitude toward the use of Internet technologies for teaching purposes. Participants in this study clearly expressed that Internet tools can be used for teaching almost all the skills and subskills. According to the EFL instructors in this study, Web 2.0 technologies can be best useful when searching for grammar resources. On the other hand, it is least used to find authentic resources to teach writing. The teachers also found Internet technologies useful when teaching reading, speaking, listening and vocabulary. Teachers' responses in this section of the questionnaire showed a positive overall reaction to the use of IALT in teaching. While more than half of participants agree that internet tools can be used for teaching purposes, 2,9% (N=3) strongly disagreed with the idea of using internet tools for teaching purposes. Considering the responses given to this item in the questionnaire, it can be understood that using internet tools for teaching purposes is an accepted phenomenon by educators taking part in this study.

Table 4: Using Internet tools for teaching purposes

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	3	2,9	2,9
	3,0	5	4,9	7,8
	4,0	29	28,2	35,9
	5,0	66	64,1	100,0
Total	103	100,0	100,0	

2. Internet resources can replace textbooks.

Regarding the responses given to the second question in the questionnaire, teachers seemed to disagree with the idea of replacing textbooks with internet resources. While 7,7% (N=8) of the participants totally disagreed with this idea, %35,9 (N=37) disagreed and 24,2% (N=25) preferred to stay neutral. However, 6,7% (N=7) of the participants supported the idea of using Internet resources instead of textbooks. It can be deduced here that instructors generally prefer using textbooks for teaching purposes. That is to say, following traditional trends in teaching seems to be more comfortable and applicable for the instructors in this study. Blending traditional books and the Internet resources can be

an alternative for indecisive instructors. The Internet obviously has become the teachers' best classroom tool as it is always reachable and convenient to use in teaching. Almost a quarter of the participants agreed that internet resources could replace textbooks, which should not be ignored. However, textbooks may never go away but they can be fit into technology.

Table 5: Replacing textbooks with Internet resources

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	8	7,8	7,8
	2,0	37	35,9	43,7
	3,0	25	24,3	68,0
	4,0	26	25,2	93,2
	5,0	7	6,8	100,0
Total	103	100,0	100,0	

3. It is easy to find ESL/EFL materials on the Web.

Participants showed a positive reaction when they were asked if it was easy to find ESL/EFL materials on the Web. Almost all of the participants (N=91) agreed that it was easy to find ESL/EFL materials on the Web. A minority of people (N=3) disagreed with the idea of finding materials on the Web easily. As can be comprehended from the results of demographic information part of this study, instructors make use of variety of online resources such as Youtube, Wikipedia, etc. Most teachers in the study stated that the Internet could be a useful tool to find authentic materials which could be adopted to their teaching method and classroom atmosphere so that every child from every age could easily comprehend the new language. As participants stated in the first part of the study, various websites and applications like Kahoot were available on the Internet and could be implemented in class teaching. The Internet offers a variety of free English materials which can facilitate learning and boost motivation and also help teachers to be able to focus more on teaching. That is to say, it is generally accepted that ESL/EFL materials could be easily found on the Web.

Table 6: Finding ESL/EFL materials on the web

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	1	1,0	1,0	1,0
	2,0	3	2,9	2,9	3,9
	3,0	8	7,8	7,8	11,7
	4,0	42	40,8	40,8	52,4
	5,0	49	47,6	47,6	100,0
	Total	103	100,0	100,0	

4. ESL/EFL Websites are useful for teaching English.

ESL/EFL websites are generally preferred by instructors in any period of teaching. More than half of the participants also considered websites as useful and necessary tools and checked most of the commonly used websites in the first part of this study while 2 participants strongly disagreed with this idea. Although 5 participants did not agree with this situation, most of the participants (N=88) found ESL/EFL websites useful for teaching English. 9,7% of the participants preferred to stay neutral. It can be understood from the responses to this situation that most of the teachers find EFL/ESL websites useful. Namely, websites are being utilized and also preferred in foreign language classes, which means a positive reaction toward IALT in this regard. According to findings obtained from this questionnaire, there is an increasing tendency to make use of Internet technologies for teaching purposes.

Table 7: Finding EFL/ESL websites useful for teaching English

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	2	1,9	1,9	1,9
	2,0	3	2,9	2,9	4,9
	3,0	10	9,7	9,7	14,6
	4,0	46	44,7	44,7	59,2
	5,0	42	40,8	40,8	100,0
	Total	103	100,0	100,0	

5. Students can be motivated by the use of the Internet in the classroom.

Concerning the fifth question in the survey, respondents were asked to identify their opinion on student motivation. Motivation is a debatable topic in terms of teachers and students. Millions of factors can affect motivation in good or bad ways. Internet is one of

these factors. Considering the responses given to this statement, more than 100 of the participants shared the idea that students could be motivated by the use of the Internet. A small portion of instructors stated that they disagreed or strongly disagreed. However, when looked at the general picture of results, participants think that motivation can be enabled and also increased by the use of the Internet. Responses to this statement also indicated that enhancing learning environment by means of Internet resources and technologies may help to improve motivation and learner autonomy. Authentic materials on the Internet may increase the chance of an effective and applicable learning environment for learners. As a result, instructors participating in this study seem to hold a general opinion on student motivation.

Table 8: Motivating Students by the use of the Internet

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	1	1,0	1,0
	2,0	2	1,9	2,9
	3,0	10	9,7	12,6
	4,0	44	42,7	55,3
	5,0	46	44,7	100,0
Total	103	100,0	100,0	

6. Students can improve their English skills through the use of the Internet.

While the majority (N=57) of the participants accept that students can improve their English skills through the use of the Internet, a few (N=2) of them disagree with the effective use of the Internet in class. Some participants preferred to choose neutral in the statement of improvement and the use of the Internet. It can be understood from the responses given to this statement that participants generally have a positive attitude toward the relationship between the Internet use and improving a foreign language. The Internet has always been an educational tool since it became popular not only for students but also for teachers as both the Internet and education are related with communication, learning, collaborating, etc. The Internet eliminates the limitations of real world, which is a great advantage for students to improve their skills; it offers students access to greater sources of knowledge. In this manner, the Internet is accepted as a powerful tool to enable learning in a more authentic way as it increases the interaction and social relations.

Table 9: Improving English skills through the use of the Internet

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	2	1,9	1,9	1,9
	3,0	8	7,8	7,8	9,7
	4,0	36	35,0	35,0	44,7
	5,0	57	55,3	55,3	100,0
	Total	103	100,0	100,0	

7. *Students will be more attentive in Internet-assisted English language teaching classes.*

Responses to item 7 demonstrated an almost positive perception of Internet-assisted language teaching as the majority of instructors (N=37) taking part in the study agreed that students will be more attentive in IALT classes. On the other hand, 1,9% (N=2) instructors strongly disagreed and 7,7% (N=8) of them disagreed, which means that there is still a little hesitation to implement IALT in teaching. Motivating students to learn is one key factor in teaching besides student willingness to learn. The Internet and technology promotes learning for learners as they believe they are the masters in this field so they are attentive to succeed more. As a result, teaching style that is Internet-assisted could help teachers engage students more in activities.

Table 10: Perceptions on Students' Attending IALT classes

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	2	1,9	1,9	1,9
	2,0	8	7,8	7,8	9,7
	3,0	23	22,3	22,3	32,0
	4,0	33	32,0	32,0	64,1
	5,0	37	35,9	35,9	100,0
	Total	103	100,0	100,0	

8. *I am competent to use Internet-based materials and activities in the classroom.*

More than two-third of the participants found themselves competent enough to adopt internet based materials and activities to implement in class. Furthermore, most of the participants were eager to use internet based materials and activities in their classes as much as possible. Teachers are the number one facilitators of learning so their attitudes toward Internet-based materials is the most essential factor in IALT. With regard to the responses given to the statements, most teachers find themselves competent enough to

use Internet based materials in class, which means that these teachers are able to implement latest teaching trends in class. It also seems that some teachers do not have enough confidence in themselves. It can be inferred from these responses that teachers are having closer relationships with the Internet day by day. Looking at the correlation between the work experience and the responses given to this statement, one can infer that teachers with 6 to 10 years seem to be more competent to use Internet based activities in class. However, the least confident participants are the teachers who have experience more than 16 years. Also, teachers who have at least 11 years of experience believe that they are as competent as the other group. All in all, teachers mostly showed a positive attitude towards their own competency to use Internet based materials in foreign language teaching.

Table 11: Teachers' competency to use IALT based materials and activities in class

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	1	1,0	1,0
	2,0	4	3,9	4,9
	3,0	11	10,7	15,5
	4,0	46	44,7	60,2
	5,0	41	39,8	100,0
Total	103	100,0	100,0	

9. I would like to use Internet-based materials and activities in my classroom as much as possible.

As can be deduced from the responses given to this part of the study, English language instructors taking part in this survey were inclined to implement internet based resources in teaching and they showed a positive attitude toward the use of IALT for teaching English. It can be concluded from the responses that more than 80 participants want to use Internet-based materials and activities in class as much as possible. In this Internet age, it is almost impossible for teachers and learners to stay away from Internet based materials and activities. Internet-based materials are more convenient, cost efficient and also easy to access so it is not surprising if the teachers prefer using them in class. Internet is the best tool to teach learners using more authentic materials and thanks to these authentic materials students can have the chance to use the real language rather than form. Also, by using Internet based materials and activities in class, teachers can encourage students to search, investigate and question. Teachers especially who have work

experience from 6 to 10 years stated that they want to use Internet based materials in class as much as possible. Responses show relatively negative attitude in case of more experienced teachers.

Table 12: Desire to use IALT based materials in class

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	2	1,9	1,9	1,9
	2,0	4	3,9	3,9	5,8
	3,0	14	13,6	13,6	19,4
	4,0	39	37,9	37,9	57,3
	5,0	44	42,7	42,7	100,0
Total		103	100,0	100,0	

4.4. Teachers' Awareness of Utilization of the Internet-Assisted Language Teaching

This part of the questionnaire aims to analyze the participants' self-assessments of Internet Internet-assisted language instruction. Teachers were asked to rate their own knowledge of IALT affordances employing a Likert type scale with five options ranging from "extremely poor" to "excellent". Table 13 represents the participants' understanding and self-evaluation regarding utilization of IALT in foreign language classes.

Table 13: Participants' self-assessments of Internet-Assisted Language Instruction

		Extremely poor (1)		Below average (2)		Average (3)		Above average (4)		Excellent (5)	
		N	%	N	%	N	%	N	%	N	%
10	I know what can and can't technology do in terms of language teaching.	0	0	2	1,9	26	25,2	51	49,5	24	23,3
11	I know how learner autonomy can be fostered by Internet-assisted language learning.	0	0	2	1,9	28	27,1	50	48,5	23	22,3
12	I know what kinds of interactivity computers can offer in terms of language learning.	0	0	4	3,8	19	18,4	58	56,3	22	21,3
13	I know what the current focuses of research in Internet-assisted language learning are.	2	1,9	16	15,5	38	36,8	30	29,1	17	16,5
14	I know what the main differences between a behaviorist design and a constructivist design are.	9	8,7	20	19,4	25	24,2	29	28,1	20	19,4
15	I know how the use of Podcasting can help to improve language learning.	3	2,9	12	11,6	32	31	39	37,8	17	16,5
16	I know advantages and disadvantages of hypertext and multimedia in language learning.	5	4,8	13	12,6	32	31	40	38,8	13	12,6
17	I know in what ways computer games can help to improve language learning.	1	0,9	7	6,7	21	20,3	49	47,5	25	24,2
18	I know how computer-based learning materials can help the study of literature.	5	4,8	15	14,5	32	31	38	36,8	13	12,6
19	I know how the use of corpora and concordances can	7	6,7	15	14,5	29	28,1	32	31	20	19,4

	help to improve language learning.												
20	I know how the use of Virtual learning environments can help to improve language learning.	2	1,9	7	6,7	23	22,3	42	40,7	29	28,1		
21	I know how the use of Youtube can help to improve language learning.	0	0	4	3,8	17	16,5	40	38,8	42	40,7		
22	I know how the use of Internet blogs can help to improve language learning.	2	1,9	2	1,9	25	24,2	49	47,5	25	24,2		
23	I know how the use of text-to-speech technology can help to improve language learning.	9	8,7	12	11,6	25	24,2	36	34,9	21	20,3		

10. I know what can and can't technology do in terms of language teaching.

Considering the responses given to item number 10, it can be understood that a big majority of participants (N=51) found themselves above average when asked about their knowledge of capabilities of the Internet. Some of the participants stated that their knowledge of technology is excellent while others found themselves average in the area of technology in terms of teaching. None of the participants believed that they had extremely poor knowledge of technology's efficiency. In general, teachers found themselves knowledgeable in the capabilities of the Internet. With the development of the Internet, it started to be used in every part of life. Eventually, language education and educators have been compelled to use Internet facilities as much as possible. As a result, teachers could not resist anymore and they had to catch up with this new trend in teaching. It has become the center of teaching foreign languages so it is impossible to foresee the future of the Internet as it is constantly growing. Under these circumstances, it is inevitable to follow new trends in teaching. Overall, participants showed a positive reaction to this statement. 10 of the participants who have experience ranging from 1 to 5 have the highest percentage when responses and work experience of the participants are taken into consideration. However, there is an unignorable number of participants who find themselves average in terms of knowing the capabilities of technology.

Table 14: Knowing what technology can/can't do in terms of language teaching

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	2,0	2	1,9	1,9	1,9
	3,0	26	25,2	25,2	27,2
	4,0	50	48,5	48,5	75,7
	5,0	25	24,3	24,3	100,0
	Total	103	100,0	100,0	

11. I know how learner autonomy can be fostered by Internet-assisted language learning.

Learner autonomy takes place when a learner takes responsibility of his/her own learning and a teacher is a facilitator of learning in this setting. True learning takes place when the learner understands, discovers and find his/her own way. More than half of the participants expressed that they knew how learner autonomy could be fostered by Internet-assisted language learning. However, some teachers were uncertain about the relationship between learner autonomy and Internet-assisted language learning. Regarding the responses given to this item, 50 participants found their knowledge of learner autonomy above average, which means that almost half of the participants believe that IALT is an acceptable method to improve learner autonomy. With the advent technology, more and more resources can be found on the Web so students can improve themselves considering their needs and interests with the help of the teacher.

Table 15: Knowing how learner autonomy can be fostered by Internet-assisted language learning

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	2,0	2	1,9	1,9	1,9
	3,0	27	26,2	26,2	28,2
	4,0	50	48,5	48,5	76,7
	5,0	24	23,3	23,3	100,0
	Total	103	100,0	100,0	

12. I know what kinds of interactivity computers can offer in terms of language learning.

Interactivity refers to the interaction between a person and a computer. In this case, it refers to the educational relationship between a student and a computer. Interactive education means integrating computer technologies into teaching so that hands on teaching is encouraged and students are engaged in activities more. Thanks to computer technologies, learners are more independent and they can improve their own learning

style so teachers have to follow computer technologies and popular trends in teaching in order to be able to provide learners with more materials and activities. As can be understood from the responses given to this statement, teachers generally had a positive perception regarding interactivity that computers have to offer. Almost 57% of the participants, which is more than half, claimed that they knew what kinds of interactivity computers can offer in terms of language learning. Although 18,4% (N=18) of the participants claimed to have average knowledge, 22 of them were certainly sure about their knowledge of interactivity of computers. It can be deduced from these results that participants were generally aware of the kinds of interactivity that computers can offer in terms of language learning.

Table 16: Knowing what kinds of interactivity computers can offer in terms of language learning

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	2,0	4	3,9	3,9
	3,0	19	18,4	22,3
	4,0	57	55,3	77,7
	5,0	23	22,3	100,0
Total	103	100,0	100,0	

13. I know what the current focuses of research in Internet-assisted language learning are.

Researches have been conducted in the field of IALT for a better understanding. It may be sometimes difficult to follow these researches. This statement aims to focus on participants' perception towards the current focuses of research in IALT. From the responses given to item 13, it can be estimated that most of the instructors are not completely sure about the current focuses of research in internet-assisted language teaching. While 16,25% (N=17) of the participants found their knowledge of current focuses of research in IALT excellent, 1,9% (N=2) of them stated that their knowledge of current studies on this topic was extremely poor. Also, 29,1% (N=30) assessed themselves above average. While 36,8% of the participants found their knowledge average, 15,5% (N=16) stated that their knowledge in this topic was below average. Participants' overall reaction to this statement piled up between average and above average.

Table 17: Knowing what the current focuses of research in Internet-assisted language learning are

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	2	1,9	1,9	1,9
	2,0	15	14,6	14,6	16,5
	3,0	38	36,9	36,9	53,4
	4,0	30	29,1	29,1	82,5
	5,0	18	17,5	17,5	100,0
	Total	103	100,0	100,0	

14. I know what the main differences between a behaviorist design and a constructivist design are.

Behaviorist design and constructivist design are two different approaches that focus on gaining knowledge. Behaviorism encourages transmission of knowledge from teacher to student while constructivism focuses on the idea that student constructs knowledge on his/her own. When it comes to know the main differences between a behaviorist design and a constructivist design, most teachers expressed that their knowledge is between above average and excellent. However, 24,2% of the instructors stated that their knowledge is average and below average was chosen by 19,4 of the participants. What can be deduced from the responses is that not all of the instructors are knowledgeable in the differences between a behaviorist design and a constructivist design.

Table 18: Knowing what the main differences between a behaviorist design and a constructivist design are

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	8	7,8	7,8	7,8
	2,0	20	19,4	19,4	27,2
	3,0	25	24,3	24,3	51,5
	4,0	29	28,2	28,2	79,6
	5,0	21	20,4	20,4	100,0
	Total	103	100,0	100,0	

15. I know how the use of Podcasting can help to improve language learning.

Podcasting was excellently known by 16,25% (N=17) of the participants; however, others seemed to know less about podcasting as teachers' knowledge was generally between below average and above average. 37,8% (N=39) of the participants stated that their knowledge of podcasting was above average while 31% (N=32) were average. 2,9%

(N=3) of the instructors declared that they did not know how to make use of Podcasting to improve language learning. In this statement, participants generally showed a neutral attitude toward the use and implementation of podcasting in teaching.

Table 19: Knowing how the use of Podcasting can help to improve language learning

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	2	1,9	1,9	1,9
	2,0	12	11,7	11,7	13,6
	3,0	32	31,1	31,1	44,7
	4,0	39	37,9	37,9	82,5
	5,0	18	17,5	17,5	100,0
	Total	103	100,0	100,0	

16. I know advantages and disadvantages of hypertext and multimedia in language learning.

Use of hypertext and multimedia was another questionable topic in the questionnaire. Instructors' responses to this item ranged from below average and above average. 38,8% of instructors who took part in the study expressed that their knowledge of advantages and disadvantages of hypertext and multimedia in teaching was above average which means that they could use these teaching materials for teaching purposes in contrast to those who claimed not to be aware of the advantages and disadvantages of these teaching tools. 4,8% (N=5) of the participants stated that they did not know about the drawbacks and assets of hypertext and multimedia in language learning. 12,6% (N=13) of the participants accepted that their knowledge was below average and other 13 claimed that their knowledge was above average. Overall, a large number of participants had little or almost no idea about the advantages and disadvantages of hypertext and multimedia in language learning.

Table 20: Knowing advantages and disadvantages of hypertext and multimedia in language learning

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	5	4,9	4,9	4,9
	2,0	13	12,6	12,6	17,5
	3,0	31	30,1	30,1	47,6
	4,0	40	38,8	38,8	86,4
	5,0	14	13,6	13,6	100,0
	Total	103	100,0	100,0	

17. I know in what ways computer games can help to improve language learning.

Responses to item 17 obviously showed that more than half of the participants (N=49) agreed to know how and in what ways computers could help to improve language learning. 6,7% (N=7) of the participants found themselves below average, which means that they have little or no knowledge about the application of computer games to improve language learning. 20,3 (N=21) of the respondents stated that their knowledge in this situation was average while 24,2% (N=25) of them found their knowledge excellent. Although 1 participant clearly stated that her/his knowledge of computers was extremely poor, others were mostly average. It can be deduced from the responses given here that teachers generally showed a positive attitude towards games and their implementation in foreign language classes.

Table 21: Knowing in what ways computer games can help to improve language learning

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	1	1,0	1,0
	2,0	7	6,8	7,8
	3,0	21	20,4	28,2
	4,0	49	47,6	75,7
	5,0	25	24,3	100,0
Total	103	100,0	100,0	

18. I know how computer-based learning materials can help the study of literature.

Knowledge of how computer-based learning materials could help the study of literature was almost average according to the responses given. 12,6% (N=13) of the participants found their knowledge about the computer-based materials and their use in the study of literature excellent. Only 38 participants stated that their knowledge was above average and 32 chose average. While 15 participants expressed that their knowledge was below average, 5 participants said their knowledge on this topic was extremely poor. Respondents generally showed an average reaction to this item, which means that it is widely known by the teachers that computer-based learning materials can help the study of literature.

Table 22: Knowing how computer-based learning materials can help the study of literature

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	5	4,9	4,9	4,9
	2,0	15	14,6	14,6	19,4
	3,0	32	31,1	31,1	50,5
	4,0	37	35,9	35,9	86,4
	5,0	14	13,6	13,6	100,0
	Total	103	100,0	100,0	

19. I know how the use of corpora and concordances can help to improve language learning.

Some of the participants were uncertain about the use of corpora and concordances to improve language learning and 6,7% (N=7) stated that their knowledge was extremely poor. 14,5% (N=15) stated that their knowledge was below average and 28,1% believed their knowledge was average. On the other hand, 31% found themselves above average and 19,4% knew it excellently. Considering the responses, half of the participants rated their knowledge of the use of concordances and corpora to improve language learning average, below average and poor, which means that it is an important area to improve.

Table 23: Knowing how the use of corpora and concordances can help to improve language learning

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	7	6,8	6,8	6,8
	2,0	15	14,6	14,6	21,4
	3,0	28	27,2	27,2	48,5
	4,0	32	31,1	31,1	79,6
	5,0	21	20,4	20,4	100,0
	Total	103	100,0	100,0	

20. I know how the use of Virtual learning environments can help to improve language learning.

Virtual learning environments have become a popular trend in language teaching in recent years. Over 40% of the participants claimed to know how the use of Virtual learning environments can help to improve language learning. On the other hand, a small portion of the participant seemed to have extremely poor knowledge in this area. 1,9% (N=2) of

the participants stated that they had no idea about the use of virtual learning environments in teaching. 6,7% (N=7) believed their knowledge was below average while 22,3% (N=23) of the participants rated their knowledge average. More than half of the participants (N=71) seem to be knowledgeable the use of virtual environments in teaching setting.

Table 24: Knowing how the use of Virtual learning environments can help to improve language learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,0	2	1,9	1,9	1,9
	2,0	7	6,8	6,8	8,7
	3,0	23	22,3	22,3	31,1
	4,0	42	40,8	40,8	71,8
	5,0	29	28,2	28,2	100,0
	Total	103	100,0	100,0	

21. I know how the use of Youtube can help to improve language learning.

Youtube is a social platform that is widely used in language teaching by teachers. In this statement, participants were asked to rate their knowledge of making use of Youtube in teaching and its benefits in education. Participants showed a positive overall reaction to the use of Youtube improve language learning. More than 40% (N=42) seemed to know how the use of Youtube can help to improve language learning. 38,8% (N=40) of the participants seemed to know how the use of Youtube can help to improve language learning. Also, 16,5% rated their knowledge average while 3,8% found themselves below average. Besides, none of the participants claimed to have extremely poor knowledge.

Table 25: Knowing how the use of Youtube can help to improve language learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2,0	4	3,9	3,9	3,9
	3,0	17	16,5	16,5	20,4
	4,0	40	38,8	38,8	59,2
	5,0	42	40,8	40,8	100,0
	Total	103	100,0	100,0	

22. I know how the use of Internet blogs can help to improve language learning.

The idea that the use of Internet blogs can help to improve language learning was supported by the participants as can be deduced from the responses given to item 22. More than half of the participants (N=74) claimed to know how the use of Internet blogs

can help to improve learning. However, some of the participants showed a relatively negative reaction to this statement as 1,9% (N=2) stated that their knowledge was poor and other 1,9% (N=2) found their knowledge below average. Regarding the use of Internet blogs to improve language learning, teachers generally seemed to have comprehensive knowledge.

Table 26: Knowing how the use of Internet blogs can help to improve language learning

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	2	1,9	1,9
	2,0	2	1,9	3,9
	3,0	24	23,3	27,2
	4,0	49	47,6	74,8
	5,0	26	25,2	100,0
Total	103	100,0	100,0	

23. I know how the use of text-to-speech technology can help to improve language learning.

Participants showed an average reaction to the use of text-to-speech technology to improve language learning. 20,3% (N=21) claimed to know the use of text-to-speech technology to improve language learning and 34,9% (N=36) found their knowledge above average. However, more than 15% (N=21) of the participants stated that their knowledge of the benefits of text-to-speech technology was poor or extremely poor. Looking at the responses, it can be concluded that teachers showed an average attitude toward the use of text-to-speech technology to improve language learning.

Table 27: Knowing how the use of text-to-speech technology can help to improve language learning

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1,0	8	7,8	7,8
	2,0	12	11,7	19,4
	3,0	25	24,3	43,7
	4,0	36	35,0	78,6
	5,0	22	21,4	100,0
Total	103	100,0	100,0	

4.5. Analysis of the Correlation between Experience and Perceptions of IALT

As mentioned in the previous chapters, participants in this study are all experienced teachers from 1 year to more than 16 years so they are aware of the latest technologies in language teaching. Regarding the field of this research, experience and the integration of Internet-assisted technologies into classes are closely related.

Table 28: Work experience of teachers

		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	1-5 years	14	13,6	13,6	13,6
	11-15 years	19	18,4	18,4	32,0
	6-10 years	56	54,4	54,4	86,4
	More than 16 years	14	13,6	13,6	100,0

Experience is developed over time and the teaching strategies are also developed with experience so the results of the questionnaire are shaped accordingly. As can be seen from the table above, majority of the participants have at least 6 years of experience. The number of the least and the most experienced teachers is 14 each. And, the number of teachers whose experience range from 11 to 15 years is 19. The analysis correlation between participants' experience and perceptions can be found below.

1. *Internet tools can be used for teaching purposes.*

Responses given to this item reveal that most of the less experienced teachers who have experience from 1 to 5 years (N=13) believe Internet tools are suitable for teaching purposes.

Table 29: The correlation between experience and using Internet tools for teaching purposes

	1,0	3,0	4,0	5,0	Total
1-5 years	1	0	5	8	14
	7,1%	0,0%	35,7%	57,1%	100,0%
11-15 years	0	2	5	12	19
	0,0%	10,5%	26,3%	63,2%	100,0%
6-10 years	2	1	16	37	56
	3,6%	1,8%	28,6%	66,1%	100,0%
More than 16 years	0	2	3	9	14
	0,0%	14,3%	21,4%	64,3%	100,0%

Similarly, more experienced teachers constitute the majority of participants who support the idea of using Internet tools for teaching purposes. However, %14,3 (N=2) of the participants who have more than 16 years of experience advocate the opposite idea.

2. Internet resources can replace textbooks.

Responses given to this statement is highly interesting as most of the participants are against the idea of replacing textbooks with Internet resources. More than half of the teachers who have 6 to 10 years of experience do not agree with the idea; however, around 20 of them believe Internet resources can replace textbooks. Another interesting outcome here is that the least experienced teachers, who are closer to technology much more than the others, also do not hold with this idea. Obviously, the concept of replacing textbooks with Internet resources is not favored by those who like to continue traditional teaching with paper books.

Table 30: The correlation between experience and replacing textbooks with Internet resources

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	0 0,0%	6 42,9%	2 14,3%	4 28,6%	2 14,3%	14 100,0%
11-15 years	1 5,3%	8 42,1%	5 26,3%	3 15,8%	2 10,5%	19 100,0%
6-10 years	2 3,6%	20 35,7%	14 25,0%	18 32,1%	2 3,6%	56 100,0%
More than 16 years	5 35,7%	3 21,4%	4 28,6%	1 7,1%	1 7,1%	14 100,0%

3. It is easy to find ESL/EFL materials on the Web.

The Internet is a place where millions of EFL materials can be found; however, it requires knowledge, experience and time to be able to find quality materials. Most of the participants stated that they find it easy to find ESL/EFL materials on the Web although some of them do not agree with this idea.

Table 31: The correlation between experience and finding ESL/EFL materials on the web

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	1 7,1%	0 0,0%	0 0,0%	4 28,6%	9 64,3%	14 100,0%
11-15 years	0 0,0%	0 0,0%	2 10,5%	12 63,2%	5 26,3%	19 100,0%
6-10 years	0 0,0%	2 3,6%	2 3,6%	22 39,3%	30 53,6%	56 100,0%
More than 16 years	0 0,0%	1 7,1%	4 28,6%	4 28,6%	5 35,7%	14 100,0%

Teachers having 1 to 5 years of experience feel more confident to find materials on the Web although one participant in this group strongly disagreed. The situation is similar in the case of more experienced teachers. Participants, in general, find it easy to find ESL/EFL materials on the Web.

4. ESL/EFL Websites are useful for teaching English.

Most of the participants of all experience levels find EFL/ESL websites useful for teaching English; however, 1 of the participants who has experience from 11 to 15 years disagreed with the idea.

Table 32: The correlation between experience and finding EFL/ESL websites useful for teaching English

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	1	0	0	5	8	14
	7,1%	0,0%	0,0%	35,7%	57,1%	100,0%
11-15 years	0	1	4	10	4	19
	0,0%	5,3%	21,1%	52,6%	21,1%	100,0%
6-10 years	1	0	4	27	24	56
	1,8%	0,0%	7,1%	48,2%	42,9%	100,0%
More than 16 years	0	2	2	4	6	14
	0,0%	14,3%	14,3%	28,6%	42,9%	100,0%

Also, 1 participant who have at least 6 years of experience stated that she/he strongly disagreed with the idea of finding ESL/EFL websites useful. Other than that, majority of the participants agree that ESL/EFL websites are useful for teaching English.

5. Students can be motivated by the use of the Internet in the classroom.

Perceptions toward student motivation is another concern when experience is taken into account. Regarding the responses, one can easily deduce that participants of all degrees of experience agree that students can be motivated by the use of the Internet in the classroom.

Table 33: The correlation between experience and motivating Students by the use of the Internet

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	0	0	1	7	6	14
	0,0%	0,0%	7,1%	50,0%	42,9%	100,0%
11-15 years	0	0	4	7	8	19
	0,0%	0,0%	21,1%	36,8%	42,1%	100,0%
6-10 years	1	2	3	26	24	56
	1,8%	3,6%	5,4%	46,4%	42,9%	100,0%
More than 16 years	0	0	2	4	8	14
	0,0%	0,0%	14,3%	28,6%	57,1%	100,0%

However, one participant from the 6-10 years' experience strongly disagreed with the idea of motivating students by the use of the Internet in class. 2 more participants from this group also disagreed with the idea. Despite the disagreements of a small number of participants, more than half of the responses show a positive attitude in the case of motivation and experience.

6. Students can improve their English skills through the use of the Internet.

Responses given to this item in the questionnaire reveal some interesting results regarding the years of experience. One of the participants from the least experienced teachers did not believe that students can improve their English skills through the use of the Internet while other agreed or strongly agreed with this idea.

Table 34: The correlation between experience and improving English skills through the use of the Internet

	1,0	3,0	4,0	5,0	Total
1-5 years	1	0	3	10	14
	7,1%	0,0%	21,4%	71,4%	100,0%
11-15 years	0	3	9	7	19
	0,0%	15,8%	47,4%	36,8%	100,0%
6-10 years	1	3	21	31	56
	1,8%	5,4%	37,5%	55,4%	100,0%
More than 16 years	0	2	3	9	14
	0,0%	14,3%	21,4%	64,3%	100,0%

On the other hand, participants from the most experienced group mostly strongly agreed that students can improve English skills through the use of the Internet. In short, participants from all age and experience groups mostly agreed with this item.

7. Students will be more attentive in Internet-assisted English language teaching classes.

Responses given to this item reveal that participants expect students to be more attentive in IALT classes. The group who agrees with this idea the most is the least experienced group. Teachers having experience from 6 to 10 years seem to share relatively negative perceptions.

Table 35: The correlation between experience and perceptions on Students' Attending IALT classes

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	0	1	2	5	6	14
	0,0%	7,1%	14,3%	35,7%	42,9%	100,0%
11-15 years	0	2	5	6	6	19
	0,0%	10,5%	26,3%	31,6%	31,6%	100,0%
6-10 years	2	5	11	20	18	56
	3,6%	8,9%	19,6%	35,7%	32,1%	100,0%
More than 16 years	0	0	5	2	7	14
	0,0%	0,0%	35,7%	14,3%	50,0%	100,0%

8. I am competent to use Internet-based materials and activities in the classroom.

Compared to more experienced teachers, less experienced one feel more competent and confident to use Internet-based materials and activities in the classroom.

Table 36: The correlation between experience and teachers' competency to use IALT based materials and activities in class

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	0	1	1	5	7	14
	0,0%	7,1%	7,1%	35,7%	50,0%	100,0%
11-15 years	0	2	1	9	7	19
	0,0%	10,5%	5,3%	47,4%	36,8%	100,0%
6-10 years	1	0	4	26	25	56
	1,8%	0,0%	7,1%	46,4%	44,6%	100,0%
More than 16 years	0	1	5	6	2	14
	0,0%	7,1%	35,7%	42,9%	14,3%	100,0%

9. I would like to use Internet-based materials and activities in my classroom as much as possible.

According to the table of results below, except from the second group (6-10 years), participants showed a positive overall desire. Teachers of the second group felt more hesitant. Especially, 2 participants from this group stated that they strongly disagree with this idea. Similarly, "disagree" option was checked by 2 participants.

Table 37: The correlation between experience and desire to use IALT based materials in class

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	0	0	5	3	6	14
	0,0%	0,0%	35,7%	21,4%	42,9%	100,0%
11-15 years	0	2	1	8	8	19
	0,0%	10,5%	5,3%	42,1%	42,1%	100,0%
6-10 years	2	2	4	23	25	56
	3,6%	3,6%	7,1%	41,1%	44,6%	100,0%
More than 16 years	0	0	4	5	5	14
	0,0%	0,0%	28,6%	35,7%	35,7%	100,0%

10. I know what technology can and can't do in terms of language teaching.

Regarding this item and its results, most of the participants seem to know what technology can and cannot do in terms of language teaching. One interesting outcome to point out is that the most experienced teachers felt less confident.

Table 38: The correlation between experience and knowing what technology can and can't do in terms of language teaching

	2,0	3,0	4,0	5,0	Total
1-5 years	1 7,1%	1 7,1%	10 71,4%	2 14,3%	14 100,0%
11-15 years	1 5,3%	2 10,5%	9 47,4%	7 36,8%	19 100,0%
6-10 years	0 0,0%	17 30,4%	24 42,9%	15 26,8%	56 100,0%
More than 16 years	0 0,0%	6 42,9%	7 50,0%	1 7,1%	14 100,0%

11. I know how learner autonomy can be fostered by Internet-assisted language learning.

When it comes to rate the knowledge of fostering learner autonomy by IALL, most of the teachers from all experience groups feel confident. Considering the results, none of the participants chose “extremely poor” option, which shows that this topic is well known by the participants.

Table 39: The correlation between experience and knowing how learner autonomy can be fostered by Internet-assisted language learning

	2,0	3,0	4,0	5,0	Total
1-5 years	0 0,0%	1 7,1%	10 71,4%	3 21,4%	14 100,0%
11-15 years	1 5,3%	3 15,8%	7 36,8%	8 42,1%	19 100,0%
6-10 years	1 1,8%	16 28,6%	28 50,0%	11 19,6%	56 100,0%
More than 16 years	0 0,0%	7 50,0%	5 35,7%	2 14,3%	14 100,0%

12. I know what kinds of interactivity computers can offer in terms of language learning.

Participants who are experienced for more than 16 years felt so non-assertive that none of them rated their knowledge excellent. This outcome highlights an important point in language teaching. On the other hand, less experienced teachers feel more confident when it comes to know what kinds of interactivity computers can offer in terms of language learning.

Table 40: The correlation between experience and knowing what kinds of interactivity computers can offer in terms of language learning

	2,0	3,0	4,0	5,0	Total
1-5 years	0	0	11	3	14
	0,0%	0,0%	78,6%	21,4%	100,0%
11-15 years	2	2	8	7	19
	10,5%	10,5%	42,1%	36,8%	100,0%
6-10 years	1	14	28	13	56
	1,8%	25,0%	50,0%	23,2%	100,0%
More than 16 years	1	3	10	0	14
	7,1%	21,4%	71,4%	0,0%	100,0%

13. I know what the current focuses of research in Internet-assisted language learning are.

A notable outcome is that none of the participants from the most experienced group rated excellent in this questionnaire. This result reveals an interesting data which suggests that experienced teachers are far from the current focuses of research in IALL. Similarly, 8 teachers from the second group (6-10 years) rated their knowledge of the current focuses under average, which is an intriguing result.

Table 41: The correlation between experience and knowing what the current focuses of research in Internet-assisted language learning are

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	0 0,0%	2 14,3%	3 21,4%	6 42,9%	3 21,4%	14 100,0%
11-15 years	1 5,3%	2 10,5%	6 31,6%	3 15,8%	7 36,8%	19 100,0%
6-10 years	1 1,8%	8 14,3%	24 42,9%	15 26,8%	8 14,3%	56 100,0%
More than 16 years	0 0,0%	3 21,4%	5 35,7%	6 42,9%	0 0,0%	14 100,0%

14. I know what the main differences between a behaviorist design and a constructivist design are.

Main differences between a behaviorist design and the constructivist design are known the best by participants in the third group who are experienced for at least 1 years; on the other hand, these terms are interestingly not recognized by relatively less experienced teachers in the second group (6-10 years).

Table 42: The correlation between experience and knowing what the main differences between a behaviorist design and a constructivist design are

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	0 0,0%	3 21,4%	1 7,1%	6 42,9%	4 28,6%	14 100,0%
11-15 years	1 5,3%	5 26,3%	5 26,3%	1 5,3%	7 36,8%	19 100,0%
6-10 years	6 10,7%	10 17,9%	14 25,0%	18 32,1%	8 14,3%	56 100,0%
More than 16 years	1 7,1%	2 14,3%	5 35,7%	4 28,6%	2 14,3%	14 100,0%

15. *I know how the use of Podcasting can help to improve language learning.*

Benefits of Podcasting seem to be best known by the third group which is formed by the teachers who are experienced for at least 11 years. On the other hand, teachers experienced for at least 6 years seem to know about the benefits of using Podcasting the least. Interestingly, 2 participants in this experience group rated their knowledge extremely poor.

Table 43: *The correlation between experience and knowing how the use of Podcasting can help to improve language learning*

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	0 0,0%	1 7,1%	4 28,6%	8 57,1%	1 7,1%	14 100,0%
11-15 years	0 0,0%	3 15,8%	4 21,1%	3 15,8%	9 47,4%	19 100,0%
6-10 years	2 3,6%	7 12,5%	18 32,1%	24 42,9%	5 8,9%	56 100,0%
More than 16 years	0 0,0%	1 7,1%	6 42,9%	4 28,6%	3 21,4%	14 100,0%

Participants showed a neutral overall reaction; however, the least confident groups seem to be the relatively less experienced ones.

16. *I know advantages and disadvantages of hypertext and multimedia in language learning.*

The most experienced groups showed the least confidence in the topic of advantages and disadvantages of hypertext and multimedia in language learning. Especially, teachers who are experienced for more than 16 years felt less confident than others.

Table 44: The correlation between experience and knowing advantages and disadvantages of hypertext and multimedia in language learning

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	0	1	2	8	3	14
	0,0%	7,1%	14,3%	57,1%	21,4%	100,0%
11-15 years	2	2	3	6	6	19
	10,5%	10,5%	15,8%	31,6%	31,6%	100,0%
6-10 years	2	7	20	23	4	56
	3,6%	12,5%	35,7%	41,1%	7,1%	100,0%
More than 16 years	1	3	6	3	1	14
	7,1%	21,4%	42,9%	21,4%	7,1%	100,0%

17. I know in what ways computer games can help to improve language learning.

Participants from all experience groups generally showed a positive reaction to knowing in what ways computer games can help to improve language learning. Teachers from the first group (1-5 years) showed the highest confidence in using computer games to improve language learning.

Table 45: The correlation between experience and knowing in what ways computer games can help to improve language learning

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	0	0	2	9	3	14
	0,0%	0,0%	14,3%	64,3%	21,4%	100,0%
11-15 years	0	2	4	5	8	19
	0,0%	10,5%	21,1%	26,3%	42,1%	100,0%
6-10 years	0	3	12	29	12	56
	0,0%	5,4%	21,4%	51,8%	21,4%	100,0%
More than 16 years	1	2	3	6	2	14
	7,1%	14,3%	21,4%	42,9%	14,3%	100,0%

18. I know how computer-based learning materials can help the study of literature.

Using computer-based learning materials in class seems to be a challenge for the most experienced teachers in this study. %7,1 (N=1) of the participants in the last group (more

than 16 years) felt extremely poor in this topic. It is interesting that none of the participants in this experience group felt excellent in terms of knowing how computer-based materials can help the study of literature.

Table 46: The correlation between experience and knowing how computer-based learning materials can help the study of literature

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	1 7,1%	0 0,0%	3 21,4%	9 64,3%	1 7,1%	14 100,0%
11-15 years	1 5,3%	2 10,5%	3 15,8%	6 31,6%	7 36,8%	19 100,0%
6-10 years	2 3,6%	10 17,9%	23 41,1%	15 26,8%	6 10,7%	56 100,0%
More than 16 years	1 7,1%	3 21,4%	3 21,4%	7 50,0%	0 0,0%	14 100,0%

19. I know how the use of corpora and concordances can help to improve language learning.

Results of this item are highly interesting in terms of years of experience. 7,1 (N=4) of the teachers in the second group (6-10 years) especially found their knowledge of the use of corpora and concordances extremely poor; moreover, 9 of them expressed that their knowledge in this area is below average. On the other hand, 43 participants in this group found themselves average and above average.

Table 47: The correlation between experience and knowing how the use of corpora and concordances can help to improve language learning

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	0	2	2	6	4	14
	0,0%	14,3%	14,3%	42,9%	28,6%	100,0%
11-15 years	2	2	4	6	5	19
	10,5%	10,5%	21,1%	31,6%	26,3%	100,0%
6-10 years	4	9	16	18	9	56
	7,1%	16,1%	28,6%	32,1%	16,1%	100,0%
More than 16 years	1	2	6	2	3	14
	7,1%	14,3%	42,9%	14,3%	21,4%	100,0%

Also, the most experienced teachers showed a positive reaction and rated their knowledge mostly average.

20. *I know how the use of Virtual learning environments can help to improve language learning.*

As can be seen from the table below, teachers of the first group (1-5 years) showed a positive reaction in general. Only 2 participants in this group rated their knowledge below average. Another notable outcome came from the third group which includes teachers who are experienced between 11 and 15 years. %31,6 (N=6) of the participants in this group rated their knowledge average and 3 of them believe they are below average.

Table 48: The correlation between experience and knowing how the use of Virtual learning environments can help to improve language learning

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	0	2	1	7	4	14
	0,0%	14,3%	7,1%	50,0%	28,6%	100,0%
11-15 years	0	3	6	4	6	19
	0,0%	15,8%	31,6%	21,1%	31,6%	100,0%
6-10 years	2	1	13	24	16	56
	3,6%	1,8%	23,2%	42,9%	28,6%	100,0%
More than 16 years	0	1	3	7	3	14
	0,0%	7,1%	21,4%	50,0%	21,4%	100,0%

The most experienced teachers in this study generally showed a positive reaction when asked if they know how the use of Virtual learning environments can help to improve language learning.

21. I know how the use of Youtube can help to improve language learning.

Youtube is now an inevitable teaching tool in the world of education. With the growing technology, all teachers from all backgrounds feel the urge to make use of Youtube in teaching. However, in this survey, teachers generally found their knowledge in this area below average or average.

Table 49: The correlation between experience and knowing how the use of Youtube can help to improve language learning

	2,0	3,0	4,0	5,0	Total
1-5 years	1	1	5	7	14
	7,1%	7,1%	35,7%	50,0%	100,0%
11-15 years	2	3	5	9	19
	10,5%	15,8%	26,3%	47,4%	100,0%
6-10 years	0	10	24	22	56
	0,0%	17,9%	42,9%	39,3%	100,0%
More than 16 years	1	3	6	4	14
	7,1%	21,4%	42,9%	28,6%	100,0%

First group (1-5 years) mostly found their knowledge above average or excellent, which means that they know how to make use of Youtube in class. on the other hand, participants in the second group (6-10 years) interestingly felt less confident. %17,9 (N=10) of this group found themselves under average. Most of the most experienced teachers also showed a negative reaction and felt under average.

22. I know how the use of Internet blogs can help to improve language learning.

According to the results of this item, some of the participants having 6-10 years of experience show a neutral reaction when asked if they know how the use of Internet blogs can help to improve language learning. On the other hand, relatively new teachers agreed and strongly agreed.

Table 50: The correlation between experience and knowing how the use of Internet blogs can help to improve language learning

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	0	0	0	8	6	14
	0,0%	0,0%	0,0%	57,1%	42,9%	100,0%
11-15 years	0	1	4	6	8	19
	0,0%	5,3%	21,1%	31,6%	42,1%	100,0%
6-10 years	1	1	16	28	10	56
	1,8%	1,8%	28,6%	50,0%	17,9%	100,0%
More than 16 years	1	0	4	7	2	14
	7,1%	0,0%	28,6%	50,0%	14,3%	100,0%

Teachers in the third group in the experience ordering mostly agreed; however, one participant in this group disagreed and %21,1 (N=4) preferred to stay neutral. The most experienced teachers generally agreed but one teacher in this group disagreed with others. Overall, participants from all experience group showed more than a neutral reaction to this item in the questionnaire.

23. I know how the use of text-to-speech technology can help to improve language learning.

Participants, especially second group in experience ordering, showed negative reactions to knowing how the use of text-to-speech technology can help to improve language learning.

Table 51: The correlation between experience and knowing how the use of text-to-speech technology can help to improve language learning

	1,0	2,0	3,0	4,0	5,0	Total
1-5 years	1 7,1%	1 7,1%	1 7,1%	7 50,0%	4 28,6%	14 100,0%
11-15 years	2 10,5%	0 0,0%	5 26,3%	4 21,1%	8 42,1%	19 100,0%
6-10 years	5 8,9%	8 14,3%	15 26,8%	20 35,7%	8 14,3%	56 100,0%
More than 16 years	0 0,0%	3 21,4%	4 28,6%	5 35,7%	2 14,3%	14 100,0%

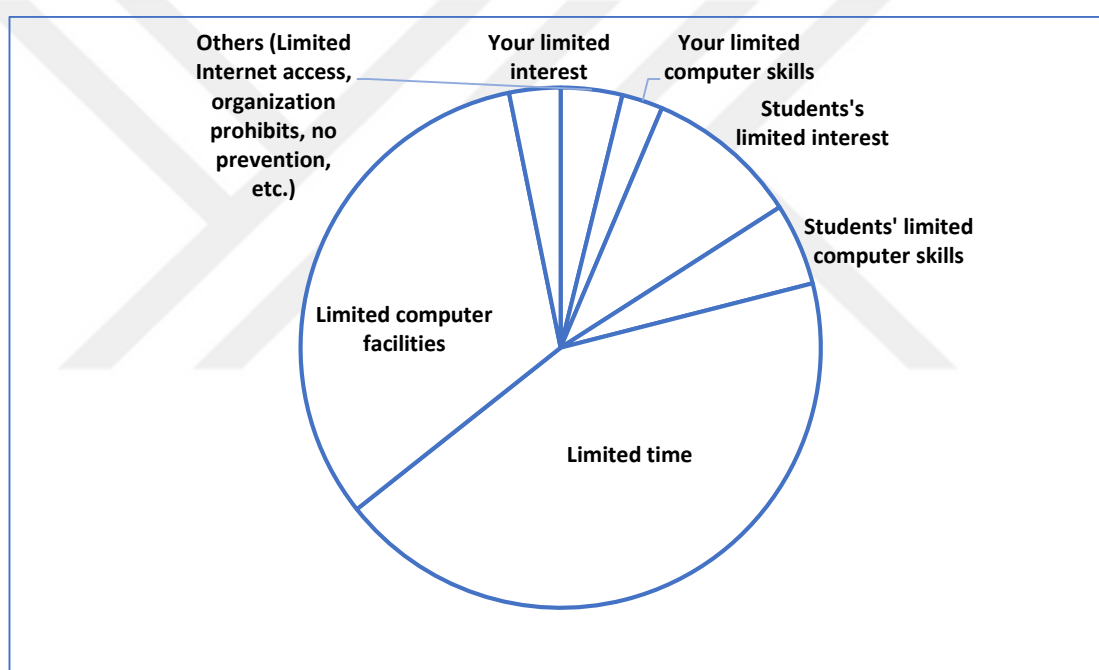
Except from the teachers who have 1 to 5 years of experience, participants mostly rated their knowledge in the use of text-to-speech technology average. It seems that only less experienced teachers, who are closer to the technology, feel confident in terms of knowing and applying text-to-speech technology in language learning classes.

4.6. Overall Discussions of Research Questions

What are the major factors that prevent instructors from implementing Internet-assisted technologies in their foreign language classes?

The first research question aimed to identify the factors that prevent instructors from implementing Internet-assisted technologies in their foreign language classes. Notably, the highest option chosen by instructors is limited time to implement IALT in language classes. In other words, teachers tend to take advantage of Internet technologies but they do not have a chance to spare time for these technologies. Another factor that limits the use of Internet technologies in class is limited computer facilities. Apparently, the most checked factors are the same in terms of their nature, which means that they are both external factors that lead to limitations of using IALT. Third most checked factor by participants is students' limited interest. As the learners are the native speakers of the digital language, they are accustomed to use the Internet technologies so they may show little interest to what is emphasized by teachers. The least checked options are students' limited computer skills and participants' limited computer skills. In this Internet era, this result should not surprise people as the learners are the masters of the Internet and teachers

do their best to follow this trend in teaching. Participants also checked “others” option to state that limited Internet access and organization prohibits also prevent Internet use in their classes. This general picture characterized by the results helps us to understand that external constraints lead to limitations to the implementation of the Internet use in language teaching. In this respect, Kilimci (2010) stated that it might be difficult for teachers to implement ICT in their classes as the technology is rapidly developing. However, it is essential for teachers to have the knowledge to use the Internet and computer technologies in class. On the other hand, teachers might feel reluctant to use the Internet in class as some students are very competent in technology (Chapman, 2007). Apparently, factors that affect the amount of the Internet use in classroom may be affected by many varieties as aforementioned in this study.



Graph 7: Barriers to the implementation of IALT

Teachers’ attitudes to these factors mostly depend on the personal knowledge of IALT practices. Other factors affecting the implementation of IALT are generally related to outside factors such as limited time and limited computer facilities. Instructors and teachers feel the pressure from the outside but it seems very hard to spare time for these practices as they require time and effort and also knowledge to implement IALT in teaching. In some schools, computer facilities or the Internet connection are seen as the obstacles when implementing Internet related technologies in teaching. A study done by Kansal, Nath, Liu, & Zhao (2007) also supports the result that teachers could use these technologies if they received proper training. Similarly, Gülbahar (2007) stated that

teacher found themselves competent enough to integrate Internet-based technologies into their classes but they needed the necessary training to do so. Obviously, participants in this study find themselves knowledgeable in the area of technology; however, external factors prevent them make use of their abilities and implement their knowledge in teaching.

Is there any correlation between years of experience and integration of technology into language classroom?

The use of modern technologies and resources in education plays an important role in the way of teaching foreign languages. For this reason, it is certainly necessary to increase the knowledge of the informational technology in this field. In order to be able to answer this research question, participants' experience and their responses were compared. A conspicuous outcome that came out as a result of this research question was the correlation between years of experience and integration of technology into language classroom. Regarding the responses given to research questions and the years of experience of the participants, it can be inferred that these two variables may show an alteration depending on the research questions. While some results show positive correlations, some responses show negative relationship between variables, which means that one variable's value increases while other variables' values go down. There is remarkable negative correlation between the variables in item 2; 2 of the participants whose experience range from 6 to 10 years strongly disagreed with the idea that Internet resources can replace textbook while other participants' opinion was quite the opposite. On the other hand, less experienced teachers stated that they find it easy to find materials on the Internet while more experienced ones showed a little interest to finding materials using the Internet. When all the responses analyzed, it can be concluded that teachers' knowledge and the use of the Internet show big differences according to years of experience. The more the years of experience, the less they benefit from the affordances of the IALT. Less experienced teachers use the Internet more for educational purposes according to a research by the National Center for Educational Statistics in 2006. However, according to a study by Niederhauser & Stoddart (2001), no such differences were found. Although more experienced teachers feel less confident about the implementation of IALT, they show eagerness to learn.

How do instructors rate the effectiveness of implementing IALT in foreign language classes?

Results on the effectiveness of implementing IALT showed that they mostly agreed with the idea that Internet can replace books, which means Internet tools can be used for teaching purposes instead of traditional books. Instructors also agreed that it was easy to find ESL/EFL materials on the Internet. With the advent technology, Internet has become an inevitable resource for teachers; therefore, they are always online looking for new materials, lesson plans, games, etc. so it is not surprising for teachers to find it easy to find materials on the web. There is a strong agreement on the Internet's overall positive effect on learning and motivation of the learners. This result is worth mentioning as it shows a positive perception toward IALT in accordance with other results of the study. It also supports the outcomes of the original study by Shin&Son (2007) and another study by Çelik (2013) as the results match those gained from the current study. However, there seems to be some limitations stated by the participants such as students' little interest or the teachers' lack of knowledge on how to use the Internet. Regardless of the limitations, teachers need to find an alternative way to make use of the Internet to maintain effective EFL instruction. To provide better implementation of Internet-assisted language teaching, teachers need to be competent enough to use the Internet based materials in class. As can be understood from the results, teachers mostly showed positive reaction, which means that they found themselves competent enough to implement web-based materials in foreign language teaching. According to the results of the study by Shin&Son (2007), it was concluded that a teacher training program to develop professionally would be effective. It was also believed that teachers could show more interest and willingness toward the use of Internet-based materials and activities in class. Professional development is a never-ending process so it is always a good idea to be trained to understand the pedagogical and technical aspects of IALT.

How do instructors rate their own knowledge of implementing Internet technologies in foreign language classes?

The last research question aimed to identify the instructors' knowledge of Internet technologies from a pedagogic view. Instructors responses showed that they rate their technology knowledge above average which shows an improvement when compared to Celik's study (2013). In the original study, respondents rated their knowledge of Internet

technologies and instructional tools average; however, they assessed themselves above average in the current study. While some respondents stayed hesitant when asked if learner autonomy could be fostered by Internet-assisted language learning or not, most of them showed a relatively positive reaction. Considering the responses, fostering learner autonomy by applying IALT seems to be acceptable and understandable by instructors. There is no doubt that by using the Internet, students can improve both receptive and productive skills by themselves. Apart from improving skills, students may be encouraged to participate in virtual words to socialize in the target language so that they can exchange ideas and do research on their own. The role of the teacher in this case is to create the necessary environment and facilitate learning. Results gathered from this study revealed consistency with previous studies. Başöz & Çubukçu (2014) also conducted a study on the attitudes of pre-service EFL teachers of English towards using computers in language teaching, which similarly revealed positive attitudes of teachers towards the use of technology in language teaching.

4.7. Conclusion

This chapter of the study aimed to present the analysis of the results of the study and discussion about the quantitative data. The research questions were answered in the light of the numerical analysis of data collected through a questionnaire. To analyze the quantitative data, different statistical procedures were applied. Then, the data was interpreted referring to the statistical analysis.

CHAPTER IV

CONCLUSION

5.0. Presentation

This chapter mainly presents the brief summary of the study, implications for foreign language teachers and suggestions for further research. In summary part, brief information about the parts of this study is given. Implications for foreign language teachers part represents the current situation and suggestions for further studies are given in the last part.

5.1. Summary

This study investigated the overall perception of EFL instructors toward the use of Internet technologies in foreign language classes and their knowledge of these technologies. Quantitative research method was preferred to collect data. The study was carried out with EFL instructors employed at preparatory schools of various universities in Ankara.

The first chapter of the study mainly focuses on the introduction of the research by giving information about the background of the study, statement of the problem, research questions and significance of the study. Definitions of the terms and abbreviations were also mentioned in this chapter.

The second part of the study represents the review of literature on educational technology beginning from the first use of technology in class. Following this, use of technology and the Internet in Turkey were respectively presented. Technology and the notion of “Autonomy” in language teaching, the relationship between technology and learning were touched upon. Some related learning techniques such as Computer Assisted Language Learning and Internet Assisted Language Learning were discussed in detail. Also, the difficulties in the utilization of technology in language classrooms and previous studies were mentioned in this chapter.

The third part of the study portrays the methodology of the study. Firstly, research questions and the research design of the study were described in depth. Research methods were introduced and elaborated. In the current study, a quantitative research method was employed. A questionnaire consisting of 2 main parts was administered with 103 EFL instructors from various universities in Ankara. The results of the quantitative data were analyzed employing SPSS 22.

The fourth part of the study represents the results of the quantitative data and discussion of the research questions one by one. The results of the study were examined under different titles and parts. To get meaningful results, some descriptive and correlational procedures were applied.

Results of the study indicated that Turkish EFL instructors generally have positive perceptions toward the use of the Internet for teaching purposes while some instructors find it difficult to integrate Internet related materials into their foreign language classes. The overall positive perceptions towards the implementation of the Internet into language teaching support the idea of promoting Internet-related methods and approaches and integrating them into curriculum. Difficulties seem to be caused because of the vast amount of information and materials on the WEB and the lack of competence to make use of them. Also, teachers' main concern is not about the equipment or facilities, but about using the resources correctly and effectively. Another problem that instructors encounter while they are seeking information on Internet-related materials online is time limitation. It is a stubborn fact that teachers are stuck between finding materials and integrating them into their teaching. Therefore, it seems that teachers lack information about methodological trends in teaching as they do not have enough time to follow and implement these trends in class. For this reason, teachers need to be educated to develop Internet literacy and integration skills to blend technology and teaching. Certain initiatives might be taken to equip teachers with modern methodology through professional development programs. For example, online technologies can be used to enable teachers become familiar with the recent technologies and methodologies in foreign language teaching. Mobile technologies and applications may be useful in this regard. Also, technology tools can be used in pre-service training in order to connect pre-service teachers to real classroom environments. In this way, pre-service teachers can be acquainted with modern technology and teaching ways so that they do not have difficulty when they want to be known as skilled and preferable teachers in the field. If all EFL

instructors take courses to improve Internet skills, EFL instruction using the Internet resources can be developed more consistently and effectively.

As it can be clearly understood from the results of this study, the Internet has the potential to enhance instruction and to motivate learners to become more active in foreign language classes. The goal of technology based instruction was to make students more “computer literate” (Eib, 2001). It did not just mean operating a computer correctly, but implementing technology effectively. This education method asks students to become a part of the lesson, fulfill tasks and recognize how technology might be helpful in terms of learning and use it accordingly. As a result, they become engaged, active in class and responsible for their own learning.

5.2. Implications for Foreign Language Teachers

The Internet-based platform has been made available by the integration of websites that contain EFL/ESL materials to be used in language classes so that language education becomes interactive and learners get the unique opportunity to become active so they could learn by doing rather than sitting passively and listening to the teacher to absorb knowledge. In this way, language classes can become ALIVE that stands for Authenticity, Literacy, Interaction, Vitality and Empowerment (Warschauer, Shetzer, & Meloni, 2000). It is generally difficult especially for beginner level learners as it is difficult to learn in a contextualized environment. Thus, these websites bear a great pedagogical value to develop the language proficiency of foreign language learners.

Application of online EFL materials has created a new environment where learners can take part actively and learn in a more engaging way, which provides efficient and effective learning. Many linguistic and educational goals such as autonomous learning skills, collaborative skills, cross-cultural learning, etc. could be accomplished with the help of EFL websites (Warschauer et al., 2000). Internet-assisted learning provides better communication skills, enhances learning, promotes creative skills, develops student motivation, raise awareness and directs students to learn by themselves which fosters learner autonomy (Yang & Chen, 2007).

However, there are some concerns that should be taken into consideration when implementing IALT in foreign language teaching. Firstly, the Internet contains infinite

number of materials so teachers may feel themselves lost in the world of information. Directing students to use web-based materials without giving any guidance and information would be so unrealistic so it is essential for teachers to limit the amount of information to be used by students. In order to accomplish this, teachers need to provide their students with necessary information by selecting useful websites and activities carefully and monitoring students on a regular basis. Another concern is ensuring relevancy. There should be a match between the materials and the levels of learners. Teaching and learning can only be possible if reasonable and achievable goals are set with the necessary materials. Also, Internet knowledge of teachers play an important role in effective implementation of IALT. Teachers need to be more active and critical of their own web knowledge. With this regard, institutions play an important role in supporting the meaningful use of the Internet for teaching purposes.

For the successful application of Internet-assisted language teaching (IALT), teachers need to be ready and willing to adopt a new role as a facilitator to foster self-learning and use the technological tools in an effective way. However, it should not be forgotten that the Internet is not a magic wand to solve all the problems related to teaching English.

5.3. Limitations of the Study

This study is carried out on a small number of instructors from various universities in Ankara; for this reason, the results of this study are specific to random participants and cannot be generalized for all preparatory schools in Turkey. Also, it was difficult to reach more instructors in limited time by sending them E-mails; either they ignored or were not eager to spare time.

5.4. Suggestions for Further Studies

This study has some certain limitations which should be taken into account when evaluating the results. This study is limited to Turkish EFL instructors employed at Turkish universities in Ankara. For further studies, a cross-national study seeking to find out the effects of Internet technologies can be conducted and according to the results of the study, language learning programs can be reshaped considering the needs. Another limitation of the study is the small sample size. Also, data collection procedure and examination of the data can also be criticized. However, these limitations can help to do a deeper research on this topic.

5.5. Final Word

The last chapter of this study represents a summary of the study to show what has been studied through all chapters. Every process of the research has been expressed in detail. It should not be ignored that Internet technologies provide a great amount of information and opportunities; however, teachers are the number one facilitators to make learning possible through these technologies.



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APPENDICES

APPENDIX A: QUESTIONNAIRE

This questionnaire aims to identify the EFL teachers' perceptions and perspectives on Internet-assisted language teaching. Thank you very much for agreeing to participate. The information provided by you in this questionnaire will be used for research purposes. It will not be used in a manner which allows identification of your individual responses.

Yours.

Özden ÖZTOK

1. Work experience
 - a. 1-5 years
 - b. 6-10 years
 - c. 11-15 years
 - d. More than 16 years

2. Graduation (Indicate all the degrees you have: e.g. ELT: BA/Linguistics: MA)
 - a. ELT (BA/MA/PhD)
 - b. English Language and Literature (BA/MA/PhD)
 - c. American Culture and Literature (BA/MA/PhD)
 - d. Linguistics (BA/MA/PhD)
 - e. Translation and Interpretation (BA/MA/PhD)
 - f. Other (BA/MA/PhD)

3. How frequently do you utilize the World Wide Web (WWW) in learning and finding information on teaching:
- a. Never
 - b. Once a year
 - c. Once a week
 - d. Several times per week
4. I utilize the World Wide Web (WWW) in learning and finding information on teaching: (Choose any that applies)
- a. Reading
 - b. Writing
 - c. Speaking
 - d. Listening
 - e. Grammar
 - f. Vocabulary
5. Please select the reasons preventing Internet use in the classroom: (Choose any that applies)
- a. Students' limited computer skills
 - b. Your limited computer skills
 - c. Students' limited interest
 - d. Your limited interest
 - e. Limited time
 - f. Limited computer facilities
 - g. Other

6. Indicate the Internet resources or technologies you are accustomed to use in language teaching: (Choose any that applies)

- a. () Youtube
- b. () Blogs
- c. () Wikipedia
- d. () Facebook
- e. () Moodle
- f. () MSN Messenger
- g. () Live Mocha
- h. () Rosetta Stone
- i. () E-mail
- j. () Chat
- k. () Hot Potatoes
- l. () Adobe Connect Pro
- m. () Second Life
- n. () Kahoot
- o. () Ted Talks
- p. () Quizlet
- q. () Other

Dear Colleague,

7. Please read the following statements, and tick the box that most closely corresponds your opinion.

Strongly Disagree Disagree Neutral Agree Strongly Agree

(1) (2) (3) (4) (5)

1	Internet tools can be used for teaching purposes.	()	()	()	()	()
2	Internet resources can replace textbooks.	()	()	()	()	()
3	It is easy to find ESL/EFL materials on the Web.	()	()	()	()	()
4	ESL/EFL Websites are useful for teaching English.	()	()	()	()	()
5	Students can be motivated by the use of the Internet in the classroom.	()	()	()	()	()
6	Students can improve their English skills through the use of the Internet.	()	()	()	()	()
7	Students will be more attentive in Internet-assisted English language teaching classes.	()	()	()	()	()

8	I am component to use Internet-based materials and activities in the classroom.	()	()	()	()	()
9	I would like to use Internet-based materials and activities in my classroom as much as possible.	()	()	()	()	()

Dear Colleague,

8. Please read the following statements, and tick the box that most closely corresponds your opinion.

Extremely poor Below Average Average Above Average Excellent

(1) (2) (3) (4) (5)

10	I know what can and can't technology do in terms of language teaching.	()	()	()	()	()
11	I know how learner autonomy can be fostered by Internet-assisted language learning.	()	()	()	()	()
12	I know what kinds of interactivity computers can offer in terms of language learning.	()	()	()	()	()
13	I know what the current focuses of research in Internet-assisted language learning are.	()	()	()	()	()

14	I know what the main differences between a behaviorist design and a constructivist design are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I know how the use of Podcasting can help to improve language learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I know advantages and disadvantages of hypertext and multimedia in language learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I know in what ways computer games can help to improve language learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	I know how computer-based learning materials can help the study of literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	I know how the use of corpora and concordances can help to improve language learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	I know how the use of Virtual learning environments can help to improve language learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	I know how the use of Youtube can help to improve language learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22	I know how the use of Internet blogs can help to improve language learning.	()	()	()	()	()
23	I know how the use of text-to-speech technology can help to improve language learning.	()	()	()	()	()



APPENDIX B: PERMISSION FOR THE QUESTIONNAIRE

05.08.2019

Çankaya Üniversitesi Webmail :: Re: Anket kullanımı hakkında

Mobile view [Hakkında](#) [Destek Al](#)

ozdenoztok@ankaya.edu.tr [Kapat](#)



ÇANKAYA ÜNİVERSİTESİ webmail

[E-Posta](#)

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[Geri](#) [E-Posta Yaz](#) [Yanıtla](#) [Tümüne Y](#) [İlet](#) [Sil](#) [Taşı](#) [Yazdır](#) [İşaretle](#) [Daha Fazla](#)

Gelen

[Drafts](#)

[Sent](#)

[Trash](#)

[Taslaklar](#)

[Giden](#)

[İstenmeyen](#)

[Çöp](#)

[Junk Mail](#)

[Notes](#)

Re: Anket kullanımı hakkında

Posta: 1 / 1

Gönderen: Serkan Çelik [i+](#)
Alıcı: Özden ÖZTOK [i+](#)
Tarih: 12-04-2019 17:48

Merhaba Özden,
Anketi kullanabilirsin, iyi çalışmalar dilerim..

12 Nis 2019 Cum, saat 14:36 tarihinde Özden ÖZTOK <ozdenoztok@ankaya.edu.tr> şunu yazdı:

Merhaba hocam, Ufuk Üniversitesi İngiliz Dili Eğitimi Bölümü'nde devam eden yüksek lisans tez araştırmamı Internet-Assisted Teaching (IALT) konusunda yapıyorum ve bu konuda 2013 yılında yayınlanan 'Internet-assisted technologies for English language teaching in Turkish universities' başlıklı makalenizde uyguladığınız anketi eğer izniniz olursa tez araştırmamda kullanmak istiyorum. Olumlu ya da olumsuz bana dönüş yaparsanız çok sevinirim. İyi çalışmalar.

--

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1/1

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı: Özden ÖZTOK

Doğum Yeri ve Tarihi: Kadırlı / 1987

Eğitim Durumu

Lisans Öğrenimi: Gazi Üniversitesi

İngilizce Öğretmenliği

Yüksek Lisans Öğrenimi: Ufuk Üniversitesi

İngiliz Dili Eğitimi

Bildiği Yabancı Diller: İngilizce

İş Deneyimi

Çalıştığı Kurumlar : Çankaya Üniversitesi

Yabancı Diller Bölümü

Hazırlık Eğitimi Birimi

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Tarih : 20/08/2019