REPUBLIC OF TURKEY

NECMETTİN ERBAKAN UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

ENGLISH LANGUAGE TEACHING DEPARTMENT

INTEGRATION OF ICT INTO ELT IN TERMS OF RECEPTIVE AND PRODUCTIVE SKILLS

MASTER'S THESIS

SUPERVISOR

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BY

MURAT DEMİREKİN

KONYA – 2014

T.C.
NECMETTİN ERBAKAN ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü Müdürlüğü

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Öğrencinin	Adı Soyadı	Murat DEMİREKİN
	Numarası	128304031041
	Ana Bilim / Bilim Dalı	Yabancı Diller Eğitimi/ İngiliz Dili Eğitimi
	Programı	Tezli Yüksek Lisans
	Tezin Adı	ALGISAL VE ÜRETİMSEL DİL BECERİLERİ BAKIMINDAN BİLGİ VE İLETİŞİM TEKNOLOJİLERİNİN İNGİLİZCE ÖĞRETİMİNE ENTEGRE EDİLMESİ

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Yukarıda adı geçen öğrenci tarafından hazırlanan *Algısal ve Üretimsel Dil Becerileri Bakımından Bilgi ve İletişim Teknolojilerinin İngilizce Öğretimine Entegre Edilmesi* başlıklı bu çalışma 14./10/2014 tarihinde yapılan savunma sınavı sonucunda oybirliği/oyçokluğu ile başarılı bulunarak, jürimiz tarafından yüksek lisans tezi olarak kabul edilmiştir.

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SUMMARY

In this age, various upcoming sources of information technology enable language learners to access, store, transmit, and manipulate information. Likewise, the use of Information and Communications Technology (ICT) also provides with lots of chances for teaching and learning language skills.

In this study, we have tried to find out whether we can contribute to instructional capacities of the pre-service English Teachers by shedding the lights on use of ICT tools. So, we made a research on the perceptions of undergraduate students at the ELT department regarding their use of ICT. A questionnaire was used to determine the perceptions of students. The target sample for this study was 61 respondents. They completed 20 item scales on their perceptions towards the use of CALL (Computer Assisted Language Leaning), which was analysed by using SPSS statistical program. The results of the study revealed that participant pre-service teachers' perceptions towards the use of ICT are quite positive, but they seem to need more training and practice on the effective use of ICT and its integration into language learning. The study suggests on the extensive the use of tools of ICT in the higher Education. Such implementations will finally affect and facilitate the process of teaching and learning receptive and the productive language skills.

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ÖZET

Çağımızda, artan bilgi teknolojisi, öğrencilere bilgiye erişim depolama ve değiştirme imkânı tanımaktadır. Aynı şekilde, Bilgi ve İletişim Teknolojisi (BİT) kullanımı da dil becerilerinin öğrenilmesi ve öğretilmesinde çok sayıda olanak sağlamaktadır. Bu çalışmada, aday İngilizce Öğretmenlerinin öğretmenlik kapasitelerine katkıda bulunmada BİT araçlarının ne ölçüde yarar sağlayabileceğini tanılamaya çalıştık. Bunun için de BİT kullanımı ile ilgili İngilizce Öğretmenliği bölümü lisans öğrencilerinin algıları üzerinde bir araştırma yaptık. Öğrencilerin algılarını belirlemek için bir anket uygulandı. Çalışma için hedef örneklem 61 katılımcı idi. Katılımcıların, 20 maddelik Bilgisayar Destekli Dil Öğretimine (BDDÖ) dair doldurdukları anket formları SPSS istatistik programı kullanılarak analiz edildi.

Çalışmanın bulguları, aday öğretmenlerin BİT kullanımına yönelik algılarının oldukça olumlu olduğunu, ancak BİT'in dil öğrenimine etkin bir şekilde entegre edilmesi konusunda daha fazla eğitim ve uygulamaya ihtiyaçları olduğunu göstermiştir. Çalışma Yüksek Eğitimde BİT araçlarının yaygın şekilde kullanımı üzerine öneriler de sunmaktadır. Neticede bu uygulamalar algısal ve üretimsel dil becerilerinin öğretilmesi sürecini olumlu etkileyecek ve kolaylaştıracaktır.

ACKNOWLEDGEMENTS

I want to express my sincere thanks to the Academics of the English Language Teaching Department, and the students who participated in this study.

I would like to thank my advisor, not only for his guidance but also his patience and encouragement. I hardly ever felt reluctance whenever I bothered him for various reasons.

Finally, I wish to deliver special thanks to my family for their lovely support and tolerance and during the whole process.

ABSTRACT

INTEGRATION OF ICT INTO ELT
IN TERMS OF RECEPTIVE AND PRODUCTIVE SKILLS

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Keywords: Computer Assisted Language Learning (CALL), perceptions of pre-service teachers, ICT, integrating language skills, productive and receptive skills

ÖZET

ALGISAL VE ÜRETİMSEL DİL BECERİLERİ BAKIMINDAN BİLGİ VE İLETİŞİM TEKNOLOJİLERİNİN İNGİLİZCE ÖĞRETİMİNE ENTEGRE EDİLMESİ

Demirekin, Murat
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Anahtar Kelimeler: Bilgisayar Destekli Dil Öğrenimi (BDDÖ), aday öğretmen algıları, BİT, bütünleşik dil yetileri, algısal ve üretimsel beceriler.

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CHAPTER 1: INTRODUCTION

1.1. BACKGROUND TO THE STUDY

A variety of teaching aids are used to explain language meaning and construction, to serve and facilitate students in learning another language, and create plenty of learning opportunities to meet diverse needs of learners, who are in a rush to catch up with the new applications and tools of technology. In this respect, technology is getting increasingly important in providing our students with such an environment. As we now live in the age of smart technology, there are growing demands on language teachers to become digitally literate and create materials and resources for language learning.

Technology is also becoming increasingly important in both our individual and professional lives, and people are using technology more and more commonly. However, English Language Teaching programmes often ignore training in the efficient use of Computer Assisted Language Learning (CALL) and its newer and more modern and broader version of Information and Communications technology (ICT). In addition, pre-teachers seem to remain far less skilled and less knowledgeable than their students when it comes to using new tools of technology.

The new sources of information technology can assist the essences of language teaching in the classroom environment. The sources that can be transferred are mostly the tools of ICT such as software programmes for learning and practicing language skills, and audio-visual systems such as podcasts or videos, which enable students to access, store, transmit, and manipulate information they acquire at class as well as the chances of practice after school. Within this perspective, ICT usage in language classes offers lots of interactive practice for the reinforcement of language skills

There is no doubt that internet and computer-based materials have an important role in both learning and teaching languages in any aspect, be it vocabulary,

grammar, composition, pronunciation, or other linguistic and pragmatic-communicative skills (Ravichandran, 2000). Furthermore, software programmes, which are used to improve students' skills in different aspects, are the most prevalent version of computer-based teaching materials that are used in language learning and teaching. Okan (2001:47) emphasizes that computers with the features like graphics, video, and audio can address learners with various learning facilities. Computer-based materials also provide with tool for implementing theoretically-ideal conditions for English Language Teaching to scrutinize the effects of these conditions.

In addition to the multiple use of new and modern technology, ICT tools can also contribute to the development of language skills. A good language instruction is expected to cover receptive skills of listening and reading as well as the productive skills of speaking and writing. Nevertheless, during the classroom practice some of these language skills are ignored as students are often given insufficient and inadequate exposure to such skills. Research shows that listening and speaking are nearly neglected and not well recognized by most EFL teachers. This may arise because such skills are largely considered as passive skills. In a typical class of English, passive skills are sometimes ignored since language learners do not have the extra chance of practicing in various contexts outside the classroom environment.

The research thesis of Dokur (2008) focuses on evaluating and using technology with regarding the problems such language instruction contexts. In her study students and teachers working at private schools refer to views about using language learning software in lessons; one lesson of each teacher is video-recorded and then it is analysed. The study seems to have made a realistic and concrete contribution to evaluating and using tools of educational technology in Turkey.

There are many possibilities of new technology that teachers and learners can benefit from, particularly in respect of language learning. Nevertheless, technology cannot meet all requirement of language teaching and learning as human flexibility and creativity should sometimes be replaced with hi-tech tools. The effectiveness of each new tool of technology depends on appropriate use by an informed language

teacher, which means there is no substitute for teacher at the moment, will possibly not available for the near future. The new forms of ICT to teach in an interactive mood can only be a substitute for some of the skills that can both be received and produced in a language learning context.

1.2. The Problem

In Turkey, although a student who starts a higher education is expected to have reached at least B1 level of English according to the Common European Framework of Reference for Languages (CEFR), he/she starts university with an average A2 level and is usually unable to go further in terms of productive skills of speaking and writing due to circumstances arising from lack of exposition to linguistic practice.

Students in Turkey take a test of their English proficiency before they start an ELT department. But it is known that this test lacks evaluating the productive skills of speaking and writing as well as the receptive skill of listening. So an undergraduate student of an ELT department in Turkey usually has to follow a preparation class for one year so as to make up those missing skills. Unfortunately, due to the lack of qualified instructors or a flexible syllabus referring to needs of learners, this one year of language instruction does not usually cover the necessary skills to help them start their professional undergraduate teacher training, which might ask the students an extra and further work in order to follow the courses within their ELT departments.

The situation seems to be problematic too for the YDS proficiency exam of academics and others that expect to see their levels of English since the exam is mainly based on various multiple choice tests. According to Sarı & Sezgin, (2013:704) multiple-choice tests in such an exam are not very adequate for proficiency tests which are said to be measuring the overall proficiency in the target language. They claim that overall proficiency includes competence in all language areas and skills. Yet, such multiple-choice items have certain limitations especially for assessing writing, listening and speaking skills. Furthermore, such limitations are also valid for YDS in which there are no questions that measure listening skills as well as writing and speaking skills that are assessed in a very limited way.

Introducing the ICT tools to ELT departments can solve such problems of undergraduate students. Furthermore, learning the tools of ICT to assist theirteaching may contribute to learning of receptive and productive skills. The implementation of ICT integration into language instruction may also improve the quality of the education.

In this study, we regard the problem as what the effects of ICT assisted learning are on within language teaching and when it is used as a tool to teach receptive and productive skills in the language classrooms. In order to find out possible answers, the subordinate question is attributed as "Are any there any significant differences among the undergraduate students of ELT in terms of their perceptions towards ICT and its role over language learning?"

Computer use in language education is becoming more common in schools. Although many institutions, including universities have installed projector machines and computer laboratories, they seem not to have identified an effective use of computer assisted-language learning and or not integrated computers into their curricula. This study may also come up with some suggestions of teaching and learning language with ICT materials for curricula and syllabi.

On the other hand, it is known that computer labs are used to teach some basic computer skills; yet, such ICT based environment is not widely used by language teachers. The reasons for this case range from teachers' lack of computer skills to the problems about the instalment and functioning problems of technological devices at schools. Findings of this study may guide instructors working at School of Foreign Languages and lecturers working at the Departments of English Language Teaching and English Language and Literature in putting the computer lab into use for language learning purposes. The study may also inspire other teachers as it suggests alternative methods and techniques of language teaching and learning experiences.

Just like the other state universities in Turkey, the University of Aksaray (ASÜ), which is the test site of the research study, has two newly-constructed computer labs

for language preparation classes. We hope that the results of this study will also shed light on the frequent and effective use of computer such labs at schools and universities in Turkey.

1.3. The Purpose of the Study

The fundamental sources of teaching languages have been widely based on a teacher and a course book assigned for the class. Today, lots of upcoming sources of information technology, which have been transferred into the classroom environment, have assisted the essences of language instruction. The sources transferred are mostly constituents of ICT such as enterprise software, web storage, and audio-visual systems of podcasts or videos, which enable students to access, store, transmit, and manipulate information they acquire at class as well as the chance of reinforcement after school.

The purpose of this study is to find out how the roles of such ICT tools are perceived in ELT departments, that is to say, to find out whether ICT applications are promising in terms of reinforcing the receptive linguistic skills given in class as well as the multimedia productive skills created outside the class environment.Understanding pre-service teachers' perceptions of technology integration training and its impact on their instructional practice will help both the technology based language training programs and English Language Teaching programs to improve the technology use of in-service and pre-service teachers to better serve our students who grow up with technology. Acquiring basic skills of how to follow-up technology and its integration will help teachers in classrooms, and encourage administrators and policy-makers to supply more effective instructional and technology tools in education.

In order to disclose the status of the "ICT assisted language teaching", this study focuses on teaching receptive and productive skills by using ICT tools and the software. In addition, it has a final chapter where a descriptive research is given. In the end the goal to identify whether pre-service students at English Language

Departments are familiar with ICT and computer assisted teaching and learning applications.

The present thesis has its starting point in an attempt in debating about the perception of technology integration, the terms of ICT and Computer Assisted Language Learning (CALL) to improve receptive and productive skills, and the implementations of ICT in Turkey and, the perceptions of pre-service students in particular.

Thus, this study aims to;

- question the role of technology on language teaching

- underline the roles ICT tools to fill in the blanks of integrating receptive and productive skills.

1.4. The Importance of the Study

As technology rapidly advances, it is getting crystal clear that traditional language teaching methods become less and less effective and language teachers are becoming more insufficient with the out-dated learning techniques due to the inefficient slower pace of language teachers to keep up with the tools of technology

Today, students in Turkey and in the world are quite keen to "go digital", the number of computer and internet access has increased considerably, therefore, most schools are now "connected", but the use of ICT and digital skill levels seem to have remained very uneven. Reaching such skills and support for teachers have had strong boost all over Turkey.

Language teachers who lack basic ICT knowledge, software authoring skills will benefit from the study since it may provide useful outcomes about the ICT assisted language instruction. In this respect, this study may provide with useful guidelines for ICT material design and development by language teachers.

In teacher-preparation programs today, there is a need to find out new and flexible techniques for teaching youngsters who are born into a digital world. In many EFL classes, teachers still devote much time to teach with the methods and techniques of last decades. The students of today are so engaged with social media and various tools of ICT and computer games that it becomes impossible to motivate and sustain language teaching with the techniques of traditional teaching in front of a blackboard. Some research says teachers are now desperate since students' time of keeping their attentions is limited than their parents.

Because of these reasons, various forms of ICT to assist teaching have become so significant in the field of language teaching. Then the main purpose should be to find new ways of teaching learners how to receive and produce the pieces of language more efficiently. To achieve this, new techniques of language teaching with new technologies of tools and applications can be incorporatedinto the classroom environment.

1.5. Hypothesis

Every day we wake up astonished to see how new tools of technology such as new tablets PCs, smart phones and other software on computers and websites can assist teachers to teach so easily and make student's learning so fast and enjoyable.We are surrounded by so many ICT tools in our lives, and there comes the real questions:

1. Which ICT tools do webasically need for teachers and learners?
2. How can we integrate those ICT tools into the environment of teachers and learners?
3. How can we incorporate the ICT tools into teaching and learning process of language skills for pre-service English teachers?

On the basis of these questions, the study also asks whether the undergraduate ELT students have sufficient formation in the use of ICT tools in pre-service departments of ELT, if it is not so, what can be done to find out such kind of

tools that make their learning more effective. In addition, it is also expected to get an idea about students' opinions towards the use of approaches and methods, which could be supported through ICT tools. It is hypothesized that; "success belongs to the pre-service English teachers, who have been trained on how to use ICT assisted teaching methods. This will bring about a multiplier effect for the language learners of the future, by means of which more extensive studies and reinforcement will be supplied."

ICT assisted teaching may also provide with an atmosphere of permanent learning in terms of improving the productive skills of speaking and writing, which can be followed over the improvement of receptive skills of listening and reading practices. Since ICT tools are the most authentic and interesting materials for the students today, the more they are used in the classrooms, the more enthusiastic the students will be while acquiring new skills of a foreign language.

In addition, once a pre-service teacher is aware of the fact that modern tools of technology can help to create and develop various activities of language skills to use effectively, then classes will be much more enjoyable, which will be followed by an increase in active participation.Furthermore if a teacher finds it easy how to integrate those tools in classrooms, then s/he will also function as a facilitator to guide the students to study and reflect on their own constructions of language skills.

1.6. The Limitations of the Study

The experiment was implemented in the education year of 2013-2014 with the 61 undergraduate students of English Language Teaching department at the University of Aksaray. That is to say that this study was limited to one university. It is obvious that not all classes have the basic same computer knowledge. It may not always be possible to find the classes that are equipped with proper tools and materials of ICT.

A few decades ago, course instruction was limited to blackboard and chalk. Nonetheless, today this is not the case in most institutions, where at least the computers for the use of having all of the courses with the integrated tools of ICT.

Besides, one of the limitations of this study was time arrangement. The time of the application was limited to the perceptions of the relevant participants. The study would be more inclusive if the recurrent materials and the software and other ICT tools had been used as both pre-test and post-test research.

1.7. Operational Definitions

Traditional teaching methods are those in which language instruction is teacher-centred and directed to all of the students in the classroom. On the hand, in an ICT assisted and directed language learning, main focus is on learning how to use the applications and ICT to improve more and extensive exposure to receptive skills of reading and listening as well as the reinforcing the productive skills of writing and speaking inside and outside the language classroom.

A good language instruction is mostly dependant on how well learners have understood from the given context of the course of language and the teaching aspects for relevant objectives defined in the beginning within the syllabus. This criterion is widely related to the date of the students' marks that appear on the evaluation sheets.

Population is defined as is “a set of existing units (usually people, objects, or events)” (Bowerman and O'Connel, 1997: 3). The last sample is described as: is “a subject of the units in a population unit is called variable”(Bowerman and O"Connel, 1997). Then one raises the question of whether or not the thousands of English teachers across the Turkey, who now have the collectively suffer from providing a satisfactory English language instruction to students at ELT departments, have had sufficient pre-service or in-service education to modify, adapt, and make the appropriate pedagogical accommodations within their lessons.This is of great importance because pre-service language instruction should define critical points so as to proceed on academic progress updated with ever-changing needs and expectations. It is also important that teachers feel competent and proficient in using technology in their professional careers.

1.8. Abbreviations

The abbreviations used in the study are as follows:

CEFR: Common European Framework of Reference for Languages

ELT: English Language Teaching

ICT: Information and Communications Technology

CALL: Computer Assisted Language Learning

EFL: English as a Foreign Language

ESL: English as a Second Language

MALL: Mobile Assisted Language Learning

PC: Personal Computer

SLA: Second language acquisition

SPPS: Statistical Package for the Social Sciences

L1: Native language

L2: Second language

N: Number

In the introduction chapter, background of the study, statement of the problem, research questions, significance of the problem and possible solutions are discussed in general. The next chapter describes the literature review which presents the relevant approaches on technology and the integration of receptive and productive skills. The third chapter is the methodology section which puts forward the participants, materials, data collection and data analysis procedures of the study. The fourth chapter is the data analysis section which includes the tests that were implemented and the results of the analyses. The last chapter is the

conclusion chapter in which the findings, pedagogical implications, and suggestions for further research are summarized.

CHAPTER TWO

2. TECHNOLOGY IN EDUCATION

Use of technology in education is not something new, it has been around in language teaching environment for last decades - one might argue for ages, if we classify the blackboard as a tool of technology. Tape recorders, language laboratories and video have been firstly introduced to use in a language teaching environment in the 1970s, and still used in classrooms all around the world.

Technology in the field of education has always been quite popular with the use of overhead-projectors, motion picture projectors, and video recorders, tape recorders, which have been involved the educational circles somehow and somewhere. These are all technological tools which have been widely adopted as an aid to teaching.

Webster's New Collegiate Dictionary (2004) takes a sociological perspective in its definition of technology as "…the totality of the means employed to provide objects necessary for human sustenance and comfort" and " a technical method of achieving a practical purpose," the prevailing public definition based on current usage is "technology equals machinery."

Within the broader sociological framework of technology, we come across with the terms "educational technology" and "instructional technology". Often used interchangeably, both terms seem to share a common sense in the processes of human learning and teaching, with some variations in definitions and levels of complexity depending upon one's personal viewpoint. For convenience and consistency, we will most likely blend elements of the two terms, but use instructional technology as our primary focus in this study.

2.1. Information and Communication Technology

Information and communications technology (ICT) has often been used as a specific term that stresses on the role of the integrating telecommunications (telephone lines and wireless signals) and unified communications. Today, this term commonly refers to smart computers as well as some software, and audio-visual systems, storage, which enable users to access, store, transmit, and manipulate information.

In another aspect, ICT stands for computing and communications facilities and features that variously support teaching, learning and a range of activities in education." It includes the hardware such as printers, digital cameras and audio, smart phones, and the software text editors, databases, e-mails, spreadsheets, internet, browsers, software and applications of smart phones and tablet computers.Yet, in today's world of smart phone and smart tablet PCs, the term ICT is sometimes used interchangeably with Information Technology (IT) which usually refers to the distribution of television and telephones.

Various websites and applications of smart phones now provide with an innovative flow of knowledge with the current, up-to-date materials from the countries of the target language, which offer language learners and teachers thousands of learning and teaching materials in different forms.In a class environment where a language teacher is not able to fulfil all requirement of the curriculum with regard to the skills and knowledge, ICT skills including Computer Assisted Language Learning (CALL) addressing materials, different software packages and technologies can help to brainstorm and reinforce the cognitive knowledge and linguistic performance of learners.

The rapid growth in accessibility to ICT contributes to language teaching facilities and programmes, which expands the horizons of teaching and learning performances considerably. The easy access to information via the smart phones in our pockets brings us the information we need through The World Wide Web in a few seconds. With such rapid sharing facilities, any particular data in a field that

weneed is becoming so easy to access. Furthermore, nowadays Internet and social media enable us the information we demand much faster than we were able to do before. These new inventions have also expanded the notions of the traditional classroom context. Within the instructional purposes, teachers can use the social networking tools such as Facebook or Twitterand create a group to encourage academic sharing and discussion with their colleagues.

ICT is closely tied to language learning, as the term has three components: information, communication and technology. Information and communication are actually the stages of language learning, where you first acquire or receive the information and then use it to transmit and exchange to communicate with the others. When technology is integrated into the stage of exchanging information and communication in terms of ICT tools, an innovative way of exchanging information not from the real sources but from the artificial environment is incorporated and processed within the learning zones of students.

According to Ala-Mutka, (2009:5) especially in social computing applications,people from all age groups are participating in different types of online collaborative activities, which can support work, learning, and citizenship. Presumably, people are learning from each other in their interactions and in sharing their creations online as they do in local zones of offline communities. However, there is, as yet, very little research on whether learning is taking place in these online settings and if so, whether it could be harnessed for lifelong learning systems for the benefit of individuals and society.

The way how technologies are embedded in various social and cultural practices in a joyful and effective way will affect the active role of teachers and incorporating their role of guidance. Learning practice whichis equipped with skills of ICT applications will also enable language teachers more fruitful language teaching practices. Then teachers who use ICT tools can easily observe that their students become more successful in realizing routine tasks of theirs and the assignments that they will hand in.

2.2. Computer Assisted Language Learning

As an old and common term before ICT appeared, CALL (Computer Assisted Language Learning) became to be known initially in the late years of 20th century. The first programs of CALL were solely available to some specific learners to respond to some specific stimuli on the computer screen and then fulfil some tasks like matching words or phrases, filling in gapped texts, and the exercises of traditional multiple-choice activities.In time, such computerized activities got improved and turned into more interactive mood, where the learner had the chance to give feedbacks on whether the answer is correct or incorrect.

In its changing nature, CALL is defined as any process in which a learner uses a computer and, as a result, improves his or her language' (Beatty, 2003: 7). Although it is quite a broad term, it is a reasonable starting point to understand its general notion. The more technology has developed, the more computers have occupied bigger parts of our lives and then they have turned into essential means of education, too. In addition to these, the need of more and more knowledge and the desire of making use of educational possibilities have led to using the computers in education.

Orhun describes the learning opportunities with a computer as an approach of categorizing that includes a typical framework based on the classification of software. Such classification typically corresponds to types of teaching programs (e.g. tutorial), types of learning programs (e. g. simulations), tools (e.g. word processor), and open-ended software (e.g. programming languages)" (Orhun, 2002:17)

Computers, which are used in education have become so widespread that CALL has broken the barriers of a hardware machine, and new software programs of CALL embraced the integration of internet and web-based tools and smart phone applications in today's world.

2.3. Integration of Technology

Integration is a word which comes up frequently for language learners, so it is worth taking a look at this concept. According to the Cambridge Advanced Learner's Dictionary, integratemeans combining two or more things in order to become more effective.So with learning technologies, it is all about combining the learning technology with our everyday language teaching in order to provide our learners with more effective learning opportunities.

Definitions of both terms (technology and integration) are often discussed with their roles in education and language teaching. Computer technology is a means of instruction. Integration here does not just mean placing some hardware into the classrooms. If computers are merely add-on activities or fancy worksheets, where is the value (Hadley & Sheingold, 1993).

Wager (1992) argues that "the educational technology that can make the biggest difference to schools and students is not the hardware, but the process of designing effective instruction" (p. 454), which incorporates computer technology and other media appropriately.

It may be quite probable to feel excited when we meet a new tool of technology and forget about pedagogy. It would not be surprising to observe that teachers have their hands first on the blackboard and chalk they have spent an initial period where they have had their backs to their students ignoring what new technology could afford to lessen warm-up procedure in their lessons. Technologies are increasingly integrated into education so commonly that one might not even consider that they are actually learning through technologies. But teachers are not the only ones who should consider implicating the integration of new technologies. There are also some important roles that must be assigned for schools and organizations.

2.3.1. Problems of Technology Integration

After we make sure of the needs of the learners, integrating an authentic material in language teaching develops students' skills, we had better have look at the problems that are encountered and how a teacher can help students to acquire and relate the topics which are offered within the atmosphere of ICT world.

Leh (2005: 19) reveals the notion that teachers who were surveyed admitted "they did not resist technology parse but agreed that they could not fully integrate it into their own practices because of the organizational administrative, pedagogical, or personal constraints. Technology was more of a problem with multiple facets rather than a solution".

A typical traditional English teaching environment includes the tools such as a boardmarker, a white board and course audio or video players. On the other hand, a typical ICT classroom usually comprises a teacher, students, computers and courseware, beside a projector or a smart board, which altogether become valuable and effective by a teacher who appreciate the use of all such tools. Thus, the most striking figure of latter is that once students are offered the chance to receive and produce the language learning input at the same time. For example, firstly they work on the classware material of the course book, afterwards each student has time to realize the writing activity with the immediate feedback of their correct and incorrect answers, which makes the ICT class superior to the traditional one. In this respect, students of an ICT class will be rather active achievers of the target language in contrast with the passive recipients of the traditional classroom. However, the image of a traditional class where the teacher possesses the dominance over all students is challenged by the new ICT classrooms, where the teacher is a facilitator of students with the constructive courseware materials. During this process, teachers may sometimes find it difficult to help the students to discover and create techniques where students also contribute to their own learning by creating educational ideas. Still the teacher of ICT is in charge of teaching like the one in the traditional class but the case is far from being a conductor in an orchestra combining boardmarker

and white board, but the conductor combining skills students who reflect on their learning with the personal computers and software.

A growing number of course book publishers now offer educational software of the sort where educators can choose among a large variety of different products, which make it possible for learners to go on producing the language items they have received in a classroom environment. Yet, the practical tools of information technology have been rather modest in the field of foreign language education. Many educators are reluctant to embrace a technology that still seeks acceptance by the language teaching community as a whole (Kenning & Kenning, 1990). After all, via the help of smart phones and tablet computers, educators and language teachers now are more demanding to meet with user-adaptive technology, and capable of focusing on areas that are misunderstood or not perceived clearly.

Irvine (2003) claims that, before selecting software, the limits of using relevant software exclusively as a teaching tool should be understood thoroughly. Then she suggests that the way software or hardware is used and the construction surrounding the activity are as important as what just the software or hardware includes. Finally, the software to be used, course objectives, organization of classroom activities, and features of the institution and students are all intertwined. One needs to consider all of these factors while selecting and using software in language classes.

Then, the most problematic aspect of technology integration seems to be equipping the teachers with technological skills, as it is quite necessary to educate them on how to use this skill to support learning. Bosch & Cardinale (1993:24) maintain that integrating technology into a curriculum is less likely to have an impact on student learning if the technology is not considered as a real component of education. Technology should not be treated as a separate entity, but should be considered as an integral part of delivering education. In addition, the teacher should be able to assess the appropriateness of any technology used for teaching and learning in relation to specific instruction. The teacher should also consider how the

technology selected fits into the objective of the lesson, methods of instruction, evaluation.

Thus, as a term of language teaching, technology should not be perceived as a separate entity, however it should be considered as an integral part of the language education inside and outside the schools. The language teacher is supposed to assess the relevance of technology for his/her own teaching and learning facilities within a typical instruction. Finally, the teacher should also regard how the selected technology is relevant to the objective of the lesson, teaching methods, assessments, which have been determined earlier in the beginning.

2.3.2. Integrating ICT into Language Learning

In today's world of smart technologies, the task of selecting the most appropriate language learning material is considered to be one of the important steps to take before they are brought into classroom use. Researchers studying on the field suggest some criteria for the selection process. Yet, the most significant points appear to be student population, instructional goals, technical support available, cost, student needs, and the number of staff development available.

As a common personal use of ICT, we can also list checking e-mails playing computer games or sharing some comments on their social media accounts. When it comes to school where computer skills are instructed to assist students' learning, ICT gets a broader educational role and sense. On this point, teacher's role in an ICT classroom will be much more than putting a video or showing some PowerPoint presentations to teach their subjects. The integration here in its real definition in a language classroom stands for integrating the reflections of both the teacher and students as well as the real practical and concrete tools of ICT. If it is not like this, the classroom will not be so different from the traditional forms of a blackboard or a white board.

On some occasions, school headmasters may fail to provide adequate time and resources for training - both for the basic ICT skills needed and the pedagogic skills to integrate into instruction. Integrating computer technologies into schools requires

a successful development of infrastructure, personnel, curriculum, administration, and supervision, which can also apply to general education development. These issues are difficult to separate from general education problems and issues. One can argue that the more problems and issues education has, the more problems and issues we may expect to face in computer integration. (Akbaba&Altun, 2006:185).

On the other hand buying and installing new software to use would be useless if the school could not afford to pay for licenses in the future. Furthermore, it will be rather useless to have such kind of a technology, especially when the recurring cost of ICT services and support for the school are ignored. Whereas some teachers are quite willing to integrate technology into curriculum and they deny exerting efforts of using the tools of technology, some of them especially those who were born into the tools of ICT are able to use technology in many practical ways for language teaching.We can also meet the teachers who take it easy and consider technology as a comfortable means for lecture presentation or delivering assignments for the students.

After incorporating ICT tools into the comfortable use of schools, we can facilitate language learners to communicate quickly and easily with each other through e-mail and video conferencing. This way of computer integrated learning is to bring about equality for all students. Then students from various backgrounds may feel more comfortable and confident when they are learning with a computer in web-based learning and express themselves in an anxiety free learning environment.

However, technology training alone may not necessarily ensure that teachers would incorporate technology into their immediate instruction practice. Teachers are supposed to be voluntary to get training and eager to use technology with students. In a typical flow of instruction they must be provided with technical and human resource support for basic technology integration options. Afterwards, they must be exposed to a technology-rich school environment where they have computers and software available in their classrooms. The critical point here is that they have to get the training and the further practice particularly based on language teaching and incorporate such use of ICT into their syllabi.

In sum, ICT integrated learning provides with quite a many opportunities for both students in their learning process and teachers in their professional careers. So we need to question the availability of resources and the equipment to find out how something resources work and function at schools. If teachers cannot easily access the relevant tools to experience then such equipment is left unused in classes. Moreover, if students from various backgrounds feel more comfortable and confident when they are being trained on how to use tools of computer in web-based learning, they express themselves in an anxiety free learning environment then integration at school level will get utmost success for all.

2.3.3. ICT Assisted Language Teaching

Use of computers as a tool in education refers to the usage of computers as vehicles for delivering instructional materials to learners. The development of computer technology – especially activities focusing on learner rather than the teacher – computer as well as learner – learner interaction, enabled learners in a wide range of opportunities and skills. Then using computers as tools have become common for receiving and producing using language through some word processors checking spelling and grammar, editing learning materials.

Computers have changed the way that many teachers approach teaching. Teachers are now able to use computers to demonstrate dynamic processes in real time such as providing students with simulations (Hurwitz, 1999:123). Teachers can access different multi-media material, including online content. Evaluation of learning levels through of high-quality multi-media software and ICT resources in schools have triggered motivation and innovation in both learners and teachers for the last decades.

Forcier (1999) explains the computer use in the 1950s as “the first electronic computer to use a stored program entered the market in 1951. One transistor, a half-inch square, replaced the vacuum tube, allowing the computer itself to be reduces from building size to room size and then to the size of several large file cabinets (p. 5).

On the other hand, computer-assisted instruction emerged from a kind of old programmed instruction and teaching machines in the late 1950s and since then has zigged and zagged through four distinct phases in its search for acceptance in education.Each phase is marked by its attitude toward hardware and software need, toward the psychology of learning, and by its interpretations of the barriers to wider adoption in the schools and colleges (Venezky and Osin, 1991:31).

As an artificial smart machine, a computer has been the most common means of communication and learning which brings us the access to information by clicking and touching on icons or typing commands and responses at a keyboard. There are lots of reasons why computers have been used in education. First, it enabled people to individualize language instruction, made a great contribution to learning skills of people, provided with rather high quality materials, which do not have to be thrown into bins like real paper or other materials. In addition to these, computers have helped the teacher to keep student information and register in standard a database, and then use the data whenever asked by parents or other authorities in education.

Computer as a tool to assist teaching have been used in both teacher training and language instruction for the last decades. Teacher training in undergraduate studies equipped with computer operation capabilities has helped novice teachers of to be proficient and efficient in using technology as a means of multi-tasking in their classroom. Since computers were introduced to education environment, many universities in the world have trained the teachers of tomorrow so as to adorn them with the new technologies.

Nowadays it is inevitable that teachers get basic computer operating and application skills in their vocational and social lives. A teacher is supposed to have acquired the relevant knowledge of computer assisted methods and techniques to motivate the students of tomorrow. Students are also expected to follow a course and do their assignments by means using the tools of computers.

During the 20th century, education has embraced technology, and educational technology has been producing successful learning environments or contributing to

making traditional learning more powerful and effective. Technology has promised smarter, better educated, and more fulfilled learners (Jonassen, 2000:9). Since computers began to be used tools for learning and teaching, the roles of the learner and teachers have been switched reversely. In computer-assisted teaching, learners are now more active and they are eager to learn more than that those did in a traditional classroom. Hence, a teacher's role as a presenter or controller to transfer the knowledge has changed to into a facilitator model of teaching and guiding learners on how to achieve the knowledge and learn the teaching subjects rather than being sole source and authority of knowledge.

A number of researches have been made about ICT and computer assisted teaching. The researchers have attempted to discover "How effective computer-assisted teaching in terms of language teaching and learning?", What kind of learning is achieved by the help of –ICT assisted instruction," "Is computer-assisted teaching more successful and does it make language learning permanent for students?"

Moersch made a researchwith 122 teachers and found that approximately half of the respondent teachers used technology-based tools to supplement existing instructional program as tutorials, educational games, and simulations. More than a quarter of the participants integrated technology-based tools into classroom activities to enrich students' understanding of pertinent concepts, themes, and processes. In the study, almost all of the teachers were said to have perceived their ability to use basic software applications or troubleshoot routine computer problems as either not true or somewhat true. Moersch also states that more than half of the teachers selected somewhat true about their classroom use of learner-based approaches to instruction and assessment. The rest of the participants did not perceive their current instructional practices as aligning with a learner-based design. (1999:43)

Durak (2006) expresses that in teacher education, there must be both knowledge acquisition and professional and pedagogical competencies, that is, both theoretical and academic training, provided in appropriate institutions and acquisition practices in schools and through lessons.

Instead of giving a video CD, now textbook publisher companies offer interactive software CDs attached the textbooks, which are called classware, and teachers are free to choose among a large amount of various textbooks with their online or ready-to-make supplementary materials for learners' and the teacher's use specifically. These advances have made it possible for learners to go on producing the language items they have received in a classroom environment. Yet, some practical tools of information technology have been rather insufficient or inefficient in terms adopting and adapting such kind of tools for language instruction. The reason behind this case is that many teachers are reluctant to embrace a technology that still seeks acceptance by the language teaching community as a whole (Kenning & Kenning, 1990). So, teachers and researchers are now more demanding on an intelligent, flexible and user-adaptive technology systems that will enable both using basic tools, and focusing and directing these interactive or web tools according to the areas that can offer further practice.

After the one-way addressing use of web 1.0, Web 2.0 technology has now been available to engage learners in motivating and useful language learning activities, where there are mutual interaction between addressers and addressees of media and social media. So, now it is quite common to interact with someone by means of media tools of Skype, Facebook or Twitter, which enable language learners immediate feedbacks of their learning. Some of the ICT tools, such as blogs and wikis, will be explored in greater detail in other parts of this course.In terms of directions from web 1.0 to web 3.0, Wheeler (2010) states that we are moving from web 1.0, where the web connects information, to social software connecting people through web 2.0 and to the semantic web connecting knowledge through web 3. In a widely discussed presentation, he predicts the meta web will connect intelligence in what he names as 'web X'.

The technologies which enable it by including:

- distributed cloud computing;

- extended smart mobile technology;

- collaborative, intelligent filtering;

- 3D visualization and interaction.

Such kind fast development of web tools also remind us the fact since students of the new generation are now called digital natives and the teachers of today are usually said to be digital immigrants.

According to Prensky, digital Natives are used to receiving information quite fast. They like to parallel process and multi-task and they prefer random access. They function best when networked. They are motivated on getting instant gratification and frequent rewards. Digital Immigrants typically have very little appreciation for these new skills that the Natives have acquired and perfected through years of interaction and practice. These skills are almost totally foreign to the Immigrants, who themselves learned – and so choose to teach – slowly, step-by-step, one thing at a time, individually, and above all, seriously (Prensky, 2001:2-3).

As Digital Immigrants usually learn – like all immigrants in target country, try to adapt to their new learning environment, but their "accent," stays in the past and the distinction of pronunciation in accent can easily be recognized by native ones.When it comes to accent for a “digital immigrant”, it means assuming the Internet for information second rather than primary searching tools, regarding the real encyclopaedias in libraries or in their bookshelves as a main search rather than using googling it on the net.

Thus the teachers, who were born before 1980s, can be categorized as digital immigrants since they were not born into the world of flat-screen computer technologies. On the other hand the students, who are born into the world of smart computers, smart phones and tablet PCs can all be said to be in the group of digital natives. Just like in the cases between immigrants and natives in a country, it is quite probable to observe some gaps of perceptions. Thus, between these groups teachers have to update themselves with the new and fast learning ICT tools and try to learn and implement the techniques on how to concentrate their digital immigrant students via such tools.

Nonetheless, when teachers as the representatives of digital immigration and the students as digital natives meet in a classroom, the generation gap arouses in a mood of digital gap. Prensky (2011) states that digital immigrants typically have very little appreciation for the new skills that the digital natives have acquired and perfected through years of interaction and practice. These skills are almost totally foreign to the Immigrants, who themselves learned – and so choose to teach – slowly, step-by-step, one thing at a time, individually, and above all, seriously. "My students just don"t _____ like they used to," Digital Immigrant educators grouse. I cannot get them to ____ or to ____. They have no appreciation for _____ or _____ . (Fill in the blanks, there are a wide variety. (Prensky, 2011:2)

The teachers who are described as digital immigrant teachers may assume that learners are the same as they have always been, and use the methods that were once realized by their older digital immigrant teachers. Today's learners are different, as they are quite faster to consume, harder to teach than people who were taught traditionally in the past. Therefore, digital immigrant instructors would often find themselves desperate to deal with the digital native students just like an immigrant in a foreign country trying to teach what and how they learnt in in their motherland to the new target learners, who have been raised and educated in a different way by their culture. A digital immigrant teacher can easily blame digital native students, who are seen playing with their smart phones, for not paying attention to what is being taught in class. So the teachers have to update and train themselves and try to immigrate into the world of their students by learning how to use the tools of ICT, which are learned by the students naturally. The more the teacher tries to understand and integrate into the new digital tools of technology, which students are quite familiar with, the better students will feel motivated on what they are learning.

The findings of Parr describes that teachers' perceptions of learning technologies are likely to be the most significant factors in the successful integration of learning technologies. Parr found that students' perceptions shaped the way that the learning technologies were used. The theoretical background in the study suggests that students' perceptions are likely to be influenced by teachers'

perceptions and use of learning technologies in their teaching approaches. (Parr,1999:376). As a consequence, teachers can become more willing and feel more comfortable to integrate technology into their classroom as long as the tools and the subjects in the curriculum are interrelated to each other. In that way, teachers can make the classrooms more creative and entertaining for language learners, which will also enable the teaching to move toward more student-centred forms of learning.

Most of the negative attitudes of teachers towards ICT assisted teaching usually arise from lack of confidence in using the new tools of technology. It is also often the case that teachers may not be fully in control of their work situations. A teacher may want to use more technology in their teaching environment, but the school may not have necessary equipment and facilities, or a teacher may not have been instructed sufficiently to start using technology since he/she would feel unprepared or untrained on how to use ICT tools in their immediate language teaching classroom.

Learning technologies need to be perceived as tools in a teaching context that can easily encourage students to use and seek meaning in the content. As a matter of fact, there must be an integrated approach, where every level of the central organization shows a collaborative effort in integrating computer technologies into language skills of teaching and learning.

2.4. Integrating Language Skills

In today's world, learning English has become so widespread that there is a growing need to train the students with the fundamental skills to understand and use the language. Some of the language skills are sometimes ignored during the teaching and learning process, and they are given insufficient and inadequate exposure. Research shows that listening and speaking are the most common skills which are neglected the least recognized by most EFL teachers.

The main purpose of language teaching is said to equip with the students to achieve mastery of the four skills of reading, writing, listening and speaking. The reason for isolating these skills into four categories is to stress on their importance

and to impress upon the teachers on their teaching to deal with predicaments in a balanced way.

Richards, Platt, and Weber (1988: 144) define the teaching of integrated skills in the Longman Dictionary of Applied Linguistics: “the teaching of the language skills of reading, writing, listening, and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing”. There are several basic models for integrating the teaching of two or more language skills. Such models can vary substantially in their complexity and in the types of skills that can be integrated to benefit from learning, and virtually all have their advantages and disadvantages in particular contexts.

Jack Richards (2010:297) defines integrated approach as the teaching of the language skills of reading, writing, listening, and speaking, in conjunction with each other, as when a lesson involves activities that relate listening and speaking to reading and writing.

While integrating the four skills in an English class, they are also divided into two categories: receptive and productive skills. Receptive skills include listening and reading whereas the productive skills are speaking and writing. Language skills could also be divided into aural and graphic ones. The aural skills deal with listening and speaking ability while the graphic skills focus on reading and writing.Receptive skills are the ways in which people derive meaning from the discourse they see or hear, for example, when students watch TV, read a novel, surf the internet and listen to the news or talk about something, they use their prior knowledge and a range of receptive skills in order to develop new forms of the target language.(Al-Jawi, F. 2010).

Receptive knowledge of a word, involves being able to recognize it when it is heard (what does it sound like?) or when it is seen (what does it look like?) Moreover, knowing a word includes being able to recall its meaning when we meet it" and being able to make various associations with other related words (Nation, 1990:32).

Knowledge of receptive skills provides lots of background data about a text or a dialogue. When language learners are able to perceive or comprehend the text or the dialogue, it can be said that they receive the skill of what is meant or said in the text, make the inferences on what is implicit, rather than stated. Furthermore, it would make the lessons, which are sometimes thought to be boring, more enjoyable motivating rather than using classical written texts. If proper ICT materials are found out, then, the students will assume that a text or a dialogue that is received will be relevant to real life.

Celce-Murcia and Rosensweig (1989:242) state that as a part of reading skill vocabulary should be available in language instruction starting from the beginning stages, and they further state that according to their own experience, having an adequate stock of vocabulary - with a minimum number of structures often assist the learner more efficiently not only in reading comprehension, but also in achieving better survival communication than having a near-perfect command of structures with an inadequate amount of vocabulary.

Rogers (1978:251) proposes the following premises on which individualized skills-based language instruction should include:

1. Individual language learners have different learning needs, styles and interests.

2. Individual language teachers have different skills, styles and interests.

3. Individualized learning teaching strategies and activities are those designed to anticipate and be responsive to such differences.

4. Observed individual differences are of many kinds: strategies and activities can be designed to accommodate these observed individual differences in many different ways.

Inspired by the individual differences and the due to the fact there seems to be more focus on each skill separately, language teaching experts have come up with various strategies claiming that there should be stress only on the development of

one particular skill, such as reading or writing. However, according to Rebeca Oxford, it can be confusing or misleading to believe that a given strategy is associated with only one specific language skill. Many strategies, such as paying selective attention, self-evaluating, asking questions, analysing, synthesizing, planning, and predicting, are applicable across skill areas (Oxford, 1990). Common strategies help weave the skills together. Teaching students to improve their learning strategies in one skill area can often enhance performance in all language skills in the end (Oxford, 1996).

On the other hand, there is also some debate on whether an extensive exposure to some skills will lead to the others. For instance, productive skills focus on speaking and writing, because students need to produce the language and communicate the ideas with their classmates.Nasr states that (1994) in the process of language learning, it is of great importance that looking at the four skills backwards (or from the bottom up), it would not be difficult to realize that writing anything would be much easier if one has read it and seen it first, that reading anything (aloud) would be much easier if one has spoken it first, and that uttering anything would be much easier if one has heard it first. In other words, the four skills in the process of language learning are dependent upon each other in that order.

Some certain series of ESL or EFL course books focus on some particular skills, but all the language skills might be involved in the following tasks of the book. In this way, students have the chance of practicing all the language skills in an integrated, communicative and effective way rather learning each skill separately.

When contrasted with the segregated approach of each skill, the integrated-skill approach of receptive and productive skills, exposes English language learners to interact naturally in the language. Moreover, the integration here means that English is not just an object of merely a key to passing a proficiency examination; instead, English stands for a real and functioning means of interaction among people.

In order to integrate or combine the skills of ESL / EFL teaching language, the teacher needs to consider the following:

-Choose proper instructional materials, textbooks and technology tools of integration to combine and learn all skills of listening, reading, speaking and writing,

-Read more about the various ways to integrate language skills in the classroom (e.g. content-based, task-based, or blended learning).

-Learning to teach by using different language strategies,

-Reflect on their current approach and evaluate the extent to which integrated skills area.

Integration of language skills forms a type of a conceptual framework by means of which we can understand the complementary role of the language skills. In a typical well integrated-skill instruction, language learners are usually exposed to the target language in which classroom activities are interesting and meaningful. Integration of both receptive and productive skills also enable us to find to out the ways to the cognition and social awareness together with the components of language, therefore language learning in an EFL context can be an integral part of cognitive development in social settings.

Since one of the four skills is often supposed to be linked with another and complement each other, it might not be possible for a language teacher to prepare their class focusing just on one or two skills. However, the integration of the four skills is sometimes quite challenging and tiresome process for the teacher because the time spent on the preparation for the class takes more than they might assume. At this point, an ICT tools can be regarded as the means to complement the teachers' efforts to teach language skills both inside and outside the classroom.

With a careful reflection and planning, a teacher can easily integrate the language skills and strengthen learning facilities through using the classical face-to-face language teaching with the other tools of learning. In this way, the integration of receptive and productive skills can also be provided. Now let's have a look at the

information and communication technology and its possible contribution to the language teaching.

2.5. Integrating Language Skills with ICT Skills

ICT tools are used for various reasons in the language learning classrooms. Students may need to combine the receptive and productive competence in terms of audio and video language materials perceived inside and outside the classroom. Integration within a specific language course is concerned with the skill that refers to receiving or producing the language items that learners speakers are expected to handle. Many of the words or structures in a certain conversation or reading passage are kept maintaining interaction between a speaker and a hearer, as well as a reader and a writer.

Integrating ICT tools in all stages of schools is becoming inevitable in all subjects including language classes. ICT is also getting increasingly more common in all various aspects of education areas as well as business, leisure and health. Since ICT provides with all processes of students and teachers, which are based on searching information in a quick way, every individual is supposed to be technology competent or knowledgeable. Thus, language classes have to be equipped with the relevant ICT software programmes and hardware in order to provide the next generations with the demanded tools and resources for access and use and to attain the expected language skills. Norris, Sullivan and Poirot (2003) point out the importance of accessibility as: "…teachers' use of technology for curricular purposes is almost exclusively a function of their access to that technology" (p. 25).

As Warschauer (1996:10) stated "using multimedia may involve an integration of skills (e.g. listening with reading), but it too seldom involves a more important type of integration - integrating meaningful and authentic communication into all aspects of the language learning curriculum." The integration of hypermedia was also great contribution in this period.

According to survey made by Gülbahar&Güven, (2008:43) studies in controlled environments suggest that the use of technology under the right

circumstances improves educational outcomes, and many educators believe that a new pedagogy that incorporates technology is necessary to prepare students for work in the information age. Their study investigated the perceptions and ICT usage of teachers. Perceptions and skills in relation with ICT have been universally recognized as an important factor in the success of technology integration in education. Findings of the study also suggest that teachers considered computers as a viable educational tool that has the potential to bring about different improvements to their schools and classrooms.

The language laboratories which were firstly founded in the 1970s under the influence of the Audio-lingual Method gave room to CALL work stations. “Micro computers used as word processors complement the audio facilities, enabling the interactive teaching of all four language skills reading, listening, speaking and writing”. (Crystal, 1987: 377). For the last decades, technologic materials such as video, cassette recorder and over-head projectors have been the most effective and common tools. However, cassette recorders and over-head projectors have been replaced with the new tools of ICT but computers have survived as the most effective and the newest technologic tools.

A well-designed multimedia lesson can deliver optimum language through a fluid combination of visual, auditory, and contextual information. It can present and coordinate this information in ways not previously possible. In addition, it can interact with learners and gather data about their level of comprehension and activity (Knowles, 2004:12).

E-learning materials can provide opportunities for practice, rehearsal, and further support for all speaking, reading, listening and writing skills. By using the internet, teachers and students have had the access to various resources including interactive internet websites, newspapers, online radio and TVs. Via social media, social aspects of language communication can also be served through online and discussion circles where people create, share or exchange text, audio and video materials in virtual communities and social networks.

Now let's try to describe how we can integrate ICT tools in both receptive and productive skills.

2.5.1 Integrating ICT into Receptive Skills

Language teachers are expected to explain and show ways how the students should receive and process various language pieces produced in a foreign language. By means ICT tools, students can be encouraged to explore and learn in a quicker way rather than showing and explaining tasks on a white board. Individual differences, which have been created as a result of poor exposition to receptive skills of the target language, can also be resolved through ICT tools.

Practising on language materials to reinforce the topics perceived and acquired in the classroom seems to be more helpful for the students thanks to the fact that ICTis based on immediate feedbacks and offers easily perceived tasks. In addition to this, reading a specific literary text or listening to various dialogues and texts provides with a better understanding by covering multiple levels of meaning, phonological patterning at a high pace. Nevertheless, it is obvious that teachers and students need some guidance and assistance into using tools of ICT when they are receiving the target language by reading or listening.

2.5.1.1. Integrating ICT into Listening

When there were not enough technological materials, language teachers would often create the tools of their own so as to transmit information to their students more efficiently. They used blackboards to show spelling, pronunciation or grammar rules. Then as a means of non-dusting instruction, white boards appeared with the board markers. Coming of tape-recorders were very welcomed for listening practice, videos as visual materials were regarded as the best of all. Charts, pictures, realia, flash cards, role-cards, and posters were the supplementary tools that have also used as tools for language learning in education.

Nonetheless, the innovation of computers and the relevant tools were the most revolutionary ones, since language learners can now download language learning

podcasts or videos onto their smart phones or computers to practice at their leisure. Via such audio in a class, learners can listen to podcasts and complete the corresponding activities, after which they can consolidate their learning and then listen again and again in their spare time. Alternatively, learners have been given the chance to fulfil the task of listening to the podcast and complete comprehension exercises before the lesson, and come to the class prepared to discuss it, and practice it over after class for reinforcing listening skills.

Wilkins (1984: 1) maintains that "the transfer of linguistic knowledge from receptive to productive is probably a relatively slow process, but it does take place, as the study of language acquisition shows." Hence, a rich exposure to listening and reading is required to attain mastery and proficiency in natural production.

Before computer technologies appeared, few teachers and students had the chance to hear and practice pronunciation skills. Knowles (1986:133) explained the reason for using the computer technology in phonetics teaching as follows: There are many reasons for using the computer in phonetics teaching. One is that innovative increased efficiency are essential in phonetics teaching if phonetics is to maintain its position in linguistics and language teaching. A more positive reason is that the subject can be taught more effectively with a computer than without. Another reason is that it is jolly good fun, and makes teaching more enjoyable and more interesting than it was before.

To contribute to receptive skills, the innovation that ICT has brought for learners is that they can use a search engine on the web to find information for an assignment, project, and pictures for a poster or an essay. For instance, as a listening assignment task the teacher could ask learners a question such as “How do you pronounce tree and three?”, and give the learners a time-limit to find differences. Learners could also access a web-based or a software dictionary from their computers or phones to look up the pronunciation of particular words hear the audio and come up with the answers very quickly.

On the other hand, ICT tools used in the classrooms seem to be very important in ensuring the development of students' understanding and critical thinking skills. There are lots of ICT tools can be used in order to improve listening skills. For example, using songs is an entertaining tool that could attract students' interest in the lesson. In a lesson plan, computer, internet, projectors, and speaker machines are now used to attract students' interest via the use of songs in their learning. Moreover, video of a song that is given with "a fill-in-the blanks" activity could be entertaining and motivating for language learning. Such basic devices of technologies encourage students to improve their listening skills in an entertaining way. Now let's discuss how one can use ICT tools to contribute to practicing the receptive skill of reading.

2.5.1.2. Integrating ICT into Reading

In today's world, reading extensively on pieces of paper has remained quite rare as tablet PCs offer the learners to acquire new vocabulary and various texts in a distance of touching the screen. Definitely lots of data on the digital world have excelled the traditional reading on a piece of paper in a library. It seems quite clear that the process of language development is more efficient if learners can read a material according to their levels, which requires assistance and guidance by teachers. In contrary with reading one's mother tongue texts for pleasure, reading when learning a second or foreign language, tend to be employed as "intensive" style reading skills.

ICT offers many materials for language learners so that they can receive such reading skills in the target language so easily and quickly. Thanks to ICT tools, the teacher takes the role of facilitating the intensive reading materials rather than taking all the leading roles of directing pre-reading, while reading and post-reading activities. Then, instead of administering to students on each task, on tests in reading skills, the teacher decides on the level of a given reading assignment; then guide them to use software led warm up activities, and fulfil the puzzles and comprehension questions of the text. In this mood, teachers allocate less time on

explaining the tasks, but more time giving feedbacks on students' use of the language.

While teaching a reading skill, a teacher can use lots of activities during warm-up, while reading and post-reading phases of the lesson. In fact, technology may allow students to get involved in all phases of a reading activity. In order to perceive real contexts, students can find themselves thinking critically and reflectively while fulfilling the tasks by the help of the ICT tools. In fact, as stated by Cruz (2011), technologies may allow pupils to get involved in real contexts, where they can manage to develop a critical awareness of the world that surrounds them.

Thanks to smart technology and its applications and websites, learners now have an access from their phones or computers to read e-books in their own time or in a class. There are plenty of online dictionary websites accessible from smart phones, and free dictionary applications, which enable a quick portable interaction and access rather than paper dictionaries. Such dictionaries also serve as vocabulary-building tools with flashcard-based or animated vocabulary learning exercises. So an application could be introduced in class alongside with other vocabulary-learning strategies and learners can be assigned to follow the task of learning words using two different methods and techniques.

Learners can also read a variety of different types of text on their phones and tablet PCs, many of which come up free or inexpensive. E-book readers like Kindle, offer access to read these texts on which readers can highlight words, look up a word or a phrase definition and make their own annotations. In addition to encouraging learners to read more extensively in their free time, such kind of books can also be used effectively in classes to develop both reading and digital literacy skills. For example, learners could scan for key words or some grammatical forms and find the demanded data, which can finally be highlighted and annotated as requested.

When realizing the while-reading activities in a typical ICT assisted instruction of literary texts, students are asked to listen or read the text silently. Then, the teacher

asks one of the students to read it loudly on a microphone, after that, some comprehension questions could be asked related with the poem.

-What is the theme of the reading a passage?

-Who is the writer addressing?

-What is the message given in the last part of the passage?

After they have finished reading activities, the teacher may use some extra online post-reading activities on the classware provided by the course book. Such activities will facilitate students to perceive the inferred meaning especially at intermediate and upper levels.

Receptive knowledge of a word in a passage, involves "being able to recognize it when it is heard (what does it sound like?) or when it is seen (what does it look like?)." Moreover, "knowing a word includes being able to recall its meaning when we meet it" and being able to make various associations with other related words" (Nation, 1990:32).

In a study by Groot (2000), traditional list learning and the computerized vocabulary learning were compared. Results that were reached indicated that learners who used lists of words and their definitions in L1 scored higher marks than the computer group on the vocabulary recognition tests where the test task involved matching the target words with their L1 definitions. Hence, when the target vocabulary was tested through cloze tests, the computer group outperformed the list learning group. Moreover, the results from the post-test showed that the decrease in scores on immediate and delayed post-tests were larger in the list learning group. Based on the results, Groot concluded that in comparison with computerized vocabulary learning of reading, learning does not lead to deep processing and successful retention.

Tokaç (2005) says if computers can teach such passive aspects of vocabulary, teachers then may be able to allocate more time for teaching the communicative

aspects of target language. Then, language programs can enable effective use of vocabulary software as well as the support for the vocabulary classroom instruction.

ICT is affecting how reading is being taught in schools, and teachers are integrating commercially accessible programs into their reading curriculum. However, in order to use ICT programs, the teacher first needs to teach some basic skills and the usefulness of the computer in whole class instruction, especially for the students who do not have sufficient experience with using such computer software.

There are also plenty of studies made on the use computerized instruction, which stress on the various aspects of reading skills. In the study of Labbo& Kuhn, it is stated that such ICT programs provide the learners with the opportunity to express their literacy abilities through electronic texts. With the software, they began to make the kinds of speech-to-text connections that young learners make when using more traditional writing materials such as paper and pencils, crayons, or markers (Labbo & Kuhn, 2000:188).Yet, there is an important issue that must be considered when using such kind of colourful products of ICT as it may sometimes distract students and cause them to lose track of the story. Some of the formats of animations contribute to the story development, but on some occasions it serves only as a diversion, leading to an incoherent sense of narrative.

Students studying a foreign language often feel that if they don't understand every word in the text, they will not be able to comprehend the whole text. But once they become familiar with the reading practice on ICT tools they will possibly change their negative approach as long as they are given main reading tasks in the following ways:

Scanning: Click the "What's on TV" section of your newspaper on the web, or a conference guide, a book or a film review to get an idea on what they are about.

Skimming: Click on an internet website of a newspaper to get a general idea about the news of the day quickly, or a magazine to discover which articles you would like to read in further details.

Intensive reading: Prepare a book keeping report that might be sent online by students or an e-mail about some tips for teaching reading for low beginners.

Extensive reading: Turn on your tablet PC or switch on your digital e-book reader. Read a book about the latest study skills and reading strategies, or a novel before going to bed, a magazine as well as articles that interest you.

Beside the facilitating roles of ICT tools within main reading tasks, the ICT assisted reading activities appear to be more effective than the traditional paper format materials. The former will result in better perception of theme and vocabulary retention due to the fact that much various information such as picture, sound, and text stimulate and facilitate the brain to learn and keep them in the permanent memory.

Teaching a reading skill in an activity of courseware by using ICT tools can be realized with a computer, a projector, and also PowerPoint presentations. When the teacher needs to come out with a slide of famous people for the warm-up activity in a reading text, PowerPoint or some other web tools of images can save teacher's time. The visual materials, brief notes provided in the PowerPoint slide as well as internet-based tools such as Prezi will motivate the students to focus on the topic and comment on the meaning.

It seems quite clear that technology should be an integral part of reading instruction. Reading skill must be taught so that learners can develop themselves in a faster and enjoyable way. Therefore, the use of ICT is an effective way for teachers to teach students how to read and comprehend the text of ICT software and answer the relevant questions. Additionally, using ICT tools to read electronic text gives students the skills they need to find information in our digital world where all students are living.

2.5.2. Integrating ICT into Productive Skills

The language skills of speaking and writing are described as “productive ”because learners are supposed to produce language after the primary skills reading

and listening are received. Before doing exercises on the productive skills, learners are supposed to have spent sufficient time practising receptive skills with a piece of audio material such as listening to the dialogue, reading a passage. Recent advances in ICT have provided language learners of today with plenty of alternative materials to practice on the skills of speaking and writing in contrast with the traditional forms of a sole student-teacher interaction. The integration of sounds, recording and getting feedback about the pronunciation performances, online texts, and animations as well as software to create an artificial environment of producing in the target language have enabled the learners a self-paced interactive learning.

2.5.1.2. Integrating ICT into Speaking

Speaking is one of the most important language skills to achieve especially for the foreign language learners. If a student is only good on papers, it is such a waste of time on the speaking skill as it will not be possible to apply it into the language that is learnt and spoken during students' communication. New ICT tools now motivate students and focus specifically on improving speaking skills because they facilitate the setting of a clear task with clear outcomes. They are also extremely easy to conduct tasks where students identify and act upon requested areas of speaking skill easily.

Students can use the Internet for theirown language learning in various ways to practice speaking. Moras (2001) argues that taking part on the Internet is intrinsically motivating for students, since the Internet is a trendy and useful tool for students, which enables them to access the whole world through English. It can also support individualized learning since students can proceed at theirown pace and choose the relevant sites according to their own needs. In addition to motivating students, with a bit of guidance, they can develop learning strategies and independence.

Speaking skill is acquired in a different way from other skills as it is an essential tool to be used in socialising, communicating in the target language. A language teacher can use the tools of ICT in order to enhance students' speaking

skills. Obviously, speaking activities via ICT tools can be found on websites to hear and record voices and get feedback by the teacher. For example, Voxopop is a web application program that can be used by language teachers as an online learning tool. The website offers some rooms and chances for learners to create forums where voice recordings are used instead of typing texts. Developing learners' oral speaking skills are realized by letting them leave replies to questions. Such voice recorded answers are open to be commended by other students as well. This online language learning tool is particularly useful in language teaching, where a teacher can post a question as an assignment and have students respond orally to the question. Through this free online language learning tool, students can also learn how to join in talk-groups and hear people discussing a topic and leave theirown answers via recordings.

It is known that a good speaking class should be based on real dialogues with real people while the use of computer technology is mostly a part of artificial world where people interact with each other on a computer. Ahmad and others (1985: 60) state that: Generally speaking… As a sub-tool of ICT, CALL enforces students to concentrate on the written medium, although speech output is available to a limited extend. In addition, spontaneous interaction with the computer is ruled out. However, both of these points, while restrictive in one sense will force us to explore the ways of expanding our language- teaching activities using the computer's specialcapabilities.

In order to appreciate the potential benefit of using technology on a speaking skill, teachers and learners can think about the potential use of speech technology, in which some innovative language learning applications offer voice interactive capabilities. Furthermore, well-designed ICT programs can assist the teacher, both in providing with coaching and pointing out practice strategies and materials for the development of speaking skills. A good records management system at schools can enable the students to record or to use speech recognition exercises. Such kind of online recording tools seem to excellent time savers for students who do not have chances to practice on their speaking skills in classes as well as for the teachers who

have to deal with large numbers of students and their progress in speaking tasks and assignments.

Visual aid of videos is also quite important in grabbing students' attention and interest in a speaking activity. Some assignment tasks can also be given to do a group work to record their group members with creative drama activities or presentations using the video cameras. Especially techno-freak students' would enjoy learning to use such devices and see how those tools could contribute to making the activity to be more motivating and entertaining.

2.5.2.2. Integrating ICT into Writing

Many language learners have great difficulty in improving the writing skills; as it usually comes at the very end of all skills learned. Furthermore, learners at each level are often afraid of making mistakes; they feel anxious about their handwriting. Integration of keyboard instead of handwriting can decrease such anxiety towards foreign language classes especially the ones in writing classes.

Writing skills of students can be improved by using ICT activities to get students acquainted with the target language through words associated with visual components. In such kind of software in which testing provides accurate and fast results, will save both the teacher's and students' time. According to Nation, productive knowledge of a word in a written text "includes receptive knowledge and extends it. It includes knowing how to pronounce the word, how to write and spell it, how to use it in correct grammatical patterns along with the words it usually collocates with" and also "not using the word too often if it is typically a low-frequency word" and "using it in suitable situations" (Nation, 1990:32).Thus ICT the tools such word processors or other software programmes and websites assist learners while getting immediate correction on their writings.

One of the popular tools in the teaching of writing skills is the use of blogs. According to Kelly & Safford (2009), blogging provides "a real-world digital medium for communication". It is a multi-dimensional tool that not only offers a

container for writing, but also has the possibility of multiple audiences and access points" (p. 119).

In terms of language learning, blogs are common platforms for learners to write their viewpoints, and the students having theirown blogs tend to be prolific writers in language classes. In fact, by using blogs in the teaching of writing, the positive interactivity for the teaching and learning of sentence grammar will also be increased naturally.

Wyatt (1989: 87) reports that the benefits of using a computer to write, far from being as wide-reaching as originally hoped, have turned out to be more modest. Improvement in the affective factors of attitudes toward English and toward writing, motivation to write, time spent writing, and perceptions about one's writing behaviour appear to be the major benefits of computer-assisted writing. For second language students, the computer also appears to reduce the fear of errors and to reduce worries about legibility.

On the other hand, the literature suggests that there are some disadvantages in terms of using ICT in the teaching of writing skills (Salehi&Salehi, 2011; Yunus&Salehi, 2012). The use of computer technology could cause the lackadaisical attitude among students whereby they will not take their work seriously. Moreover, ICT tools distract students' attention in the classroom and provide a tendency for the students to use short forms and informal abbreviations in their writing tasks (Yunus et al. 2013).

Nevertheless, by using visual aids, ICT could help to engage the students' interest on the topic of a writing task. This would help students to perceive more on the topic and what to write upon all the information gathered. Especially when asking students to write on a touch-screen tablet PC would be much easier than typing it out using the computer and this could save more time for a language class. Students' creativity on writing can easily be increased by using the software in which they can design their posters and exhibit on a wall or announcement pane.

In this ever-more demanding world of language education, educators need to be aware of the evolution of technology to take advantage of this knowledge and apply it in classrooms, especially when it comes to the development of skill of writing which is sometimes hard to realize with all students. The use of ICT for teaching writing can be quite useful for when we experience something new in the digital world to help each student to construct theirown knowledge.

2.5.3. Other Tools to Integrate into Language Skills

The use of ICT by teachers of second or foreign languages has many benefits, which include the increase in the amount of exposure to each of the skill and the chance to facilitate potential interaction with the target language inside and outside of the classroom settings. There are also some other ICT tools which assist improving more than one skill at the same time.

2.5.3.1. Mobile and Smart Phones in Language Learning

As a potential facilitating tool of ICT, mobile and smart telephones provide with a useful format in education, which is exposed and exploited very quickly. Moreover, as an essential part of people to transmit information in this modern age, mobile or smart phone technologies have become increasingly sophisticated and integrated into learning technologies in our daily lives. They not only enable learners instant access to the learning materials in a simple mood but also encourage a medium of interaction adorned with multitasking, which is often ignored during the traditional mood of learning.

According to (Burston 2013:157) in the latter part of the 20th-century desktop computers, laptops, netbooks, and web-based applications greatly facilitated flexible access to language learning materials. The advent of hand-held computer-based devices gave rise to Mobile-Assisted Language Learning (MALL) as we know it today. Since the mid-1990s, MALL has focused on the exploitation of five mobile technologies: pocket electronic dictionaries, personal digital assistants (PDAs), mobile phones, MP3 players, and most recently ultra-portable tablet PCs. The topics covered are varied and include considerations of technical specifications, mobile

device ownership, pedagogical design, learning theory, user attitudes, motivational effects, institutional infrastructure, and teacher training, among others.

Smart phones may be called “smart” because they offer lots of facilities and functions like e-books, grammar reference and exercises, cameras, camcorders, games, calendars, dictaphones, dictionaries, videos, MP3 players, radios, maps, vocabulary books, notepads, text messaging, and phone calls, as well as all facilities of the Internet access such as e-mails, blogging. In addition to the fact that they are all potentially useful language learning tools, they can all be carried out or accessed through modern smartphones, which make them unique in comparison with the previous tools of ICT. What’s more, the chance to become more autonomous in their learning will be enabled via the portability of smart phones in their pockets, by means of which learning opportunities will also be exploited in the classroom and at home.

Yet, the biggest disadvantage here is that the control and inspection by the teacher. While students can be guided and directed in an ICT class at school, a student who is supposed to work on the applications of language learning might not be controlled by the teacher. So the student who is not controlled by a teacher can be easily be tempted by the joy of checking and sharing comments and in their social media.

According to the research by Barrs, K. (2011:233) what has been written on learners’ and educators’ blogs and in articles about smart phones in general society and specific learning environments, on-going investigation will reveal that the number of students in classes who own a smart phone will continue to rise, most likely rapidly because of the current popularity and availability of the devices across most mobile networks. He also stresses that normalisation of this technology will help to re-define educational practices by giving more opportunities for students to access and manage their own learning, with the guidance and pedagogical support of the teachers.

2.5.3.2. Interactive White Boards in Education

An interactive whiteboard is a type of hardware that looks like a whiteboard, but it is connected to a computer and a projector in a typical classroom which makes it a very powerful tool. When you turn it on, it becomes a huge, touch-sensitive version of the computer screen just like the way a projector does. As a distinguishing function from projectors, a computer connected with the smart board can either be controlled using the mouse, or touching the board with a special pen or even finger and everything is displayed on the screen.

Interactive whiteboards are becoming quite common and popular ICT tools used in schools all around Turkey and the world. In a typical classroom it has brought revolutionary differences from what has been experienced on the traditional black or white boards. A smart board assists teachers and students through full and quick use of learning and practising in their lessons every day. There are lots of advantages of using an interactive whiteboard in a classroom. Firstly, by using the interactive whiteboard, students especially those who have learning difficulties and disabilities or the ones with different learning styles can be motivated and integrated into what is being taught. Savoie (n.d.) cites (Bell, 2002) that students with different learning styles could learn more effectively by using interactive whiteboards. As for different styles of learners, visual learners can see their work projected and gain immediate feedback on their work. They would understand more with every image presented on the screen. Different software that can be used in interacting with the white board could cater the need of auditory learners. Different coloured pens are also provided to write on the board and highlight important ideas; and this could help the tactile learners in their learning process.

In addition, the use of interactive whiteboard can ease both students, and teachers especially in delivering a course in a foreign language. Teachers can benefit from lots of online activities that can be carried out via using the interactive whiteboards. By having everything to teach online, teachers would not have to worry about printed materials that are supposed to hand in the students, since all the

exercises can just be done by using the website and software tools of the interactive whiteboard.

The use of interactive smart board can also engage students more than traditional teaching can do, and increase motivation and as they maximize student engagement and active participation across the language materials in a foreign language. With the use of graphics, colourful fonts, layouts, interesting software, learners can enjoy writing on the board with the tip of their fingers. This chance will also enable students' attention to be easily captured by the teachers as well as the quick development of their interest on the language skills like reading or writing. In addition to the grown-up learners, young learners of a foreign language can realize their lesson more interestingly via the help of digital stop watch, revealing vocabulary online, and playing with all sorts of interactive games for the practice of language skills.

2.5.3.3. Internet as an ICT Learning Tool

The Internet has been in development since 1973, when the ARPAnet (US defence department network) was first connected to United Kingdom and Norway Teeler & Gray (2000) claim, Internet is like a virtual teachers' room and a library, in which teachers are able to contact with each other. Mailing lists, chat groups, newsgroups or typical e-mail system let teachers have opportunities for collaborating and sharing. What is more, there are even virtual conferences regularly organized by various groups. Teachers can both take and send information on the Internet. Online professional associations, journals and newsletters may also help teachers to keep up with local, regional or global events (Teeler&Gray, 2000:17).

Internet offers a wide variety of reference materials like online videos, interactive language learning websites, blogs, dictionaries, wikis, and search mechanisms, which are very beneficial for students` individual developments. Students can easily find the missing information, the meaning of new unknown words, synonyms, antonyms on their own or communicate with the rest of the group or other people via social media, e-mail or any other ICT media tools.

Internet also provides with a better and more comfortable language learning environment where teachers can reach a lot of data about the new approaches, methods and techniques, events of colleagues in their communities. Teachers can easily obtain issues of ELT journals and newsletters that include new innovative approaches, methods and techniques to improve language skills, which are offered by academics all over the world. Teaching documents like tests, worksheets, flashcards, online dictionaries, notice boards are all accessible to the use of teachers, too. Teachers can select proper materials or documents for their own specific students in their context and download them to adapt for using in classes.

On the other hand, there are some disadvantages of and potential problems with the Internet use. Technical and financial concerns need to be considered. Using the Internet may be time-consuming or expensive for some institutions and the equipment for its use is not always easy to set up (Moras, 2001). Additionally, some in-service teacher training courses might be needed, which can prove to be costly for some institutions. Moras (2001) draws attention to the fact that information presented on the Internet may be misleading from time to time. Novice students may find it difficult to decide on what kind of information they really need or focus on. More importantly, the content and quality of the materials on the Internet may not be suitable for young people.

On the net, there are some programs via which one can easily be access internet such as Moodle, Hot Potatoes. For instance, as a common platform of learning, Moodle provides with a comfortable environment, where each student has a chance to participate and work on improving each of the language skills at their own pace. This virtual learning atmosphere of the web is not limited by geographic, or even linguistic, boundaries – or even the buildings of theirown school. Yaman (2010:147) points out that the advantages of Moodle like platforms are innumerable for both students and teachers, and the disadvantages generally stem from the problem of not knowing how to adapt them to their teaching environment. Designed to help teachers and students create an online classroom atmosphere, Moodle has

been chosen by a lot of institutions thanks to its non-commercial delivery option and open-source feature.

Another ICT tool Hot Potatoes is a software that includes six applications, enabling language instructors to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web. Hot Potatoes exercises may fall into this category of beneficial technological use that can easily be accessed by students remotely as supplementary classroom work. The teacher can create his/her own exercises for the students in his/her own context then it can also be shared with teachers worldwide as well. Moreover, some of the characteristics of good task-based ICT activities are that they focus on meaning create a relationship to real-world activities. So from this point of view, the software Hot Potatoes exercises could help to create editable task-based activities that are available in the real lives of learners. Such activities that involve the use of ICT could also be adapted to assist the instruction of all four skills.

As a free platform of internet access, a blog is defined as a word that is made from the contraction of web + log. Blogs enable users to post some regular entries, which might include comments, news, events, photos or videos. Entries in a blog are normally displayed in reverse-chronological order, with the most recent at the top. In many blogs, some commentary or news appear on a particular subject; in others they function as more personal online diaries. McIntosh clarifies the definition of blogs historically, a weblog, or 'blog' for short, is recognised by its regularly updated, time and date stamped posts, running down the computer screen in chronologically reverse order (i.e. the most recent post comes first). Crucially, there is an 'Add Comment' feature so that readers of posts can leave their opinions, questions or thoughts. Finally, there is a writing style element: blogs are written by one individual who gives his or her thoughts in a generally relaxed, 'spoken' style (McIntosh, 2005:2). Although a blog can be a useful ICT tool for the instruction of all language skills, there seems to be some drawbacks as well. The problematic case can be realized in such a matter that students will not take their activity of they are studying

not so seriously and will not use so functionally what they have learned in their blog postings.

The effect and strength coming with such ICT programmes are that they are not only restricted to in-school receptive activities but also offer lots of productive activities after the school. Lawrence, McNeal& Yıldız (2009:52) claimed that adolescents get involved in different literacy practices outside the school because they interact with different types of non-traditional texts and sources of information, access and mass media and different cultures, also interact with people from diverse backgrounds and perspectives using the computer technologies, which are correlated with each other.

One lack of the software, even the current ones, is not being able to focus on the development of four skills equally. Most of the software "mainly deals with reading, listening, and writing skills". Although some speaking programs exist, these available speaking programs are not adequate totally to improve students' speaking skill (Lai&Kritsonis, 2006:4).

In summary, lots of different types of activities and various kinds of methods or techniques could be applied into a language class via involving ICT in the teaching of receptive and productive skills. However, teachers need to consider that the ICT is a tool with its advantages and disadvantages. The use of such new technologies enables learners and teachers various classroom practices that can be re-examined and updated according to the ever-changing technological effects on the students' practices in and outside the school. ICT programmes that cover all sorts of skills could be planned accordingly so as to facilitate students' learning processes.

2.6. English Language Teaching and Integration of ICT in Turkey

There has not been a long time since teachers of English could use computers at schools as they had little knowledge or information on how to use computers as a means of instruction. Ministry of Education in Turkey has given lots of in-service training courses on computers. Nevertheless teachers' needs according to their

professions have changed considerably since computers were firstly introduced into education.

English language teaching has undergone various phases, particularly influenced by political and socioeconomic factors since it was introduced into the Turkish National Education system. In 1997, The Turkish Ministry of National Education (MNE), in cooperation with the Turkish Higher Education Council, decided to make some drastic changes in the English language teaching policy so as to reform the ELT programmes at universities as well practices in schools.

It is known that Turkey has been investing increasingly huge amounts for English language teaching/learning. Gencel (2005) states that the investment for learning English in Turkey includes not only importing the textbook and relevant learning materials but also hiring native speaker educators and supervisors, sending the citizens for English language education to countries where English is spoken as the first language, and opening private language schools in Turkey.

Further studies aiming at bringing solutions to these problems and issues in computer technologies integration would definitely contribute to our understanding of best practices in technology inclusion. Moreover, each issue should carefully be examined from cross-cultural perspectives to further suggest a schematic framework for policy makers and practitioners. The findings of the research suggest that integration technology is not only an investment but also a human resource management issue. So policy makers need to develop and implement a comprehensive vision and mission in order to minimize problems and issues at school and national levels, especially in those countries with a centralized educational system. (Akbaba&Altun, 2006:186).

The establishment of a plan called ‘The Ministry of Education Development Project’—a major curriculum innovation project in ELT—was initiated, which aimed to promote the teaching of English in Turkish educational institutions. At the primary education, this reform integrated primary and secondary education into a single stream, extending the duration of primary education from the

previous five to eight years. A further consequence of the reform was the introduction of English for Grade 4 and Grade 5 students, thus shifting the introduction of EFL from secondary to primary schools in order to provide a longer exposure to the foreign language. The 1997 curriculum stands as a landmark in Turkish history because, for the first time, it introduced the concept of the communicative approach into ELT (Kırkgöz, 2005:2).

The main objective of the policy of the reform was regarded as providing with the target language as a means to communicate in the classroom activities and prepare for the students' development of communicative skills, in which teacher's role is supposed to be facilitator within the learning process. Teachers were expected to help students to develop their communicative competence and performance referring to especially to productive language skills, which brought a wider range of burden on the shoulders of the teachers. After the reform was put into practice;

-ELT departments were demanded to redesign further methodology courses, which refer to more focus on teaching and improving language skills, providing with preparation for more teaching practice chances for the pre-service English teachers in primary and secondary schools.

-In Cooperation with YOK (Board of Higher Education) Turkish Ministry of National Education (MNE) has established the in-service English Language Teacher Training and Development Unit in order to facilitate dissemination of curriculum innovations.

-The Teaching English to Young Learners course was firstly introduced into the new curriculum in order to make the teachers of the future equipped with new approaches and methods of interacting with young learners.

Now English Language teaching in terms ICT is gaining more importance all over Turkey with more than 20 ELT departments at different universities. The 1997 curriculum stands as a landmark in Turkish history because, for the first

time, it introduced the concept of the communicative approach into ELT (Kırkgöz 2005).

In addition, as English became very prominent, the number of schools offering English education increased. Survey findings show that for 1987-1988, there were 193 English-medium secondary schools (103 private, 90 state-owned) in Turkey. By the 2004-2005 school year, the number of private secondary schools reached 650, and the number of Anatolian high schools 415 (MEB 2006). In addition, in 1994, a new law made it possible to open 'Super English Language High Schools'. Like private and Anatolian high schools, these schools offered one-year English language education. She implies that in order to enter these schools, students were required to score an average of 4.0 out of 5.0, the top grade. (Kırkgöz 2007:220)

Finally, along with Turkey's attempts to join in the European Union (EU), language policy has gone through further innovations by Initiating School European Union Collaboration Projects, reflected in different levels of policy changes by investing in ICT based application with more tablet PCs and the software programmes of smart boards by means of DynED and FATIH projects.

2.6.1. Initiating ICT Projects

After the first period on which the introduction of ELT to Turkish education system and its spread all over the country; the second period embraces the implementation of a major ELT curriculum reform in 1997, and the third period corresponds to 2005 onwards when a number of changes were introduced in ELT as part of a government policy, in response to efforts to join the EU, seeking to standardize ELT and adapt it to EU standards. (Kırkgöz, 2007, 217) Finally, the fourth period English language-learning software program "DynED" was first introduced to schools. As a new project that was welcomed exhilaratingly by the official authorities, the Movement to Increase Opportunities and Technology project (FATIH), aimed at integrating computer technology into Turkey's public

education system which marks the beginning of a new era of information technology in Turkish education circles.

2.6.1.1. DynED

One of the first tools of educational technology for language teaching was using the software named DynED, which stands for Dynamic Education. In 2006, within Education 100% Support Campaign" DynED English Language Educational Software" was incorporated by the Ministry of Education set up the DynED Educational Software in some pilot schools in 2007-2008 teaching year and then transferred to all the primary schools. The software focuses mainly on English language teaching for primary education. With these developments, teachers have started to use computers more frequently, and the efficient use of computers in language classes has gained great importance.

DynED program is basically designed to assist the learners aged 11-18. The software is based on brain and language acquisition research, exploiting both to form a blended model where multimedia activities and classroom interaction complement each other. The language structures and vocabulary provided are specific for the content classes and for social situations that normally occur in classroom situations (Fichou, 2003:9).

In the DynED software is a four-level introductory course ranging from the stages of novice-mid to intermediate-high students. Emphasis is placed on building the receptive skill of listening and the productive skill of speaking that are necessary for basic communication in English. Lessons focus on the subject matter that is relevant to students' lives at the college level. Topics vary from family and daily routine tasks to environmental issues. There is a strong foundation in grammar and vocabulary as students are introduced to the language needed for effective communication (Marimuthu Soon, 2005:9).

The idea behind implementing DynED in all primary schools in Turkey seems to have been incorporating all four skills of English by enabling the

pupilsfurther studies on the receptive skills at home. However there seem to be some drawbacks of implementing the programme at schools.

In a study researching the perceptions of English teachers in Turkey by Yiğit comes up with the result that considerable number of the teachers remained neutral to "the students who use the DynED have improved their English speaking skill". Also, slightly less than half of the respondents remained neutral to "the students who use the DynED have improved their English writing skill". 40,5% of the teachers agreed that "computer use with the DynED has made it easy for the students to learn English". Teachers have positive observations in the duration of the DynED courses since students have great fun as well as they have the opportunity to practise their learning and language skills such as listening and speaking in the English lessons. On the other hand, the DynED considers students' different learning styles. (Yiğit, 2013: 63-64).

Kızıldağ (2009) mentions the lack of technical support and infrastructural deficiencies hinder the optimum benefit from this expensive investment of Ministry of National Education (MNE). Another expectation of teachers was about the textbooks and the curriculum modifications. The expectation of a more balanced four- language-skill textbook is also very valuable feedback for the curriculum and textbook writing committee. The English teachers in Doğan's (2009) study usually opted using DynED out due to the reason that they were stifled with the busy curriculum requirements. This is why teachers also state that they expect more effective re-modifications to the curriculum considering the students' proficiency levels.

For the effective functioning of the DynED programme, provincial coordinators, district representatives, provincial deputy directors and managers of Provincial National Education were in charge of disseminating the software. In 81 cities of Turkey, seminars and in-service trainings were given to the teachers and DynED school principals. Due to the teachers who were not equipped with efficient use of the software, and the computers lacking the systems operation capacity for he software and the programme itself which does not seem to be adaptable for the

Turkish learners in Turkey, so in practice, the DynED programme is said to have failed in achieving the goal of assisting the ELT practice at schools as it had been foreseen in the beginning.

2.6.1.2. FATIH project

With its name “Movement of Enhancing Opportunities and Improving Technology”, abbreviated as FATIH, the project appears to be among the most significant educational investments of Turkey in terms of the integration of ICT. It has come up with the proposal of a “Smart Class” which is planned to set up in all schools in Turkey. Thus, the aim is to equip schools and classes with the latest ICT tools and turning traditional classrooms into computerized education classes. As an ICT assisted project, FATIH is said to be marking the beginning of a new era of information technology in Turkish education system.

The project claims that it will revolutionize the public school system of schools in Turkey. The campaign was launched with the delivery of tablet PCs and smart boards to many schools across Turkey. Thousands of smart boards were installed in high schools. The aim of the ICT project was to offer equal opportunities for all learners including the disadvantaged areas and also to disseminate technology usage in the learning-teaching processes. In-service trainings have been organized for teachers so as to help them with the effective use of ICT in classes.

Within project, smart boards were installed into classrooms and a lot of e-content have been developed to enrich the interactive use of the devices for teachers as well as students. On the other hand, when new ICT applications are introduced into education systems, much more face-to-face training is expected conduct with the users of technological devices. Students are difficult to give training since target amount of group is huge, but if teachers are provided with short periods of in-service training for several times, and supported continuously by online support staff, then the project can be much more promising for the future.

The instructional and pedagogical approach of FATIH project towards students focusing on “recreational home use of computers" and their English language skills

and art development sound to be quite innovative and challenging. Regarding the use of the technology during out-of- school activities, whether in the class, at home or in the community has reached public popularity. However, parents are also supposed to better understand and support how or why the technology is being used, which can encourage the students to practice in their houses. Furthermore just like any other programme, the software attached to FATIH project must support the real expectations of Turkish learners on the basis of language skills. So, authorities have to work hard creating and updating the software and hardware, deal with potential gaps and areas where specialized expertise could improve efficiency and innovations.

Because the education system focuses on the memorization of rules, students often fail to understand concepts and fail to apply receptive and productive skills or relevant activities outside the classes. Given the fact that English has now become a significant part of foreign language teaching, it is of great significance to revise and update the ELT curriculum, teaching methods, teacher training and teacher education institutions according to the new changes in technologies. Therefore, it is inevitable to chase up a period of change and innovation in ELT systems to achieve its aim of catching up with the modern systems of language education and adapting best available practices to new educational norms, particularly in the ELT programme and the assessment system.

According to the findings procured from the interview reports of information technologies guide teachers, the great majority of teachers express that teaching duties and responsibilities should be given to them, very few teachers want the duties and responsibilities of IT guide teachers, and the great majority of teachers are of the opinion that they should not be given anymore the duties and responsibilities of technical staff, teacher trainer and school officer. (Güngör&Yıldırım, 2014:56)

Integration of information technologies into education is said to have been a kind of reform within the Turkish education system. Today, the subject of benefitting from information and communication technologies in language teaching turned into a very beneficial and popular tool in Turkey as well. Yet, ignoring well-established training programs for teachers, will keep the problem of integration at schools. So

investing in tablet PCs or projectors rather than human capacity cannot encourage technology use in education institutions.

Consequently, in this age of technology, researchers, educators and teachers find themselves in a tough competition with each other and struggle with the speed of ICT to integrate all those tools into the classroom settings. Furthermore, the ways how students learn and how teachers teach have changed a lot and will definitely go on like this. There appears to have been many differences between the traditional classrooms and a class setting which is supported by ICT tools of completely virtual classes. As Kern (2006) states, the effects of technology use depend on how it is used, who uses it and what is used. Thus, it cannot be claimed that technology affects teaching and learning processes in a positive or negative way, but we can easily state that it has changed the pedagogy a lot. It can be said that:

- For the advantages, it is reported that using ICT could help to meet the teachers' teaching objectives as ICT aids the teaching process.

- As a quick facilitating tool, ICT supplies very good source materials for eliciting emotional responses from students.

- Using various types of materials according to the needs of learners in the classroom is a fruitful way of involving the learner as a whole person.

- Education has already embraced technology, for decades offering joyful and effective learning facilities also providing with traditional learning more powerful in which learners can improve their both their receptive skills and their own productive skills outside the classroom.

- So "technology is almost accessible everywhere" and therefore it should also be involved and enjoyed in education".

Now, in the next chapter, let's try to see the perceptions of pre-service students of an ELT department towards the use of CALL so as to get an idea about integration and perception levels of ICT within the real implementations.

CHAPTER THREE

3. METHODOLOGY

In this chapter, the design of the present study, participants, data collection instruments, data collection and data analysis procedures are described.

3.1. Research Design

This study is mainly descriptive research. Ruane (2005, 12) says that "descriptive researches offer a detailed picture of some social phenomenon, setting, experience, group, etc.".Furthermore a descriptive research is also defined as a survey research which indicates "a procedure for systematically collecting information about the attitudes, beliefs, background, experiences, and behaviour of a sample of people by using interviews and questionnaires" (Gray, Williamson, Karp & Dalphin, 2007, 146).

The research study aims to determine perceptions of pre-service students of ELT department towards the use of CALL, so descriptive research was selected as the most appropriate design for such kind of a perspective. In the study, quantitative methods were used in order to collect data. In order to determine perceptions of participants towards CALL, at first, a questionnaire was used, and the results of the questionnaire were analysed quantitatively in a triangulation format.

Triangulation design is a format in which the researcher collects both quantitative and qualitative data, compares the results, and then uses those findings to see whether they validate each other (Fraenkel & Wallen, 2006: 443). Considering the features of research design, for the present study, we used triangulation design tools for collecting our data. The analysis of the results of the questionnaire and the participants' grades form our quantitative data.

3.2. Participants

The participants of the study were undergraduate students at the University of Aksaray, English Language Teaching (ELT) Department. In total 61 students, 41 of whom were female and 20 male, participated in the study. The participants, who were pre-service English teachers, were asked questions about their perceptions and behaviour related to use of CALL. For the study, we had only one class so we generated our results for this group. If we had had a descriptive group, we would have had a chance to compare the results of our control group with the other group. Detailed demographic data of the participants will be given in the data analysis section.

It is of great importance to get descriptive results about their perceptions so as to understand whether the teacher training program ELT students are familiar with the use and benefits of ICT and get the vision to make any changes in their perceptions towards the integration of language tools with the skills of computer and technology.

Following the curriculum assigned by YOK (Board of Higher Education) the participant students took the courses based on computer assisted language teaching in the classes of ICT, which were installed by the Ministry of Transport when they were in preparation classes. The preparation class includes mainly four courses of language skills: Reading, Writing, Listening and Speaking. The students use the websites such as *dil.yok.gov.tr*and some other software and web-sites to practice and improve what they learnt in their courses. Afterwards, when they come to the ELT department they have to take the course of basic ICT skills, including theoretical and practical knowledge about word processors, and other Windows application programmes.

At the fourth semester of the ELT programme, a course that focuses on the integration of computer and language teaching skills is taught to all students. This course is called Instructional Technology and Material Design. The syllabus topics of the course are:

- Concepts and terms about instructional technologies,

- Defining technological needs of school and classroom,

- Creating and carrying out proper technology integration plan,

-Developing materials using teaching technologies (worksheets, designing activities, projectors, visual media, computer-based materials),

- Examining educational software, evaluating various kind of teaching materials, internet and distance education,

- Researches based on the effectiveness of teaching materials, the use of teaching materials in Turkey and all over the world.

The topics covering the objectives of this course are quite relevant to the objectives of our research study. We hope the results on the perceptions of participants of ELT department in the study will give such instructors of the course some inspiration on how to integrate the ICT skills on the students of the other departments in Turkey.

3.3. Research Instruments

In the study, one descriptive data collection instrument was used to get an idea about the research. The questionnaire, which included Likert-scale questions, was adapted from another survey that was implemented at schools with the students who took English classes.

The data collection instrument aimed at reaching the results on three main topics as follows:

1. Perceptions of students towards the use CALL in the classes of ELT departments,

2. To see whether there are significant differences among the perceptions in terms of various language skills related with the use of CALL,

3. To see whether there is a significant difference in terms of gender and classes related with the use of CALL at a specific department of the university.

In the questionnaire of the present study, 20 item Likert scale (Appendix A) was used to determine general perceptions of students at the University Aksaray, English Language Teaching department towards the use of CALL. It includes the 3-degree categories "Yes", "No" and "No idea"

3.4. Data Collection Procedure

As the main theme of the study is based on the integration of ICT skills into the language skills, we made a broad research on the survey and questionnaires. This scale, which was found, first created by the doctor Alişan Hızal and developed by Hakan Sarı (2006) in his Master's thesis, seemed to be the most convenient research that was conducted of all. The questions of the questionnaire were actually planned for the primary and secondary schools students. First we changed target group as the pre-service students at the university in accordance, then the questions were translated into English.

The data were collected through a questionnaire(Appendix A). The data collection period did not take a long time because all of the participants were already students where the researcher was working as an instructor. Each class was visited by the researcher. Participant students were met face-to-face and 61 copies of the questionnaire were distributed to the participants.

The research questions comprise "perceptions of students on the use of computer assisted language learning (CALL) tools". The questions often refer to how computer skills can support the improvement of language skills. So the questions calls on the perceptions of pre- service English teachers towards the integration of receptive and productive language skills by means of CALL applications as a whole.

The survey consists of two parts; in the first part, the demographic characteristics of the participating students are given. The second part of the survey has the questions about their perceptions towards the use of CALL.

Reliability of the questionnaire was determined via the alpha reliability coefficient method and Split-Half Methods. Alpha coefficient was 0.97 (Annex B); Spearman-Brown split-half correlation was found 0.98 while Alpha coefficient: 0.97 (Annex D), Spearman-Brown split-half correlation were found 0.98. (Appendix C).

The data obtained from the research results was evaluated through the software SPSS for Windows 16.0 statistical package. While parsing the data, the titles of percentage, frequency, ANOVA, Q-Q plot and T- tests were used to designate research the outcomes.

Now let's discuss on the findings and results of the research in the next chapter.

CHAPTER FOUR

4. FINDINGS AND RESULTS

4.1. Analysis of Data

In this part of the study, there is detailed information about the method applied in research, subjects, design, materials that were used in the procedure and results.

On the process of analysing data regarding the use of CALL; standard functions of SPSS Frequencies were used in terms of students' gender and class varieties. The analysis comprises the data about the perceptions of CALL tools within sixty-one ELT undergraduate students at the University of Aksaray. Frequencies about the perceptions were analysed via the use of SPSS statistical software programme. ANOVA analysis and T-tests were used to identify the significance level among the students on the basis of classes and gender, and (p), 5% (0.05) amount is taken to see the correlation among theses varieties.

4.2. Design

In this study, there were 61 questionnaire pieces of paper. The survey sheet which was used for the questionnaire was prepared by Hakan Sarı (2006:64), who had made initial research on the primary school students, where he implemented Alpha reliability coefficient of reliability of the questionnaire and the bisection method (Split-Half Method). The reliability was determined by using the Alpha coefficient: 0.97 (Annex D), the Spearman-Brown split half correlation was found 0.98. For reliability, Cronbach-alpha values of each questionnaire were calculated to see the internal consistency of the instruments.

4.3. Procedure

After choosing the subject and the software that would be used in the study, the survey was implemented with the permission taken from the directors of the

University. There were sixty-one students filling out the questionnaire with 20 questions.

Research questions were related with the pre-service teachers' on how effective the ICT integration was on feelings and perceptions toward using technology within language learning. The three-stage "Yes" "No" and "No idea" responses were reviewed for re-occurring. Such a checking and triangulation of responses were conducted so as to reach more accurate data reporting results. Research findings were then analysed on basis of these themes according to the frequency levels.

As mentioned above, the students have already got some theoretical knowledge and made some practice on the tools of CALL in their ICT classes. However, there were no pre and post-tests included as the study was restricted to basic perceptions upon the use of ICT tools in their courses at the university. In each class, where the questionnaires were applied, the students were given the questions on the pieces of paper.

Finally, Likert-type scales were entered to the software programme easily because they were already designed with numeric items. Closed-ended question items that were obtained from the participants were also given some numeric and then, the data were subsequently entered into SPSS software. Descriptive analysis of SPSS was used to present the frequencies and percentages of each item in the questionnaire with 20 questions.

4.4. Results

The results of the research were processed on the measuring tool, which consisted 20 questions that were implemented with 61students at the University of Aksaray. The data obtained from the measuring tool were evaluated by the help means of SPSS 16.00 program using frequency and other analysis techniques. Then, the results of these data were illustrated in tables and graphs and figures. Here are the results:

Table 1. Mean values of respondent students by genders

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	20	32,8	32,8	32,8
Female	41	67,2	67,2	100,0
Total	61	100,0	100,0	

There were 61 participants that answered the questionnaire; 41 female and 20 male respondents came up with the answers. In other words, 67% of participants were female, 33% male.

Table 2. Mean values for the students by classes

	Frequency	Percent	Valid Percent	Cumulative Percent
Class 1	24	39,3	39,3	39,3
Class 2	25	41,0	41,0	80,3
Class 3	12	19,7	19,7	100,0
Total	61	100,0	100,0	

The students who involved in the questionnaire were 24 students attending at the first grade, 25 students at the second and 12 students at the third grade of the English Language Teaching Department of the University of Aksaray, Turkey. Of all the participant students, 39,3% were attending the first grade, 41% them were 2nd graders, and the last 19,7% of them were studying at the 3rd grade.

Table 3. Mean values of CALL to understand the reading texts

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	59	96,7	96,7	96,7
No	1	1,6	1,6	98,4
No idea	1	1,6	1,6	100,0
Total	61	100,0	100,0	

The first question about their perceptions "Does Computer Assisted Learning contribute to perceiving the English texts more easily?" was answered by the participant students with the following scores: 96,7% of them said "Yes", "1,6%" No, and "1,6" of them said they had " No idea". Thus, we can say that a great majority of students perceive CALL with its overwhelming role to support the reading texts to be understood more easily.

Table 4. Mean values for the role of CALL to improve oral fluency

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	49	80,3	80,3	80,3
No	7	11,5	11,5	91,8
No idea	5	8,2	8,2	100,0
Total	61	100,0	100,0	

For the question "Does Computer Assisted Learning support your oral fluency? 80,3 percent of participants responded by saying "Yes", 11,5 % said "No" and 8,2 % of participants stated that they had "No idea" about the topic. This means that the

majority of the students think that CALL helps them to improve their oral fluency in the target language.

Table 5. Mean values for the role of CALL to improve writing skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	43	70,5	70,5	70,5
No	2	3,3	3,3	73,8
No idea	16	26,2	26,2	100,0
Total	61	100,0	100,0	

In the following question "Does Computer Assisted Learning contributes you to improve your writing skills in English?" 70,5percent of participants responded "Yes", 3,3% said "No" and 26% of participants stated that they had "No Idea" about the question. This means that majority of the students think that CALL helps them to improve their writing skills in the target language; however one quarter of all students seem to have insufficient knowledge about its role to assist writing skills in the target language.

Table 6. Mean values for the role of CALL speaking English more accurately

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	51	83,6	83,6	83,6
No	5	8,2	8,2	91,8
No idea	5	8,2	8,2	100,0
Total	61	100,0	100,0	

For the question "Does CALL contribute to speaking English more accurately?" 83,6 percent of participants responded by saying "Yes",8,2% said, "No" and another 8,2% of participants stated they had "No idea" about the topic. This means that most of the students think that CALL supports them to speak accurately in the target language.

Table 7. Mean values for the role of CALL to comprehend English texts

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	45	73,8	73,8	73,8
No	6	9,8	9,8	83,6
No idea	10	16,4	16,4	100,0
Total	61	100,0	100,0	

For the question "Does Computer Assisted Learning contribute to comprehending English texts?", 73, 8 percent of participants responded "Yes", 9,8 % said "No" and some 16,4% of participants stated they had "No idea" about the topic. This means that many of the participating students believe that CALL helps them to comprehend the reading texts in the target language.

Table 8. Mean values for the role of CALL to remember new words more easily

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	55	90,2	90,2	90,2
No idea	6	9,8	9,8	100,0
Total	61	100,0	100,0	

For the question “Does Computer Assisted Learning contribute to learning English words more easily?”, 90,2 percent of participants responded “Yes”, 9,8% of them stated that they had “No idea” about the topic yet, none of the responders said “No”. This shows that a great majority of the students perceive that CALL helps learners to build and remember vocabulary in the target language in a quick way.

Table 9.Mean values to assist forming sentences in English

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	49	80,3	80,3	80,3
No	5	8,2	8,2	88,5
No idea	7	11,5	11,5	100,0
Total	61	100,0	100,0	

For the following question of the questionnaire, “Does CALL help you form sentences in English?”, 80,3% of participants answered by saying “Yes”, 8,2% stated “No” and 11,5 percent of participants responded they had “No idea” about the topic. This shows that the majority of undergraduate students of the ELT department believe that CALL contributes to creating and forming new structures of sentences and texts in the target language.

Table 10. Mean values for the role of saving time

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	25	41,0	41,0	41,0
No	12	19,7	19,7	60,7
No idea	24	39,3	39,3	100,0

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	25	41,0	41,0	41,0
No	12	19,7	19,7	60,7
No idea	24	39,3	39,3	100,0
Total	61	100,0	100,0	

In the next question “Does Computer Assisted Language Learning shorten your English learning period?”, 41 percent of participants said “Yes”,39,3% of all responded “No” and another 19,7 % of participants expressed that they had “No idea”. This means that almost half of the participating students are not sure whether CALL enables learners to shorten their English learning period. Also, about the one-fourth of the respondents seem to have “No idea” about the topic. On the other hand, the ones who believe CALL shortens the period are less than 40% percent of the all participants, which means that students need more information and practice on the tools of CALL to make sure whether it saves time during their learning period.

Table 11.Mean values for the role of revision

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	58	95,1	95,1	95,1
No	2	3,3	3,3	98,4
No idea	1	1,6	1,6	100,0
Total	61	100,0	100,0	

For the eleventh question “Does Computer Assisted Learning enable you to do extra revision?” 95,1 % of participants responded by “Yes”, 3,3 % of allsaid “No”

and 11,5 percent of the participants stated they had “No idea” about the question. This shows that almost all of the participating students regard that CALL helps learners to revise what they have learnt within the instruction processes.

Table 12.Mean values for the role of extra practice

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	56	91,8	91,8	91,8
No	3	4,9	4,9	96,7
No idea	2	3,3	3,3	100,0
Total	61	100,0	100,0	

In the following question “Does CALL enable you to do extra practice after classes?” 91,8% of participants responded “Yes “, 4,9% said “No”, another 3,3 % of participants stated that they had “No idea” on the topic. This means that a great number of students believe that CALL contributes them to get a chance to practise learning after classes.

Table 13.Mean values for the role of learning by fun

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	58	95,1	95,1	95,1
No idea	3	4,9	4,9	100,0
Total	61	100,0	100,0	

For the question “Does CALL enable you to learn by fun?” 95,1% of participants agreed by saying “Yes”, 4,9 percent of them said that they had “No idea” about the question. This shows that almost all of the students think that CALL offers

an environment to learn a language by fun. Also, none of the students denied the role of CALL to make the process of language learning in an entertaining way.

Table 14. Mean values for the role of immediate error correction

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	48	78,7	78,7	78,7
No	8	13,1	13,1	91,8
No idea	5	8,2	8,2	100,0
Total	61	100,0	100,0	

In the next question "Does CALL enable you to recognize your errors and correct immediately?" 78,7% of respondents agreed by saying "Yes",13% in the group disagreed, and another 8,2 % stated that they had "No idea" about the question. It means that majority of the students believe that CALL leads them through the ways to correct their errors immediately while they are learning the target language. This result is also significant as it represents the perceptions of students towards the use of CALL regarding the chance of immediate feedback as well as its role for reinforcement within the language learning period.

Table 15.Mean values for the role of learning comfort

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	46	75,4	75,4	75,4
No	3	4,9	4,9	80,3
No idea	12	19,7	19,7	100,0
Total	61	100,0	100,0	

For the next question “Do you manage to study more comfortably without pressure or fault finding by friends, when using Computer Assisted Language Learning?” 75,4% of participants responded “Yes”, 4,9% of participants said “No” and 19,7 percent of them stated they had “No idea” about the question. This shows that the majority of the students believe that CALL helps them to study and learn in a more comfortable way without pressure or fault finding by their friends. The results also show that some of the students seem to be unsure about the role of comfort in this way.

Table 16. Mean values for the role of providing with enjoyable learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	58	95,1	95,1	95,1
No idea	3	4,9	4,9	100,0
Total	61	100,0	100,0	

In the following question “Does CALL make learning more interesting?” 95,1% of participants responded agreed, another 4,9% of participants stated that they had “No idea” about it. It is worth mentioning that there weren’t anybody responding with “No”, which shows all students confirm the enjoyable role of CALL in their instruction process. Moreover, almost all of the students seem to regard that CALL contributes to learning the target language in an interesting and enjoyable way.

Table 17.Mean values for the role to supply long-lasting learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	10	16,4	16,4	16,4
No	30	49,2	49,2	65,6
No idea	21	34,4	34,4	100,0

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	10	16,4	16,4	16,4
No	30	49,2	49,2	65,6
No idea	21	34,4	34,4	100,0
Total	61	100,0	100,0	

In the questionnaire, for the question "Is learning more long-lasting with Computer Assisted Learning?", 16,4 % of participants responded "Yes", however 49,2% responded "No" and 34,4 percent of them stated they had "No idea" about the question. This is to say that half of the participating students do not believe that CALL makes their learning long-lasting; furthermore some significant numbers of students have had "no idea" about such a role of CALL. Finally, few students confirm the role of CALL as a means to make learning permanent and long-lasting.

Table 18.Mean values for the role of feasible learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	59	96,7	96,7	96,7
No idea	2	3,3	3,3	100,0
Total	61	100,0	100,0	

In the next question "Is the access to research and knowledge more possible with CALL?" 96,7% of respondents stated "Yes, while 3,3% of participants stated they had "No idea" at all. This means that almost all of the students think that it is more feasible to access to research and know about the target language by means of the tools of CALL.

Table 19. Mean values for the CALL's use of frequency in classes

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	43	70,5	70,5	70,5
No	9	14,8	14,8	85,2
No idea	9	14,8	14,8	100,0
Total	61	100,0	100,0	

For the question "Is Computer Assisted Language Learning often used in your immediate English classes?", 70,5 % of participants responded "Yes", 14,8% of them said "No" and another 14,8 percent of them stated they had " No idea" about the question. This shows that the tools of CALL are frequently used in many classes of the participant students whereas almost one-third of the students are so sure about the use of CALL in theirimmediate classes.

Table 20. Mean values for the frequent use of CALL by students

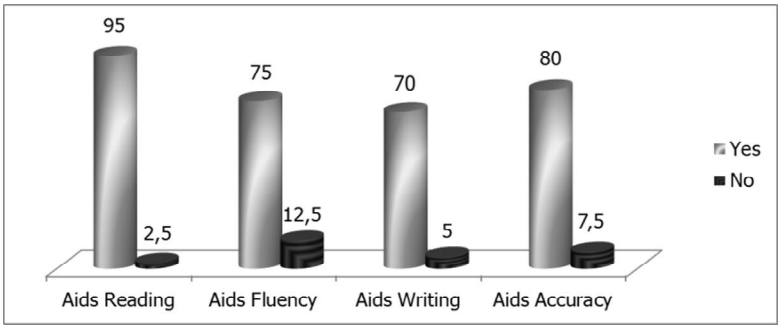
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	22	36,1	36,1	36,1
No	26	42,6	42,6	78,7
No idea	13	21,3	21,3	100,0
Total	61	100,0	100,0	

In the last question "Does the teacher spend more time with each learner when instructing English with CALL?" 96,7% of participants said "Yes", and 3,3% of participants stated that they had "No idea" about it. This shows that only one-third

of the students think they that they often use the tools of CALL individually in theirown learning periods.

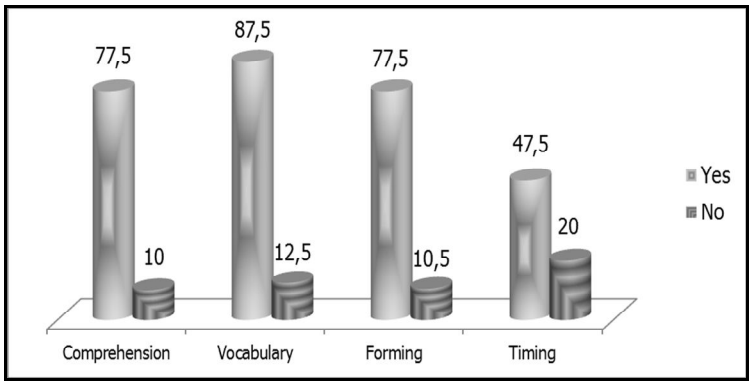
As one can easily infer from the tables above, participant students overwhelmingly think that the use of CALL contributes to their language learning. The graphs below also give detailed information about striking items within the questionnaire results.

Figure 1. Perceptions of CALL (Reading, Fluency, Writing and Accuracy)



a. In the first figure, it can be observed that the students in pre-service English Language Departments attributed positive opinions on some issues, such an extent that Computer-Assisted Language Learning is beneficial for the practice of reading, accuracy, writing and fluency.

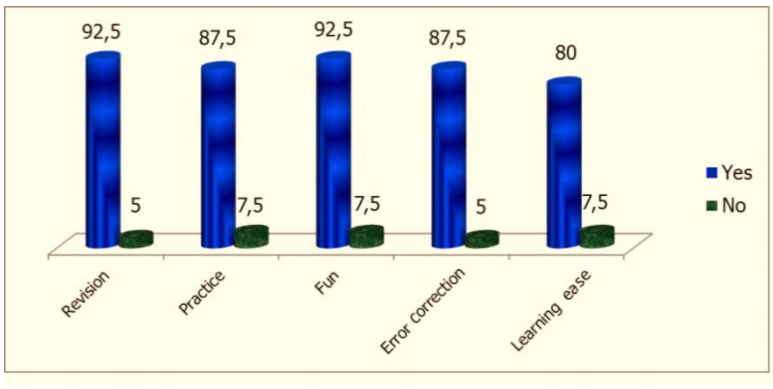
Figure 2. Perceptions of CALL (Comprehension, Vocabulary, Forming and Timing)



b. The students have positive opinions about CALL for its role to expand vocabulary, facilitate the comprehension, and create sentences in a short time. However, they do not seem to have agreed on the role of CALL as a time-saving

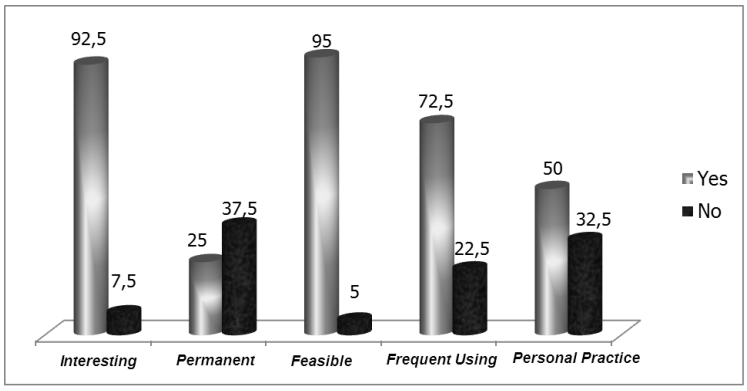
tool.

Figure 3. Perceptions of CALL (Revision, Practice, Fun, Correction and Ease)



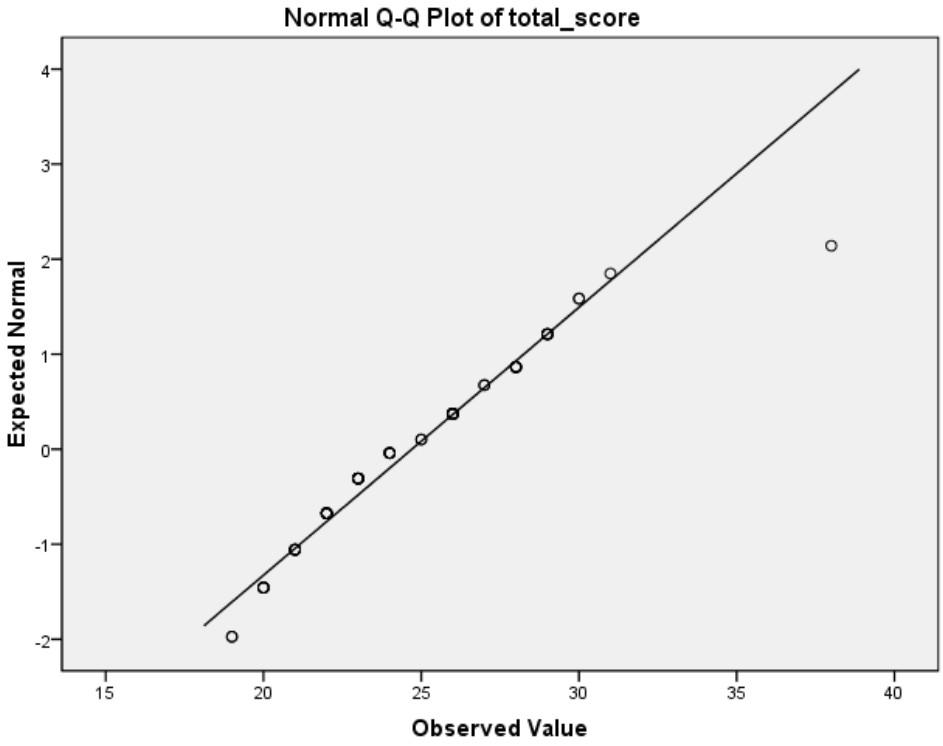
c. The next figure above also shows that CALL eases their language learning process with fun activities, extra revision and error correction facilities after classes.

Figure 4. Perceptions of CALL (Interesting, Permanent, Feasible, Frequent, Practice)



d. Finally, participant students think that CALL enables language learning process to be more entertaining, permanent and feasible, via some frequent and extra personal practice. Strikingly to mention, just like the unclear results about the time arrangement, the participants have stated that they are not sure about the role of CALL to make their language learning process permanent or long-lasting.

Figure 5



Normal Q-Q plots can be quite effective in highlighting outliers in a data sequence. Q-Q plots above show that the data points are not seriously deviated from the fitted line. The figure also indicates that the variable is normally distributed. So we can infer from the plot scores that results are quite symmetrical and consistent.

We need to remember that there is an assumption for a valid ANOVA (that the variances of each group/condition are the same). We normally expect the test not to reach the statistical significance.

Thus, in the following we can see the ANOVA results in terms of classes.

Table 21. ANOVA test for the perceptions of CALL within Classes

DESCRIPTIVES

total

					95% Confidence Interval for Mean			
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimum	Maximum
Class 1	24	23,7083	3,38127	,69020	22,2805	25,1361	19,00	31,00
Class 2	25	25,4000	2,70801	,54160	24,2822	26,5178	21,00	30,00
Class 3	12	25,2500	5,01135	1,44665	22,0659	28,4341	20,00	38,00
Total	61	24,7049	3,54657	,45409	23,7966	25,6132	19,00	38,00

ANOVA

total

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39,480	2	19,740	1,601	,211
Within Groups	715,208	58	12,331		
Total	754,689	60			

According to the first box of descriptive means that scores of Class 1 , Class 2 and Class 3 are about 25 points, if we had regarded it reversely and multiplied by 3(in the 3 level Likert test it had been taken 1pts for “yes” 2 for “No” and 3 for “No idea”) each score would be 75 points, which is also quite a high score in terms of their perceptions of CALL.

In the second box of one-way ANOVA test, the *p*-value is < .(itis reported as *p*> .005, or as more than the alpha one is using). Thus, alpha (.05) and the groups are different. The write-up will be: F (2, 58) = 1.60, p > .05. We can say that in mind that, with this one-way ANOVA results, means scores are not differentiated, that’s to say that the perceptions of students towards the use of CALL are quite positive at the ELT department of the university.

The *p*-value does not exceed alpha (.05). If you did get a significant value here, when it was not significant, that means that the target groups’ variances would not be significantly different from each other. In our case, the assumption has

satisfactorily been met (p = .178). The p-value does not exceed alpha (.05). This is what we expected in the beginning; therefore it allows us to move on to the next box. The following box gives us our results of the T-test for genders.

Table 22.T-Test Results for Genders

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
total	Male	20	24,4500	3,18673	,71258
	Female	41	24,8293	3,74101	,58425

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total	Equal variances assumed	,200	,656	-,389	59	,698	-,37927	,97422	-2,32869	1,57015
	Equal variances not assumed			-,412	43,742	,683	-,37927	,92147	-2,23668	1,47814

According to the overall mean score of the participants' responses based on the 20-item Likert-type scale, we can conclude that participant pre-service teachers' perceptions vary between little and moderate competence with the total mean scores, which means the results are not significantly differentiated.

Thus, according to the findings have obtained from the research we can summarize that

a. Students have positive opinions on the use of CALL in such an aspect that it contributes to learning vocabulary, making sentences. They also strongly seem to

think that some issues of CALL provide them with the chances of repeating classroom activities, learning vocabulary, playing games.

b. Participating students have overwhelmingly positive opinions about assistance factor of CALL in terms of writing activities, learning vocabulary, making sentence and repetition and revision activities.

c. A significant number of the participant students do not seem to be knowledgeable about the role of CALL to make their learninglong-lasting or time-saving. That means that students are dubious and they need more training and practice on the tools of CALL.

The results of this study are compatible with the research by Özerol (2009:97) in which she studied the "perceptions of EFL primary school teachers towards the use of CALL": She describes the outcomes in her study:

"Apart from the advantages revealed through the questionnaire, interview participants also provided their perceptions about the advantages of CALL. The most frequently expressed advantages were CALL's taking students' attention and making learning easier, supplying plenty of authentic visuals and audio materials, its being enjoyable for students, motivating students, enabling permanent learning to take place and developing students' pronunciation."

On the other, the results in our study would be more precise if more students had been included and interviewed. Also, extending the study to other departments would give a better overall picture of students' reactions to use of ICT.

In sum, the study shows that integration and dissemination of ICT tools and objectives to encourage pre-service language teachers to appreciate enjoy and learn. In the study, it was obvious that using ICT in ELT practice have quite a many advantages. Once computers, tablet PCs, interactive boards are used in the process of language learning, they appear to be the most authentic and interesting materials, which motivate and attract the attention of students on teaching each skill and then facilitate them to grasp the integrated knowledge of all skills altogether in the end.

CHAPTER FIVE

5. CONCLUSION AND DISCUSSION

Technology and education have embraced each other by offering joyful and effective learning facilities or providing with a new vision in which learners can improve their own personal skills as well as language skills. The reasons for using ICT tools seem to be so clear that everyone should recognize them based on a common belief "technology is almost accessible everywhere and therefore should be in education".

It is obvious that there are many advantages and disadvantages regarding the use of technology in the teaching of language skills in education. For the advantages, it might be said that ICT contributes to meeting the teachers' objectives via supporting the instruction process. For the disadvantages it is known that class and time management problems can arise due to the fact that class control and management facilities might fail as a result of distraction and the improper use of social media and short messaging system (SMS) on their smart phones. That's why, before using such potentially useful tools in classrooms, a teacher should consider students' needs and course objectives with stricter ground rules and then s/he can carry to these kinds of tempting and distracting gadgets of technology in classes. Moreover, with a central control of the computers, students might not get to visit other irrelevant websites that could distract them from completing the tasks given in ICT assisted classrooms.

We can conclude from the results of this study that once pre-service English teachers are equipped with more knowledge and information on how to use ICT tools in the language classrooms, it bring about success for the learners. The results of the research were limited in terms of content, time, the school, a group of students who participated in the survey. Hence, we observed that pre-service English teachers at

the language teaching department perceive that the use of ICT tools can be quite beneficial in their professional careers at schools in the future.

In addition, we observed that the integration of ICT affects participant students' attitudes towards technology especially for instructional purposes. Yet, there is another big issue that needs to be solved: more training is a must in two major areas: integration of ICT into the immediate class and assessment and follow-up support in this process. In terms of class format, one of the questions that should be addressed could be whether the basic computer skills of a teacher may not be sufficient to manage and lead the ICT integrated courses. Such kind of management skills of learning or teaching could be given when pre-service teachers are still taking courses of ICT at the universities. Nevertheless, since technological changes are so fast to follow, pre-service teachers will definitely need more in-service training on how to implement those skills while they actively teaching as well.

Considering results of this research and all other above-mentioned researches, it can be said that by using computers and other ICT tools, flow of lessons may be much more enjoyable, there may be an increase in participation of students, and the learning process could be quite motivating and fruitful. What's more, students can have the chance to study courses with their own speed. Once the pre-service teacher recognizes the more he/she encourages students to use ICT tools inside and outside classrooms, the less s/he will feel worried about the fact they have limited time to complete tasks of integrated skills.

ICT tools and their integration into skills gained immense level of popularity in education, however, learners' and teachers' qualifications still seem to be restricted since such integration could not sometimes go further than just using presentation in order to make learning environment and atmosphere more interesting and enjoyable. Of course, there are lots of sources to benefit from on websites and other smart technology tools, therefore school administrators, university departments, and school inspectors should urge language teachers to integrate such ICT tools in teaching and learning. The successful and sustainable implementation of ICT integration stands for the extensive effort of all the stakeholders. The full cooperation and support from

the school administration could motivate teachers, and students could be inspired by the teachers who are eager to use such tools. Furthermore, sustainability of such ICT tools depends on the chain of cooperation by all partners. For the successful and effective use of ICT integration with language learning process, here are some suggestions for the following stakeholders:

On the tertiary level:

1. Enhancing efficiency of language teaching in the use ICT tools during learning and teaching practices should be provided for universities. Especially at the departments of foreign language teaching, it should also be given more practical training, on which they prepare themselves for the ICT integrated classes in their ELT practice.

2. The appropriate training and software should be supplied according to ICT capabilities and their relevance to the teaching principles assigned at the beginning of the each language course. The YÖK (Higher Board of Education) should include such peculiarities into the design of curriculum whose conformity could be tested by computer professionals and ELT academics.

3. The official national education authorities should make the experts of ICT prepare user guides of the ICT tools for the language teachers and give the teachers short-term workshops before they start using the software as well as the online support that can be provided during the use of those tools with students.

4. The software programmes such as DynED or the software of FATIH project, which have been used at schools with their hardware, interactive boards , projectors and tablet PCs, seem to have not been used so properly or widely within the education system in Turkey. In order to benefit from the ICT tools more functionally and efficiently, the software programmes must be edited and adapted according to the needs and levels of the students in Turkey. The tasks and subjects in these programmes cannot be regarded as a separate means of training. So the experts of such software must work hard together with the curriculum designers of the schools subjects. Then, they both need to integrate those programmes into the curriculum and

the trainers must give seminars to the language teachers on how to integrate and use the programmes together effectively in their syllabus and in their classes by improving each receptive and productive skill as a whole.

In sum, as a quick facilitating tool, ICT supplies very good source materials for eliciting emotional responses from the students. Using various types of materials according to the needs of learners in the classroom is a fruitful way of involving the learner as a whole person, and provides excellent opportunities for the learners to express their creativity and reflections on the instructional means and materials. With their responses, the participant students at the undergraduate ELT department have provided an insight into the impediments that teachers face pertaining to ICT integration in the teaching and learning of English language skills.

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APPENDIX A

QUESTIONNAIRE

01. Gender

□ 1 Male □ 2 Female

02. Class

□ 1- 1st class □ 2- 2nd class □ 3- 3rd .class

03. Does Computer Assisted Learning help you read the English texts more easily?

□ 1- Yes □ 2 - No □ 3- No idea

04. .Does Computer Assisted Learning support your oral fluency?

□ 1- Yes □ 2 - No □ 3- No idea

05. Does Computer Assisted Learning contribute to your writing skills in English?

□ 1- Yes □ 2 - No □ 3- No idea

06. Does Computer Assisted Learning help you speak English more accurately?

□ 1- Yes □ 2 - No □ 3- No idea

07. Does Computer Assisted Learning help you comprehend English texts ?

□ 1- Yes □ 2 - No □ 3- No idea

08. Does Computer Assisted Learning support you to learn English words more easily?

□ 1- Yes □ 2 - No □ 3- No idea

09. Does Computer Assisted Learning help you form sentences in English ?

□ 1- Yes □ 2 - No □ 3- No idea

10. Does Computer Assisted Learning shorten your English learning period?

□ 1- Yes □ 2 - No □ 3- No idea

11. Does Computer Assisted Learning enable you to do extra revision after classes?

□ 1- Yes □ 2 - No □ 3- No idea

12. Does Computer Assisted Learning enable you to do extra practice after classes?

□ 1- Yes □ 2 - No □ 3- No idea

13. Does Computer Assisted Learning enable you to learn by fun?

□ 1- Yes □ 2 - No □ 3- No idea

14. Does Computer Assisted Learning enable you to recognize your errors and correct immediately?

□ 1- Yes □ 2 - No □ 3- No idea

15. When using Computer Assisted Learning, do you manage to study more comfortably without pressure or fault-finding by friends?

□ 1- Yes □ 2 - No □ 3- No idea

16. Does Computer Assisted Learning make learning more interesting?

□ 1- Yes □ 2 - No □ 3- No idea

17.Is learning more long-lasting with Computer Assisted Learning?

□ 1- Yes □ 2 - No □ 3- No idea

18. Is the access to research and knowledge more possible with Computer Assisted Learning?

□ 1- Yes □ 2 - No □ 3- No idea

19. Is Computer Assisted Learning often used in your immediate English classes?

□ 1- Yes □ 2 - No □ 3- No idea

20. Does the teacher spend more time with each learner when instructing English with Computer Assisted Learning?

□ 1- Yes □ 2 - No □ 3- No idea

APPENDIX B

RELIABILITY TESTTABLE - SCALE (ALPHA)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
1	30,6762	157,5884	-,0738	,9791
2	30,8905	158,9210	-,1940	,9795
3	30,8286	143,5781	,8756	,9729
4	30,6190	138,9929	,9465	,9720
5	30,5667	140,4285	,9106	,9724
6	30,8286	143,6738	,8575	,9730
7	30,4286	139,1456	,8733	,9727
8	30,8190	141,8044	,8599	,9729
9	30,6762	142,7080	,8464	,9730
10	30,7429	140,8714	,9208	,9723
11	30,4857	138,9687	,8921	,9725
12	30,5286	137,5040	,9277	,9721
13	30,5190	139,1216	,8383	,9731
14	30,5333	141,1687	,8733	,9727
15	30,4476	140,3154	,7868	,9737
16	30,6905	138,8463	,9144	,9723
17	30,5095	138,1554	,9236	,9722
18	30,8238	141,7918	,8707	,9728
19	30,3762	145,5946	,6975	,9743
20	30,6238	138,8291	,9321	,9721

Reliability Coefficients

N of Cases = 210,0 N of Items = 21

Alpha = ,9747

APPENDIX C

RELIABILITY TESTTABLE - SCALE (SPLIT)

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
1	30,6762	157,5884	-,0738	,9791
2	30,8905	158,9210	-,1940	,9795
3	30,8286	143,5781	,8756	,9729
4	30,6190	138,9929	,9465	,9720
5	30,5667	140,4285	,9106	,9724
6	30,8286	143,6738	,8575	,9730
7	30,4286	139,1456	,8733	,9727
8	30,8190	141,8044	,8599	,9729
9	30,6762	142,7080	,8464	,9730
10	30,7429	140,8714	,9208	,9723
11	30,4857	138,9687	,8921	,9725
12	30,5286	137,5040	,9277	,9721
13	30,5190	139,1216	,8383	,9731
14	30,5333	141,1687	,8733	,9727
15	30,4476	140,3154	,7868	,9737
16	30,6905	138,8463	,9144	,9723
17	30,5095	138,1554	,9236	,9722
18	30,8238	141,7918	,8707	,9728
19	30,3762	145,5946	,6975	,9743
20	30,6238	138,8291	,9321	,9721

Reliability Coefficients

N of Cases = 210,0 N of Items = 21

Correlation between forms =,9730 Equal-length Spearman-Brown = ,9863

Guttman Split-half =,9803 Unequal-length Spearman-Brown = ,9863

11 Items in part 1 10 Items in part 2

Alpha for part 1 = ,9305 Alpha for part 2 = ,9658

ÖZGEÇMIŞ (CV)

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