Ufuk University
Graduate School of Social Sciences
Department of English Language Teaching

A STUDY OF TEACHERS' ATTITUDES TOWARD COMPUTER TECHNOLOGY AND THEIR USE OF TECHNOLOGY AT THE PREPARATORY SCHOOL OF UFUK UNIVERSITY

Müge GÜNEŞ

Master's Thesis

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KABUL VE ONAY

Müge Güneş tarafından hazırlanan "Ufuk Üniversitesi hazırlık okulundaki İngilizce öğretmenlerinin bilgisayar teknolojisi ve bu teknolojiyi kullanmalarına olan yaklaşımları" başlıklı bu çalışma, 22.06.2015 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 onaylarım.

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Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kâğıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım.

✓ Tezimin tamamı her yerde erişime açılabilir.

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✓ Tezimin 2 yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir.

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In the loving memory of my father, Hasan GÜNEŞ

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ABSTRACT

GÜNEŞ, Müge*. A study of teachers' attitudes toward computer technology and their use of technology at the preparatory school of Ufuk University,* Master's Thesis, Ankara, 2015.

This study examined the attitudes of English language Instructors at Ufuk University Preparatory School toward computer technology and their levels of using technology. Moreover, the factors that affect the use of computers in language teaching practice were also investigated.

17 preparatory school instructors working at the school participated in the study. The data collected through questionnaires distributed to 17 teachers. In order to get in depth results, semi-structured interview were used. All 17 teachers were interviewed.

The findings of the study indicated teachers have positive attitudes toward using computer technology in their teaching experience. The findings of the interview were consistent with the questionnaire data by indicating that teachers use computers for both their personal and educational purposes. Additionally, the results revealed that external and physical factors affect teachers' use of computers.

Key words

Attitudes toward technology, computer technology, computer-assisted language learning.

ÖZET

GÜNEŞ, Müge. *Ufuk Üniversitesi hazırlık okulundaki öğretmenlerin bilgisayar teknolojileri ve teknoloji kullanımlarına olan yaklaşımları,* Yüksek Lisans Tezi, Ankara, 2015.

Bu çalışma, Ufuk Üniversitesi Hazırlık Okulundaki öğretmenlerin bilgisayar teknolojisine olan tutumlarını ve onların teknolojiyi kullanma derecelerini amaçlamıştır. Ayrıca, dil öğretimi uygulamasında bilgisayar kullanımını etkileyen faktörler incelenmiştir.

Bu çalışmaya 17 hazırlık okulu hocası katılmıştır. Veriler 17 öğretmene dağıtılan anketler ile toplanmıştır. Daha ayrıntılı veri toplamak için, yarı yapılandırılmış röportaj kullanılmıştır. Bütün öğretmenler ile görüşülmüştür.

Sonuçlar, öğretmenlerin eğitim yaşantılarında bilgisayar teknolojisini kullanmaya karşı olumlu tutumları olduklarını belirtmiştir. Röportajlar da öğretmenlerin bilgisayarı hem kişisel hem de eğitimsel amaçlar için kullandıklarını doğrulayarak anket verileriyle tutarlı sonuçlar göstermiştir. Bunun yanı sıra, sonuçlar, dış ve fiziki faktörlerin öğretmenlerin bilgisayar kullanımını etkilediğini ortaya koymuştur.

Anahtar Sözcükler

Teknoloji tutumları, bilgisayar teknolojisi, bilgisayar-destekli dil öğrenimi.

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LIST OF ABBREVIATIONS

CALL	: Computer-assisted Language Learning
ICT	: Information and Communication Technology
GTM	: Grammar-translation Method
ALM	: Audio-Lingual Method
CMC	: Computer-mediated Communication
EFL	: English as a Foreign Language
TAM	: Technology Acceptance Model

CHAPTER I

INTRODUCTION

1.0 PRESENTATION

With the aid of modern and new advances in computer and technology, traditional approaches have lost their popularity in language teaching and learning. The computer-based technology provides new approaches and strategies in language teaching. As attitudes combine a very important figure in teaching styles and strategies, this study examines the attitudes of teachers towards computer use in language teaching. This chapter introduces the background to the study and the importance of technology in education. Then the main purpose and scope of research are presented. Lastly, the context of this study and its significance are explained.

1.1 BACKGROUND OF THE STUDY

It is widely known that technology has been a part of everything that people are engaged in. Our world has been computerized so much that the effect of technology can be seen in business, industry and science. Unexampled growth of technology has also affected education which is one of the aspects of life. Students who are born in the Internet age are affected by this change. This change encourages teachers to combine advanced technology with their teaching environment to improve students' learning and their needs. (Zhao, 2007)

Along with its effect in education, the use of computers is also accepted as a trend in language teaching. Because of the fact that everyday language is linked to the

technology, language learning by technology has been vastly important implication of life. (Chappelle, 2001; Brosnan, 1995)

Adopting computers into teaching a language requires some important efforts. “Communicative competence refers to the interactive process in which meanings are produced dynamically between information technology and the world in which we live.” (Rassool, 1999 as cited in Chappelle, 2001: 2). Therefore, anyone who is occupied with language teaching or learning has to understand the tasks about technology.

In recent years, computer-assisted language learning (CALL) has been one of the important aspects in language education. The roots of CALL are short enough to be viewed. For language teaching, computers were first used in 1950s however; it was 1960s that computer-based instructions were developed and used only in higher educational settings. Thanks to the improvement of technology, more practically designed computers have taken place in various types of education. Learning a language by computer technology is a brand new branch of applied linguistics and is developing its directions. (Chappelle, 2001; Beatty, 2003)

Technology in language education can be understood as a tool both for language learning and for development of a society. Thus, technology should not be used by language instructors in order to encourage language education.

They are to help students learn to communicate effectively by technology. (Warschauer, 2002)

Although computer technology provides numerous materials that teachers can easily obtain, a language teacher plays a vital role in using technology properly and making use of the every aspect of technology. In this respect, this study aims to investigate English language instructors’ perceptions and attitudes toward computer technology and their use of technology in their language classes at Ufuk University.

1.2 PURPOSE OF THE STUDY

A considerable amount of study has been managed to discover teachers' feelings about computerized activities in their language teaching experience (Arkın, 2003). In the same manner, several other research studies have also looked at struggles that teachers can encounter during their teaching (Muir-Herzig, 2003). However, any research that investigates foreign language teachers' attitudes toward computer technology use is narrow at the preparatory class of Ufuk University.

This study mainly intended to explore the perceptions and attitudes of English language instructors toward computer technology and their use of technology in their language teaching practices.

The use of computer technology combines e-mailing, lesson preparation, discussions concerning technology and personal purposes at many universities (Russell, Bebell, O'Dwyer & O'Conner, 2003). Likewise, at Ufuk University, English language instructors have started to use digital books in their language classes. In this study, the data were collected from English language instructors working at Ufuk University. At first, their computer usage levels are studied with a quantitative questionnaire and the frequency level of computer use is gained. Second, their attitudes toward ICT (Information and communication technologies) are investigated. Third, computer attributes were also explored. Participants were interviewed through qualitative face-to-face interviews. Both quantitative and qualitative research methods helped the researcher study the attitudes of teachers toward the use of computers and the factors that affect their use of computers in teaching.

1.3 RESEARCH QUESTIONS

The study addresses the following questions:

1. What do English language instructors use computers for?
2. To what extent do the instructors use ICT in language classrooms?
3. What are the Instructors' attitudes towards ICT in general?
4. Is there a correlation between the instructors' attitudes towards ICT in general and their use of computers/ ICT in language classroom?
5. What is the effect of the instructors' educational degree on their attitudes towards computer usage?
6. What is the effect of years of teaching experience on the instructors' attitudes towards computer usage?
7. What are the factors that affect the English language Instructors' use of computers in their classes?

1.4 SIGNIFICANCE OF THE STUDY

Not only the facilities of computer technology but also the way teachers implement it is an important factor in language education. Therefore, the significance of this study is based on the English language instructors' perceptions of and attitudes toward the use of computer technology in language teaching practices. Bonding to this fact, this study is unique since there is almost no study on investigating English language instructors' computer usage and attitudes toward technology at the Preparatory school of Ufuk University. Moreover, it will present information about to what extent and how effectively instructors use computers at the preparatory school.

This study depends on a research methodology that includes both quantitative and qualitative research methods in one study. This study tries to explore the attitudes of instructors toward the computer instruction in their language classes through

both quantitative and qualitative research methods. English instructors' computer usage and perceptions are scrutinized by applying semi-structured face-to-face interviews in detail. Along with interviews, surveys are performed. A mixed method research design has helped this study have reliable understanding about the English instructors' perceptions toward technology and their use of computers in teaching practices.

The significance of this study originates from the fact that it studies instructors' attitudes toward computer technology and enlightens their use in language teaching practices. Corresponding to this, there has not been any study about instructors' attitudes toward computer technologies and use of computers in their classes at the preparatory school of Ufuk University. Therefore, this study is surpassing in its own context in terms of having valuable data variation on English language instructors at Ufuk University and their use of computers in foreign language teaching practices.

Thus, one of the most important parts of this study is that it presents a general outlook of how teachers perceive a computer, what they think about it, how they apply computers in their classes and what factors they are affected.

1.5 CONCLUSION

This chapter provided a short review of the subjects about the attitudes of teachers toward computers and the use of computer technology in language teaching. The second chapter reviews the literature on computer technology, CALL, teachers' attitudes toward implementing CALL programs in their teaching and their roles in using computers in teaching practices. The third chapter gives information about the participants, setting, data collection instruments and reliability of the questionnaire pursued to collect the qualitative and quantitative data. The fourth chapter analyzes the data in depth. The last chapter discusses the results of the study with other studies in literature.

1.6 DEFINITION OF THE TERMS

The terms studied throughout the thesis are defined:

1.6.1 CALL

“Computer-assisted language learning authoring refers to a wide variety of creative development activities using software tools that run the gamut from simple templates to complex authoring environments.” (Otto and Pusack, 2009: 784)

1.6.2 ICT

“Teachers and administrators define ICT (Information and communications technology) as a content to be learned and as a skill to be mastered.”(Hismanoğlu, 2012: 1)

CHAPTER II

LITERATURE REVIEW

2.0 PRESENTATION

This chapter reviews the literature on technology use in language teaching. Particularly it focuses on the effect of computers on education. Firstly, the developmental stages of CALL (Computer-assisted language learning) are provided. Then, advantages and limitations of this technology and ICT (Information and communication technology) are presented in terms of education. Lastly, teachers' attitudes toward computer implementation in their classes are dealt with.

2.1 TECHNOLOGY AND EDUCATION

Technology education and educational technology are two separate properties in terms of education. While technology education is an academic subject area that requires learners to comprehend systems in a scientific way; educational technology is broader. Both teachers and students use educational technologies in the classroom in order to improve learning abilities. Since 1990s, educational technology tools -computers- have been used by teachers in view of the fact that it enhanced students' learning (Loveland, 2012). It is also highlighted that schools have started to invest in computer technologies. Between 1995 and 2001 years, computer-based technology expenses increased. (Russell, Bebell, O'Dwyer & O'Conner, 2003)

Computers started to be used as an educational tool. Teachers implementing GTM (Grammar-translation method) used blackboard for transferring information. Then,

overhead projector replaced blackboard, which was the best for the teacher-centered classes. In 1970s, oral repetition drills gained reputation in language labs. One excellent medium for ALM (Audio-lingual method) was the audiotape. Because there was too much interest in language form, communicative language teaching became active. The technology that supports the idea that one's learning a language in meaningful contexts by taking his responsibility adopts cognitive approach. On the contrary; the technology that highlights learners' language use in social interaction obtains sociocognitive approach. In this approach, both language and form are studied simultaneously with authentic projects. With regard to these concepts, computer technology is an inevitable medium to be used by teachers in teaching a language. Concerning the effect of computer technology, CALL(Computer-assisted language learning) has been influential. (Warshauer and Meskill, 2000)

2.2 TECHNOLOGY AND LANGUAGE EDUCATION

Computers are getting into language classes in large numbers. Instead of printed materials that used to be applied in traditional education, electronic tools are put into practice. Computer applications in foreign language education are similar to the other subject areas. The knowledge inside computer is transmitted to the students. This improves students' communication skills since they can get the sufficient input in cultural context that comprises native speakers.

Along with speaking, word processors can improve the writing skill and effective reading strategies can be acquired in place of word-by-word translation. However, it is not very easy to implement computer technology in foreign language instruction in the field of listening. Developing listening skills necessitate clear pronunciation record. Speaking skill, also, faces a challenge when computer technology is applied to foreign language education. In this sense, it will be hard enough to produce 'natural language' in conversations.

Conclusively, the needs of education cannot always been satisfied with either books or computers. Each instrument has its own strength. In addition, researches show that a teacher is a master who brings about learning in education. (White and Hubbard, 1988)

“The branch of foreign language teaching, could, of course, not stand apart from this process for a long time, so that the computer technology has eventually found its entrance in this field as well.” (Stroia, 2012: 38)

Technology gave many teachers a chance to observe and gain more about masterful knowledge. Information Technology (IT) has remained significant in language instruction with the help of CALL. Applications of technology have appealed to language teachers with the development of new trends in technology such as online materials and courses. Developments in technology and language teaching give rise to the concepts ‘network-based language teaching’ and ‘a second wave of online learning’. Network-based language teaching includes communication and cooperation. The second one goes further language learning by depending on cultural and social discourses. (Arno-Macia, 2012)

For the past three decades, CALL has developed gradually and it has been so widespread in schools in terms of language teaching.

2.2.1 CALL (Computer Assisted Language Learning)

Computer-Assisted Language Learning (CALL) has preserved its acceptance and popularity in foreign language education. Several schools have adopted computers to a great deal of language classes. Therefore, there has been a great amount of study exploring the influence of computers in language classes (Muir-Herzig, 2003). “Inspired by the rapid development of technology from the 1980s, computer has now become an influential component of second language learning pedagogy. Educators recognize that utilizing computer technology and Computer Assisted

Language Learning (CALL) programs can be convenient to create both independent and collaborative learning environments and provide students with language experiences as they move through the various stages of second language acquisition." (Kung, 2002, as cited in Lai and Kritsonis, 2006: 2)

CALL applications have been extensively used in language classrooms. CALL can be employed as an educational tool that is used for encouraging interaction, supporting learners, doing presentation and evaluating materials. CALL provides learners with several opportunities to improve their skills in a more communicative way. Studies show that computer-related technology has a great impact on improving teachers' teaching language practices and it enhances learners' developing skills. Since learners are exposed to the use of computers, they accidentally learn many related vocabulary. Thanks to the CALL programs, learners learn foreign language in more authentic environments. Because of these positive capacities of CALL, computer technology has been integrated in teaching English Language. (Al-Awidi and Ismail, 2014)

> Accordingly, language teaching has not remained inflexible towards the profound changes taking place in other areas of knowledge. Advances in network technologies, connected with asynchronous CALL approaches, have resulted in the emergence of virtual worlds designed to facilitate synchronous (online) versus asynchronous (offline) communication among users. Of the many network technologies, asynchronous CALL approaches currently utilized in immersive virtual environments appear to hold great potential as learning tools in EFL contexts. (Gorjian et al, 2011: 384)

Warschauer (1996) gives a presentation of CALL from the point of its development by categorizing CALL into "three somewhat distinct phases": behavioristic CALL, communicative CALL, and integrative CALL.

2.2.1.1 Behavioristic CALL

Warschauer (1996) entitles the first phase of CALL as behavioristic CALL. It was first designed in the 1950s and applied between the 1960s and '70s. Approaches in learning at that time affected the practice of CALL in language teaching. Since

behavioristic approach was highly popular in learning theories in the 1960s, the implications of CALL were adapted into language teaching relying intemperately on the behaviorist theory of learning. As behavioristic approach necessitated habit formation and repetitive drills, the applications of CALL also depended on repetitive drills and practice (Karakaya, 2010, Warschauer, 1996). Warschauer (1996) presents the rationale behind drill and practice as follows:

- Repeated exposure to the same material is beneficial or even essential to learning.
- A computer is ideal for carrying out repeated drills, since the machine does not get bored with presenting the same material and since it can provide immediate non-judgmental feedback.
- A computer can present such material on an individualized basis, allowing students to proceed at their own pace and freeing up class time for other activities.(p.2)

Torat (2001) shows the basic features of the behavioristic CALL in Table 1:

Table 1. Main Frame and Mini Computers

Main-frame and Mini Computers (1950s-1970s)	
Approaches to Language Teaching	**Approaches to CALL&Examples**
• Empricist theory • Behaviorism • Audiolingualism • Structural Linguistics **Principles of Language Learning:** • Focus on stimulus, response, reinforcement. • Language learning is a process of habit-formation. • Focus on drill and practice. • Learn through imitation and repetition. • Give immediate feedback. Individualized instruction was included to serve the pace of the learner.	Behavioristic CALL (e.g. PLATO project: Aims at providing interactive, self-paced learning using mainframe computers.) Main characteristics of behavioristic CALL: • Based on behavioristic theory of learning. • Focus on repetitive drills. • Mainly drill and practice type software. • Computer as tutor. • Learning activities promote language accuracy rather than fluency. • Designed to be implemented on mainframe and mini computers. Criticism of Behavioristic CALL: The Behaviorism and Audiolingualism were rejected theoretically and pedagogically by theorists and practitioners.

	Technological Development by Year
	• 1950 – Mathematician and computer pioneer Alan Turing predicted that one day there would be a machine that could duplicate human intelligence in every way. • 1951-Whirlwind, the first real-time computer was built. • 1957- FORTRAN language was developed. • 1959-COBOL (Common- Business-Oriented Language) was developed. • 1960-Tandy Corporation founded. • 1964-DEC Mini Computer was built. • 1965- BASIC language was developed. • 1967-Development on PASCAL. • 1968-LOGO language was developed. • 1970-Development of UNIX operating system. • 1971-First Microprocessor-4004 was invented. • 1972-C language was developed. • 1972-8008 Processor was released by Intel.

2.2.1.2 Communicative Call

It was mentioned previously that approaches in language teaching have an impact on the advance of CALL. Similarly, the second phase of the CALL, Communicative CALL, is based on the communicative approach to a large extent. Communicative CALL was significant between the 1970s and 1980s. Due to the arrival of the communicative approach, drill and practice activities of behavioristic approach lacked of communicational and authentic interactional goals. Therefore, the applications of CALL did not fulfill the communicative needs of language learners. (Warschauer, 1996)

Underwood (1984, as cited in Warschauer, 1996), who was a prominent of communicative call, reports the CALL:

- focuses more on using forms rather than on the forms themselves.
- teaches grammar implicitly rather than explicitly.
- allows and encourages students to generate original utterances rather than just manipulate prefabricated language.

- does not judge or evaluate everything the students nor reward them with congratulatory messages, lights, or bells.
- avoids telling students they are wrong and is flexible to a variety of student responses.
- uses the target language exclusively and creates an environment in which using the target language feels natural and both on and off the screen.
- will never try to do anything that a book can do just as well (p.3).

The activities of communicative CALL hugely depend on authentic interaction and computers are adapted as a stimulus. In other words, CALL activities do not induce students to find the right answers but incite them to discuss, communicate and write. (Warschauer, 1996)

Table 2. Personal Computers (PC) (1980s) Torat (2001)

Personal Computers(PC) (1980s)	
Approaches to Language Teaching	**Approaches to CALL&Examples**
Cognitive Psychology Communicative Language Teaching Transformational Grammar **Principles of Language Learning**: • Learning is process of discovery, expression, and development. • Focus on functions of the language. • Emphasis on language use rather than usage. • Contextualization is important. • Communicative competence is the desired goal. • Focus on using language forms rather than forms themselves. • Teach grammar implicitly. • Encourage students to produce language rather than manipulate the language, (Brown, 1994).	**Communicative CALL:** (e.g Storyboard, Text reconstruction, Cloze exercises) • Serious educational applications appeared. • A boom of CALL due to the introduction of Personal Computer **Main Characteristics:** • View that drill and practice exercises did not yield enough genuine communication. • Computer-based activities • Focus on using the language in context. • Non-Drill Practice format Type • Text reconstruction • Paced reading • Cloze exercises **Criticism of Communicative CALL:** Computers were not fully well integrated into the curriculum. The greater contribution is on marginal rather than the central educational elements.

	Technological Development by Year • 1980-Development of MS-DOS/PC-DOS began by Microsoft • 1981-The first WIMP (Windows, Icons, Menus and Pointing Devices) by The Xerox Palo Alto Research Lab. • 1982-The TCP/IP Protocol established, and the "Internet" is formed. • 1982-80286 processor was released. • Compaq released their IBM PC compatible • 1983-MS-DOS 2.0 was released. • Hewlett-Packard released LaserJet printer • AT was released. • Apple Macintosh was released. • 1984-MS-DOS 3.0 was released. • 80386 DX was released. • 1985-Microsoft Windows was launched. • 1985-EGA was released. • 1985-80386 DX was released • VGA was released • 1988 – MS-DOS 4. **The development of word processing such as:** • WordMaster • WordStar • WordPerfect

2.2.1.3 Integrative CALL

Integrative CALL is the last phase of CALL. Approaches of integrative CALL are based on two main technological developments: multimedia computers and the internet. Multimedia technology offers learners communicative resources such as text, graphics, sound, animation and video. Thanks to these authentic materials, learners are able to have real-life learning experience. The multimedia resources require hypermedia which makes these resources linked together. Hypermedia supplies many advantages for language learning. As resources are linked, authentic learning is developed. In this way, skills are integrated because of the fact that reading, speaking, listening and writing are united in one single task thanks to the variety of hyper media. What is more, learning becomes more student-centered and students can observe their own progress. Lastly, hypermedia enables learners to focus on the content not form of the language. For instance, learners can have access to numerous links such as grammatical exercises, vocabulary and pronunciation activities. (Warschauer, 1996)

Torat (2001) provides a simple overview of the integrative CALL in Table 3. In table 3, the applications and activities of the integrative CALL are demonstrated.

Table 3. Multimedia CD-ROM (1980s-1990s)

Mıltimedia CD-ROM (1980s-1990s)	
Approaches to Language Teaching	**Approaches to CALL&Examples**
Humanistic Approach • Focus on Communicative Language Teaching: • Focus on meaning. • Use of authentic, meaningful and contextualized materials. • Fluency in language is a primary goal. • Focus on interactive language learning. • Consider learners' factors such as age, interest, learning styles, motivation. • Tasks relevant to students' real life interests and experiences (Felix, 1998) • The teacher became a facilitator rather than the person who gives out information.	Integrative CALL: Multimedia CD- ROM (e.gToolbook, Authorware, Planet English, Real English, Wiser Educator) Main Characteristics Use advantages of multimedia CD-ROM in teaching language for communicative purposes. • Allow computer to incorporate a variety of media (text, graphics, sound animation, and video) by Hypermedia. • Emerge of friendly-user, powerful authoring software such as ToolBook, Authorware, and Director.. • Based on communicative language teaching approach • Built on student's intrinsic motivation. • Foster the interactivity between the learner and the learner, and learner and computer. • Multimedia resources are linked together. • Learners can navigate their own path and set their own pace by pointing and clicking mouse. • More authentic language learning environment is created. • The four language skills are integrated. • Focus on content and language skills. • Allow learners to link to a variety of sources such as grammatical explanations, glossaries, pronunciation, exercises, etc.

	Technological Development by Year	• 1982 Audio CDs was introduces • 1982 Book on Audio CDs was introduced by Sony and Philips—beginning of the Compact Disk • 1982 MIDI, Musical Instrument Digital Interface was introduced. • CD-ROM, invented by Philips, produced by Sony. • 1989 CD-I released by Philips and Sony. • 1989 Release of Sound Blaster Card, by Creative Labs • 1990 Introduction of Windows 3.0 by Bill Gates & Microsoft. • 1990 – MPC (Multimedia PC) was introduced. • 1991-80486 DX was released. A sound card and triple speed CD-ROM were added. • 1992 Introduction of CD-I launched by Philips. • 1993 Pentium released • 1993 a CD-ROM drive capable of 300KB/sec (double speed) was introduced.

2.2.1.4 The Internet and Computer-mediated Communication

Computer-mediated Communication (CMC) has survived since 1960s. CMC is a unique computer application nowadays. It gives learners an opportunity to communicate with native speakers anywhere and anytime. Through CMC tools such as electronic mail (e-mail), learners can easily create their messages. In this sense, certain programs like MOOs help students have concurrent communication all around the world. Moreover, CMC does not only enable learners to share brief messages but lengthy documents. (Warschauer, 1996)

It was 1990s that the internet started to have an influence on the applications of CALL. Universally, people were able to have access to the internet very easily. It is maintained that “CALL activities were no longer limited to interaction with the computer and with other students in the class but included communication with learners in other parts of the world” (Chappelle , 2001, as cited in Karakaya, 2010: 25)

Torat (2001) comes up with the summary of Internet era in Table 4.

Table 4. Computer Mediated Communication (the internet) (1990s)

Computer-Mediated Communication (Internet) (1990s)		
Technological Development by Year	**Approaches to Language Teaching**	**Approaches to CALL&Examples**
• 1969-Computer-mediated communication (CMC) but serious applications appeared in early 1990s. • 1960s-Hypertext was invented by Ted Nelson. • 1989-World Wide Web-the integration of hypertext and the Internet-was invented by Tim Berners-Lee. • 1990-Internet applications became popular such as E-mail, FTP, Talk (UNIX system) • 1992-Gopher was released. • The release of CERN (WWW), a hypertext based system for finding and accessing internet resources. • 1993-Mosaic (Web browser) was released.) • 1994-Netscape 1.0 was released. • 1995- Windows '95 was launched with Internet Explorer by Bill Gates & Microsoft. • 1995-JavaScript was introduced by Netscape. • 1998-Windows '98 was released. • 1995-1999 – Development of: • QuickTime • Real Audio • Real Movie • Shockwave • Web-based E-mail • Web-based Chat • Voice Chat • Internet Phone • Emerge of web authoring software such as Hot Potatoes, Authorware, and Director. Desktop Conferencing.	Communicative Language Teaching Focus on using the internet applications for communicative language teaching: • Foreign language learning will be an acquisition of language content through purposeful and reflective participation. • The curriculum is dynamic. • The role of the teacher is a facilitator, an inseminator of ideas, who draws student's motivation. • The learner is responsible, reflective and creative. • Textbook is a resource along with electronic resources. • Classroom becomes a reconfigurable space with electronic facilities. (Debski (1997: 47-48)	Integrative CALL: Internet Applications (eg. E-mail communication, FTP, World Wide Web, Chat, Gopher sites, MOO servers, CU-SeeMe, Desktop Video Conferencing) • Aim at integrating computer-mediated communication applications for communicative language teaching as follows: E-mail • Allow learners to have direct communication around the globe. FTP • Allow learners and teachers to download documents, graphics, sounds, videos, and animation. WWW • Learners search and share different kinds of files on the internet (documents, graphics, sounds, video, animation). Chat: • Allow learners to have real time communication. Main Characteristics: • Allow computer to incorporate a variety of media from the internet such as text, graphics, sound, animation, and video. • Internet resources are linked together by Hypermedia.

2.2.2 Why CALL?

Researchers have submitted several reasons why English language teachers should use computers. One of the reasons is that computers can lower workload of teachers and they can guide learners without teacher's presence. Another reason is computers' being simple for teachers to practice any types of applications. As learners are offered with more programs and applications, computers can supply the need of their learning styles and strategies. Hence, they become more responsible with their learning practice. (Torat, 2001)

"The reasons why we should apply computer technology in second language instruction include computer and its attached language learning programs can:

- prove practices for students through the experiential learning,
- offer students more the learning motivation,
- enhance student achievement,
- encourage greater interaction between teachers and students and students and peers,
- emphasize the individual needs,
- regard independence from a single source of information, and
- enlarge global understanding."(Lee, 2000, as cited in Lai and Kritsonis, 2006: 2)

2.2.3 Advantages of CALL

Educators state that modern technology has provided much advancement for language learning and teaching. Learners are provided with freedom from classrooms and autonomy with computer and its related language learning programs. This gives learners a chance to study the target language at any time of the day. When it is implemented in the classroom, the cost, which is considered to

be more expensive than traditional face-to-face classrooms, is indeed lower. Once computers are supporters of language teaching, there will be autonomous learners who give teachers more time to focus on other parts of language such as pronunciation, training for writing and presentation. Further, learners can be highly motivated due to the fact that computer technologies provide several fun games and communicative activities that lessen learning stress and anxiety. With many communicative and interactive activities, teachers can easily help learners reinforce their linguistic skills, impress their learning attitude and improve their self-independence. As related studies show, learners who are engaged with computer assisted language learning programs have higher self-esteem ratings than ordinary students.

Nowadays, thanks to the advancement of computer technology, computers can capture, analyze, and present data on language learners' performances during the learning process. In language teaching, observing and checking learners' progress are very vital to encourage students' learning process. Once teachers want to evaluate their students' progress, they are able to get necessary information from a well-designed computer. Also, teachers can easily adapt feedback according to the learners' needs. Learners can have an access to any type of authentic material either at school or from home without difficulty. Concisely, learners are able to study independently with computer technology that furnishes the interdisciplinary and multicultural learning opportunities for them. By sending e-mails and joining chat rooms, learners can interact with their classmates and teachers. They can also communicate with new people that they have never met before. Thus, introverted learners take advantage of this and improve their communicational skills and diligent learners make progress from the standard that they are in to the higher one. As language is an abstract concept in especially foreign language education, computers compensate for this shortage by using authentic pictures on their screen.

Communicative visual media, which computers provide, have solitary instructional capability for topics. These topics include social communications and critical

thinking such as interpersonal thinking and foreign language learning. For centuries, many educators and cognitive theorists have supported the idea that people can mostly learn through practice experience. Learning can be achieved by comprehending the information, obtaining meaning and putting information into everyday life so that learning can occur by reinterpreting the world. Once computer technology blends with the internet, learners can get this vast human experience and it helps learners enter the 'Globe Community'. Therefore, learners not only can extend their point of view and experience, but also can feel like living in the real world. Teachers do not motivate learners to be receivers of knowledge but creators. (Lai and Kritsonis, 2006)

"It has been increasingly argued that computer technologies can support learning in a number of ways. Many features of the computer are considered to enhance vocabulary development and reading comprehension: CALL is one of those features that refer to using computer-based systems in various types of contents, such as text, audio, video, graphics, animation and interactivity. The key concepts of CALL approaches are thus 'computer-based' and 'interactive'." (Gorjian et al, 2011: 385)

"There are benefits in using educational computing systems. These include reduced learning time, improved learning effectiveness and efficiency under the right conditions, and less expensive delivery of content, particularly in distance education settings. Other benefits include quick electronic updates of materials, access to materials 24/7, access to students with a diverse range of needs, and computer simulations which are safer than real training in dangerous or expensive environments. For example, biotechnology students could study a computer simulation of global warming; by manipulating the amount of green house gases emitted by vehicles and the quantity of green plants, students can assess the effects on global warming." (Sims, 2008; as cited in Loveland, 2012: 118)

> Because not all students are intellectually and psychologically alike, the rhythm of the lesson progress in the traditional teaching process is always a compromise, a kind of average speed, upon which the teacher has to decide, based on the individual characteristics of his students. By doing so, some quicker students get bored and some slower ones are overstrained. The usage of computer-based

> programs allows every learner to study in his own rhythm, according to his personal characteristics… Some will do it quicker, and others will need more time, but no one will be dependent upon the learning rhythm of his neighbors. (Stroia, 2012: 40)

"Teachers use technology because it motivates students and offers a different mode of presentation. Instead of using computers for drill and practice, more confident teachers use technology as an instructional tool to enhance students' learning." (Lam, 2000; as cited in Gilakjani and Leong, 2012: 66)

"Where the computer is not seen as a substitute for a teacher, schools may purchase smaller, more limited, but more flexible software that individual teachers will use as an add-on to instruction or that will be placed in libraries as language references and resources. Language teachers have been especially blessed in this category of software, with hundreds of programs available. The benefits of adding a computer component to language instruction are many, and include:

- multimodal practice with feedback
- individualization in a large class
- pair and small group work on projects, either collaboratively or competitively
- the fun factor
- variety in the resources available and learning styles used
- exploratory learning with large amounts of language data
- real-life skill-building in computer use." (Warschauer and Healey, 1998: 59)

2.2.4 Disadvantages of CALL

Although advantages of technology seem to outweigh the disadvantages of technology, there are some limitations in the applications of current computer technology. The most common disadvantage is that it will increase the costs of education and this will cause educational unfairness. When computers are to be a basic necessity for learners to buy, schools and students with low income cannot bear the expense of computers. This situation may harm the educational conditions

of poor students and schools. In the other respect, when schools apply computers, they find hardware and software very expensive.

Another disadvantage is that both teachers and learners should have fundamental knowledge in applications of computers in foreign language learning and teaching. There is almost no teacher who can make use of computers without any training in the uses of computer technology. For this reason, many teachers do not have adequate training in how to use computers in order to assist language teaching in their classes. As a consequence, profits of computers may not fit well with learners' needs.

What is more, the programs and applications of computers that assist language teaching are improper. Most language teaching programs are engaged with listening, writing and reading skills at present. In spite of the fact that some speaking programs have been newly improved, their prosecution is very restricted. Any speaking program is to comprehend users' input and assess appropriateness of them. In this sense, it should be able to identify learners' problems with pronunciation.

The last but not least, computers cannot manage every type of learning situation that learners experience in foreign language learning. As computer technology deals with abstract programs and mostly with artificial intelligent, it fails to handle teachers' and learners' unexpected problems through language teaching and learning. Therefore, computers cannot give immediate feedback to students' mistakes and problems as properly as teachers can. Furthermore, use of applications does not exist for a long time. Language teaching programs in computers aren't proved to be effective and satisfying to assist foreign language learners. (Lai and Kritsonis, 2006)

2.3 INFORMATION AND COMMUNICATION TECHNOLOGY

As the pros and cons of CALL in language teaching and technology have been examined, the features of ICT and its impact on language teaching are reviewed in

this section. Since 1990s, communication technologies and internet mediated communication (CMC) have changed people's traditional way of life. People advance innovations in terms of communication thanks to the development of communication technologies and the internet. With these innovations, human beings not only have the opportunity to connect one another all around the world, but have the ability to access endless authentic communication. People have formed new ways to interact with new people from different countries and they can exchange information, knowledge, and experience among each other. Therefore, such reforms have brought about the rise of discourse settings and literacies. In present, internet and communication communities have more social interaction than in the past (Karakaya, 2010). "Computer-assisted language learning (CALL) offers a wide range of ICT applications that notably increase learners' motivation, but not exclusively." (Houcine, 2011: 1)

Technological change has become inseparable part of any discipline in modern world. Information and communication technology takes part in learning and teaching process in view of the fact that technology use encourages thinking skills and strategies. Furthermore, technology is an important factor in improving the quality of education, which is the result of its being simply accessible to people in most countries. In order to meet the needs of both learners and teachers in educational settings, ICT transforms teaching. Therefore, researchers and teachers define ICT as an educational component to be learned and as a skill to be specialized. Many studies have been applied to find the effect of ICT in language instruction. ICT integration in language classes promotes students' motivation and achievement. What is more, it also improves students' communication skills, their self-confidence and cultural awareness. Because of the penetration of ICT in language instruction to a large extent, teachers are more aware of entraining it in their teaching practices. As teachers are important characters who can meet any innovation in their teaching experience, implementing ICT in education is vastly substantial. (Hismanoglu, 2012)

The discovery of ICT has altered our modern lifestyle in a positive way. ICT is a new term that describes new technology based on computers today. Even radio, television and telephone, which are traditional technologies, are considered to be ICT tools. ‘‘ICTs are basically information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the `old' ICTs of radio, television and telephone, and the `new' ICTs of computers, satellite and wireless technology and the Internet. These different tools are now able to work together, and combine to form our `networked world' a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe.” (UNDP, 2003 as cited in Ibrahim, 2010: 211)

Presently, many English teachers choose implementing communicative language teaching and learning approaches instead of traditional approaches that support teacher-centered instruction and ignore interactive needs of learners. Teacher-centered approaches promote memorization and are not concerned about authentic implementation of language. Although an idealistic teacher applies eclectic style of approaches, the ICTs give opportunity to teachers in order to meet the goals of all communicative approaches. Besides, learners can practice English outside the classroom with ICT tools. ICTs are very motivating, because they help learners learn the language which is cautiously planned to meet the required goals. (Ibrahim, 2010)

ICT use can be defined as the use of computing devices such as desktop computers, laptops, handheld computers and software in schools for instructional goals. Even so, ICT is a technology to be used by teachers for instruction presentation, instruction delivery and as a teaching tool commonly. A general outlook on the issue of the history of computer-assisted language learning (CALL) shows that tools of ICT have mostly been used in language teaching since computers showed up. The reason for this can be explained as teachers’ having intense aptitude for technology innovations. EFL teachers utilize ICT tools for

preparing materials and activities to be used in teaching grammar, vocabulary, pronunciation, listening and speaking communication skills and reading, writing. They also use technological tools such as PCs, laptops, or mobiles in their classrooms for instructional delivery very extensively. Learners can practice English skills by collaborative learning thanks to the learning tutorials and applications prepared by teachers with ICT tools. Using ICT tools in language classes is highly dependent on teachers' knowledge and skills. The following important knowledge are:

- technology-supported pedagogical knowledge and skills
- technology-related-classroom management knowledge and skills

It is clear that teachers' attitudes, skills and computer use are influential. (Rahimi and Yadollahi, 2011)

"Information and Communication Technologies (ICT) in education is a welcome development/revolution but not without some limitations or restrictions. The education of man involves a synergy, a synergy of different factors and dimensions. The human being, according to the philosopher Mondin (1985) is an open project, a project that needs to be completed through education. A project needs various implements, materials, human resources, etc. from as diverse a source as there are many contributions to ensure its completion. Thus, since humans are open projects, to complete this project demands concerted efforts to stimulate, grow and develop the cognitive, affective, and psychomotor domains. All these cannot be ensured entirely through the ICT in education. Surely ICT in education cannot take care of the growth and development of these domains. It can only take care of one or two of the three domains and leave one to lie fallow and thus make the educated person to 'malfunction' in the society arguing from the functionalist perspective." (Nneji, 2014: 87, 88)

2.4 ENGLISH LANGUAGE TEACHERS' ATTITUDES TOWARDS TECHNOLOGY

Teacher attitudes play an important role in the use of technology in educational settings since teachers directly affect the learning experience of students. Accordingly, teachers' perceptions and attitudes are critical in order to check the convenience of technology in educational contexts. If the attitudes of teachers toward technology aren't studied, choosing best applications and programs for computers become out of question in education. (Karakaya, 2010)

Zhao and Frank (2003) conducted a study to explore the technology use in schools. In their study, they collected descriptive data about modern technology practice in schools and found effects that could influence technology uses. Zhao and Frank got the results that teachers play a decisive role in integration of technology in education. Therefore, their attitudes are remarkable inevitably.

Albirini (2004) conducted a study in order to investigate the Syrian EFL teachers' attitudes toward ICT. Albirini studied EFL teachers' attitudes toward ICT, perceptions of cultures, access and competence of computer. He employed a mixed-method research design and worked with a sample of 326 Syrian English teachers. The results of the study demonstrated that Syrian EFL teachers had positive attitudes toward ICT use in language instruction. Although they had positive attitudes, their computer use levels were not high. Also they had limited use of computers in their classrooms. Thus, it was discovered that EFL teacher needed to have training on ICT. Therefore, Albirini suggested that teachers are to be given more inservice training on implementing technology in language instruction.

In many cases, teachers have a vital role to implement the use of computers in classrooms effectively. Therefore, it is very important to understand their beliefs and biases that they hold toward computer integration in their classes. How to implement computer technology for instruction depends on the responsibility of teachers. When a change in the classroom needs to be observed, teachers' beliefs

and attitudes toward teaching, learning and computer technology are to be examined. In order to achieve full integration of computers into the educational systems, it becomes vastly important to understand what makes teachers use computers. Although the use of technology in classrooms seems to be challenging, studies show that teachers' positive beliefs can overcome these challenges. (Gilakjani and Leong, 2012)

Researches show that before teachers implement computers in their classrooms, they want to be persuaded about the availability of computer integration and its impact on learners' learning outcomes.

2.4.1 Technology Acceptance Model (TAM)

The technology acceptance model (TAM) was developed by Fred Davis in order to clarify how and when users decide to agree and use technology. Perceived usefulness and perceived ease of use are determinative factors of the technology acceptance model (TAM). These factors guide users to use a specific technological system. On the one hand, perceived usefulness is regarded as a degree that a user thinks using a particular technology promotes his learning; on the other hand, perceived ease of use is defined as a degree that a user thinks using a particular technological system would not be effortful.

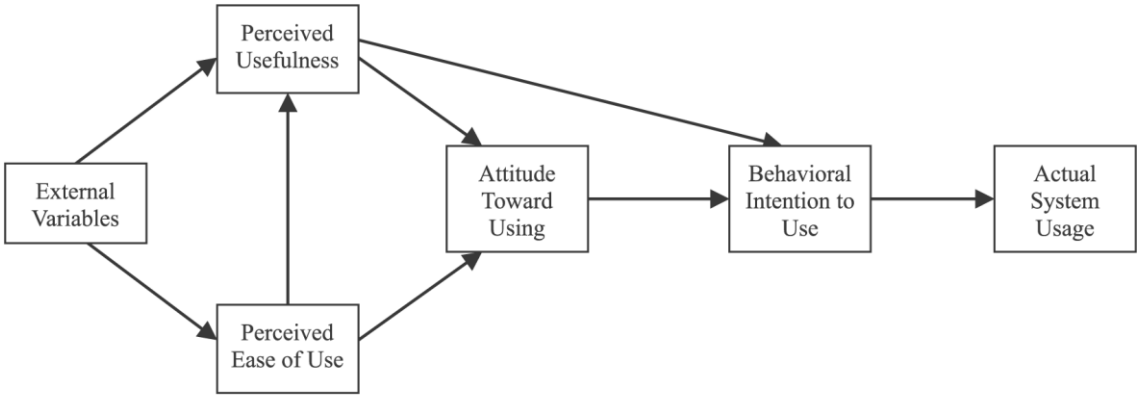

Figure 1. Technology Acceptance Model (TAM)

The figure shows that a user's behavioral intention to adopt a technological system is decided by two beliefs: Perceived usefulness and perceived ease of use. There is a relationship between a user's beliefs about a technology's usefulness and the attitude and the intention to use the technology. In spite of the fact that users do not like using a technology, they tend to use the technology if they are convinced that the technology is proper in every aspect. Therefore, there could be a direct relationship between beliefs and intentions. What is more, both perceived usefulness and perceived ease of use are affected by external variables. How users' beliefs and attitudes affect their target to implement a certain technological device is clarified by TAM. TAM also explains the relationship among attitudes, beliefs and intentions in order to use technology. The two belief variables direct to perceived usefulness and perceived ease of use. Perceived usefulness refers to the subjective belief that the use of new technology will improve job performance and productivity. Perceived ease of use refers to the subjective belief that the use of the new technology does not require respectable time and effort. Both perceived usefulness and perceived ease of use are assumed to have pressure on attitudes toward new technology and coordinate the relationship between attitude and external variables. (Gilakjani and Leong, 2012)

2.4.2 Definition of Teachers' Attitude

An attitude is stated as "a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols" (Hogg&Vaughan, 2005; as cited in Gilakjani and Leong, 2012: 631). Teachers' attitudes towards any type of language teaching method vastly influence the learning style of students in educational settings. Teachers who are accustomed to using traditional teaching methods have a challenge to innovations to be implemented in language teaching. Therefore, attitudes of teachers play a vital role in exploring technology integration in the classroom. An attitude is also defined as a mental and cognitive readiness that has an influence on individual's

reactions to everything. In other words, an attitude is a sort of psychological tendency. (Gilakjani and Leong, 2012)

2.4.3 Aspects of Attitude

There are two basic aspects of attitude. The first one points to “readiness for response”. In this sense, an attitude is not a behavior but a preparation for behavior. It is something that a person does. The second aspect of attitude is “motivating” or “driving power” of attitudes. Within this context, an attitude is not related to past experience rather it is connected to directive and dynamic actions that affect the manner of behaviours. To conclude, an attitude is a supposing fiction that demonstrates an individual’s likes or dislikes to a certain object in general. Attitudes can be both positive and negative. (Gilakjani and Leong, 2012)

2.4.4 Teachers’ Attitudes towards the Use of CALL

Nowadays, although many teachers and educators approve the advantages of CALL programs in educational settings, internal and external factors play a prominent role in forming the attitudes of teachers. External factors are limited access to computer, insufficient syllabus design and technical support. Apart from these external factors such as lack of training for using computers, inadequate support from authority and teachers’ background with computer use cause teachers feel inconfident. Internal factors are teachers’ biased perceptions and beliefs about computer technology. As they are very familiar with the adaptation of old-fashioned-traditional-methods, they are unwilling to change the methods with technological innovations. (Bebell et al, 2003)

Positive attitudes towards technology integration foster teachers to use technology in teaching. Negative attitudes hinder it. Surely, it does not signify that only teachers with positive attitudes should have technology training activities. Rather, it

signifies that negative attitudes should be replaced with positive ones by encouragement and development. Teachers usually acknowledge that their students seek for more additional input and output activities in order to improve their language skills. (Gilakjani and Leong, 2012)

2.4.5 Teachers' Role in CALL Instruction

In spite of the advantages of CALL in teaching a foreign language, teachers keep having a vital role in language teaching because their interaction with learners is more communicative than computers. Studies show that teachers cannot take computers as a substitute. However, CALL is a part of language instruction. As computers cannot lead learners as effectively as teachers can, they are considered as a tool to be implemented in classrooms.

Therefore, teachers' individual counseling is more advantageous for learners. Since learners should comprehend rules of grammar inductively, teachers have the role of helping students guess the sections that are not clear. This encourages learners' own learning, studying and autonomy.

While implementing CALL instruction, one of the teachers' important roles is selecting the suitable CALL programs that can be used for curriculum, guiding and monitoring students. In language teaching, CALL enables learners to identify pragmatic and linguistic aspects of language. As computers cannot achieve this situation alone, teachers' role in CALL classrooms stands out. Students find classroom activities that are filled with CALL programs very interesting and motivating. In this sense, teachers need to select proper and applicable CALL programs in order to promote learners' understanding language use and their cognitive skills.

Because of the fact that teachers can communicate with students more effectively than computers can, computers cannot serve as a substitute for teachers. The roles of teachers cannot be ignored. Therefore, many studies support the idea that both teachers and computers are integrated to one another. (Önsoy, 2004)

2.5 FACTORS AFFECTING TEACHERS' USE OF CALL

Franklin (2005) conducted a study to explore the factors that affect elementary teachers' computer use in their classrooms. In this study, quantitative data were gathered in order to examine the ways elementary teachers use computer technology for instructional purposes and the factors that affect their use of computers. Franklin got the results that the greatest barriers that teachers encounter are as follows:

- too much curriculum to cover
- lack of time in daily schedule
- high stakes testing

The study also showed that despite these barriers, elementary teachers were able to overcome the challenges thanks to the integration of technology to the methods courses.

2.6 CONCLUSION

The implementation of computers in language teaching has a lot of advantages for supplying modern learning and teaching facilities. Although the effect of computers in education is highly accepted, there are some teachers who make prejudgment about using this technology. These sorts of feelings and fears are very critical in the way of adapting computer technology in language teaching practice. Therefore, attitudes and perceptions of teachers are immensely important in using computer technology.

CHAPTER III

METHODOLOGY

3.0 PRESENTATION

This study examined English language instructors' attitudes towards the use of computers in language teaching. It also specifically explored how teachers perceive the use of computers in their teaching experience. Both quantitative and qualitative research methods were employed to formulate the research questions. Therefore, a mixed methods research methodology was applied in order to get better results in this research.

3.1 RESEARCH QUESTIONS

To realize the purpose of this study, the study addresses the following research questions:

1. What do English language instructors use computers for?
2. To what extent do the instructors use ICT in language classrooms?
3. What are the Instructors' attitudes towards ICT in general?
4. Is there a correlation between the instructors' attitudes towards ICT in general and their use of computers/ ICT in language classroom?
5. What is the effect of the instructors' educational degree on their attitudes towards computer usage?
6. What is the effect of years of teaching experience on the instructors' attitudes towards computer usage?

7. What are the factors that affect the English language Instructors' use of computers in their classes?

3.2 RESEARCH DESIGN OF THE STUDY

Up to recent years, many research studies have combined both quantitative and qualitative research methods (Bryman, 2006). Each research method has been supported by different researchers. Researchers who back up quantitative research advocate that research designs should have realistic plans. On the other side, upholders of qualitative research maintain that a research should have interpretive style (Johnson & Onwuegbuzie, 2004). Yet, both qualitative and quantitative research methodologies have their own strengths and weaknesses. While qualitative research can make sense of highly complex situations, quantitative research cannot uncover the reasons for dynamic situations. Because of the fact that it is centered in numbers, the findings of quantitative research are strong. In qualitative research, it is difficult to generalize as it studies with small sample participants (Dornyei, 2007). These limitations of both have revealed a new research methodology which is mixed research methodology. Johnson, Onwegbuzie and Turner (2007) define mixed methods research as "a class of research where the researchers mix or combine quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study or set or related studies. (p.120)

In recent years, the significance of mixed methods research has appeared since both quantitative and qualitative research methods are adapted in one single study. Therefore, the mixture of these research methods enables researchers to have more reliable results and findings in order to answer research questions. (Karakaya, 2010)

In a similar vein, a mixed methods research was directed in this study in order to understand the results in detail and have more reliable findings. Both quantitative (questionnaire) and qualitative (interview) techniques were administered.

3.3 PARTICIPANTS AND SETTING

The participants of this study were (N=17) English Language instructors who work in the preparatory school at Ufuk University. The respondents were intentionally selected for two reasons. The first reason is that school had provided adequate technological material very recently. Second, the instructors had just started to adapt computers in their classes. At Ufuk University preparatory school, CALL programs are not implemented in laboratory. Each class is provided with a computer and a projector. Although students have their own books, teachers reflect digital book on the board so that learners can watch DVD videos and perform other extra exercises. Instructors have been using computers in classes for only a year. Therefore, implementation of computer technology is new in this setting.

When the age of the participants is considered, it is observed that participants are very young and not regarded as old to implement computer technology applications in their teaching experience.

In accordance with the age, the distribution of teaching experience of the instructors is not unlike. 7 out of 17 instructors have 1-3 years experience. 8 out of 17 instructors have 4-6 years experience. 2 out of 17 instructors have 7-10 years experience.

In this study, it is scrutinized if the degrees that the instructors hold affect the attitudes toward the use of computers in their teaching experience. 12 out of 17 instructors hold a bachelor’s degree. 4 out of 17 instructors hold a master’s degree and 1 out of 17 instructors holds a doctoral degree.

3.4 DATA COLLECTION INSTRUMENTS

Both quantitative and qualitative data collection instruments were applied in order to collect the data in this study. Particularly, this research was based on a questionnaire that combines 5 sections and semi-structured face-to-face interviews.

3.4.1 The Questionnaire

The questionnaire employed in this study involves 5 basic parts. The first part of the questionnaire is based on the background information about the participants. This part of the questionnaire shows the basic information of the contributors. The items are listed in this study:

- The last degree
- Teaching experience

Computer Use and Literacy was developed by the researcher in order to ascertain the reason why English Language teachers use computers, to what degree they make use of computer technologies and how much they prosecute technological changes in terms of language teaching. The second section of the questionnaire was adapted from Arkın's (2003) study where he analyzed the attitudes of teachers toward computer technology use in vocabulary instruction. The first item explores the purposes for using computers by English language instructors. The second item tries to explore how many hours the respondents use the internet in a day.

The third section of the questionnaire (α=, 778) was developed by Albirini (2004) to explore the attitudes of the participants toward ICT and computers in general. The participants' attitude toward ICT was captured by using a 5-point Likert-type scale with 20 items, from "strongly disagree (1 point) to strongly agree (5 points). In this

section, there are twenty items which investigate the perceptions of the respondents towards ICT and computers.

Similarly, the fourth part of the questionnaire, computer attributes scale (α=,849), which was developed by Albirini (2004), searched for the English language teachers' perceptions towards computers in terms of educational purposes and settings. This section included 18 Likert-type items and the participants chose from alternatives ranging from "strongly disagree" (1 point) to "strongly agree" (5 points).

The last section of the questionnaire tried to examine the frequency level of accessing to computers and internet. It consisted of three Likert-type items. The respondents selected from options such as "daily" (1 point), "two or three times a week" (2 points), once a week (3 points), once a month (4 points), never (5 points).

3.4.1.1 Reliability of the Questionnaire

Reliability points to the consistency of a set of test scores and it is calculated by using some kind of correlation coefficient (Johnson & Christensen, 2004). One kind of reliability is called as internal consistency. Cronbach Alpha Coefficient is one of the most commonly used means of calculating internal consistency. The reliability is proven by Cronbach's Alpha since it demonstrates whether the items of a test measure the same point. (Kottner & Streiner, 2010)

Dörnyei (2007) suggests that cronbach alpha coefficient is a changeable figure ranging from 0 to +1. If cronbach alpha is over r=70, it is accepted as admissible. The third section that investigates the attitudes towards ICT and the fourth "Computer Attributes Scale" section were developed by Albirini (2004). The reliability of the overall questionnaire that was applied into this study was found to be over ,70.

3.4.1.2 The Pilot Study

The pilot study was conducted in 2013 spring semester. 10 English language instructors working at the preparatory school were selected in order to implement the pilot study. To obtain reliability results, the researcher received the opinions of specialists. In this pilot study, both questionnaire and interview were operated. 10 instructors attended voluntarily. According to the results of the pilot study, the researcher has not made any changes. For the first section of the scale, cronbach alpha was found to be, 778 which corresponds to a proper level of reliability (α > ,70). For the second section, alpha coefficient was calculated as, 849 and overall reliability level of the scale was, 903. All sections were found to be reliable at α > ,70 level. So, these scales were reliable enough to employ for the current research. The findings of the pilot study were consistent with the research questions.

Table 5. Summary of Reliability

	Number of Items	Cronbach Alpha Coefficient for the Pilot Study
3rd Section	20	,778
4th Section	18	,849
Overall	38	,903

The researcher reports that cronbach alpha was measured via SPSS.21 Statistical Package. It is demonstrated in table 5 that both reliability coefficient of both section 3 (scale 1) and section 4 (scale 2) are beyond admissible level.

3.4.2 Semi-structured Interviews

Together with a quantitative data-questionnaire-, some qualitative data were gathered. In this sense, semi-structured interviews were applied to the respondents in order to have a detailed agreement on the research questions and the participants' perceptions toward computer technologies in language teaching.

As qualitative researchers tend to be more engaged with complication of the interviews in everyday life and participants assign deeper meanings to these

communications, qualitative data takes place in social and natural contexts rather than laboratories. Thus, qualitative research is based on the experiences of people. (Rossman and Rallis,1998; as cited in Marshall and Rossman, 1999)

There are eight characteristics of qualitative research and researchers:

- Qualitative research is naturalistic
- It draws on multiple methods that respect the humanity of participants in the study
- It is emergent and evolving
- It is interpretive
- Qualitative researchers view social worlds as holistic or seamless
- They engage in systematic reflection on their own roles in the research
- They are sensitive to their personal biographies and how these shape the study
- They rely on complex reasoning that moves dialectically between deduction and induction. (Rossman and Rallis,1998; as cited in Marshall and Rossman, 1999: 2)

When a large sampling of information is gathered ranging from 12 to 90 participants, semi structured interviews are used. (Lapan, Quartaroli, Riemer, 2012) In this study 17 participants were interviewed. Face-to-face interaction helped the researcher ask supportive questions in accordance with the research questions and the questionnaire.

> Photo and video cameras and digital recorders are useful in recording live situations and in-depth interviews. All three aids to data collection are visible and to some degree intrusive. However, if the researcher has a good and trusting relationship with the respondents, obtains permission to film or record, and has undergone review by an institutional review board to ensure human subjects' protection and the absence of such threats as loss of confidentiality. (Lapan et al, 2012: 97)

In this regard, voice record was implemented in order to analyze the interaction after the interviews. As participants were the colleagues of the researcher, the researcher obtained permission for record.

3.5 DATA ANALYSIS

3.5.1 Analysis of the Questionnaire

The questionnaire was analyzed by using the Statistical Packages for Social Sciences (SPSS) Version 21. In order to address the research questions, the items in the questionnaire were calculated by descriptive statistics. Instructors' computer usage levels were gained through descriptive statistics. The reasons why teachers use computers were gathered by frequency calculations. Through correlation statistics, teachers' attitude toward ICT and their perceptions of computers in classes were compared. Kruskal Wallis test also helped the researcher distinguish whether teachers' graduation and teaching experience make any difference in their attitudes toward computers.

3.5.2 Analysis of the Interviews

There are different types of qualitative data analysis techniques such as phenomenological analysis, content analysis and ethnographic analysis (Karakaya, 2010). As the data were gathered through semi-structured interviews, content analysis was applied. The researcher prepared interview questions in relation with the content of the study and the research questions. The researcher taped and transcribed the interviews. Thus, it was easy to code the data.

The interviews were employed at the summer break of the semester several weeks after the questionnaire was implemented. Therefore, teachers were comfortable enough to answer all of the interview questions. Due to the fact that questionnaires were implemented before the interviews, the participants had the idea about the content of the study. This helped them feel comfortable. After the participants' permission, the interviews were recorded through a sound recorder in order to

transcribe every single word. After transcribing and coding, basic content categories were gained as in the following:

- Levels of computers use
- Feelings towards computer use
- Obstacles to computer use

3.6 CONCLUSION

This chapter presents the general information about the research design of the study, participants, setting and data collection instruments. The data analysis and its results will be mentioned in the following chapter.

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.0 PRESENTATION

Both a questionnaire and semi-structured face-to-face interviews were employed in order to collect the data in this study. Descriptive data analysis was used to analyze the questionnaire and SPSS.21 was utilized to analyze the questionnaire. For the analysis of the semi-structured face-to-face interviews, content analysis was performed.

This study explored the attitudes of English language Instructors at the Preparatory school of Ufuk University toward computer technologies and the use of computers in their teaching experience. The study specifically scrutinized how teachers perceive computer technology in language teaching. In addition, the factors that affect the attitudes and perceptions of teachers were investigated. More specifically, the following aspects were examined:

- The purposes of using computers
- Attitudes toward computer technologies in general
- A correlation between instructors' attitudes towards ICT in general and their use of computers/ ICT in language classroom
- The effect of instructors' educational degree and years of teaching experience on their attitudes towards computer usage
- Factors affecting the use of the computer technologies in language teaching

4.1 THE PURPOSES OF USING COMPUTERS

In the second part of the questionnaire, the participants were asked to select from 10 options that demonstrate the reasons why they use computers and the internet. The participants were able to choose more than one item. Thanks to this part of the questionnaire, the researcher was able to see the importance and functions of computers for educational purposes of English language teachers. What is more, frequencies of reasons for computer use were gathered.

Table 6. Descriptive Statistics for Frequencies for Computer and the Internet Usage

Section2 Question 1	What do you use computers for?	Frequency	Count	Table N %
1.	Chatting	rarely	3	17,6%
		sometimes	1	5,9%
		often	4	23,5%
		never	9	52,9%
2.	Games	rarely	3	17,6%
		sometimes	1	5,9%
		often	2	11,8%
		never	11	64,7%
3.	Emails and mail listing	rarely	1	5,9%
		sometimes	5	29,4%
		often	10	58,8%
		never	1	5,9%
4.	Finding materials related to lessons preparing presentations	rarely	2	11,8%
		sometimes	4	23,5%
		often	11	64,7%
		never	0	0,0%
5.	Assigning homework	rarely	4	23,5%
		sometimes	4	23,5%
		often	2	11,8%
		never	7	41,2%
6.	Presenting course materials	rarely	2	11,8%
		sometimes	3	17,6%
		often	6	35,3%
		never	6	35,3%
7.	Surfing the net	rarely	1	5,9%
		sometimes	1	5,9%
		often	14	82,4%

		never	1	5,9%
8.	Web blog	rarely	1	5,9%
		sometimes	0	0,0%
		often	5	29,4%
		never	11	64,7%
9.	Giving feedback	rarely	4	23,5%
		sometimes	1	5,9%
		often	2	11,8%
		never	10	58,8%
10.	Others	rarely	0	0,0%
		sometimes	1	5,9%
		often	5	29,4%
		never	11	64,7%

As Table 6 demonstrates, almost all teachers are eager to use computers and the internet. 9 out of 17 (52,9%) participants do not chat but 8 out of 17 participants do chat. 3 (17,6%) participants rarely chat, 1 (5,9%) participant sometimes chats but 4 (23,5%) participants often chat. 11 out of 17 (64,7%) participants never play games. 6 out of 17 participants play games. 3 out of 6 (17,6%) participants rarely play, 1 out of 6 (5,9%) participants sometimes plays and 2 out of 6 participants (11,8%) often play games. 1 out of 17 (5,9%) participants does not e-mail however, 16 out of 17 participants e-mail. 1 out of 16 (5,9%) rarely emails, 5 out of 16 (29,4%) participants sometimes e-mail and 10 out of 16 (58,8%) participants often e-mail. There is no participant who does not find materials related to lessons. 2 out of 17 (11,8%) participants rarely find materials, 4 out of 17 (23,5%) participants sometimes find and 11 out of 17 (64,7%) participants often find materials. 7 out of 17 (41,2%) participants never assign homework. 10 out of 17 participants assign homework. 4 out of 10 (23,5%) participants rarely assign homework, 4 out of 10 (23,5%) participants sometimes assign homework and 2 out of 10 (11,8%)participants often assign homework. 6 out of 17 (35,3%) participants do not

use computers for presenting course material yet, 11 out of 17 participants do use computers for presenting course material. 2 out of 11 (11,8%) participants rarely, 3 out of 11 (17,6%) participants sometimes and 6 out of 11 (35,3%) participants often present course material. Only 1 out of 17 (5,9%) participants never surfs the net. 16 out of 17 participants surf the net. 1 out of 16 (5,9%) participants rarely and 1 out of 16 (5,9%) participants sometimes surfs the net. However, 14 out of 16 (82,4%) participants often surf the net. 11 out of 17 (64,7%) participants do not use web blogs. 6 out of 17 participants use web blogs. 1 out of 6 (5,9%) participants rarely uses web blogs. 5 out of 6 (29,4%) participants often use web blogs. 10 out of 17 (58,8%) participants do not use computers for giving feedback to students. 7 out of 17 participants use computers for giving feedback to students. 4 out of 7 (23,5%) participants rarely, 2 out of 7 (11,8%) participants often use computers for giving feedback. Only 1 out of 7 (5,9%) participants sometimes uses computers for giving feedback. 11 out of 17 (64,7%) participants never use computers for other purposes. 6 out of 17 participants use computers for other purposes. 1 out of 6 (5,9%) participants sometimes uses and 5 out of 6 (29,4%) participants often use computers for other purposes.

Table 7. Percentages of reasons the teachers' often use in rank

Ranks	Statements	Percentage
1.	Surfing the net	82,4%
2.	Finding materials related to lessons preparing presentations	64,7%
3.	Emails and mail listing	58,8%
4.	Presenting course materials	35,3%
5.	Web blogs and others	29,4%
6.	Chatting	23,5%
7.	Assigning homework and giving feedback	11,8%

As table 7 clearly indicates, the highest frequency in often use belongs to one group: It is the seventh statement. Almost all participants (n=17) use computers for "surfing the net" (82, 4%). It is also seen in table 7 that teachers tend to find materials related to lessons preparing presentations other than statements (64, 7%). More than half of the respondents use computers for emails and mail listing (58, 8%). One of the chief reasons why teachers utilize mails could be that most of them are master or doctorate students. Hence, they contact their lecturers or their students via emails.

One of the most striking findings Table 7 shows is that the lowest frequency belongs to the statements fifth and ninth asking for assigning homework and giving feedback (11, 8%). This is due to their limited technical equipment of computer and other technical equipments. Since, the interview data verify this result by showing that many instructors are not very satisfied with the technical support at their institution. In a similar vein, limited number of participants use computers for chatting (23,5 %) and web blogs (29,4%). By the same token, few teachers present course material. (35, 3 %)

4.2 ATTITUDES TOWARD COMPUTER TECHNOLOGIES IN GENERAL

This study aimed at finding out English language instructors' attitudes toward computer technology through three major scales of the questionnaire.

- ICT (Information and Communication Scale)
- Computer Attributes Scale
- Computer Access Scale

4.2.1 ICT Scale

This part of the questionnaire is an ICT Scale that explores English language instructors' attitudes toward ICT. In other words, ICT Scale helps the researcher analyze the effect of computers in the lives of the participants.

Table 8. Descriptive Statistics for instructors' attitudes toward ICT in general

Item No	Statements	N	Minimum	Maximum	Mean	Std. Deviation
1.	Computers do not scare me at all.	17	2,00	5,00	4,1176	,92752
2.	Computers make me feel uncomfortable.	17	1,00	4,00	1,7059	,91956
3.	I am glad there are more computers these days.	17	3,00	5,00	4,2353	,75245
4.	I do not like talking with others about computers.	17	1,00	4,00	2,5882	1,00367
5.	Using computers is enjoyable.	17	3,00	5,00	4,4118	,61835
6.	I dislike using computers in teaching.	17	3,00	5,00	4,2941	,58787
7.	Computers save time and effort.	17	4,00	5,00	4,4118	,50730
8.	Schools would be a better place without computers.	17	1,00	3,00	1,4118	,61835
9.	Students must use computers in all subject matters.	17	2,00	5,00	3,4706	1,00733
10.	Learning about computers is a waste of time.	17	1,00	4,00	1,7059	,91956
11.	Computers motivate students to study more	17	3,00	4,00	3,8824	,33211
12.	Computers are a fast and efficient means of getting information.	17	4,00	5,00	4,5882	,50730
13.	I do not think I would ever need a computer in my classroom.	17	1,00	3,00	1,4706	,62426
14.	Computers can enhance students learning.	17	3,00	5,00	4,2941	,58787
15.	Computers do more harm than good.	17	1,00	3,00	1,7647	,66421
16.	I would rather do things by hand than with a computer.	17	1,00	3,00	1,6471	,60634
17.	If I had some money I would buy a computer.	17	1,00	5,00	3,7059	1,10480
18.	I avoid using computers as much as possible.	17	1,00	4,00	1,6471	,78591
19.	I would like to learn more about computers.	17	3,00	5,00	4,0000	,61237
20.	I have no intention to use computers in the near future.	17	1,00	2,00	1,4118	,50730
	Valid Number(list wise)	17				

It is observed explicitly in Table 8 that English language teachers have positive attitudes towards ICT (Information and Communication technology) in general. To exemplify, according to Statement 12, teachers' tendency is very high. (The mean value is about 4,5882) The participants state that they find computers very effective in terms of getting information very quickly. What is more, Statement 7 represents that a great majority of respondents agree on the effectiveness of the computers in terms of time. (The mean value is about 4,418) Although instructors have a tendency toward ICT in general, their implementation of computers in teaching practices is not very high. Surprisingly, Statement 6 shows that respondents dislike using computers in teaching. (The mean value is about 4,2941) Additionally, in Statement 9, teachers do not support the idea that students' using computers in all subject matters. (The mean value is not very high, it is about 3,4706).

4.2.2 Computer Attributes Scale

Computer Attributes Scale is the fourth section of the questionnaire and it investigates how English language instructors feel about the use of computer technologies in their teaching experiences.

Table 9. Frequencies of Computer Attributes Scale

Item No	Statements	N	Minimum	Maximum	Mean	Std. Deviation
1	Computers improve education.	17	3,00	5,00	4,2353	,56230
2	Teaching with computers offers real advantages over traditional methods of instruction.	17	4,00	5,00	4,4118	,50730
3	Computer technology cannot improve the quality of students' learning.	17	1,00	4,00	1,9412	,89935
4	Using computer technology makes the subject matter more interesting.	17	4,00	5,00	4,4706	,51450
5	Computers are not useful for language learning.	17	1,00	2,00	1,4118	,50730
6	Computers have no place in schools.	17	1,00	2,00	1,2353	,43724
7	Computer use fits well into my curriculum goals.	17	2,00	5,00	3,8824	,69663
8	Class time is too limited for computer use.	17	1,00	4,00	2,4118	,87026
9	Computer use suits my students' learning preferences and their level of computer knowledge.	17	2,00	5,00	4,0000	,70711
10	Computer use is appropriate for many language learning activities.	17	4,00	5,00	4,3529	,49259
11	It is hard for me to learn to use the computer in teaching.	17	1,00	3,00	1,7059	,68599
12	I have no difficulty in understanding the basic functions of computer.	17	1,00	5,00	4,0000	1,11803
13	Computers complicate my task in the classroom.	17	1,00	4,00	1,8235	,80896
14	Everyone can easily learn to operate a computer.	17	2,00	5,00	3,7647	,83137
15	I have never seen computers at work.	17	1,00	2,00	1,4118	,50730
16	Computers have proved to be effective learning tools worldwide.	17	3,00	5,00	4,3529	,60634
17	I have never seen computers being used as an educational tool.	17	1,00	2,00	1,4118	,50730
18	I have seen some of my colleagues use computers for teaching English.	17	4,00	5,00	4,4118	,50730
	Valid N (listwise)	17				

Table 9 indicates that English language instructors have positive attitudes towards computer attributes in general. They agree that computers improve the quality of education. Statements 1 and 3 confirm that teachers find computers beneficial as an educational tool. (The mean value is about 4,2353 in Statement 1 and 1,9412 in Statement 3). Although the instructors believe that computers are effective and beneficial in education, they somehow hesitate whether class time is enough for computer use according to the Statement 8. (The mean value is about 2,4118).

4.2.3 Frequencies of Computer Access

Computer Access Scale is the fifth section of the questionnaire and it analyzes how often English Language Instructors have access to the computers.

Table 10. Frequencies of Computer Access Scale

		N	Minimum	Maximum	Mean	Std. Deviation
1	At your home	17	4,00	5,00	4,8824	,33211
2	At school (computer lab, library etc.)	17	4,00	5,00	4,9412	,24254
3	Other (like Internet cafes and etc)	17	1,00	5,00	2,1765	1,66716
	Valid N (listwise)	17				

When the access to computers is considered, it is clearly seen that the participants' use of computers increases when compared with their use at schools. Table 10 demonstrates that teachers have access to the computers mostly at schools (The mean value is 4,9412). Teachers also use computers at their homes very often (The mean value is 4,8824). However, they do not prefer other places like internet cafes to use computers (The mean value is 2,1765).

4.3 A CORRELATION BETWEEN INSTRUCTORS' ATTITUDES TOWARDS ICT IN GENERAL AND THEIR USE OF COMPUTERS/ ICT IN LANGUAGE CLASSROOM

It's clearly observed in Table 11 that there is a correlation between instructors' attitude toward ICT in general and their perceptions of computers in language teaching classrooms. On the one hand teachers who are engaged in ICT very frequently use computers in their classes, but on the other hand teachers who aren't engaged in ICT that much do not use computer in their language teaching classes. There is a direct correlation between instructors' attitude in general and their use of computer in educational settings.

Table 11. A correlation between teachers' attitude toward ICT and their perceptions of computers in classes

Correlations

			Attitude toward ICT in general	**Perception of computers in classes**
Spearman's rho	Attitude toward ICT in general	Correlation Coefficient	1,000	,518*
		Sig. (2-tailed)	.	,033
		N	17	17
	Perception of computers in classes	Correlation Coefficient	,518*	1,000
		Sig. (2-tailed)	,033	.
		N	17	17

*. Correlation is significant at the 0.05 level (2-tailed).

4.4 THE EFFECT OF INSTRUCTORS' EDUCATIONAL DEGREE AND YEARS OF TEACHING EXPERIENCE ON THEIR ATTITUDES TOWARDS COMPUTER USAGE

In this study, the degrees that instructors hold were taken into consideration. The educational degrees could affect the attitudes and perceptions of teachers toward ICT and computers in language teaching.

It was the other fundamental concern of this study that whether teaching experience of instructors affects their attitudes and perceptions toward ICT and computers in teaching experiences.

4.4.1 The Effect of Instructors' Educational Degree on Their Attitudes towards Computer Usage

As the questionnaire was conducted, the participants were asked to specify the degrees that they held. The questionnaire included three options: Bachelor's, Master's and Doctoral Degree. According to the submitted questionnaires, there was only (n=1) participant who had a Doctoral Degree among other English language instructors. There were (n=12) participants holding a Bachelor's Degree and (n= 4) participants holding a Master's Degree. One of the main concerns of this study was to clarify whether there were differences between the graduates of Bachelor's Degree, Master's Degree and Doctoral Degree in terms of teachers' attitudes toward ICT (Information and Communications Technology). There were three factors in degree type. Therefore, Kruskal Wallis Test was administered in order to find out whether three types of degrees make a difference in the attitudes of English language teachers toward ICT and their perceptions of computers in language teaching practices. Table 12 demonstrates that educational degrees of English language instructors do not play an important role in neither their attitudes toward ICT nor their perceptions of computers. All of the participants are positive to

ICT and computers. There is no significant difference among instructors in terms of their educational degrees.

Table 12. Kruskal Wallis Test for Graduation

Ranks

	Last Degree	N	Mean Rank
Attitude toward ICT	B.A	12	10,21
	M.A.	4	5,88
	Phd	1	7,00
	Total	17	
Perception of computers	B.A	12	9,83
	M.A.	4	7,88
	Phd	1	3,50
	Total	17	

Test Statistics[a,b]

	Attitude toward ICT	Perception of computers
Chi-Square	2,423	1,746
df	2	2
Asymp. Sig.	,298	,418

a. Kruskal Wallis Test

b. Grouping Variable: Last Degree

4.4.2 The effect of instructors' years of teaching experience on their attitudes towards computer usage

In this study, instructors were in three groups in their teaching experience. The first group is the teachers who have 1-3 years experience. There were (n=7) teachers in this group. The second group combines (n=8) teachers who have 4-6 years experience. This group is the largest group among other respondents. The third group of teachers (n=2) have 7-10 years teaching experience. This group is the

smallest one. Table 13 indicates that there is a significant difference in the instructors' perceptions of computers in terms of their teaching experience. English language instructors who have 4-6 years experience are prone to ICT and their use of computers is more than other experienced instructors. 1-3 years experienced instructors tend to have the least positive perceptions of computers.

Table 13. Kruskal Wallis Test for Teaching Experience

Ranks

	Experience	N	Mean Rank
Attitude toward ICT	1-3yrs	7	7,36
	4-6 yrs	8	11,69
	7-10 yrs	2	4,00
	Total	17	
Perception of computers	1-3yrs	7	5,00
	4-6 yrs	8	12,94
	7-10 yrs	2	7,25
	Total	17	

Test Statistics[a,b]

	Attitude toward ICT	Perception of computers
Chi-Square	5,067	9,686
df	2	2
Asymp. Sig.	,079	,008

a. Kruskal Wallis Test

b. Grouping Variable: Experience

4.5 QUALITATIVE ANALYSIS (INTERVIEW DATA)

In order to investigate instructors' attitudes toward ICT and their perceptions of computers in more depth, the researcher conducted semi-structured face-to-face

interviews. In addition to the data collected through a quantitative questionnaire, semi-structured interview presented a deeper understanding on the results of the quantitative analysis. Interview is one of the most used methods of a qualitative research method since interviews help the researcher elaborate on the quantitative findings with unique thoughts of the respondents.

The interview sessions occurred at the end of the spring semester several weeks after the questionnaires were performed. As the interview questions were directly related to the questions in the questionnaire, the participants were familiar with the questions. Also, participants were the colleagues of the researcher. These created a relaxing and warm environment during interviews. All of the instructors working at Ufuk University were the interviewees who also performed the questionnaires.

Pre-determined framework was prepared by the researcher. In this sense, the interviewees were comfortable enough to express their ideas, feelings and experiences regarding the questions in the interviews. Semi-structured, face-to-face interviews were carried out in order to address the research questions of the study. With the semi-structured questions, the respondents shaped the overall design of the interviews. The researcher organized three basic themes depending on the purpose of the research and the answers of the participants:

- Attitudes toward computers & computer usage levels
- Professional development in using computers
- Factors affecting the use of computer technologies in language teaching

4.5.1 Attitudes toward Computers & Computer Usage Levels

The questions related to the attitudes toward computers in part A in the interview also searched for the instructors' computer usage levels in their teaching experience. According to the results of Part A, all participants have positive attitudes toward computers. All respondents, who have been interviewed, regard

themselves competent to use computers and have their own personal computers. Moreover, instructors state that they are adapted to use computers for a very long time. One of the respondents reports that:

> "Computers simplify my life in many respects. I can find whatever I look for on the net. As I have been using computers since my childhood, I encounter no difficulty in using it."(Interviewee 1)

Another participant also supports the idea that they use computers for a long time with these words:

> "I feel very relaxed while using computers since I have been engaged with it since I was 9. I feel competent enough to use it and I can also acquire all means of information." (Interviewee 10)

Nowadays, computer technologies have been widely used in educational settings and the participants seem to exploit the advantages of computers for teaching English in their classes. English language instructors have positive perceptions of computers in educational contexts especially in their teaching experience. For instance, when they were asked why they used computers, they replied that finding extra materials, creating on-line groups among students and teachers, writing & calculating exam results, searching new things about language teaching, making use of mostly Microsoft Office programs such as excel, powerpoint, word etc. were some of the reasons. What is more, instructors use computers for their own educational and academic purposes. To illustrate, they state that they use computers when they study their own lessons and look for information related to their academic papers or articles. Zhao and Frank (2003) also reports that "the most frequently used technologies are e-mail, telephone systems, and computers in the classroom" (pp.819-820). One of the respondents who supports implementing computers in educational settings states that:

> Computers and technology help us convince our learners who have barriers to computers while learning English in a more enjoyable way. Before Ufuk University, I used to work at Bülent Ecevit University. We had on-line computer laboratory sessions through teaching English. Learners followed exercises. At first, they thought it was redundant but later on we observed that most learners got efficiency for improving their English. (Interviewee 3)

Another respondent expresses nearly the same words with regard to the role of computers in education:

> Adapting computers has been regarded as a new trend in foreign language education recently. Especially on-line teaching is very popular these days. In this sense, computers could be used as a supportive material with the course books. As learners are closely interested in computers and technology, implementing computers into teaching enhances learners' motivation. Therefore, students enjoy and attend lessons and lessons become student-oriented. (Interviewee 4)

The respondents also indicated that they employ computers for various types of purposes such as picking up news, social media, chatting with friends, watching series and movies, checking e-mails, shopping, looking for information on the net.(See also table 6)

When the participants were asked what they thought about computers, one of the interviewee stressed that:

> The first thing that comes to my mind when I think about a computer is that I cannot imagine a life without it. A computer helps us store information and reach that information. It plays a vital role for us in this technology era. Computer is a kind of tool that makes a major contribution to our social life. We can communicate very easily. Computers are beneficial with Excel, PowerPoint and Microsoft office programs in terms of our academic and professional purposes. Our daily tasks such as getting plane tickets, interviews are performed easily thanks to computers. (Interviewee 13)

4.5.2 Professional development in using computers

The question in part B related to the training to use computer technologies. The interview results of part B point out that most participants have sufficient knowledge to use and teach with computers:

> Surely, there are many things that I am not competent enough however; I had computer training during my high and secondary school. (Interviewee 2)

Another participant stated that:

> I, indeed, consider myself not capable enough for using computers and this led me to have computer training course. I still come across some of the things that I do not know. When I struggle, the solution emerges again in computers. I can find anything on the net. (Interviewee 3)

The respondents have notified that they can benefit from computers easily and this shows they have enough training to succeed in using computers. However, there are some respondents indicating they need more training in order to use computers. One of the respondents states that:

> I have enough knowledge to use computers for my daily activities however; I have realized that I am not complete with the technological innovations. My computer training that I gained in the past doesn't fulfil my needs. (Interviewee 13)

Another respondent states that:

> Although I had computer course during my university life, I learned more by searching on my own. (Interviewee 15)

Another respondent also stated with the similar words:

> I can survive myself while using it for my daily, academic and other purposes however; I consider having help to improve my knowledge with the development in computer technology. (Interviewee 16)

4.5.3 Factors Affecting the Use of the Computer Technologies in Language Teaching

Part C in the interview question was about the factors that could affect the use of computer technology in teachers' teaching experience. The results of the answers given to the question in Part C uncovered that English language instructors encounter the factors that obstruct the implementation of computer technology in their language teaching experiences. In this sense, many participants report that the physical and technical problems of the school building are not suitable for the productive use of computers in classes. One of the respondent states that:

> I do not have problems myself but there are some technical problems. (Interviewee 1)

Another respondent states that:

> I sometimes lack efficient equipment and this causes loss of time. (Interviewee 3)

Another participant has almost identical reply:

> Because of the physical conditions of the school, my students and I have connection problems. Except these problems, I can use it very comfortably. (Interviewee 4)

Another respondent states that:

> The equipments in our classes are mostly broken and inadequate. (Interviewee 11)

Another respondent states that:

> We encounter some problems originating from our school. The projectors are out of order in some classes and there are some limitations about our computers and technical equipments. (Interviewee 15)

All of the participants' responses for the question about the factors that affect the use of computers are the same.

4.6 CONCLUSION

This chapter has presented the data analysis of the teachers' perceptions of computers and their use in language teaching experience. Teachers' opinions about their attitudes and the factors affecting the use of computers have been analyzed. The next chapter will discuss the findings in this study with the findings in the literature.

CHAPTER V

DISCUSSION & CONCLUSION

5.0 PRESENTATION

This chapter will present and summarize the implications and the results of the research based on the data analysis in relation to the literature. It will also suggest the pedagogical implications, limitations and further research in terms of technology in language teaching.

5.1 OVERVIEW OF THE STUDY

This study examined how English language teachers at Ufuk University perceive using computer technologies in language teaching by investigating teachers' attitudes toward the use of computers and the factors that affect their implementation of this technology in general. In order to collect the data about the general attitudes of teachers toward computers and factors affecting the respondents' implementation of computers in their teaching experience, quantitative and qualitative research methods were applied. In other saying, a mixed methods research was performed to gather data for accomplishing this study. Implementing a mixed research methods helped the researcher triangulate the results of the study.

The findings were discussed depending on the research questions. The questionnaire was mainly evaluating the attitudes of teachers in general.

5.2 DISCUSSION OF THE RESULTS

The findings about instructors' attitudes toward computer technology and their computer use levels were gathered by both quantitative and qualitative data. The purpose of the sections below is to show the findings of the study regarding the literature.

5.2.1 R.q. 1 what do the English language instructors use computers for?

The first research question attempted to reveal the reasons why teachers use computers. In line with the results of section II of the questionnaire, teachers utilize computers for mostly surfing the net (82,4%) and finding materials related to lesson preparing presentations (64,7%). Such findings are expected since these applications are not high-level ones (Zhao and Frank, 2003). At the same time, the qualitative (interview) data confirmed that teachers are very eager to use computer for their both professional and daily purposes. However, they are not able to take advantage of adapting computers at high levels. In the interview, the participants expressed that they could survive themselves while using computers but in a limited way and most of them thought that they did not have enough skills to perform more complicating assignments. This seems to agree with one of the findings in the literature. Zhao and Frank (2003) propose that teachers who use computers mostly are using them to communicate with parents of students and prepare instructions. As these types of applications demand not that much change and therefore time and energy, simple technologies become sufficient for teachers to use. The researchers also indicate that computers have different range of uses that are very complex. In this sense, the applications that teachers are accustomed to are regarded as simple.

What is more, another considerable result of the section II in the questionnaire is that English language instructors use computers for general and personal purposes. The instructors use computers for web blogs (29,4%) and chatting (23, 5%). Nevertheless, they do not prefer assigning homework and giving feedback to the students (11, 8%). Although teachers do not tend to use computers for most activities in their teaching activities, they find materials related to lessons (64, 7%) and present course materials (35, 3%). The reason why teachers do not give tasks to the learners on computers can spring from the fact that teachers' computers may not have proper technological equipment for managing on-line or digital homework and some students can have limited use of computers outside their schools.

The results also demonstrate that English language instructors never use computers for chatting (52, 9%) or playing games (64, 7%). The interview data also verify that instructors need to use computers more for educational purposes. This result contradicts with one of the results of the studies in literature:

> Supporting this result, a researcher studied the level of primary and secondary school teachers' using the technological opportunities, it is concluded that half of teachers do not use computers for educational purposes in activities outside the classroom and almost half of them never use computer software in educational activities. (Akpınar, 2003, as cited in Gilakjani and Leong, 2012: 633)

5.2.2 R.q.2 to what extent do the instructors use ICT in language classrooms?

Section V of the questionnaire searched for the participants' access levels to the computers. In accordance with the results of this study, the participants have access to the computers mostly at schools. The participants' use of computers also increases when compared with their use at home. Yet, they do not choose other places like internet cafes to use computers.
Williams et al. (2000) also came up with a similar finding:

> Where ICT resources are used by primary teachers they are used most often in the classroom context (95% of teachers used at least one ICT resource at least once a term). Frequency of use of ICT in the classroom by secondary teachers is similar, however, use of ICT in professional development, personal use, and administration, are all significantly higher for the secondary sample. (p.310)

5.2.3 R.q.3 what are the instructors' attitudes towards ICT in general?

Section III of the questionnaire was developed to study the attitudes of teachers toward ICT and section IV of the questionnaire explores the instructors' perceptions of computers in general. Both quantitative and qualitative findings reveal that teachers have positive attitudes toward computer technology. However, their positive perception is not consistent with their use of computers in their teaching experience. As teachers benefit computers vastly for surfing the net, finding materials and e-mailing, these types of applications are regarded as low-levels that do not require complicating understanding.

The results of the findings also indicate that the participants think that computers help them get information very quickly. They also support the idea that computers save time and effort. Although English language instructors have positive attitudes toward computers in general, they do not prefer adopting computers into their teaching practices. They do not also think that students should use computer in all subject matters.

This may be supported by the findings in the literature:

> Primary teachers' perceptions and awareness level about specific technologies, and about the role of technology in education, and how they see the technological problems that are faced by basic education school systems in Turkey were investigated. The results showed that many teachers were not computer users and lacked a functional computer literacy background upon which to build new technology and skills. The study also indicated that the use of computer and related technologies was not routine part of their teaching and learning environment. (Asan, 2003, as cited in Gilakjani and Leong, 2012: 633)

Moreover, it was understood in the interviews that English language instructors at Ufuk University can survive themselves when they want to implement computers in basic forms of use such as e-mailing or surfing the net. Yet, they do not find themselves qualified in every respect. This may result from the fact that their training is not proper enough for complex uses. In addition, teachers complain about the lack of technical equipment and physical context of the school. Referring to the literature, some researchers found a similar finding:

> Pre-service teachers state that they do not feel themselves adequate for using internet and computer for the purpose of teaching, while they feel that they are adequate for using search engines; they can prepare basic materials for teaching but not complex and multi-purpose educational devices. (Erdemir, Bakırcı & Eyduran, 2009, as cited inGilakjani and Leong, 2012: 633, 634)

A great deal of studies demonstrates that teacher is the main forecaster of the attitudes toward computers when its role is considered for educational purposes. In this study, although teachers have positive perceptions of computer technology, their use of computers is not very high. This seems to contradict with one of the findings in the literature. Some studies also indicate that teachers who have negative or neutral feelings about computers do not have enough knowledge or skill about computers (Al-Oteawi, 2002, as cited in Gilakjani and Leong, 2012). This hinders their application of computers into their teaching practices.

Section IV of the questionnaire reveals that teachers have positive attitudes toward computers in general and it also shows that they find computers beneficial and effective in education; however, they have some hesitations about whether the lesson time is appropriate for effective use of computers, or not.

As there are only two male instructors working at Ufuk University, the influence of gender was not investigated. In literature, there are studies that look into it:

> Researchers investigated the science teachers' attitudes toward computer assisted learning (CALL). The results showed that the majority of science teachers had positive attitudes toward CALL and no gender difference exists between science teachers' computer-assisted learning attitudes. (Cavas and Kesercioğlu, 2003, as cited in Gilakjani and Leong, 2012: 633)

5.2.4 R.q.4 is there a correlation between the instructors' attitudes towards ICT in general and their use of computers/ ICT in language classroom?

The results of the questionnaire revealed that there is a correlation between instructors' attitude toward ICT in general and their perception of computers in language teaching classrooms. Teachers who occupy themselves with ICT mainly use computers in their classes, on the other hand teachers who aren't very involved in ICT that much do not use computers in their language teaching classes. There is a direct correlation between instructors' attitude in general and their use of computer in educational settings.

This study contradicts with the results of one of the studies in literature:

> Teachers' attitudes toward computer technologies are related to teachers' computer competence. In their study of the correlation between teachers' attitude and acceptance of technology, Francis-Pelton and Pelton (1996) maintained although many teachers believe computers are an important component of a student's education, their lack of knowledge and experience lead to a lack of confidence to attempt to introduce them into their instruction. (Gilakjani and Leong, 2012: 633)

There are also some studies that have the similar findings as in this study:

> Several studies explain this by hypothesizing that teachers who use computers do so because their conceptions of using ICT fit into their existing teaching beliefs or belief system. (Higgings & Moseley, 2001; Sugar et al., 2004, as cited in Tondeur et al., 2008: 2544)

> Results of the present study indicate a consistent relationship between teacher profiles, based on their educational beliefs, and the frequency of class use of computers: a teacher profile with relatively high constructivist beliefs tends to show a high frequency of educational computer use. (Tondeur et al., 2008: 2549)

5.2.5 R.q.5 what is the effect of the instructors' educational degree on their attitudes towards computer usage?

The degrees that teachers hold are regarded as an important element which could affect their attitudes toward computers and their use of computers in teaching. In

the questionnaire, the participants stated their educational degrees. There were three alternatives: Bachelor's, Master's and Doctoral Degree. The differences between the graduates of Bachelor's Degree, Master's Degree and Doctoral Degree in terms of teacher's attitudes toward computers were explained and the results of this study showed that educational degrees of English language instructors do not play a vital role in neither their attitudes toward ICT nor their perception of computers. Karakaya (2010) came up with a different finding:

> The participants holding a master's diploma seemed to be content with the availability of computers in their lives. They ponder that computers are fruitful technological tools for the improvement of education and in particular for language teaching and learning. When compared with the respondents who had a Bachelor's Degree, the Master's Degree holders would rather do things through computers than by hand. Their results indicate that they feel comfortable with the computers and they make use of ICT in their profession. Furthermore, they consider the computers as a fast and efficient means of getting information presenting to the students. (p.82)

5.2.6 R.q.6 what is the effect of years of teaching experience on the instructors' attitudes towards computer usage?

One of the main issues of this study was to find out if there was a difference in the instructors' perceptions of computers in terms of their teaching experience or not. English language instructors who have 4-6 years experience are inclined to ICT and the use of computers more than other experienced instructors. 1-3 years experienced instructors are prone to have the least positive perceptions of computers. This may be supported by the findings in the literature:

> According to the results of the one-way ANOVA, the teachers who have up to six years teaching experience show different attitudes when compared to the teachers who have more teaching experience.(Karakaya, 2010: 86)

Some earlier studies contradict with this study. (Mahdi and Al-Dera, 2013) have found out that:

> "There is no significant difference between experienced (i.e., teaching for more than ten years) and less experienced teachers (i.e., teaching for less than ten years)."(p.61)

5.2.7 R.q.7 what are the factors that affect the English language Instructors' use of computers in their classes?

Along with the teachers' attitudes toward computer use, it is discovered that various factors play a big role in teachers' application of computers in their teaching practices. In order to investigate the factors that affect English language instructors' use of computers in their teaching experience, teachers were asked in the interview. The results of the qualitative (interview) data point out that most of the teachers complain about the deficient technical equipment and physical conditions of the university.

In the interview, it was observed that English language teachers present digital book by using LCD projectors. Nonetheless, some participants report that the projectors in their classes do not work properly and some projectors do not have a remote control to switch on or vice versa. One of the respondents states that although there is a projector in her class, she has to take another one that runs better. The lack of equipment causes teachers to lose time and it results in the delay of the program.

Almost all of the teachers at Ufuk University think that the main factor that hinders their easy use of computers springs from the external factors. They think that their ability is proper enough to perform most of the applications of computer technology. This may be argued against some findings in the literature. "A major obstacle to successful technology integration was the lack of teacher confidence and skill when using technology." (Zammit, 1992, as cited in Gilakjani and Leong, 2012: 633)

Another study that investigates the main barrier to successful technology integration comes up with:

> Another researcher carried out a study examining the factors relating to the uptake of ICT in teaching. A questionnaire was designed to collect evidence from teachers and other educators about their ICT experiences, expertise and use in teaching, their

> attitudes to the value of ICT for teaching and learning, the training they had received and, when relevant, their reasons for being a member of an association like MirandaNet, The National Association of Coordinators and IT Teachers and Teachernet UK. The sample consisted of 44 male and 28 female computer-using teachers with a mean age of 42 years. The results showed that the teachers who are already regular users of ICT have confidence in using ICT, perceive it to be useful for their personal work and for their teaching and plan to extend their use further in the future. (Cox et al,1999, as cited in Mumtaz, 2000: 323)

As many English language teachers think that the most important factors are the external ones, the lack of technical equipment is the main one at Ufuk University. Some studies also support this finding. However, other factors outweigh the deficiency of technical subjects or physical conditions of the school in one of the study in the literature.

A researcher carried out an investigation to study Dutch teachers that were adopting ICT in their teaching experience. These teachers were given a computer at home and they also had a computer. The findings of the results demonstrated that school factors were very prominent in the implementation of technology in classrooms. Yet, teacher factors were more dominant in teachers' use of computers. Beliefs and skills were the two categories that had been teachers' elements. (Veen, 1993, as cited in Mumtaz, 2000)

5.3 PEDAGOGICAL IMPLICATIONS

The results of the study have explored that English language instructors working at Ufuk University have positive attitudes towards computer technology in their teaching experience. In the interviews, it was observed that although teachers can define themselves competent users, their uses are mostly for simple tasks. This shows that their computer usage levels are low.

The findings of both quantitative (questionnaire) and qualitative (interview) data are consistent with one another by indicating that English language teachers have positive attitudes toward using computers. In the questionnaire, there are two scales. One is for attitudes toward ICT scale and another is about computer attributes scale. According to the results of the questionnaire, teachers use

computers mostly for surfing the net, finding materials and e-mailing. It is also obtained that teachers' computer use combines general, daily purposes such as shopping, web blog and chatting. By the same token, teachers expressed that they can survive themselves when they would like to use it for any informative (finding materials related to lessons…) or general (playing games…) activities.

The purposes of use mentioned above do not require any professional training. Some of the teachers express that they had the training during their university education.

What is more, the interview data specifies that outer factors affect teachers' use of computers in teaching. The exterior factors are suggested to be the lack of technical equipment and the physical conditions of the school. With the help of this study, teachers can have opportunity to realize the positive attitudes toward the integration of computers in educational settings. Along with the results of the study, teachers could bear in mind the potential obstacles that hinder them from implementing computer technology. In this way, they can make provision against these factors. The last but not least, the findings suggest that teachers should have necessary guidance and training for using this technology better.

5.4 LIMITATIONS OF THE STUDY

There are numerous limitations of this study. The number of English language instructors at Ufuk University is the first limitation of the study. Although all of the language instructors (N=17) took part in the study, it would not be correct to extrapolate the attitudes of English language instructors at Ufuk University Preparatory School to all English language instructors who work at Preparatory Schools.

Another limitation is that the influence of gender on English language instructors' perceptions of computer technology could not be explored because of the fact that there are only two male teachers.

Furthermore, in order to get some reliable findings about searching for the attitudes of teachers toward computer technology, both questionnaire and interview were used. Observation of the teachers during their teaching practice would also be profitable. Owing to the limitation of the time, the researcher did not have the opportunity to observe how teachers adopt computers.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

The study examined the attitudes of English language instructors towards the use of computer technology in language teaching practices at Ufuk University. Both quantitative and qualitative data revealed that teachers also use computers for their daily or personal activities such as shopping, e-mails and chatting. In this sense, this study scrutinized why the teachers use computers, the teachers' perceptions of ICT and computers, teachers' computer usage levels, factors affecting use of computers in language classes.

Another research can be designed to observe teachers how they implement computers in their language classes in longer time of the academic year. Along with the questionnaires that search for the attitudes of teachers, observations could be applied in order to comprehend their attitudes in a more realistic context. Moreover, this observation can help researchers notice the factors that hinder teachers from adopting computers in their classes easily.

At the same time, in the interviews, teachers report that they can use computers for simple activities but not complex ones. At Ufuk University, teachers do not have any special training for using this technology. In this respect, a curriculum for using this computer technology could be created for only Ufuk University teachers after a needs analysis is performed. As teachers' needs are gathered, they could have trainings about computer technology. Therefore, their attitudes can be compared before and after these trainings.

As a result, another study can be carried out to compare the attitudes of teachers towards computer technology with another preparatory school of university whose teachers also apply computers in their classrooms.

5.6 CONCLUSION

The results of this study demonstrate that English language instructors have positive attitudes towards computer technology in their language teaching practices and daily activities. Both quantitative (questionnaire) and qualitative (interview) data revealed that teachers have positive attitudes toward this technology; however; their computer usage levels are not very high.

Another result of the study is that teachers feel satisfied enough to implement computers for certain purposes. They also think that they can have training to teach with computers for complex tasks. After they get training sessions, a curriculum can be prepared to teach with computers. With the new curriculum, teachers can feel more comfortable in their teaching experience.

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APPENDICES

APPENDIX I

DEMOGRAPHIC INFORMATION FORM

Ufuk University
Social Sciences Institute
Department of English Language Teaching

Exploring the Attitudes of EFL Instructors towards Information and Communications Technology and their Use of in English Language Teaching and Learning

General Instructions: The purpose of this questionnaire is to investigate your attitudes towards Information and Communications Technology and explore your use of technology in your language teaching practices. The questionnaire consists of five sections. Each section begins with some directions related to that part only. As you begin each section, please read the directions carefully and provide your responses in the format requested.

Section (1). Background Information

Instructions: Please indicate your response to the following questions by checking the appropriate circles:

1.1 Name and Surname:

1.2 The Last Degree :

- ○ Bachelors
- ○ Master's
- ○ Doctorate

1.3 Teaching Experience:

- ○ Less than a year
- ○ 1-3 Years
- ○ 4-6 Years
- ○ 7-10 Years

APPENDIX II

THE QUESTIONNAIRE

Section (2) Computer Use & Literacy

Instructions: Please indicate your response to the following items:

2.1 What do you use computers for? Please tick (√) the **appropriate one(s)**. You can choose more than one choice and also indicate your frequency of use. (never=0, rarely=1, sometimes=2, often=3) Example: _√_ shopping online *(0 1 2 (3))*

- ○ chatting (0 1 2 3)
- ○ games (0 1 2 3)
- ○ e-mail and mail listing (0 1 2 3)
- ○ finding materials related to lessons preparing presentations (0 1 2 3)
- ○ assigning homework (0 1 2 3)
- ○ presenting course material (0 1 2 3)
- ○ surfing the net (0 1 2 3)
- ○ web blogs (e.g., blogger) wikis (0

1 2 3)

○ giving feedback to students (0 1 2 3)

○ others (0 1 2 3)

2.2 How many hours do you have access to the Internet in a day?

○ Less than one hour 1-2hour(s)

○ 2-3 hours

○ 3-4 hours

○ 4 hours and over

Section (3): Instructions: Please indicate your reaction to each of the following statements by circling the number that represents your level of agreement or disagreement with it. Make sure to respond to each statement.

Item No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Computers do not scare me at all.	1	2	3	4	5
2	Computers make me feel uncomfortable.	1	2	3	4	5
3	I am glad there are more computers these days.	1	2	3	4	5
4	I do not like talking with others about computers.	1	2	3	4	5
5	Using computers is enjoyable.	1	2	3	4	5
6	I dislike using computers in teaching.	1	2	3	4	5
7	Computers save time and effort.	1	2	3	4	5
8	Schools would be a better place without computers.	1	2	3	4	5
9	Students must use computers in all subject matters.	1	2	3	4	5
10	Learning about computers is a waste of time.	1	2	3	4	5
11	Computers motivate students to study more	1	2	3	4	5
12	Computers are a fast and efficient means of getting information.	1	2	3	4	5
13	I do not think I would ever need a computer in my classroom.	1	2	3	4	5
14	Computers can enhance students learning.	1	2	3	4	5
15	Computers do more harm than good.	1	2	3	4	5
16	I would rather do things by hand than with a computer.	1	2	3	4	5
17	If I had some money I would buy a computer.	1	2	3	4	5
18	I avoid using computers as much as possible.	1	2	3	4	5
19	I would like to learn more about computers.	1	2	3	4	5

20	I have no intention to use computers in the near future.	1	2	3	4	5

Section (4): Instructions: Please indicate your reaction to each of the following statements by circling the number that represents your level of agreement or disagreement with it. Make sure to respond to each statement.

Item No	**Statements**	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
1	Computers improve education.	1	2	3	4	5
2	Teaching with computers offers real advantages over traditional methods of instruction.	1	2	3	4	5
3	Computer technology cannot improve the quality of students' learning.	1	2	3	4	5
4	Using computer technology makes the subject matter more interesting.	1	2	3	4	5
5	Computers are not useful for language learning.	1	2	3	4	5
6	Computers have no place in schools.	1	2	3	4	5
7	Computer use fits well into my curriculum goals.	1	2	3	4	5
8	Class time is too limited for computer use.	1	2	3	4	5
9	Computer use suits my students' learning preferences and their level of computer knowledge.	1	2	3	4	5
10	Computer use is appropriate for many language learning activities.	1	2	3	4	5
11	It is hard for me to learn to use the computer in teaching.	1	2	3	4	5
12	I have no difficulty in understanding the basic functions of computer.	1	2	3	4	5
13	Computers complicate my task in the classroom.	1	2	3	4	5
14	Everyone can easily learn to operate a computer.	1	2	3	4	5
15	I have never seen computers at work.	1	2	3	4	5
16	Computers have proved to be effective learning tools worldwide.	1	2	3	4	5
17	I have never seen computers being used as an educational tool.	1	2	3	4	5
18	I have seen some of my colleagues use computers for teaching English	1	2	3	4	5

Section (5): Instructions: Please identify **how often you have access to computers or the Internet** in the following contexts:

Item No	Statements	Daily	2 or 3 times a week	Once a week	Once a month	Never
1	At your home	1	2	3	4	5
2	At school (computer lab, library etc.)	1	2	3	4	5
3	Other (like Internet cafes and etc.)	1	2	3	4	5

APPENDIX III

SAMPLE INTERVIEW QUESTIONS

A. Questions Related to the Attitudes toward Computers in General and computer usage levels

1. What comes to your mind when you think about computers?
2. Can you use computers easily?
3. How do you feel yourself while using computers?
4. How much time does using computers fill in your daily life approximately?
5. What do you use computers for?

B. Questions Related to the Computer and Professional Development

6. Do you think you have a sufficient training to use this technology?

C. Questions Related to the Factors that Affect the Use of Computer Technologies in Language Teaching

7. While integrating computers in your teaching, what type of difficulties do you come across?

APPENDIX IV

ÖĞRETMEN GÖRÜŞMELERİ

SORU1:Bilgisayarları düşündüğünüzde aklınıza ne geliyor?

1. Hayatımın çok kolaylaştığı geliyor. En başta bu. Her anlamda her şeye ulaşımım kolay. İstediğim her bilgiye ulaşıyorum. Merak ettiğim şeyleri öğreniyorum.
2. Internet, eğitim açısından düşündüğümüzde internette bulunan birçok kaynak videolar olabilir, resimler olabilir, farklı otantik materyaller olabilir, genel olarak internetteki güncel bilgiler.
3. Bilgisayarları düşündüğümde aklıma son zamanlarda aslında bilgisayarları ve teknolojiyi kullanıp öğrencilerimizi kandırabileceğimiz özellikle İngilizce öğrenmeye dirençli öğrencilere bunu daha kolay öğretebileceğimiz aklıma geliyor. Eski çalıştığım üniversite Bülent Ecevit Üniversitesi'nde bizim laboratuar derslerimiz vardı. Alıştırmaları çocuklar oradan takip ediyorlardı. İlk başta onlara saçma geldiğini söylediler ama daha sonra pek çok kişinin çok verim aldığını gözlemledik. Bence kullanılabilinir bilgisayarlar. Birçok dezavantajı var tabi ama bunlar avantaja da çevrilebilinir.
4. İletişim, teknoloji, iletişimi kolaylaştırması, bir araç aslında ve özellikle yabancı dil öğretiminde yeni trend olarak yaklaşılıyor bilgisayara. Artık online eğitimler de çok gündemde, kitaba destek, kitabın yerine geçen bir araç değil ama destek olarak kullanılıyor şu anda. Öğrenciler de teknolojiyle çok yakından ilgilendikleri için bu tarz bir eğitim hem öğrencinin motivasyonunu arttırır hem de derse olan katılımını arttırıyor. Aslında eğitimin biraz daha öğrenci merkezli gitmesini de sağlıyor.
5. Teknoloji, internet, kolay ulaşım.
6. Teknolojik olarak işlerimizi ne kadar kolaylaştırdığı geliyor. Her anlamda işlerimizi kolaylaştırıyor.
7. Sosyal medya geliyor; facebook, twitter onun dışında iletişim bazlı seçenekler geliyor.
8. Teknoloji geliyor, bilgi çağı geliyor. İstediğimiz her türlü bilgiye birkaç saniye içerisinde ulaşabilme imkânı geliyor.
9. Aklıma teknoloji geliyor. İşimde sağladığı kolaylıklar geliyor. Onun dışında tabi boş zamanlarımda da dizi izlerim bilgisayarda, sosyal medya kullanırım.
10. Bilgisayarları düşündüğümde teknoloji geliyor teknoloji diyince hız geliyor, hız diyince aklıma bilgi geliyor, hızlı bir şekilde bilgilere ulaşmamız aklıma geliyor.
11. Teknoloji geliyor öncelikle ama devasa bir teknoloji dünyanın her tarafına ulaşabilen bir teknoloji. İnternet geliyor aklıma. Direk bilgisayarın o kutusu gelmiyor yani.

12. Çalışmak..hem iş hem de ders anlamında. Kendini ifade edebilecek kadar dil bilmek gibi.
13. Bilgisayarları düşündüğümde aklıma ilk gelen şey bilgisayarsız bir hayat düşünülemeyeceği. Bilgilerin depolanmasını internet sayesinde bilgilere erişimi, hatta sosyal hayatımızı sürdürmemize bile katkı sağlayan bir alet bilgisayar. Bilginin erişiminde teknoloji çağında hayati bir öneme sahip. Kullandığımız listeler ya da excell gibi programlar bilgilerin kaydedilmesine ve işlenmesine yardımcı olabilmektedir. Bilgisayar dendiğinde aklıma gelen ilk şey internet. İnternet sayesinde günlük hayatta vakit alabilecek banka işleri, randevular ya da uçak biletlerimizi alabiliyoruz ve bu da işlemlerin kolaylaşmasını sağlıyor bizim için.
14. Aslında aklıma birçok şey gelebiliyor hem eğlence olarak kullanabiliyorum hem de iletişim aracı olarak kullanabiliyorum bunun yanında profesyonel anlamda birçok faydasını görüyoruz. Artık birçok şeyi bilgisayarlarda yapıyoruz zaten. Bilgisayarların çok kullanımı var.
15. Bilgisayar hayatı kolaylaştıran şey ama nerede ve ne amaçla kullanıldığına da bağlı. Araştırma yapmak için, uzaktaki dostlarıma ulaşmak için, sosyal medyayı takip etmek için kullandığım hayatımı pratikleştiren bilgi aldığım bilgi kaynağı olduğu artık günlük gazeteyi bile alıp okumadığım ama oradan okuduğum bir şey. Dezavantajları var tabi.
16. Hayatı pratikleştirmeleri ama bazen de aşırı kullanımının zararları olabileceği.
17. Bilgisayarları düşündüğüm zaman aklıma her şey geliyor. Günlük hayatta her yere ulaşım mesela en ufak bir bilgiyi bilmediğinizde hemen ulaşabiliyorsunuz. Bayanlar artık yemek tariflerine internetten bile ulaşabiliyorlar. Her türlü şeye ulaşım var. Eğitim anlamında da düşündüğümüzde öğretmen açısından herhangi bir sıkıntı yaşadığımızda dersle ilgili internetten buna ulaşabiliyoruz. Yönlendiricimiz çok fazla oluyor. Öğrenciler açısından düşündüğümde de herhangi bir şeyi derste kaçırdığında ya da bir şey yapamadığında konusuyla ilgili yine internetten ulaşır. Bilgisayarı düşündüğümüz zaman benim aklıma gelen internet. İnternet sayesinde insanların elde ettiği kolaylıklar diyebiliriz.

SORU 2: Bilgisayarları kolay kullanabiliyor musunuz?

1. Evet. Çocukluğumdan beri kullandığım için bir sıkıntım yok.
2. Kullanıyorum. İşime yarayacak her şeyi yapabiliyorum en azından, öğreniyorum bir şekilde.
3. Açıkçası ben de sonradan öğrenme nesline giriyorum aslında ama ilerliyorum çok kolaylaştırıldı her şey. Programların çoğu hazır yüklendiği için o kadar da zorlanmıyoruz.
4. Evet, kısmen kolay kullanabiliyorum. Zaten biz de bu anlamda kendimizi geliştirmeliyiz diye düşünüyorum, çünkü artık tamamen teknoloji odaklı bir eğitime geçiyoruz. Dolayısıyla da hocaların bu anlamda açıklarını kapatmaları gerektiğini düşünüyorum.
5. Evet.
6. Artık alıştık evet kolay kullanabildiğimi söyleyebilirim.

7. Yani. Evet.
8. Evet kolay kullanabiliyorum.
9. Evet, gayet kolay kullanıyorum.
10. Gayet kolay kullanıyorum.
11. Kısmen kullanabiliyorum.
12. İşimi görürken bir sıkıntı çekmiyorum.
13. Bilgisayarı tam anlamıyla kullanabildiğimi düşünmüyorum. Çünkü bilgiler sürekli güncelleniyor. Teknoloji sürekli ilerliyor. Çağın gereksinimlerine ayak uydurmam gerektiğini düşünüyorum. Elimden geldiğince son gelişmeleri takip etmeye çalışıyorum. Eskiden bilgisayar programlarını bilmek bilgisayar kullanımı için yeterliyken şimdilerde farklı uygulamaların kullanımı da eğitimde ya da iş alanlarında gerekmekte.
14. Evet.
15. Kolay kullanıyorum ama mesela profesyonel bir Excel dosyası yapamam basit bir excell dosyası yapıyorum ama profesyonelini hazırlayamam.
16. Genelde ihtiyaç duyduğum konularda bilgisayarı rahat kullandığımı düşünüyorum.
17. Tabii, yani o konuda bir sıkıntım yok.

SORU 3: Bilgisayarları kullanırken nasıl hissediyorsunuz?

1. Hayatımın bir parçası olduğu için özel bir hissim yok.
2. Bu açıdan rahat hissediyorum. Bir sorunla karşılaştığımda da yine internetten arayıp buluyorum. Çözüm yine internette aslında.
3. İlk bu bilgisayarlı öğretime geçişi duyduğumda çok gerilmiştim, yapamayacağımı düşünmüştüm ama şimdi çok büyük bir rahatlık olduğunu düşünüyorum. Hatta bilgisayar olmadan kendimi eksik hissetmeye başladım. Onu kullanmayacaksam bile orada bulunması gerektiğini düşünüyorum.
4. Benim ilk öğretmenliğe başladığım dönemlerde bu kadar rahat veya sık değildi. O yüzden ilk geçiş evresinde ben de zorlandım. Tabiki de işimi çok kolaylaştırıyor. Motivasyonu arttırdığı için de hoca olarak daha rahat daha mutlu hissediyoruz kendimizi.
5. Rahat hissediyorum. Yani işimi çabuk hallettiğim için.
6. Çok daha rahat hissediyorum, işlerin kolaylaştığını hissediyorum. Bir şey hazırlamak istediğimde çok çabuk yapabiliyorum bunu ve bunu yaptıktan sonra yazıcıyla çıktısını alabiliyorum düzgün bir görünüme sahip oluyor.
7. Farklı değil normal.
8. Çok rahatım herhangi bir problem çekmiyorum yani istediğim her türlü şeyi yapabiliyorum dosyayı buluyorum bilgiye ulaşabiliyorum.
9. Kendimi hâkim hissediyorum.
10. Çok rahat hissediyorum çünkü çocukluğumdan beri yaklaşık dokuz yaşından beri bilgisayar kullanıyorum. Oldukça iyi olduğumu düşünüyorum ve bir sürü işimi de oradan hallediyorum kolaylıkla.

11. Bir şeyleri becerdiğim zaman çok seviniyorum ama beceremezsem boşver diyorum bu aleti.
12. Bilgisayarsız daha uzun zamanda ve daha düzensiz yapılacak işi bilgisayar sayesinde tam da istediğim gibi yaptığımı bildiğim için varlığından mutlu oluyorum.
13. Bilgisayarın aşina olduğum bir uygulamasını kullanıyorken rahatlamış hissederim çünkü işlerim kolaylaşır ama zorluk yaşadığım bir uygulama karşıma çıktığında yardım alma ihtiyacı hissederim bu da beni başkalarına bağımlı kılar. Eğlence amaçlı bilgisayar kullanımı ise iyi vakit geçirmeme ve sosyalleşmeme yardımcı olduğu için beni mutlu eder.
14. Altı yaşımdan beri bilgisayar kullandığım için bayağı aşina ve rahatım.
15. Mutlu hissediyorum.
16. İşimin kolaylaştığını ve her türlü bilgiye bir tıkla ulaşabildiğim için mutlu hissediyorum.
17. Gayet rahatım ve kendimi çaresiz hissetmiyorum. Sıkıntı yaşamıyorum. Bir sorun yaşıyorsam bunu çözmek için bilgisayara başvuruyorsam da mutlaka bu sorunu çözmüş oluyorum zaten. Bu anlamda iyi oluyor.

SORU 4: Bilgisayar kullanımı günlük yaşamınızın ortalama ne kadar bölümünü kapsıyor?

1. Büyük çoğunluğunu kapsıyor. Eğer bir işim yoksa 3-4 saat kullanıyorum.
2. Günde kendi işlerim olsun ya da dersle ilgili araştırmalarım olsun bir saat duruma göre akşamları 3 saat olabiliyor.
3. Çok fazla diyebilirim. Neredeyse dört beş saatimi alıyor farkında olmadan.
4. Hemen hemen hepsini.
5. Akıllı telefonları saymazsak günde beş saat diyebiliriz. Sayarsak da neredeyse 24 saat..
6. Oldukça fazla beş saat diyebiliriz herhalde.
7. Günde neresinden baksanız hiç yoksa en aşağıda 10 saate yakın bilgisayar başında geçiriyoruz.
8. Çok büyük bir bölümünü kapsıyor yani eğer günü yüzde yüz olarak düşünürsek yüzde yirmi beşinde bilgisayar kullanıyorumdur.
9. Büyük bir bölümü 5 saat diyebilirim.
10. Çok fazla değil açıkçası şu anda. Sadece ihtiyacım olduğunda. Yaklaşık maksimum bir saat.
11. Bu bulunduğum yere bağlı mesela okuldaysam bilgisayarla ilgili işlerim yoğun olduğu zaman belki yarım saat bir saat falan ya da okulda bir iş yapmıyorsak iki üç saati bulabilir.
12. Yirmi dört saatin dört saati diye bir ortalama verebilirim.

13. Bilgisayar kullanımı hemen hemen boş vakitlerimin tümünü kapsıyor. İş hayatım dışında boş kalan vakitlerimi bilgisayar kullanarak ve internette geçirmeyi tercih ediyorum.
14. Yirmi dört saatin altı veya yedi saatinde bilgisayar kullanabiliyorum.
15. Yarısını kapsıyor herhalde. On saati uyuyorsam altı yedi saatini alıyor diyelim.
16. İşte geçirdiğim günlerde akademik yıl içerisinde 1-2 saat, tatillerde 4-5 saat... evde ise ortalama 1 saat.
17. Dört beş saati buluyor. Uyumadığım zamanlar diyebilirim.

SORU 5: Bilgisayarları hangi amaçlar için kullanıyorsunuz?

1. Genelde sosyal medya için kullanıyorum, bir şeyleri takip edebilmek için kullanıyorum. Haberlere ulaşmak için bir de tabii ki eğitim açısından da kullanıyorum. Çeşitli materyaller bulmak için.
2. Çoğunlukla kendi derslerime çalışırken çok kullanıyorum. İnterneti kullanıyorum. Dersle ilgili materyal bulmak istediğimde, video bulmak istediğimde kullanıyorum.
3. Yazmak zorunda olduğum bir tez var aslında o amaçla kullansam çok iyi olacak ama ne zaman bunu yapsam kendimi sosyal medyada buluyorum. Çoğu arkadaşımla iletişimimi oradan sağladığımı düşünmeye başladım yani telefonla değil de oradan mesajlaşarak daha ok iş halledebiliyorum.
4. Bunun için özel bir eğitim almadım mutlaka eksiklerim vardı ama artık bilgisayar merkezli bir eğitime geçtiğimiz için yavaş yavaş kendimi bu alanda geliştiriyorum.
5. Öncelikle sosyal medya, film, dizi, gazete… Alışveriş olabilir bir de mesleğin bir parçası olarak materyal bulmak için kullanılabilinir.
6. Genelde internete bağlanmak için kullanıyorum. Sosyal medyayı takip ediyorum. Bunun dışında öğrenci takibi yapmak için kullanıyorum. Öğrencilerle oluşturduğumuz gruplar oluyor oradan onlarla iletişime geçebiliyoruz.
7. Sosyal medya, oyun oynamak, iletişim kurmak arkadaşlarımla e-mail kontrolü…
8. Chat yapmak için kullanıyorum çoğunlukla onun dışında materyal arıyorum öğretmenlik için de kullandığım oluyor. Onun dışında kendi günlük hayattaki işlerimi online hallediyorum. Bir bilet almak, sinema, otobüs bileti gibi, alışveriş, her türlü şeyi yapıyorum.
9. İşimde kullanıyorum aynı zamanda sosyal medya boş zamanlarımı değerlendirmek adına. Alışveriş de var onun dışında dizi izlemek
10. Genelde akademik çalışmalarım için kullanıyorum. İşim için kullanıyorum. Bir de ekstra bir şey aradığım zaman alışveriş, sosyal medya için olabilir.

11. Mail kontrolü, internetten bilgi bulma açıkçası çok da bilgisayarla haşır neşir olan bir insan değilim.
12. Meslekle ilgili araştırma yapmak için, iletişim için, Çektiğim fotoğrafların düzenlenmesi için, internetten dizi izlemek için, lazım olduğunda Office programlarının nimetlerinden faydalanmak için.
13. Kimi zaman bilgisayarda müzik dinlerim ya da film izlerim. Sosyal amaçlı kullanım dışında eğitimimle ilgili bilgilerin erişiminde ya da yazılı belge oluşturmada kullanıyorum. Bilgisayarları bilgilerimi ya da resimlerimi depolamakta da kullanmaktayım. Eğitim amaçlı yazılımları da bilgisayarda kullanarak bilgiye erişebiliyorum.
14. Aslında ağırlıklı olarak profesyonel amaçlar için kullanıyorum onun yanında sosyal medya için de kullanıyorum.
15. Genelde araştırma yapmak için kullanıyorum.
16. İş için gerektiğinde akademik araştırmalar, veri, not girişi ve hesaplaması için. Günlük hayatta ise araştırmalar ve sosyal medya için.
17. Her bayan gibi alışveriş amaçlı kullanıyorum. Onun dışında eğitim amaçlı kullanıyorum. Zaten okulumuzda da artık bilgisayarlar kullanılmaya başlandı. Ulaşım amaçlı da kullanıyorum aynı zamanda.

SORU 6: Bu teknolojiyi kullanmak için yeterli eğitime sahip olduğunuzu düşünüyor musunuz?

1. Düşünüyorum, evet.
2. Yani tabiî ki de bilmediğim çok fazla şey var ama eğitimini lisede ya da ortaokulda bilgisayar derslerinde almıştım. Üniversitede almadık ama bir şekilde oradan buradan öğreniyoruz ancak ayrıca bir kursa gitmedim.
3. Aslında kötü olduğumu düşündüğüm için bu bilgisayar kullanmada kursuna da gittim ama yine de tabiî ki bilmediğim şeyler çıkıyor. Şöyle de bir şey var; google denilen şey bir deniz derya olduğu için her şekilde bilgi alabiliyorsun aslında öğrenmek istedikten sonra.
4. Bunun için özel bir eğitim almadım mutlaka eksiklerim vardı ama artık bilgisayar merkezli bir eğitime geçtiğimiz için yavaş yavaş kendimi bu alanda geliştiriyorum.
5. Yeterli eğitim almadım ama kendi kendimi geliştirdiğimi düşünüyorum.
6. Evet düşünüyorum.
7. Bence yeterli.
8. Eğitim hayır. Kendim bir şekilde öğrendim ama bir eğitim almadım.
9. Evet, sahibim ihtiyaç duyduğumda da yine çeşitli kaynaklardan bakıp araştırıp google'den da öğrenebiliyorum.
10. Hiç eğitim almadım. Bugüne kadar da bir sıkıntı yaşamadım ama tabii ki eğitim almak daha farklıdır herhalde.
11. Yok, sahip değilim.

12. Evet. İhtiyacım olan aşağı yukarı her şeyi yapabildiğim için, ama dört sene bilgisayar mühendisliği okuyor adamlar biz bir şey bilmiyoruz demek ki.

13. Bilgisayarla ilgili yeterli eğitime sahip olmakla birlikte teknolojik gelişmelerle birlikte eksik olduğum alanlar olduğunun farkındayım. Bilgisayar eğitimi ana ihtiyaçlarımı karşılamakla birlikte bilgisayar konusunda daha yetkin hale gelmem gerekiyor.

14. Açıkçası profesyonel eğitim anlamında toplamda bir yıllık bir eğitim almışımdır. Zaten çok küçük yaşlardan beri bilgisayar kullandığım için biraz tecrübeliyim zaten öyle bir eğitimim var. Yeterli olduğunu düşünüyorum özellikle şu anki işimi idare etmek için.

15. Yok, ben kendi kendimi eğittim ama tabi bilgisayar dersi aldım üniversitede verildiği kadar ancak sürekli bilgisayar kullandığımız için sürekli insan bir şeyler öğreniyor. Tez yazmak öğrencilere bir şeyler göstermek derken bir sürü bilmediğiniz şeyi kendi kendinize keşfediyorsunuz temelini aldıktan sonra.

16. Şu aşamada, işim, akademik yaşamım ve günlük hayat kullanımım açısından yeterli eğitimim olduğunu düşünüyorum ancak gelişmeler doğrultusunda gerektiğinde yardım alabileceğimi düşünüyorum.

17. Bu teknolojiyi kullanmak için yeterli eğitime sahibim ama tabii ki çok ince detayları kullanacak kadar çok ileri derecede bir eğitimim olduğunu düşünmüyorum kesinlikle.

SORU 7: Sınıflarınızda bilgisayar kullanırken, ne tür problemlerle karşılaşıyorsunuz?

1. Benle alakalı bir problem olmuyor da bazen teknik problemlerle karşılaşıyorum. Yoksa kişisel bir problemim olmuyor. Kablolarda sıkıntılar yaşanabiliyor. Projektöre bağlantılarda sorun olabiliyor. Ya da ses bazen sorun, sınıfta duyulmuyor falan o tür şeyler.

2. Sınıftan kaynaklı hoparlör ile ilgili problem olabilir. Yani interneti her an her yerde açıp kullanmak çok da kolay olmuyor. Ama bir şekilde sınıfta bir şey göstereceksem video olabilir, onu daha önceden indirip kontrol ediyorum.

3. Bazen teknik ekipman eksikliği olabiliyor. Bir şekilde onu ayarlayamıyorum ve vakit kaybı oluyor. Ya da programlarda aksaklık çıkabiliyor çok az da olsa. Onun dışında çok da fazla başıma gelmedi açıkçası.

4. Bağlantı sorunu olabilir. Okulun fiziksel şartlarından dolayı teknik problemlerle karşılaşıyoruz. Onun dışında kullanım açısından öğrenciler de hocalar da çok rahat ellerinin altında bilgisayar olduğu için sadece teknik problemlerle karşılaşıyoruz.

5. Teknolojik problemlerle karşılaşıyoruz okulun fiziki koşulları açısından ama benden ya da öğrencilerden kaynaklı herhangi bir problem olmuyor açıkçası.
6. Genelde bilgisayardan kaynaklı teknik arızalarla ilgili problemler oluyor onun dışında bir problemle karşılaşmıyoruz.
7. Microsoft office'in eksikliği bir dosya açarken sıkıntı yaratabiliyor. Haliyle bir Powerpoint presentation hazırlasam gösteremiyorum ancak pdf'e çevirip ffxi gösterme gerekiyor. Bazen bilgisayarlar yavaş oluyor takılıyor. Güzel hareket eden bir Mouse pad olmaması benim için sıkıntı oluşturuyor. İnternet sıkıntısı oluyor çekmiyor. Teknik problemler.
8. Genellikle teknik arızalar ile karşılaşınca olayı bilmediğim için bir korku oluyor üstümde ne yapacağımı bilemediğim için bilgisayar takılıyor, çöküyor, kablo bozuluyor.. bu tarz durumlarda bayağı bir sıkıntı yaşıyorum.
9. Bilgisayar genelde kilitlenebiliyor, güncelleme yapıyor teknik problemler olabiliyor ama kullanım açısından değil.
10. Genelde bilgisayarların eskiliğinden kaynaklanan problemlerle karşılaşıyorum. Donmalar yaşanıyor, sesle ilgili sıkıntılar olabiliyor. Teknik sıkıntılar yaşıyorum.
11. Sınıflarımızda çeşitli ekipmanlar bozuk olduğu için yetersiz. Teknik donanım eksik.
12. Donanımsal problemler çıkmadıkça bir sorun yaşamıyorum.
13. Bilgisayarların donma sorunu problem olabilmekte. Bilgisayarlarları bağladığımız kabloların bozulmasıyla birlikte bilgisayarların ekrana yansımaması. Verilen komutları bilgisayarın kabul etmemesi problem olabiliyor.
14. Daha çok teknik problemler oluyor. Elektrik kesintisi olabiliyor, kabloların çalışması olabiliyor, ses sisteminin düzgün takılmaması, yerleştirilmemesi gibi problemler olabiliyor. Onun dışında o tür teknik problemler dışında sorunlarla karşılaşmıyorum.
15. Genelde okuldan kaynaklı problemlerle karşılaşıyoruz. Projeksiyonun çalışmaması, okuldaki bilgisayarlarımız ve teknik donanımla ilgili kısıtlamalarımız oluyor.
16. Bazen projeksiyon bağlantısında sınıfa bağlı olarak aksaklıklar olabiliyor, ama genelde bir sorunla karşılaşmıyorum.
17. Ben bilgisayarı kullanırken tek problemim bilgisayarın donması oluyor açıkçası. Bilgisayar donduğu zaman öğrencinin dikkati dağılıyor ve derse olan ilgi azalmış oluyor. Onu tekrar toparlaması zor oluyor. Yani bilgisayardan kaynaklı bir sıkıntı olmazsa yaşayacağım bir sorun olmuyor. Okulumuzda prizlerin uygun olmayışı ve sürekli projektörlerimizde sıkıntı yaşamamız. Yani yaşadığım problemler

genelde bu tür problemler oluyor. Kullanım açısından pek bir sorun yaşamıyorum açıkçası.

ÖZGEÇMİŞ

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