ADMINISTRATORS', TEACHERS' AND STUDENTS' PERCEPTIONS ABOUT

THE BENEFITS OF AND BARRIERS TO TELL AT KOYA UNIVERSITY

A Master's Thesis

by

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The Department of

Teaching English as a Foreign Language

Bilkent University

Ankara

June 2010

To the memory of Prof. Dr. İhsan Doğramacı

ADMINISTRATORS', TEACHERS' AND STUDENTS' PERCEPTIONS ABOUT

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The Graduate School of Education

of

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Hawkar O. Ali

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ABSTRACT

ADMINISTRATORS', TEACHERS' AND STUDENTS' PERCEPTIONS ABOUT
THE BENEFITS OF AND BARRIERS TO TELL AT KOYA UNIVERSITY

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This study examined the feelings and viewpoints of administrators, EFL teachers
and EFL students on the benefits of and barriers to technology-enhanced language
learning (TELL). This study has been conducted in an English Department at a state
university in the north of Iraq. The purpose of this study was to understand the attitudes
of teachers and students who infrequently use technology for educational purposes
towards the use of technology for language teaching and learning. Moreover, this study
aimed to find out the participants' level of technology use. Finally, barriers that
administrators, teachers and students encounter were examined.

Questionnaires and interviews were administered in order to collect data. The
first questionnaire was distributed to 124 EFL students whose educational grades were
freshmen, sophomores, juniors and seniors. The second questionnaire was administered
to nine EFL teachers at the same university whose educational degrees were PhD, MA

and MA candidate. Moreover, three administrators, three teachers and four students were interviewed in order to get further information.

The findings showed that despite their positive attitudes towards technology integration in education, the teachers and students were infrequently incorporating technology into their education. The infrequent use of technology is due to several barriers. Deficiency of technological instruments, financial problem and lack of electricity are challenges that prevent teachers and students from integrating technology into their language teaching and learning. In addition, the results indicated that lack of proficiency in using technology and lack of technology-training courses are also barriers that students suffer from.

Finally, this study presented several pedagogical suggestions such as providing sufficient funding for technological instruments, training courses and electricity in order to increase technology integration in education.

ÖZET

KOYA ÜNİVERSİTESİNDEKİ YÖNETİCİLERİN, ÖĞRETMENLERİN VE
ÖĞRENCİLERİN TEKNOLOJİ DESTEKLİ DİL ÖĞRENİMİNİN FAYDALARI VE
ZORLUKLARINA YÖNELİK ALGILARI

Hawkar O. Ali

Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü
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Bu çalışmada yöneticilerin, İngilizce öğretmenlerinin ve İngiliz dili öğrencilerinin, Teknoloji Destekli Dil Öğrenimi'nin (TDDÖ) yararları ve zorluklarına yönelik duyguları ve bakış açılarını incelenmiştir. Çalışma, Irak'ın kuzeyindeki bir devlet üniversitesinin İngilizce Bölümünde yapılmıştır. Bu çalışmanın amacı eğitim amaçlarıyla teknolojiyi nadiren kullanan öğretmen ve öğrencilerin dil öğretim ve öğreniminde teknoloji kullanımına dair tutumlarını anlamaktır. Ayrıca çalışma, katılımcıların teknoloji kullanımı seviyelerini bulmayı amaçlamıştır. Son olarak, yöneticilerin, öğretmenlerin ve öğrencilerin karşılaştıkları zorluklar incelenmiştir.

Veri toplamada anketler ve görüşmeler kullanılmıştır. İlk anket, birinci, ikinci, üçüncü ve dördüncü sınıflardaki 124 İngilizce bölümü öğrencisine uygulanmıştır. İkinci anket, aynı üniversitedeki doktora, yüksek lisans ve yüksek lisans adayı dokuz İngilizce bölümü öğrencisine dağıtılmıştır. Ayrıca, daha fazla bilgi edinmek amacıyla üç yönetici, üç öğretmen ve dört öğrenci ile görüşmeler yapılmıştır.

Araştırma sonuçları, eğitimde teknoloji kullanımına yönelik olumlu yaklaşımlara rağmen öğretmenlerin ve öğrencilerin teknolojiyi eğitimlerinde nadir kullandıklarını göstermiştir. Bu nadir teknoloji kullanımı pek çok engelden kaynaklanmaktadır. Teknolojik araçların yetersizliği, finansal problemler ve elektrik enerjisi eksikliği öğretmenlerin ve öğrencilerin dil öğretim ve öğrenimlerinde teknoloji ile bütünleşmesini engelleyen başlıca sorunlardır. Ek olarak, sonuçlar, teknoloji kullanımı yetersizliğinden ve teknoloji eğitimi eksikliğinden öğrencilerin zarar gördüğünü göstermiştir.

Sonuç olarak, bu çalışma eğitimin teknoloji ile bütünleşmesi için teknolojik araçlara yeterli finansman sağlanması, eğitim seansları ve elektrik enerjisi sağlanması gibi bir kaç pedagojik öneri sunmuştur.

Anahtar Kelimeler: Teknoloji Destekli Dil Öğrenimi (TDDÖ), TDDÖ'ye yönelik tutumlar, TDDÖ'nün yararları, TDDÖ'nün zorlukları, Teknoloji kullanımı seviyesi

ACKNOWLEDGEMENTS

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CHAPTER I: INTRODUCTION

Introduction

One of those things that people happen to use or come across in their everyday

lives is technology. Technology has invaded everywhere: home, offices, working places,

markets, resorts, sport centers, and education. Due to its rapid growth, technology has

come into use by foreign/second language (F/SL) teachers and learners as a modern

approach to enhance teachers' and students' competencies for teaching and learning

F/SL. Nowadays, in many educational institutions over the world, technology has

become a major component of the educational curriculum. However, in some

universities and schools, especially in the developing countries, traditional approaches

remain the focus of FL teaching.

In recent years, many studies have shown that the use of technology in EFL has

been very effective in enhancing the process of learning a foreign language. These

studies concluded that almost all EFL teachers and students see technology-enhanced

language learning (TELL) as an essential and successful way of teaching and learning a

foreign language. However, these studies were mainly conducted with technologically

well-informed language teachers and learners. The purpose of conducting this study is to

investigate the advantages and disadvantages of TELL from the perspective of

administrators, teachers, and students who have had fewer opportunities to use

technology for language teaching and learning.

Background of the study

In the last decades, technology has highly developed. Education is one of the

fields that include technological advances. Most educational institutions, in many

countries, have evolved their style of teaching through the use of various types of

technology (Lu, 1996; Uzunboylu, 2005; Abu Bakar, 2007; Coryell & Chlup, 2007).

Technology covers a huge variety of tools, artifacts, and practices such as multimedia

computers, internet, videotapes, online chat-rooms, Web pages, e-mail, electronic

journals, databases, audio and video conferencing (Zhao, 2003; Vi, 2005). In addition to

these technologies, recently innovated technologies have been incorporated into

education such as mobile phone dictionaries, Moodle, Wiki, interactive whiteboard

technology, and educational computer games. Previous studies (e.g. Roger, 1995;

Watson, 1998; Woodrow, 1992) have reported that teachers' attitudes towards the use of

technology affect the success of technology integration in education (cited in Albirini,

2006).

Teachers have different attitudes towards incorporating technology into their

classes. Some of them see integrating technology into their curricula as a successful

method of teaching while others reject it. ChanLin et al (2006) state that some teachers

prefer technology use in their classrooms whereas others think that there is no need to

integrate technology into their teaching. There are factors that seriously affect teachers'

viewpoints on technology integration. Lam (2000) argues that the lack of understanding

of the effectiveness of technology in education leads teachers to have negative attitudes

towards the use of technology for their teaching (cited in Brantmeier, 2003). Lam and

Lawrence (2002) state that there are teachers who are afraid of losing their authority in the classroom and so have ambivalent feelings about using technology in their lessons. Some studies have shown that most teachers and students have positive attitudes towards technology use for the second language learning. Stepp-Greany (2002) states that foreign language learners enjoy using computer lab and being in courses in which technology are used. Students think that computer technology provides them with necessary and useful information which is why they express their preference for technology use (Ayres, 2002).

Up to now, some studies have shown that incorporating technology into teaching and learning lessons has the potential to play a great role in teaching and learning a foreign language although there are some barriers. Technology helps teachers and learners to develop their teaching and learning process. Teachers can utilize technology to support their teaching. Students also can use technology to prepare themselves for lessons beforehand and review lectures wherever they want (Vi, 2005). Uzun (2009) concluded that using computer games, for teaching and learning vocabulary is more effective than other vocabulary games. Tanner and Landon (2009) show that computer-assisted technology affected ESL learners' use of pronunciation and overall comprehensibility. The use of computer technology in ESL lessons has also been shown to increase learners' confidence and self-esteem, such that students feel less pressure and enjoy their freedom of decision-making (Iacob, 2009). Nevertheless, problems such as financial barriers, which are the foremost difficulty that faces EFL teachers when they tend to use technology, cannot be ignored (Vi, 2005; Han, 2008; Warschauer & Meskill,

2000). Another barrier is teachers' inadequate technical knowledge about technology; many teachers are not familiar enough with technology to use it effectively for their teaching (Han, 2008; Iacob, 2009).

The present work seeks to explore the benefits of and barriers to the integration of technology in education from the viewpoints of students and teachers who infrequently use technology in the process of language teaching and learning since most studies in the literature have generally dealt with teachers and students who keep up to date with technology. There is little research that deals with teachers and students who infrequently use technology in language learning classes. Moreover, while useful, much research has focused on problems or barriers related to teachers and their limited access to technology, with little attention having been paid to students.

Statement of the problem

Much research has been conducted to investigate and understand students' and teachers' attitudes towards the effectiveness of the use of technology for language learning and teaching. Although there are teachers that do not react positively to TELL (Dusick, 1998; ChanLin et al, 2006), the majority of the previous studies acknowledge that almost all language teachers and students have positive perceptions about using technology in EFL teaching and learning classrooms (Ayres, 2002; Neo, Mai & Neo, Tse-Kian, 2005; AbuSeileek, 2007; Akbulut, 2008; Simsek, 2008). However, these studies have generally looked at technologically savvy teachers and students. There is little research that focuses on teachers and students among those who have had fewer

opportunities to use technology in language learning classes. Moreover, there are few studies on barriers of technology that EFL students encounter.

Like universities in many developing countries, Koya University personnel and students have had some exposure to technology outside the classroom; however, they have not had extensive familiarity with using technology for language teaching and learning. For students and teachers at Koya University the use of technology remains limited, and thus its potential benefits are not being exploited. However, it is unclear what exactly are the various factors leading to this lack of use, and whether indeed increased technology use is feasible and appropriate for the local context.

Research Question

This study addresses the following research questions:

1. What are the present levels of use of technology for personal and educational purposes by:
    a. Faculty at Koya University?
    b. Students at Koya University?

2. What are Koya University administrators', EFL teachers' and students' attitudes towards TELL?

3. What barriers do Koya University EFL students and teachers encounter whilst using technology?

4. What barriers do Koya University administrators encounter when they want to support technology integration in education?

5. What conditions might foster expanded use of technology for instructional purposes at Koya University?

Significance of the study

Despite reported positive attitudes towards technology enhanced language learning, many teachers do not show a greater tendency to increase technology integration in their educational practices. Many studies show that teachers' and students' responses to TELL are very positive, but only few of these studies have been conducted with students and teachers who infrequently use technology. Therefore, the purpose of this study is to examine the viewpoints of teachers and students who infrequently use technology in their language teaching classes. In addition, there is little research about the particular reasons behind students' failure to use technology. Thus, the present study may contribute to the literature by providing further details on possible barriers and disadvantages of technology to students and teachers.

At the local level, Koya University EFL teachers and students infrequently use technology for language teaching and learning. This study aims to explore the actual level of technology use at Koya University, and understand the attitudes of students, teachers, and administrators who infrequently use technology towards the advantages and disadvantages of TELL. The results of this study may help teachers to better use technology by revealing students' attitudes towards technology. Furthermore, the results may help administrators understand the advantages and disadvantages of incorporating technology into the classroom, and may indicate what steps need to be taken to ensure that the technology is put to the best possible use.

Conclusion

This chapter presented a brief summary of the issues related to attitudes towards technology integration in education. Background information, statement of the problem, research questions and significance of the study have been discussed.

The next chapter provides a review of the literature on TELL. Moreover, administrators', teachers' and students' levels of technology use as well as perceptions of the use of technology for language teaching and learning are focused on in accordance to the literature. Finally, benefits of and barriers to TELL are discussed. The third chapter presents details about settings, participants, instruments, data collection and data analysis procedure. In chapter four, the procedures for the analysis of the data gathered from the instruments as well as the results of the study are presented. In the final chapter, the findings of the study, pedagogical implications of the study, limitations and suggestions for further research will be discussed.

CHAPTER II: LITERATURE REVIEW

Introduction

In the past few decades, due to its fast and continuous growth, technology has spread over all significant aspects of life. People use technology in their lives every day, everywhere and for various purposes such as for work, transportation, entertainment, physical activities, communications and education. From an educational perspective, technology offers an infinite number of opportunities in all features of the world of education, especially in teaching and learning a second language (Coryell and Chlup, 2007; Kessler and Plakans, 2008), and is held to be a convenient method that enhances language acquisition (Lian, 2oo2; Wang, 2007).

This study aims to understand the attitudes of administrators, teachers and students who have limited access to technology towards technology–enhanced language learning (TELL) and to explore the benefits and barriers that EFL teachers and students of Koya University experience through the process of language teaching and learning. This research also tries to investigate the levels of technology use at Koya University.

This chapter presents background information about the use of technology for language teaching and learning. First of all, an overview of research related to the use of technology in the realm of education is provided. After that, the level of technology use in general is discussed. Furthermore, research into teachers' and students' attitudes towards TELL is presented. Finally, the effectiveness and the advantages of technology

use in classrooms are focused attention on, and on the other hand, the disadvantages of and barriers to TELL are discussed with the support of the literature.

<div align="center">Technology and education</div>

Since technology is increasingly and steadily growing, new features of technology are invented to be used in the classrooms (Erdogan, Bayram and Deniz, 2008; Ikeda, 1999). By degrees, newly invented types of technology replace earlier ones in the world of education. Wang (2007) reinforces a point about the continual growth of technology when he notes that "technology has evolved so quickly that what was known as new technology a few years ago, is now already viewed as old and obsolete" (p. 197). This can be backed up by looking at technological tools previously used in education and at currently used tools. It is understood that there are technologies, especially in the advanced institutions, that are no longer considered useful for language acquisition.

The use of technology for educational practices in general

Day after day, educationalists, curriculum designers and policy–makers come up with new styles, techniques, methods and approaches to enhance educational achievements, and to provide teachers and students with the easiest and most effective way of teaching and learning. Technology integration can be seen as a revolutionary approach of teaching and learning which is to some extent replacing the traditional approaches. From the outset of the use of technology for educational purpose, many different types of technology have been being used in all aspects of education.

Technology used in education has not been restricted to only one specific type; it includes a wide range of instruments that has been using since the past up to the present. Technology, used for educational purpose, covers various tools such as multimedia, videotapes, language labs, Internet, online libraries, chat – rooms, web pages, e-mail, electronic journals, databases, audio and video conferencing (Salaberry, 2001; Vi, 2005; Wang, 2007; Zhao, 2003). Furthermore, new types of technology that have recently been invented and adjusted to being used for educational purposes, with respect to language teaching and learning purpose, such as mobile phone dictionaries, moodle, wiki, interactive whiteboard technology and educational computer games, can be seen in many educational institutions.

The use of technology for language learning and teaching

Mastering a foreign language often involves learning through academic education, especially when you are far away from the target language speaker. In educational institutions, various techniques serve for the sake of enhancing language teachers' and learners' competencies for teaching and learning a second language. TELL which is not an age–old trend, is expected to offer a greater role in second language acquisition. Al–Seghayer (2001) suggests that the use of technology for language teaching and learning is a beneficial attempt that has been made to enrich the process of mastering a second language.

A plethora of research has been conducted on various types of technology used for language teaching and learning (e.g. Del Puerto and Gamboa, 2009; Kremenska, 2007; Kumar, Rose and D'Silva, 2008; Lam and Lawrence, 2002; Narayan, 2006;

Popejoy, 2003; Uzun, 2009; Uzunboylu, 2005). These studies concluded that the process of language learning and teaching is enriched through the integration of technology into education. Technology seems to be almost equivalent to teachers during the process of teaching a foreign/second language. In other words, second language learners are becoming as reliant on technology as much as their teachers to familiarize themselves with the target language. However, the use of technology varies from country to country and from school to school.

<div align="center">Levels of technology use</div>

The use of technology is not at the same level everywhere around the world. Educational institutions in developed countries use technology more than those in developing countries, and developing countries' schools and universities use technology more than underdeveloped countries' schools and universities. These different levels of technology use also can be seen within a single country.

<u>Levels of use of TELL</u>

Marcinkiewicz (1993) categorizes the levels of teachers' use of computer technology into five levels; familiarization, utilization, integration, reorientation and evolution. He argues that teachers, at the very first step, familiarize themselves with the use of computers; then, they start to utilize computers in their teaching. When their proficiency with computers rises to a higher level, teachers can critically integrate computers into their lessons and leave some of their duties to the computer. At this level, teachers who are aware of the change in their role can reorient their instructional activities to students in order to pursue a computer – teacher – student relationship.

Eventually, teachers keep practicing and learning about how to evolve their teaching style through the use of computer technology.

Likewise, Egorov et al (2007) lists three levels of the use of computer technology in language teaching and learning:

> Basic level – teachers must develop competencies to use technology to support their professional activities and lesson preparation. This might include basic use of computers such as computer dictionaries, email and internet search.
>
> Intermediate level – at this level, language teachers should develop competencies to integrate technology in their classes. This includes the ability to evaluate computer – assisted learning, multimedia packages, and internet resources.
>
> Advanced level – this level includes developing teachers' understanding and some competencies for the design of digital resources such as multimedia presentation, web pages, and digital videos.

<div align="right">Egerov et al (2007: 261)</div>

Technology users need to know how to benefit from technology and have enough information about how technology can be used for educational purposes. Apart from the developed countries in which teachers possibly have knowledge about the utilization of TELL, there are many teachers around the world, who are not sufficiently familiar with how to effectively adopt technology to their main teaching.

Teachers' reactions to the use of TELL

Teachers have different responses to the use of technology for their language teaching. Most teachers intend to use TELL and many of them use TELL, and those who do not use may have rational reasons why they do not use. There are many factors that

affect teachers to determine whether they integrate technology into their lessons or avoid using technology.

Many previously conducted studies (e.g. Del Puerto and Gamboa, 2009; Hsu, Wu and Hwang, 2007; Narayan, 2006; Teo, 2008; Yunus, 2007; Wahab, 2003) report that teachers' beliefs and attitudes towards technology is the factor that most affects teachers to determine whether they have a tendency to use technology in their lessons or not.

Marcinkiewicz (1993) concludes that experience and competency of using computer technology leads to teachers' integration or avoidance of computer use in the classrooms. The idea that competency is needed for the use of TELL has been supported by Lee (2001), and Baylor & Ritchie (2002) when they state that teachers, who are going to integrate technology into their curricula, should be capable of dealing with some basic knowledge about computers. Kumar, Rose, and D'Silva (2008) also state that teachers' ability to use technology brings about a greater use of technology in language teaching.

Having the proficiency to use technology is essential because someone who wants to use technology in the classroom should know how to use it; otherwise, technology is useless. In some educational institutions, some kinds of technology have been provided, but they are not used sufficiently because there are no trained teachers. Thus, a training program to teach teachers how to utilize technology into their classes is a must.

Attitudes towards TELL

As the present study mainly focuses attention on 'attitude', it is necessary to discuss this term. It is not easy to describe the meaning of 'attitude' since it links several related meanings. 'Attitude' can be defined by mentioning several steps – first of all, you feel, hear, see, taste, smell or think of something and you understand it; then, it affects you, and finally, you react to it. The term 'attitude' has been defined as "the way that you think and feel about someone/something; the way that you behave towards someone/something that shows how you think and feel" (Hornby, 2004: 67). Attitude can be positive, negative or neutral. There may be different attitudes towards the integration of technology into classrooms.

A plethora of research has examined the role of technology in improving second language teaching and learning. Much of this research also deals with teachers' and students' viewpoints, beliefs, and applications of technology (Kessler and Plakans, 2008).

Attitudes towards the use of technology for language teaching and learning may be different for males or females, and teachers or students; but this research primarily deals with administrators', teachers' and students' perceptions of the integration of technology.

Administrators' attitudes towards TELL

Administrators, who have the authority to decide, manage, make educational policies, and invest money in technological devices and training courses, are arguably

the most important part of institutions with respect to technology integration into language teaching and learning.

Administrators play a leading part in supporting faculty members' use of technology for language teaching and learning since there may be resistance to technology by teachers. Hamza (1999) suggests that administrators should encourage teachers, especially those who oppose to this approach, to incorporate technology into their classes.

Teachers' attitudes towards TELL

Although there may be teachers who do not intend to incorporate technology into their classes, most teachers seem to have positive attitudes towards TELL. Many previous studies have concluded that the majority of teachers are interested in incorporating technology into their language teaching (e.g. Hsu, Wu and Hwang, 2007; Eswaran, 2008)

In this respect, Brantmeier (2003) conducted a study on 10 informed (practitioners who possess knowledge about L2 reading research and CALL) instructors who were PhD students at the time of the research in order to investigate instructors' perceptions of technology integration in the L2 reading process. The participants were teaching undergraduate level courses in German, Spanish, French or Italian. The participants were surveyed through a questionnaire which consisted of both fixed–answer and open–ended questions. The findings showed that the participant teachers had positive attitudes towards the integration of technology in L2 reading process. However,

there is a limitation of this study as the participants did not include any instructors who were not well-informed about theories and research on L2 reading and CALL (p. 68).

Teo (2008) surveyed a sample of 139 pre–service teachers. A Likert scale type questionnaire, which had already been developed by Selwyn (1997), was used to explore the participants' attitudes towards computer technology use. The researcher concluded that the participants had overall positive viewpoints on the use of computers in education. This study also deals with age and gender differences and the correlation between years of computer use and level of confidence, and attitudes towards computers. The results showed no age and gender differences, and significant correlations between years of computer use, level of confidence, and attitudes towards computers. A limitation of this study that may limit the understanding of computer attitudes is the exclusion of significant variables such as enjoyment, anxiety and the importance of computer use.

Another study that has been conducted to investigate the attitudes of teachers towards technology is a case study by Albirini (2006). It was conducted with 326 Syrian EFL teachers. This study focuses on the relationship between attitudes towards information and communication technology (ICT) and five independent variables: computer attributes, cultural perceptions, computer competence, computer access, and personal characteristics. The findings showed that teachers had positive attitudes towards ICT in education. The findings also indicate that the five variables, mentioned above play an affective role in shaping teachers' attitudes towards technology.

Teachers' attitudes, whether negative or positive, towards technology integration in education affect the use of technology for language teaching. Teo (2008) claims that the implementation of technology depends on teachers' attitudes; therefore, teachers' positive attitude towards incorporating technology into education is crucial to determine successful integration of technology in education but if teachers believe that technology does not meet their own and students' needs, they do not implement technology in their classrooms.

Students' attitudes towards TELL

Up to now, many studies have reported that the majority of students have positive attitudes towards the use of technology for their language learning (see Akbulut, 2008; Bulut & AbuSeileek, 2007; Eswaran, 2008; Neo, Mai & Neo, Tse-Kian, 2005). Students have a tendency to use technology for their second language acquisition because they see technology as a valuable and useful tool that help them to enhance their language learning competencies (AbuSeileek, 2007; Ayres, 2002).

Simsek (2007) carried out a case study with 30 first year students in the department of foreign language education in a Turkish university. The research aimed to investigate the attitudes of students towards information and communication technologies (ICTs) in a reading skills course. The results of this study suggested that the students had positive attitudes towards the use of ICTs for their language learning although they experienced some difficulties. However, this study could include a larger number of students at different levels.

Atamtürk (2007) designed a study to explore the perceptions of 320 randomly chosen students on the internet in doing their homework. The participants were prospective teachers who were studying in an English language teaching (ELT) department. The outcomes of this research indicated that the participants are positively willing to incorporate technology into their classrooms in the future.

Other research has also found that students eagerly embrace the use of technology for the process of language learning; in a way, they enjoy using technology whilst fulfilling their needs (Popejoy, 2003; Stepp – Greany, 2002). Students like TELL because they believe that it ensures them that they can obtain their needs via technology.

> The TELL project enabled the students to experience new technologies, feel the pleasure of learning and increase their learning opportunities. The TELL project improved student knowledge of computers and other fields, developed their English abilities, expanded their interests, and broadened learning range and possibilities.
>
> (Yang and Chen, 2006: 876)

Technology can be of a great benefit to students in the process of mastering their second language. Since technology offers them more opportunities and easier ways to learn, students feel comfortable with the use of technology.

Benefits of TELL

Previous research has reported that technology integration in education promotes academic achievement and student involvement in curricular activities. Nowadays, the use of a variety of technology leads to improvements in the process of language teaching

and learning; it helps teachers to develop their productivity and activity, and helps

students to increase their basic skills and knowledge (Wang, 2007).

<u>The advantages of TELL</u>

Users, both students and teachers, have to know where, when and how to use

technology so as to be able to receive benefit from it. Teachers should be familiar with

various software programs, and know how usefully to use it to improve their teaching

(Postholm, 2007). Students also should be trained to know how to beneficially use

technology for their language learning.

The review of literature indicates reasons why technology should be integrated

into curricula. Researchers have reported some advantages of the integration of

technology in education.

To begin with, technology maintains the attention and interest of students as well

as helping to increase the motivation that the process of mastering a foreign language

requires (Akbulut, 2008; Iacob, 2009). Secondly, technology offers a wide range of

possibilities such as useful and authentic sources, speaking and listening environment,

and exposure to a native speaker language to improve the process of second language

acquisition (Iacob, 2009; Lu, 1996; Wang, 2007). Thirdly, technology develops foreign

language learners' communicative skills; learners can chat or exchange e-mails with

native speakers and their friends to improve their target language (AbuSeileek, 2007; Lai

and Kritsonis, 2006; Vi, 2005). Moreover, Narciss and Koerndle (2008) state that

technology can engage and involve students in individual and collaborative activities in

the classroom. Finally, technology is advantageous for learners who are shy and anxious to participate in class; it helps them to overcome their shyness and anxiety (AbuSeileek, 2007; Lai and Kritsonis, 2006).

In addition to the advantages mentioned above, Han (2008) describes five advantages of computer – assisted language learning (CALL):

* CALL programs provide learners more independence from classrooms – unlike teachers, computers can repeat whatever has been prepared and saved on them over and over, without getting tired. Furthermore, computers can provide resources for a longer time.

* Learners can study anytime and anywhere – Unlike traditional classroom which students must attend lectures at affixed time and in a fixed classroom, learners can use technology for their language learning whenever and wherever they find a computer technology that combined with the Internet. Moreover, teachers and students have access to use not only their curriculum's resources but also other resources over the world.

* CALL programs develop the process of second language learning – "Through various communicative and interactive activities, computer technology can help second language learners strengthen their linguistic skills, affect their learning attitude, and build their self-instruction strategies and self-confidence" (p. 42).

* Computers encourage students and teachers to interact with each other – computers that connect to the Internet, help students to communicate with

their teachers, their classmates, and even with people who they have not

met before. This interaction helps shy students to speak and ask without

any anxiety.

∗ Computers can provide rich resources for the classrooms –

"Language teaching in the past was teacher-centered with the aids of
blackboard, recorders and videos. Students may find it easy to get bored
and confused. With computers, teachers can present pictures, videos and
written texts related to the class with or without sound. Students feel
things are more real and more understandable" (p. 42).

It can be claimed that technology is advantageous for teachers and students by providing

them with a diverse range of sources, approaches and activities, and helping them to

improve their language teaching and learning with ease.

The effectiveness of TELL

Many studies have been carried out to explore the effectiveness of TELL; they

concluded that TELL is an effective approach that plays a leading part in the process of

language teaching and learning. Zhao (2003) notes that technology includes various

tools; therefore, the effectiveness of each tool is different from another one.

In the light of understanding the effectiveness of technology integration,

Uzunboylu (2005) studied two groups who were in two different classes in a school: an

experimental group and a control group, in order to explore the effectiveness of Web

assisted language instruction on the achievement and attitudes of students. A Web

assisted English grammar learning website, an English language grammar test, and an

English language attitude test were prepared. The researcher concluded that the

experimental group achieved both a higher score in the grammar test and had a more

positive attitude towards the Web assisted language learning. However, a limitation in this research is that little information is given about the participants, especially about their numbers.

Tanner and Landon (2009) conducted a 13-week quasi-experimental study on 75 intermediate ESL learners – divided into treatment and control groups. The researchers prepared a pre-test and a post-test to evaluate a self-directed, computer-assisted technique that used cued pronunciation reading (oral reading – passages that recorded by native – speakers) to improve students' perception and production of pausing, word stress, and sentence-final intonation. The findings indicated that the treatment is effective with regard to perception of pausing, perception of word stress, and controlled production of word stress. Furthermore, the treatment group made a significantly greater reduction in missing (the participant should have marked the feature but did not) pause marks than the control group but not in incorrect (the participant did mark the feature but should not have) pause marks. Although there is a noticeable limitation in this study - i.e. students were attending extra credit classes (outside of their normal classes) which may affect the result because the students may not intend to take extra lessons - this study is nevertheless an important contribution to the literature.

Uzun (2009) surveyed two consultants to explore the effectiveness of computer games – notably VocaWord (a game which is used for foreign language vocabulary learning and practice) – in comparison to non-computer vocabulary games like Scrabble and Tattoo. The researcher designed two checklists to perform the research. The results indicated that VocaWord is more effective compared to other games like Scrabble and

Taboo. The researcher also concluded that there are some plus points of VocaWord; VocaWord also helps learners to understand and learn vocabulary in a short time. Moreover, VocaWord is easy to play and easy to be prepared by the teacher.

In addition to the fact that the effectiveness of technology varies according to different types of integrated technology, it also varies according to different process of teaching and learning or from a teacher to another one and from a learner to another learner. Zhao (2003) claims that the effectiveness of technology is different according to "many other variables—the learner, the task, the instructional setting, and of course the assessment tool. Thus, even the same use of a particular technology in different instructional settings may result in different learning outcomes". (p. 8)

Thus, the role of technology varies from one type of technology to another, from one user to another, and from one task or activity to another.

Barriers to TELL

Nowadays, teachers and students are aware of the advantages and the effectiveness of incorporating technology into curricula. However, there may be teachers and students who have no intention to use technology. According to previous studies, most teachers and students mean to use technology for their language teaching and learning but there are some barriers and constraints that may prevent them from using technology in this way.

There are internal and external barriers that discourage teachers from integrating technology into their lessons. In the review of literature on internal and external barriers

to the use of technology in education, Arkin (2003) groups internal barriers as: Teachers' low self-efficacy (ability to use technology) and innovativeness (willingness to change), Teachers' attitude and anxiety (having no tendency or being anxious and uncomfortable to use technology), and Teachers' Beliefs about the relevance of computers in improving instruction and learning. He also lists several external barriers such as: "lack of access to computers and software, insufficient time to plan, and inadequate technical and administrative support and training" (p. 24).

Each of these barriers has been discussed in the literature. Perhaps the greatest challenge that is in the way of technology integration is students' and teachers' limited access to technology tools. Most teachers could not have adequate opportunity to afford appropriate computer programs (Muir-Herzig, 2003; Yunus, 2007). According to Vi (2005), if students do not have access to computers and an Internet connection, they may encounter some learning difficulties.

Financial problem is another barrier that teachers and students face. Using up-to-date technologies needs high expenditure since technological programs are expensive (Lian, 2002; Vi, 2005; Warschauer, 2000). Teachers and students often cannot get access to technology because their schools and institutions do not provide the necessary equipment due to financial barriers (Han, 2008; Muir-Herzig, 2003).

Another barrier is lack of competency. Teachers and students need to have knowledge about how to utilize technology (Lai and Kritsonis, 2006; Vi, 2005). For this reason, both teachers and students should take training courses. Most teachers and

students do not have sufficient information to use technology due to lack of training courses (Han, 2008; Lai and Kritsonis, 2006; Muir-Herzig, 2003; Yunus, 2007).

A lack of diversity of approaches is also considered as a barrier by some teachers. There are teachers who are not willing to use technology in their classes as the only approach for their teaching. They are seeking to use various strategies and activities in their classrooms (ChanLin et al, 2006).

Moreover, another disadvantages of technology is its potentially time-consuming nature. Using technology, especially online technology, takes time. Searching for resources on the internet takes a long time (Vi, 2005). Teachers also spend a long time trying to integrate technology into their classrooms (Warschauer, 2000).

Pedagogical change can be another challenge that teachers and students face. Vi (2005) claims that one of the challenging barriers which face learners and teachers while using technology is pedagogical change. He also states that using technology creates ways of teaching and learning that are different from the traditional language teaching approaches; the traditional blackboard classrooms have changed to computer labs, and the role of teachers has changed from knowledge giver to facilitator. Teachers and learners experience difficulties because of this pedagogical change.

Another disadvantage of technology integration is its unclear outcomes. A long time and a huge amount of money are required to be spent on the use of technology without being sure of achieving predictable results (Warschauer, 2000).

Teachers' negative attitudes towards TELL can be another barrier to technology integration. Teachers' attitudes towards the use of technology in education influence teachers to use or avoid using TELL (Del Puerto and Gamboa, 2009; Hsu, Wu and Hwang, 2007; Narayan, 2006; Wahab, 2003). Thus, if the teachers have negative attitudes they will not integrate technology into their classes.

Finally, teachers' fear of replacement is another barrier to technology integration. Computers can replace some functions of teachers (Liam, 2002); therefore, many teachers are afraid that technology may replace them in the process of language teaching (Lam and Lawrence, 2002; Lu, 1996).

Conclusion

Technology, which is commonplace and encompasses a wide range of tools, is increasingly controlling language learning and teaching approaches. By degrees, the use of technology for second language acquisition is increasing.

Students and teachers need to be encouraged by administrators and institutions so as to incorporate technology into their language learning and teaching. Teachers' attitudes are a crucial determinant of whether they integrate technology into their classes or avoid; therefore, administrators should motivate teachers to have positive attitudes towards the integration of technology. Students also should be motivated by their teachers in order to understand the advantages of technology and to know how to beneficially use technology for second language learning. For this reason, training programs may be helpful and useful for them to have at least some basic knowledge

about the use of technology. Technology cannot be beneficial and affective unless teachers and students know how to use it for their educational purpose.

Fortunately, most teachers and students are familiar with the effectiveness and advantages of technology integration in education. Teachers can have the opportunity to prepare their lectures with the assistance of technology. Students have lots of possibilities to use technology for their second language learning. For example, they can read and listen to authentic resources, communicate with native speakers, and use given lectures over and over again. Thus, teachers and learners may intend to benefit from the use of technology.

Unfortunately, there are deficiencies of technology that may stop and discourage teachers and students from using technology. The foremost constraint on technology integration can be teachers' and students' limited access to technology due to financial problem. Moreover, having insufficient familiarity with the use of technology is another struggle to teachers and students that prevent them from incorporating technology.

The next chapter provides information on the settings and the participants of the study, describes the instruments that were used to collect data, and introduces the data collection and the data analysis procedure.

CHAPTER III: METHODOLOGY

Introduction

The purpose of conducting this study is to understand the feelings and views of Koya University EFL students, EFL teachers and administrators about the benefits of and barriers to the use of technology-enhanced language learning (TELL). This study attempts to address the following research questions:

1. What are the present levels of use of technology for personal and educational purposes by:
   a. Faculty at Koya University?
   b. Students at Koya University?

2. What are Koya University administrators', EFL teachers' and students' attitudes towards TELL?

3. What barriers do Koya University EFL students and teachers encounter whilst using technology?

4. What barriers do Koya University administrators encounter when they want to support technology integration in education?

5. What conditions might foster expanded use of technology for instructional purposes at Koya University?

This chapter introduces the setting in which this study was administered, identifies the participants of the study, and describes the instruments that were used. In addition, this chapter provides information about the data collection procedure and the data analysis strategies.

Setting and Participants

This study was conducted at Koya University, College of Languages, in the Department of English Language. Koya University is a state university in the north of Iraq. The College of Languages includes English, Kurdish, and Arabic language, and translation departments which cover English, French, and Turkish.

In the Department of English Language at Koya University, students have to finish four academic years in order to get a bachelor's degree in English language. The courses cover language skills, linguistics and literature. Listening, speaking, reading, writing, grammar, vocabulary, phonetics, phonology, morphology, syntax, sociolinguistics, poetry, short story, drama, novel and literary criticism as well as some minor subjects such as Basic knowledge about the use of some basic computer programs, Kurdology, Arabic language, and French language are taught in this department. Students must pass the exams of each specific subject in order to pass to the next year. The exams are based on the course-books and what has been taught during the semester.

The student participants in this study were 124 EFL undergraduates (freshman, sophomore, junior, and senior). These constituted almost all of the students in the department. Four students were also interviewed. Out of the 12 teachers in the department, nine participated in the questionnaire, and three of these were interviewed. Finally, three administrators who were in charge of budget and decision–making were interviewed to explore their perceptions of the benefits of and constraints on TELL at

Koya University. Ten of the students and two teachers who took part in the study also participated in piloting.

<center>Instruments</center>

In this study, two types of data collection instruments were used: questionnaires and interviews. Questionnaires were chosen to collect a huge amount of data from a large number of participants in a very short time (Dörnyei, 2002a cited in Taşpınar, 2004). Two sets of questionnaires were prepared; one of them was administered to teachers and the other to students. The questionnaire items were five-point Likert scale items requiring respondents to indicate whether they 'strongly disagree, disagree, neutral, agree, strongly agree' with certain statements. Some items were taken from existing questionnaires (such as Akbulut, 2008; Arkin, 2003; Juan, 2001; Lowerison, 2006; Narayan, 2006; Simsek, 2007) but the researcher adapted them according to his study. Furthermore, three sets of interviews were prepared: the first one was conducted with four students, the second with three teachers, and the third with three administrators.

The questionnaires (see Appendices A and B) were used with the teachers and students. The teachers' questionnaire and the students' questionnaire were similar except for some changes in wording; e.g. items like "Educational degree: MA ☐ PHD ☐ Other………………", "Did you have access to computer when you were getting your PhD/MA? Yes☐ No☐" and "I like using computers for my language teaching" can be seen in the teachers' questionnaire and items like "In which grade are you a student this year? _____", "Did you have access to computer at your high school?

Yes ☐ No ☐ " and "I like using computers for my language learning" can be seen in the students' questionnaire. Each questionnaire consisted of two sections.

1. The first section aimed to provide information about the participants' age, gender, years of experience with computers, and (for teachers) the level of computer access when they were getting their MA/PHD degree or (for students') the level of computer access at their high schools. This section also asked whether the participants have their own personal computer.

2. The second section consisted of three parts.

   a. The first part included two sets of questions, investigating:

      i. Participants' present level of general use of technology.

      ii. Participants' levels of use of technological tools and programs for either educational or personal purposes or for both.

   b. The second part aimed to understand the participants' attitudes towards technology integration in education.

   c. The last part explored barriers to technology integration in education.

Three semi-structured interviews were also designed for the three different groups of participants. The purpose of the interviews was to obtain detailed and further information on the research questions. There were parallel relationships between the interview questions and questionnaires (see Appendices A, B, D, E, and F).

The first interview was conducted with three administrators. This interview comprised a set of questions to investigate the advantages and disadvantages of TELL from the administrators' viewpoints, and to explore the constraints on TELL that may prevent them from providing the faculty with sufficient technological tools. This interview also solicited information as to what can be done to overcome barriers to TELL, and what can be done to better use technology.

The teachers' and students' interview questions were quite similar to each other, and they were to some extent similar to the administrators' interview questions. In the teachers' and students' interviews, questions about the participants' levels of use of technology for language teaching and learning, participants' knowledge about technology use, and benefits of and barriers to TELL from the participants' perspective were asked. Moreover, in the teachers' interview, other questions were asked to explore what needs to be done to encourage teachers to integrate technology into their classes.

Procedure

The students' questionnaire was translated into Kurdish (see appendix C) by the researcher, and an MA student reviewed the translation. Then, another MA student translated the Kurdish version into English without seeing the original English version questions. Finally, an English native speaker compared the original English version questions and the back-translated questions.

In order to ensure that the questions were understandable and clear to the participants, the questionnaires needed to be piloted. The pilot study questionnaires were

completed by ten EFL students and two EFL teachers at Koya University (these participants also later took part in the main study). The pilot study confirmed that the questionnaires were comprehensible and clear to the participants; they could fill in the whole survey without experiencing any problems; therefore, the same questionnaires were used for the main study.

The interviews were recorded and then transcribed and those points and views from the Kurdish interviews that were important and needed for the study were translated into English.

<div align="center">Data Analysis</div>

In this study, two types of data were collected: quantitative and qualitative. Social Science (SPSS) version 11.5 was used in order to compute frequencies and percentages of each item on the questionnaires.

The data that were obtained from the interviews were analyzed in a qualitative manner. After transcribing the interviews, the transcriptions were read carefully. Key concepts, common and differing points rose within each of the three groups of participants and among them were identified and used to answer the research questions.

<div align="center">Conclusion</div>

This chapter presented information on the setting and the participants of the study, and identified the instruments that were used to gather data in this study. This chapter also reported on the data collection procedure and the data analysis procedure.

The next chapter will provide detailed information on the data analysis procedure and the results.

CHAPTER IV: DATA ANALYSIS

Introduction

This study was designed to explore the benefits of and barriers to technology-enhanced language learning (TELL) from Koya University students', teachers' and administrators' perspectives. This study addressed the following research questions:

1. What are the present levels of use of technology for personal and educational purposes by:

    a. Faculty at Koya University?

    b. Students at Koya University?

2. What are Koya University administrators', EFL teachers' and students' attitudes towards TELL?

3. What barriers do Koya University EFL students and teachers encounter whilst using technology?

4. What barriers do Koya University administrators encounter when they want to support technology integration in education?

5. What conditions might foster expanded use of technology for instructional purposes at Koya University?

This study gathered data from two sets of questionnaire and three sets of interview. The first questionnaire was delivered to 124 Koya University EFL students. The second questionnaire was administered to nine EFL teachers at the same university. Furthermore, three administrators, three teachers, and four students were interviewed in order to explore advantages and disadvantages of TELL from their points of views.

Data analysis procedure

In this study, data were analyzed in both quantitative and qualitative manner. The results of the questionnaires were analyzed statistically with the aid of the Statistical Packages for Social Science (SPSS) version 11.5. Frequencies and percentages were used to calculate the teachers' and students' responses to the questionnaires. Each part of the questionnaires was analyzed separately. In addition to the data analysis of the questionnaires, the data gathered from interviews were also analyzed qualitatively.

The results collected from the analysis of the questionnaires and the interviews are presented in five sections. The first section sheds light on the participants' background information. The second section, in which both quantitative and qualitative data are presented, identifies the teachers' and students' levels of technology use for educational and personal purpose. In the third section, data are quantitatively and qualitatively analyzed in order to understand the attitudes of administrators, teachers, and students towards technology integration in education. The fourth section, in which quantitative data and qualitative data are analyzed, provides information on barriers that administrators, teachers, and students encounter. In the last section, only qualitative data are analyzed to find out the participants' expectation of technology use as well as their suggestions about how to better use technology for the process of language teaching.

Results

Background information

This section presents some basic information on the characteristics of the

participants who participated in the questionnaires. Table 1 identifies the profile of the

students who responded to the students' questionnaire.

Table 1 - Students' profiles

		Frequency	Percent
Gender	Male	60	48.4
	Female	64	51.6
Grade	1st year student	27	21.8
	2nd year student	38	30.6
	3rd year student	29	23.4
	4th year student	30	24.2
Years of experience with a computer	none	6	4.8
	2 years or fewer	41	33.1
	3-6 years	59	47.6
	7-10 years	15	12.1
	more than 11 years	3	2.4
Access to computer at high school	Yes	77	62.1
	No	47	37.9
Personal computer	Yes	37	29.8
	No	87	70.2

Roughly equal number of male and female students took part in the study and

there was a roughly even spread of students across the 4 grades, though there are slightly

more second year students compared to the other grades. Table 1 also shows that almost

two-thirds of the students (62.1%) had more than three years experience of using

computers, and less than 5% had no experience with computers. Also more than half of

the participants (62.1%) stated that they have had access to a computer at their high

school. Moreover, table 1 reveals that most of the students (70.2%) did not have their own personal computer.

Table 2 provides some basic information on the teachers who participated in the questionnaires.

Table 2 - Teachers' profiles

		Frequency	Percent
Gender	Male	5	55.6
	Female	4	44.4
Degree	MA student	2	22.2
	MA	5	55.6
	PhD	2	22.2
Years of experience with a computer	none	0	00.0
	2 years or fewer	3	33.3
	3-6 years	3	33.3
	7-10 years	1	11.1
	more than 11 years	2	22.2
Access to computer when getting MA/PHD	Yes	8	89.9
	No	1	11.1
Personal computer	Yes	9	100.0
	No	0	000.0

As can be seen in Table 2, all teachers had at minimum MA degree or were MA candidates. 2 teachers had PhD degrees. Table 2 also indicates that the majority of the teachers (66.6%) had six or fewer years of experience with computers. Most of the teachers said that they had access to computers when they were getting their current educational degree. Additionally, all the teachers revealed that they have their own personal computer.

Levels of use of technology

This section explores the present levels of use of technology for personal and educational purposes by: a) teachers and b) students at Koya University (research question 1).

Teachers' levels of technology use:

Quantitative data analysis:

Table 3 shows the percentage of teachers who selected each response on the Likert Scale to items related to their levels of technology use.

Table 3 - Teachers' levels of technology use (%)

	TD	D	N	A	TA
Q1: I use computers for my language teaching.	0.0	0.0	0.0	77.8	22.2
Q2: I use the Internet for my language teaching.	0.0	0.0	22.2	44.4	33.3
Q3: I am proficient in using a wide variety of technologies.	0.0	0.0	66.7	11.1	22.2
Q4: I have sufficient information on some basic computer programs.	0.0	11.1	44.4	11.1	33.3
Q5: I have access to technology at my university.	22.2	22.2	33.3	11.1	11.1
Q6: I use basic software applications such as word processing to give homework to my students.	11.1	11.1	55.6	0.0	22.2
Q7: My teaching often requires students to use computers to do their assignment.	11.1	22.2	33.3	33.3	0.0
Q8: I have no experience with technology.	77.8	11.1	11.1	0.0	0.0
Q9: I need training in order to use computer technology for teaching.	22.2	44.4	0.0	22.2	11.1

TD: Totally disagree; D: Disagree; N: Neutral; A: Agree; TA: Totally agree

As can be seen in Table 3, all of the teachers agreed (77.8% A and 22.2% TA) that they use computers for their language teaching (Q1) and most of them agreed (44.4% A and 33.3% TA) that they use the Internet for their language teaching as well.

The results of questions 3 and 4, which asked about the participants' proficiency level and knowledge of technology, indicate that the majority of the participants could not decide whether they are proficient in using technological tools. This may be because they have some basic information but they are not satisfied with it. Almost half of the participants (22.2% TD and 22.2% D) felt that they did not have access to technology at their university, while only (11.1%) agreed and (11.1%) totally agreed that they had such access. We can conclude that the majority of the teachers believed that access to technology at their university is insufficient.

Only a minority of participants agreed that their assignments require students to use technology or that they use any technological programs to give assignments. The majority of the teachers (55.6%) were undecided whether they use basic software applications such as word processing to give homework to their students. This can be interpreted as they may sometimes use word processing but not sufficiently. However, most of the participants (77.8% TD, 11.1 % D) disagreed with the statement that they did not have any experience with technology. Moreover, Table 3 shows that most of the respondents (22.2% TD and 44.4%D) thought that they do not need training courses in order to use technology for teaching.

The questionnaire also showed the various technological tools that are used by the teachers. Table 4 shows the percentages of teachers using each instrument mentioned in the questionnaire.

Table 4 - Purposes and frequencies of technological tools/programs used by teachers (%).

Tools/Programs	NO	YES	EP	PP	BOTH
Computer	0.0	100	0.0	11.1	88.9
Internet	0.0	100	0.0	22.2	77.8
Tape-recorder	55.6	44.4	0.0	0.0	44.4
Computer dictionary	0.0	100	0.0	0.0	100
Mobile dictionary	11.1	88.9	0.0	33.3	55.6
CD - ROM	22.2	77.8	0.0	0.0	77.8
DVD	22.2	77.8	0.0	11.1	66.7
Scanner	44.4	55.6	11.1	22.2	22.2
PowerPoint	66.7	33.3	11.1	0.0	22.2
LCD-Projector	44.4	55.6	33.3	0.0	22.2
Educational channel/radio	44.4	55.6	0.0	22.2	33.3
Your/class website	55.6	44.4	0.0	44.4	0.0
Online journals	55.6	44.4	11.1	0.0	33.3

No: participants who do not use a tool/program of technology
Yes: participant who use a tool/program of technology
EP: educational purpose; PP: personal purpose; BOTH: for both purposes (EP and PP)

The results in Table 4 show that all of the teachers use computers and the Internet for both educational and personal purposes. In contrast, more than half of the teachers (55.6%) answered that they do not use a tape-recorder for any purpose.

The findings also show that the use of both computer dictionaries and mobile dictionaries has a high frequency. Moreover, the majority of the teachers use CD-ROM and DVD for both educational and personal purposes.

From Table 4, we can understand that scanners, LCD projectors and educational channels/radio programs are to some extent used by the teachers while the percentages of teachers using PowerPoint, their/class website and online journals are less than the half. We can conclude that some technological instruments and software like computers, the Internet, computer dictionaries and mobile dictionaries are frequently used by the

teachers while other tools and programs such as PowerPoint, tape-recorders and online journals are not used very much.

Qualitative data analysis:

In order to obtain more information on the participants' levels of technology use, three teachers were interviewed. As a response to the question of whether they use technology for their teaching, only one of them said 'YES', the others said 'NO'. The use of technology according to the teachers depends on the subjects they teach; we can understand this as one of the teachers (T1) who was teaching a course on 'Novel and Drama' said "I avoid using technology because my topic needs oral explanation". Moreover, though the teacher (T2) who said that they used technology was teaching three courses - Conversation, Drama and Text analysis - they were using technology only for one of them - Conversation. The reason they did not use technology in the classrooms does not seem to be lack of ability as all of the teachers believed they have enough knowledge to use technology beneficially. T1 believed that "it is important for teachers to know how to obtain benefit from the Internet" and T2 rated himself as "professional at using computers, LCD Projector, and anything related to technology".

Four students were also interviewed about their levels of technology use. They were first asked whether their teachers use technology in the classroom. The students reported that their teachers use technology only in very few classes to teach subjects like Conversation and basic information on how to use computers. The students claimed that those subjects are not necessarily related to language learning.

Students were also asked whether they think their teachers have sufficient competency to use technology in the classroom. All the students were unsure about their teachers' competency to use technology because the use of technology in the classroom was not common. Although they were not quite sure, two of the students thought their teachers are good at using technology:

> (S1): Since they rarely use technology, we are not pretty sure whether they are familiar with technology, but those teachers who use technology are good at it.

> (S2): Because there are not enough technological tools to be used by the teachers in the college, we do not know the teachers' competency level of technology use, but I think the teachers are good at using technology because we can understand via their lectures that they depend on the Internet and computers.

Thus, we can understand that the teachers have the knowledge to use technology in the classrooms but they rarely use it because there is not adequate equipment and/or they may not tend to use it for every subject they teach.

Students' levels of technology use:

Quantitative data analysis:

To explore the students' present levels of technology use, the results of questions 1 to 9 were analyzed. 124 students responded to the questionnaire. Table 5 shows the percentages of the results.

Table 5 - Students' levels of technology use (%)

	TD	D	N	A	TA
Q1: I use computers for my language learning.	12.1	12.9	22.6	34.7	17.7
Q2: I use the Internet for my language learning.	14.5	16.9	20.2	29.0	19.4

	TD	D	N	A	TA
Q3: I am proficient in using a wide variety of technology.	25.8	23.4	33.9	12.1	4.8
Q4: I have sufficient information on some basic computer programs.	15.3	22.6	25.8	28.2	8.1
Q5: I have access to technology at my university.	46.0	19.4	17.7	6.5	10.5
Q6: I use basic software applications such as word processing to do my homework.	29.8	14.5	25.0	17.7	12.9
Q7: My instructors teach with the help of technology.	51.6	17.7	12.9	11.3	6.5
Q8: I need training in order to use computer technology for language learning.	7.3	6.5	16.1	21.8	48.4
Q9: I have no experience with technology.	32.3	25.0	27.4	6.5	8.9

TD: Totally disagree; D: Disagree; N: Neutral; A: Agree; TA: Totally agree

The results in Table 5 show that the majority of the students use computers and (48.4%) of them use the Internet for their language learning; however, there are a large number who replied that they do not use either computers or the Internet for their education. Almost half of the students (25.8% TD and 23.4% D) disagreed to the statement that 'I am proficient in using a wide variety of technology' (Q3). Furthermore, the students who believed that they did not have sufficient information on basic computer programs (37.9%) were more than those who believed that they did (36.3).

As Table 5 shows, most of the students (65.4%) reported that they do not have access to technology at their university. This reveals that the students are not provided with sufficient technological facilities in order to benefit from.

The results show that almost half of the students (29.8% TD 14.5% D) do not use software applications such as word processing to do their assignments (Q6). This may be due to a lack of technological equipment and it may be because their teachers do not use technology in the classrooms. This can be understood as most of the students disagreed

(51.6% TD and 17.7%D) with the item that indicates their instructors teach with the help of technology (Q7).

Most of the students (21.8% A and 48.4 % TA) agreed that they need training in order to use computer technology for language learning (Q8). Finally, though most of the students disagreed that they have no experience with technology (Q9), there were some students (6.5% A and 8.9% TA) who rated themselves as not having much experience with technology.

Table 6 shows the percentages of students using different types of technologies.

Table 6 - Purposes and percentages of technological tools/programs by students.

Tools/Programs	NO	YES	EP	PP	BOTH
Computer	8.9	91.1	34.7	27.4	29.0
Internet	30.6	69.4	33.1	14.5	21.8
Tape-recorder	44.4	55.6	16.1	30.6	8.9
Computer dictionary	23.4	76.6	63.7	0.8	12.1
Mobile dictionary	6.5	93.5	76.6	1.6	15.3
CD - ROM	12.9	87.1	23.4	26.6	37.1
DVD	15.3	84.7	27.4	25.8	31.5
Scanner	80.6	19.4	9.7	7.3	2.4
PowerPoint	79.8	20.2	7.3	9.7	3.2
LCD-Projector	88.7	11.3	4.8	4.0	2.4
Educational channel/radio	53.2	46.8	35.5	3.2	8.1
Your/class website	64.5	35.5	14.5	12.9	8.1
Online journals	74.2	25.8	11.3	8.9	5.6

   No: participants who do not use a tool/program of technology
   Yes: participant who use a tool/program of technology
   EP: educational purpose; PP: personal purpose; BOTH: for both purposes (EP and PP)

As can be seen in Table 6, there is some equipment and software that have much higher frequencies of use among the students for both educational and personal purposes such as Mobile dictionaries (93.5%), Computers (91.1%), CD-ROM (87.1%), DVD

(84.7%), Computer dictionaries (76.6%), the Internet (69.4%) and Tape-recorders (55.6%). Nonetheless, there are other instruments and programs that have less frequent use among the students, such as LCD-Projectors (11.3%), Scanners (19.4%), PowerPoint (20.2%), online journals (25.8%), Class website (35.5%), and Educational channels/radio programs (46.8%). Thus we can conclude that the students have different assessments for different technological tools and programs. They may see those instruments and programs they use as more advantageous for the process of language learning and that is why they use them more than other tools.

Qualitative data analysis:

For further details and information on their levels of technology use, four students were interviewed. The students indicated that to some degree they use technology for their language learning. Furthermore, the students pointed out some technological instruments that they use. (S1): "I use various types of technology for my language learning such as Mobile, Computer dictionary, the Internet, and Radios in foreign languages. (S2): "I use MP3 and Mobile dictionary". (S3): "I use computer, the Internet, Mobile, DVD, and Recorder". Moreover, the students said that the use of technology by the students is increasing. (S3): nowadays, students use technology for language learning to a greater extent". We can conclude that the use of technological instruments varies from one student to another and from time to time.

The interviewee students claimed that students, to some extent, have information on how to use technology but their information is not sufficient:

(S1): to some extent, students have knowledge about the use of technology, especially those who came to the college a year or more before us. Indeed, often we get information from them in order to know how to use and what tools.

(S3): students do not have adequate information on the use of technology. There are students who do not know how to use some kinds of technology.

(S4): there are students who use technology for language learning but not sufficiently. For example, students often use the Internet for information on poets and poems.

We can understand that the students sometimes use technology as far as they have knowledge about the technological tools. However, their competency of technology use for language learning seems to be quite limited. They may not be able to get benefit from technology as much as is expected in developed countries.

Attitudes towards TELL

In this section, in order to address the question of what Koya University teachers', students' and administrators' feelings and views are about technology integration in education (research question 2), data collected from the questionnaires and interviews are analyzed.

Quantitative data analysis:

Part two of the second section of the teachers' questionnaire consisted of a set of different questions in order to diagnose the teachers' attitudes towards TELL. In table 7, the percentages of teachers' responses to these items can be seen.

Table 7 - Teachers' attitudes towards TELL (%)

	TD	D	N	A	TA
Q1: I like using computers.	0.0	0.0	0.0	0.0	100
Q2: I think using technology helps me to be prepared before	0.0	0.0	11.1	33.3	55.6

	TD	D	N	A	TA
class.					
Q3: I like using technology because it makes my job easier.	0.0	0.0	0.0	55.6	44.4
Q4: I have a positive attitude towards the use of technology for language teaching.	0.0	0.0	22.2	22.2	55.6
Q5: I think technology integration is more effective than the traditional approach.	0.0	0.0	11.1	33.3	55.6
Q6: I believe technology can be a good supplement to support teaching.	0.0	0.0	11.1	55.6	33.3
Q7: I like searching the Internet for language teaching resources.	0.0	0.0	0.0	22.2	77.8
Q8: I think using technology gives me more control over my teaching.	0.0	11.1	22.2	22.2	44.4
Q9: I get nervous when I know I am going to give lectures with technology.	33.3	22.2	44.4	0.0	0.0

TD: Totally disagree; D: Disagree; N: Neutral; A: Agree; TA: Totally agree

All the teachers reported that they like using computers. Likewise, most of the teachers (22.2% A and 55.6%TA) agreed that they had a positive attitude towards the use of technology for language teaching (Q4).

Moreover, most of the teachers (22.2% A and 44.4% TA) indicated they have positive attitudes towards the use of technology because they believe technology helps them to be prepared before class, makes their job easier, and gives them more control over their teaching. This was supported by the distribution of responses to questions 2, 3 and 8.

As can be seen in Table 7, for questions 5 and 6, most of the teachers (88.9%) believed that the integration of technology into education is more effective than the traditional approaches; it can provide a good support for language teaching process. Furthermore, all of the teachers (22.2% A and 77.8%TA) agreed that they like searching the Internet for language teaching resources (Q7).

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The last question in the teachers' questionnaire aimed to find out whether the teachers get nervous when they are teaching with the aid of technology. More than half of the teachers replied that they do not get nervous with technology.

Data were also analyzed in order to explore the students' perceptions of TELL. Table 8 shows the percentages of the participant students' attitudes towards technology integration.

Table 8 - Students' attitudes towards TELL (%)

	TD	D	N	A	TA
Q1: I like using computers.	2.4	0.8	6.5	25.0	65.3
Q2: I think using technology helps me to be prepared before class.	10.5	9.7	22.6	30.6	26.6
Q3: I like using technology because it makes my job easier.	2.4	5.6	23.4	28.2	40.3
Q4: I have a positive attitude towards the use of technology for language learning.	6.5	5.6	23.4	31.5	33.1
Q5: I think technology integration is more effective than the traditional approach.	4.0	8.9	20.2	25.8	41.1
Q6: I believe technology can be a good supplement to support learning.	1.6	7.3	16.1	29.8	45.2
Q7: I like searching the Internet for language learning resources.	3.2	5.6	14.5	31.5	45.2
Q8: I think using technology gives me more control over my learning.	2.4	6.5	22.6	33.1	35.5
Q9: I get nervous when I know I am going to study lessons with technology.	27.4	29.0	25.0	13.7	4.8

TD: Totally disagree; D: Disagree; N: Neutral; A: Agree; TA: Totally agree

Table 8 shows that although the majority of the students (25.0% A and 63.5% TA) reported that they like using computers, there are students (2.4% TD and 0.8% D) who do not like using computers.

The majority of the students (31.5% A and 33.1%TA) revealed that they have positive attitudes towards the use of technology for language learning. The reason for

their positive attitudes towards technology integration can be understood when the

results of questions 2, 3, 6, 7 and 8 are seen. Most of the students seem to have positive

views about technology because they think it can help them get prepared beforehand,

ease the difficulties of their duties and tasks, and support their language acquisition

process. In addition, they believed that technology provides them with essential

language learning resources, and gives them the opportunity to control their language

learning process.

Table 8 also reveals that the majority of the students (25.8% A and 41.1%TA)

believed that technology integration is a better approach than the traditional ones. It

seems that the students see those lectures in which technology is integrated as more

effective than those lectures that are taught without the use of technology. Moreover, the

percentages for the last question show that most of the students (27.4%TD, 29.0%D)

disagreed that they get nervous when they know they are going to study lessons with

technology (Q9). Despite the fact that the majority of the students feel fine with

technology, there are students who get nervous when they attend technology-based

lectures.

Qualitative data analysis:

<u>Advantages and disadvantages of TELL</u>

In order to better understand the participants' attitudes towards technology integration in education, three sets of interviews were administered. The same question was delivered to administrators, teachers and students. They were asked about their opinions on the advantages and disadvantages of technology integration. Table 10 presents a list of advantages and disadvantages of technology integration in education from administrators', teachers' and students' viewpoints.

Table 9 - advantages and disadvantages of technology from the participants' perspective

	Advantages	**Disadvantages**
A1	- Technology (Tech.) makes job easier. - Watching foreign movies via technology strengthens the basis of language. - Sound laboratories improve pronunciation. - Emailing to and chatting with native speakers helps the development of language learning.	- Students may depend on technology more than necessary and not be able to do anything without technology. - Students may ignore textbooks which are good sources of language learning.
A2	- Tech. is a beneficial supplement to language learning. - Tech. is an effective means of foreign language learning.	- Since technology is created by human being, it cannot replace human being perfectly.
A3	- Tech. facilitates students' recognition and understanding. - It reduces amount of the time of the lectures. - It makes the lectures less boring.	- No disadvantages.
T1	- Students may have difficulty with obtaining new books and articles without technology; therefore, we need technology.	- No disadvantages. (Even if there is, we can skip).
T2	- engaging students - using Tech. is more effective.	- No disadvantages.
T3	-Students can discover the world through Tech.	- Tech. cannot be used in all fields of life.
S1	- Chatting with others is useful.	- Tech. wastes your time.

S2	- You can get good information through Tech.	- It wastes your time.
S3	- There are many resources; we can get them only via the Internet.	- Tech. takes your time because sometimes you follow other links or unnecessary things and if the equipment breaks, it takes time to have it repaired.
S4	- Tech. helps you master new words. - It develops your language.	- It wastes your time. (Esp. when you use tech. for other purposes but educational purpose.)

A = administrator, T = teacher, S = student

As can be seen in Table 9, there are various advantages of TELL from the participants' points of view. According to the administrators, technology simplifies students' and teachers' duties and can be an effective approach that supplements students' language competency in different ways. Specifically, they thought that using technological instruments such as "sound laboratories for pronunciation" and the Internet for "emailing to and chatting with native speakers" helps students improve their target language. One of the administrators noted that technology decreases the amount of the time the lessons take. Students can be set more work to do outside of the classroom, so that class time can be devoted to other things Moreover, in the lectures of literary subjects such as drama and novel, instructors can show a scene of a movie about the novel or the drama they teach instead of focusing on the text line by line.

Teachers also thought that teaching with the help of technology is much more effective than teaching without the use of technology. (T1): "We can use technology in an advantageous way". The teachers indicated that they can better teach students with technology. (T2): "We can engage the students and let them be improved more by using technology". Moreover, the teachers believed that through technology, especially

through the internet, the students can be brought up-to-date and made aware of the world and the language changes that happen.

The students mentioned several benefits of technology. They believed that technology is a good resource that develops their ability to learn a foreign language; they thought that technology provides them with materials through which they can practice their language knowledge. The students reported that using technology, especially the Internet, is necessary because there are some language-learning resources (such as detailed information about Poets, poems, dramas and novels) that can be provided only through the Internet. Furthermore, the students suggested that they can learn new and up-to-date words via technology.

In spite of indicating a diverse range of advantages, the participants also mentioned some disadvantages of TELL.

Administrators believed that the overuse of technology may demoralize students in a way that they may not be able to do their assignments and duties without technology. Moreover, they thought technology may encourage students to stop using course books. (A1): "students may depend on technology more than necessary and not be able to do anything without technology. [They] may ignore textbooks which are good sources of language learning". An administrator (A2) suggested that "since technology is created by human beings, it cannot replace human being perfectly". We can understand that the administrators that supported technology integration in education thought that there are deficiencies of technology. Therefore, students should be aware of

those deficiencies and try not to overuse technology. In other words, the students should use technology only as much as is necessary.

The teachers had different opinions about the disadvantages of technology integration. One of them (T3) said "technology cannot be used in all fields of life. E.g. we cannot use technology for all the topics we teach". The other teachers thought that there are no disadvantages of TELL. T2 said we can stay away from the disadvantageous aspects of technology and use the advantageous ones.

Furthermore, all the students reported that the use of technology wastes your time. They gave some reasons why the use of technology takes a long time. They said when they use technology, especially when they google for something on the Internet, they follow other links and sites that are irrelevant to what they are searching for. Moreover, they said that the process of repairing technological instruments is time-consuming.

Is technology integration necessary or unnecessary?

Both teachers and students were asked whether they thought technology integration was necessary or unnecessary. All the interviewees said they see technology integration as completely necessary. They gave various reasons why they thought the use of technology for educational purpose is necessary.

For one thing, technology is seen as a necessary means of obtaining target language resources. T1 noted that "[technology integration is] absolutely necessary…… students may have so many difficulties with having new books and obtaining articles

[without technology]". This idea is confirmed by S3: "it [technology] is necessary because there is a scarcity of foreign language learning materials; if we do not use the Internet we cannot obtain beneficial materials". Thus, one of the major benefits of technology is claimed to be the use of technology as a language learning resource.

Furthermore, the teachers focus attention on some other reasons why technology is necessary.

> (T2): [technology is] totally necessary because I am going to engage my students in the class and let them participate…….students like new methodology of teaching…..instead of showing presentation, they [students] can watch something, improve their listening comprehension and also learn new words from an extract that we are showing them.

> (T3): of course [technology is] necessary because without technology, education will be traditional and stereotypical but with technology, the students will discover the world, especially through the Internet and through the use of Data Show [LCD Projector] or other technological materials.

In addition, the students stated that because languages change, new words are coined and derived and there are words that are no longer used, they need technology to be aware of these changes. (S1) "Languages are in progress; new words are coming in every day. We need to use technology in order to become aware of these changes and new words". S2 claimed that "technology is necessary especially for the purpose of language learning". He suggested that "education in the developed country is advanced because they rely on technology".

Administrators, teachers' and students' perceptions of barriers to TELL

In order to find out answers to the question of what barriers Koya University EFL students and teachers encounter whilst using technology (research question 3), both quantitative data and qualitative data were analyzed in this section. In addition,

qualitative data were analyzed to understand what barriers Koya University

administrators encounter when they want to support technology integration in education

(research question 4).

Quantitative data analysis:

The final part of both the teachers' questionnaire and students' questionnaire

were distributed to teachers and students separately in order to indicate factors that

discourage them from incorporating technology into education. Table 10 identifies

barriers to using technology that EFL teachers encounter at Koya University.

Table 10 – Barriers EFL teachers encounter whilst using technology (%)

	TD	D	N	A	TA
Q1: I do not have adequate knowledge about how to use technological instruments.	44.4	44.4	11.1	0.0	0.0
Q2: I do not have access to technology at home and/or in my office.	44.4	33.3	0.0	11.1	11.1
Q3: Technological equipment is expensive.	0.0	22.2	55.6	11.1	11.1
Q4: My university has not provided necessary equipment.	0.0	11.1	0.0	22.2	66.7
Q5: Neither my institution nor any other organization has technology-training courses.	0.0	33.3	44.4	0.0	22.2
Q6: I have a greater anxiety for the use of technology.	11.1	11.1	44.4	22.2	11.1
Q7: Technology integrated courses have more technical difficulties.	0.0	22.2	33.3	44.4	0.0
Q8: I do not have a positive attitude towards the technology integration.	55.6	44.4	0.0	0.0	0.0
Q9: I follow a restricted curriculum that does not allow me to use technology in the classroom.	11.1	33.3	44.4	11.1	0.0

TD: Totally disagree; D: Disagree; N: Neutral; A: Agree; TA: Totally agree

Most of the teachers (22.2% A and 66.7% TA) agreed that their university has

not provided necessary equipment (Q4). In contrast, most of the teachers (55.6% TD and

44.4% T) disagree with the idea that they cannot use technology for their language

teaching because they do not have a positive attitude towards the technology integration (Q 8). This means lack of necessary equipment provided by the university is one of the most common barriers that may prevent the teachers from using technology in their classes. We can also understand that if the teachers do not use technology for their language teaching, it is not because of their attitudes towards technology use. Additionally, the responses to the first two questions revealed that the majority of the teachers believed that lack of adequate knowledge about how to use technological tools and lack of access to technology at home do not significantly discourage them from incorporating technology into their lectures.

Moreover, almost half of the teachers (44.4%) replied as neutral to questions that asked them whether lack of technological-training courses, having anxiety with technology or restrictions on the curriculum prevent them from using technology for their language teaching (Qs 5, 6 and 9).This may be because they, to some degree, agreed that these factors prevent them from using technology for teaching but these factor are not the most discouraging reasons. And more than half of the teachers (55.6%) were neutral to the question that asked whether costs of instruments cause non-use of technology for their language teaching. We can understand that those teachers who were undecided believed that those factors that mentioned above may discourage them from integrating technology into their classes but they are not the serious problem that may definitely prevent them.

Furthermore, teachers had different responses to question about whether technology integrated courses have more technical difficulties (Q7). The results were

(22.2% D, 33.3% N and 44.4%A). We can conclude that some of the teachers thought technical difficulties of technology-based courses are a factor that prevented them from using technology in the classroom.

A similar questionnaire was distributed to students in order to learn their opinions on the same issue. Table 11 presents students' views and feelings about the factors that prevent them from using technology for their language learning.

Table 11 – Barriers EFL students encounter whilst using technology (%)

	TD	D	N	A	TA
Q1: I do not have adequate knowledge about how to use technological instruments.	16.9	21.0	26.6	15.3	20.2
Q2: I do not have access to technology at home and/or dormitory.	21.8	18.5	16.9	19.4	23.4
Q3: Technological equipment is expensive.	10.5	5.6	25.0	28.2	30.6
Q4: My university has not provided necessary equipment.	14.5	6.5	13.7	14.5	50.8
Q5: Neither my institution nor any other organization has technology-training courses.	13.7	16.9	16.9	21.0	31.5
Q6: I have a greater anxiety for the use of technology.	26.6	25.8	28.2	12.1	7.3
Q7: Technology integrated courses have more technical difficulties.	21.0	15.3	36.3	16.1	11.3
Q8: I do not have a positive attitude towards the technology integration.	20.2	22.6	29.0	16.1	12.1
Q9: I follow a restricted curriculum that does not allow me to use technology in the classroom.	12.9	9.7	18.5	21.8	37.1

TD: Totally disagree; D: Disagree; N: Neutral; A: Agree; TA: Totally agree

As can be seen in Table 11, for the first two questions, the students had different perspectives. Some of the students (35.3%) believed that lack of adequate knowledge about how to use technology is a factor that discourages them from using technology for language learning whereas (37.9%) of them disagreed. Moreover, (42.8%) 0f the

students thought that lack of access to technology at home stops them from using technology for language learning but (40.3%) of them disagreed.

The majority of the students agreed (28.2% A and 30.6% TA) that technological equipment is expensive (Q3). This suggests that students cannot buy technological tools due to their high costs. Thus, financial problems can be one of the major barriers that stop the students from integrating technology into their education. Similarly, most of the students (14.5% A and 50.8% TA) believed that their university has not provided necessary equipment. This is another deficiency of technology that affects the process of technology integration in education. Another reason behind the infrequent use of technology by students may be a lack of technology training courses as reported by the majority of the students.

The majority of the students (26.6%TD and 25.8%D) disagreed that they were anxious about using technology. Moreover, 36.3% of them disagreed that technical difficulties of technology integrated courses discourages them from integrating technology (Q7). And (42.8%) of them disagreed with the statement that they do not use technology because they do not have positive attitude (Q8). We can understand that the majority of the students did not believe that having anxiety, technical difficulties, and not having positive attitudes towards TELL are the factors that prevent them from using technology for their language learning. Finally, the majority of the students thought the curriculum restricts their freedom of technology use. This may imply that the students cannot use their own technological instruments in the classrooms.

Qualitative data analysis:

In order to find out supplementary information on barriers that Koya University administrators, EFL teachers and students encounter (research questions 3 and 4) interviews were conducted. The participants shed light on a variety of different barriers to technology integration in education.

Financial support: the primary constraint on technology integration for most of the interviewees was financial problems.

> (A1): budget has a great impact on us in providing expenditure for instruments. The administrators also claimed that the ability of the university is limited and they do not get enough financial support from the government.

> (A2): the government's financial ability to provide us with sufficient technological tools is limited.
> As A3 acknowledged, Koya University is a state university; therefore, they are

totally reliant on the funds provided by the government. A3 also claimed that "the government has not yet been so serious in providing us with the enough funding [in order to buy technological tools]".

The teachers also confirmed that there are financial barriers, which is why they suffer from lack of sufficient technological instruments.

Additionally, the students focused attention on another side of the financial problem. They claimed that while the government and the university do not provide technology, not every student is able to buy technological tools due to lack of financial support. (S3): "every person cannot buy technological tools such as computers and iPods"

Limited access to technology: another barrier to technology integration is the deficiency of technological equipment. The administrators claimed that although there are technological tools like sound laboratories, there should be more instruments and they have to be used because they are necessary for language learning.

The students also claimed that they cannot easily find technological instruments to use. (S1): "computer centers and Internet cafes are rarely available". Moreover, the students stated that they have difficulties with finding necessary resources due to lack of the Internet access.

Lack of knowledge: teachers and students need to be able to use technology; otherwise, technology cannot play a great role. A3 acknowledged that "teachers have not been well-trained to use technology. They need training- courses to use technology beneficially". Likewise, the students thought that one of the barriers is lack of adequate knowledge by the teachers and students. This contradicts the teachers' own opinion of their abilities. . As we saw above, 33.3% of the teachers stated that they are proficient in using a wide variety of technologies and 44.4% of them stated that they have sufficient information on some basic computer programs (see Table 3; Qs 3 and 4).

Lack of electricity: lack of electricity is another problem that faces all the teachers and students.

(T2): in the middle of the class electricity will be off.
(S3): "while we are using technology, one of those things that upset us is the cut-off of the electricity".

Time-consuming: sometimes the use of technology takes a long time and sometimes it takes time until sufficient instruments will be provided. A2noted that "in order to buy technological instruments, we should wait for acceptance from the ministry of higher education; this takes too much time. Sometime they do not accept it". Furthermore, T2 said "due to lack of electricity, we lose time".

Thus, we can understand that there are many constraints and deficiencies of technology that discourage the teachers and students from using technology for their language teaching and learning.

Conditions that might foster expanded use of technology

The final section of this chapter is devoted to determining conditions which might foster expanded use of technology for instructional purpose at Koya University (research question 5). Unlike the previous sections, in which both quantitative and qualitative data were analyzed, in this section only qualitative data, collected from the interviews, are analyzed.

How to overcome barriers: In order to ensure that Koya University teachers and students benefit from technology as developed countries' universities do, the administrators believed that there are many things that need to be done. They thought that they have to provide more technological tools for the university.

> A2): there are many things that need to be done such as providing a computer, Internet connection and projector for every classroom, encouraging students to submit their assignments through the Internet, and encouraging teachers to use electronic mail in order to assign the students a task.

Moreover, the administrators stated that they are planning to develop the university in terms of technology integration. (A1): "we will try to overcome the shortages of equipment". For this reason, the government should help them. (A3): "sufficient funds must be provided by the government". Additionally, A3 suggested "We have to provide training-courses. Before the implementation of the program [TELL], the teachers have to be trained".

Furthermore, the teachers thought that there are many things that need to be done in order to motivate teachers to incorporate technology into their classrooms. The teachers suggested that providing training courses for teachers, providing instruments, improving electricity provision to educational institutions, giving more freedom to the teachers to teach what they want and providing supports by administrators are things that need to be done.

The students confirmed what the administrators and teachers had suggested. They believed that the government should spend more money on education and provide electricity as well. Furthermore, they suggested that in order to enable students to benefit

from technology for their education, more computer centers and sound laboratories should be provided as well as technology-training courses.

Institution administrators' support: administrators have to motivate and encourage the instructors to better use technology in their classes. Apparently, administrators at Koya University are not able to provide instruments to the faculty. As T1 stated, the administrators of their institution "spiritually support" them but they are not that helpful in providing financial support. T2 stated that the administrators encourage them to use technology and when they know the teachers use technology for their teaching, administrators become happy. But, T3 stated that the administrators are not that supportive. He said "even if you look at the laboratories that have been provided, they are not too much prepared with highly technology; they use traditional ones". Thus, we can understand that although the administrators become happy when the instructors use technology, they do not provide enough money to buy necessary equipment. Therefore, the administrators, despite providing spiritual support for the instructors, have to assist the faculty in funding TELL program.

Plan to computerize: the administrators mentioned some plans they have done so far and some plans that they are going to develop in order to computerize their university.

(A1): we have provided computers for the departments and the university staff members, but it is not easy to provide computer for students. In all the universities over the world, students buy computers by themselves. And we are planning to provide them with a wireless Internet.

(A2): We have stepped into making our university a technology-based university. We have bought four sound laboratories and 20 LCD projectors so far, and we are planning to establish technology-training courses for the teachers and students to learn how to use technology beneficially.

The administrators indicated that they have started making some technological

progress up to now, and they are planning to further integration of technology.

Conclusion

This chapter presented the results of the analysis of data gathered from

questionnaires and interviews. The data related to the teachers' and students' levels of

technology use, administrators', teachers' and students' attitudes towards the use of

technology for language teaching and learning, technological barriers that may face

administrators, teachers and students, and conditions that might foster expanded use of

technology.

Although the teachers reported that they sometimes use technology for

educational purposes, we can conclude that the use of technology in the classrooms is

quite infrequent. Likewise, the students rarely use technology for their language

learning.

According to the results of the questionnaires and interviews, it can be inferred

that the majority of the participants had positive attitudes toward using technology for

the purpose of language teaching and learning, in addition to the fact that most of the

teachers and students thought that technology integration is more effective than the traditional approaches.

The participants indicated a wide range of barriers to technology integration in education. Financial concerns seem to be the foremost amongst the barriers to TELL. Lack of adequate equipment is another problem that discourages teachers and students from using technology for educational purposes. Moreover, lack of sufficient knowledge about how to use some technological tools and programs is another factor behind infrequent use of technology by teachers and students.

Finally, the administrators, teachers and students made some suggestions about how to better use technology. They indicated what needs to be done in order to benefit from technology.

In the next chapter, the findings of this study, pedagogical implications of the study, limitations and suggestions for further research will be discussed.

CHAPTER V: CONCLUSION

Introduction

This study investigated administrators', teachers' and students' perceptions about the advantages and disadvantages of technology-enhanced language learning (TELL) at Koya University. For this study, questionnaires and interviews were used as data collection instruments. The participants of the study were administrators, EFL teachers and EFL students of Koya University. This study sought to answer the following research questions:

1. What are the present levels of use of technology for personal and educational purposes by:
    a. Faculty at Koya University?
    b. Students at Koya University?

2. What are Koya University administrators', EFL teachers' and students' attitudes towards TELL?

3. What barriers do Koya University EFL students and teachers encounter whilst using technology?

4. What barriers do Koya University administrators encounter when they want to support technology integration in education?

5. What conditions might foster expanded use of technology for instructional purposes at Koya University?

In this chapter, the findings taken from the results of data analysis, implications of the study, limitations of the study and ideas for further research are discussed.

Discussion of Findings

The findings that were collected from the data analysis are presented in four sections. In the first section, findings about teachers' and students' levels of technology use are discussed. The second section presents findings about the participants' attitudes towards TELL. In the third section, findings about barriers to TELL are shed light on. Finally, findings about conditions that might promote the development of TELL.

Levels of Technology Use

In order to find out teachers' and students' levels of the use of technology at Koya University, questionnaires and interviews were used. The first part of section two in the questionnaires was designed for this reason and the participants were interviewed in order to find deeper information on their levels of technology use.

Teachers and students focused on the importance of a wide variety of technological instruments and software. Teachers reported that they are often using some kinds of technological tools and programs such as computers, the internet, computer dictionaries, mobile dictionaries, CD-ROM and DVD. Nonetheless, they stated that they rarely use PowerPoint, Tape-recorders, their/class websites, and online journals. Despite the significant role that some of those technological instruments and software have in the field of education, Koya University teachers and students are not provided with sufficient equipment. The results showed that the majority of the teachers and students claimed that their access to technology does not meet their needs. The shortage of technological tools and lack of experience with the programs limited the students' use of technology.

Being able to use technology is necessary for those teachers who want to incorporate it into their classes (Lee, 2001). Teachers and students who intend to use technology for their education should have some knowledge about the instruments they are going to use. If they are not familiar with the equipment, they cannot utilize it beneficially.

The ability to use technology affects the levels of technology integration in that it encourages teachers to increase the use of technology for their language teaching (Kumar, Rose, and D'Silva, 2008; Marcinkiewicz, 1993). This implies that teachers who have more information on technology will integrate technology into their classes rather more than those who are less knowledgeable about technology. However, this is complicated by constraints on the teachers that prevent them from using technology.

The results showed that the teachers indicated that they have knowledge about how to use different technological tools. Therefore, they believed that they do not need training courses in order to use technology for their teaching. Despite having information on how to use technology, teachers rarely use technology in their classes. The students reported that their teachers infrequently use technology in the classrooms. This was confirmed by the teachers; they acknowledged that they infrequently use technology due to some technological deficiencies.

Unlike the teachers, the students seem to have less experience with technology. The findings indicated that the students' ability to use technology for educational purpose is limited. Almost half of the students acknowledged that they do not have

sufficient competence to benefit from the use of technology. We can conclude that technology-training courses are necessary since most of the students believed that they need training courses in order to be able to use technological tools and programs for their language learning.

We can conclude that the use of technology at Koya University is infrequent and lack of proficiency in using technology is not the only factor behind infrequent use of technology. There are other factors that discourage teachers and students from incorporating technology into their education. The factors that limit the teachers' and students' use of technology are presented in the third section.

Attitudes towards technology integration

This section sheds light on the findings of the research question that investigated administrators', teachers' and students' attitudes towards technology integration in education at Koya University. In this respect, questionnaires were administered to teachers and students and interviews were conducted with administrators, teachers, and students.

Most of the participants had positive attitudes towards the use of technology for mastering a foreign language. This result is quite parallel with what exists in the literature. There are many studies that have been conducted with technologically well-informed teachers and students (see Akbulut, 2008; Albirini, 2006; Brantmeier, 2003; Bulut & AbuSeileek, 2007; Eswaran, 2008; Teo, 2008). Their results showed that most of the teachers and students had positive attitudes towards technology integration. The

present study, which focused on teachers and students who infrequently use technology, reports the same positive attitude. Thus, we can conclude that the level of use of technology does not affect teachers' and students' attitudes towards the use of technology.

The positive attitudes of the participants of this study were due to some advantages of technology. To begin with, the administrators believed that technology integration is a useful way of enhancing the process of language learning. Students can improve their abilities to learn a foreign language through chatting or exchanging e-mails with native speakers and watching movies in the target language. This idea is supported by research in the literature (AbuSeileek, 2007; Lia & Kritsonis, 2006; Vi, 2005).

Second, there is a consensus among the participant teachers and students that technology helps them to better perform their jobs. Technology seems to ease the tasks and duties for both teachers and students. They can prepare themselves before coming to class with the aid of technology. In addition, the participants had positive attitudes towards technology integration because they believed that they need technology to have language teaching and learning sources. A diverse range of language teaching and learning materials and resources can be obtained with the help of technology. In this respect, the participants confirmed that due to the shortage of language teaching and learning resources and books, the use of technology for language learning is a must.

Third, as they believe that technology helps them to involve their students in the class activities, teachers sometimes seem to have a positive tendency to integrate technology in their classes. This advantage that causes the teachers to have a positive attitude towards the use of technology has been focused on by Narciss and Koerndle (2008).

Barriers to technology integration

The last parts of the questionnaires and a question in each of the three sets of interviews were used to explore the barriers to technology integration in education that prevent administrators, teachers and students from supporting and using technology.

Having a positive attitude towards the use of technology is not sufficient for someone to be able to utilize it for their education. Sometimes, there are many barriers that discourage you from using technology for the process of foreign language acquisition. Then, your positive attitude towards technology integration remains pointless when other factors stop you from integrating technology.

The results of this study showed that there are some barriers to technology integration in education that prevent the teachers and students from incorporating technology in their education and prevent administrators from supporting them by providing technological instruments.

Lack of access to technology is the foremost amongst the barriers that administrators, teachers and students encounter. Most of the teachers asserted that their university has not provided necessary instruments that are needed for language teaching.

Students also claimed that they do not have the opportunity to use technology at the university because they cannot find any technology there. They claimed that no computer labs and Internet connections are available at their university in spite of their significant role in the field of education. Thus, the teachers and students may suffer from lack of resources because, as they commented, there are many resources that cannot be obtained without the Internet.

The reason behind the shortage of technological instruments is lack of sufficient funding. The administrators stated that the ability of the university to spend enough money on purchasing instruments is quite limited because the government does not provide adequate funding for that reason.

Owing to their high cost, technological instruments need a high budget. Not only are the universities able to provide enough money for instruments, but also most of the students are not able to buy necessary instruments because of the high price of the instruments and their limited income. Moreover, financial concern does not only include spending money on buying instruments, it also includes establishing training courses (Vi, 2005). When an institution establishes a technology-training course, it needs to provide money for that reason.

Lack of competence in using technological instruments is a significant barrier for second language students because many of them are not knowledgeable about the use of technology for language learning. Therefore, they need technology-training courses in order to be able to use technology beneficially.

The findings of this study showed that students, due to their lack of knowledge about how to use technology for language learning, encounter difficulties if they try to utilize technology. The students stated that since they are not familiar enough with all of the technological tools, they need to be trained. Most of the students reported that they need technology-training courses. However, the teachers stated that they do not need to be trained in order to be able to use technology in their classes. Despite having experience with technology, teachers may face difficulties if they require the students to use technology in the classroom because the majority of the students are not technologically well-informed.

Another barrier to technology integration is the fact that using technology is seen as being time-consuming. The results of this study indicated that the interviewee students believed technology wastes your time. The participants noted that when users utilize technology they may face some constraints. When you search the Internet you may follow many unnecessary links that take your time. Moreover, when an instrument stops working, it needs time to be repaired. Thus, technology sometimes takes a long time in order to be used in the classroom.

In addition, lack of electricity is another problem that Koya University teachers and students suffer from. The teachers and students claimed that the cut-off of the electricity upsets them. Lack of electricity is a factor that causes time-consuming.

We can conclude that even if teachers and students have a desire to incorporate technology into their education, they may encounter many barriers that prevent them from using technology.

Conditions that might promote the development of TELL

This section presents conditions that might promote the development of technology integration. The participants made some suggestions in order to help teachers and students benefit from TELL.

The administrators acknowledged that they need to provide more support for the university. They are planning to change the university into a technology-based university. The administrators stated that they are going to set up some instruments and an Internet wireless in order to help Koya University teachers and students benefit from technology as well as the developed countries' teachers and students do. In this respect, most of the participants suggested that the government has to spend enough money on providing technological instruments. Moreover, the administrators suggested establishing training course for teachers in order to be taught how to use technological instruments for educational purpose.

The administrators suggested that students should be encouraged to take advantages from technology and Internet resources. Moreover, they suggested that the students can chat or exchange e-mail with native speakers in order to develop their language. With the help of Video-conferencing, students can attend lectures by

instructors in other universities around the world. Thus, we can conclude that there are many conditions that foster expanded use of technology.

Pedagogical implications of the study

The findings of this study pointed out that the use of technology for language teaching and learning at Koya University is infrequent in spite of the administrators', teachers' and students' positive attitudes towards technology integration. In order to ensure that teachers and students at that university can benefit from technology, the use of technology should be increased.

Owing to financial problems, there are deficiencies of technological instruments. The university together with other universities can try to persuade the government to spend much more money on technology integration in education. Moreover, the university may ask nonprofit educational organizations to help them by providing equipment and training courses. The university, with regard to their budget, may support the faculties by providing computer centers, Internet connections, LCD projectors for the classrooms and technology-training courses.

The study concluded that students' information on how to use technological instruments and programs is insufficient. Moreover, though the teachers thought that they have enough knowledge about the use of different types of technological instruments, one of the administrators claimed that the teachers are not technologically well-informed. In order to familiarize the teachers and students with technology, establishing ongoing training courses is necessary. During the training courses, teachers

and students most probably learn some primary information on the use of some basic instruments and software such as Computers, the Internet, tape-recorder, computer dictionaries, mobile dictionaries, CD-ROMs, DVDs, scanners, PowerPoint, LCD-projectors, educational channel/radios, websites, and online journals. These kinds of technology have different importance in the field of education. Computers and the Internet play a greater role than other instruments. Since the Internet provides a large number of resources, its use for educational purpose is necessary. Despite its significant role in education, computers are needed to access the Internet and utilize many other instruments.

I suggest Koya University consider computers as their first priority. They may establish computer centers for the colleges and a computer for each classroom. Computers are needed for many educational works. Without the aid of computers, even most of other technological tools cannot be used. The second priority can be given to the Internet connection. There are many language teaching and learning resources and educational websites in the Internet that are useful for enhancing the process of language teaching and learning. The Internet also helps the university to keep obtaining up-to-date information on styles, strategies and methods of teaching and learning. Moreover, there are many resources that can be obtained only via the Internet. Another instrument, which plays an important role in the classroom, is LCD Projector. In order to present a PowerPoint or show a clip, a song or a movie to the students, LCD Projector is necessary because Koya University classrooms are crowded; all the students cannot watch something on a computer at the same time. In addition, sound laboratories are

something important for language learners. Therefore, I suggest to Koya University that they provide high quality sound laboratories for the college of languages in order to develop the students' pronunciation ability. There are other instruments that have their importance in the world of education but due financial problem I do not recommend to the university to consider them as their first priorities.

In the training courses, teachers and students should be informed about how to create and use educational websites. Teachers may be trained how to show a clip or a movie in the class. Students will be taught in which way they can take benefit from watching a movie or an educational TV.

It can be also recommended that teachers create personal or class websites in order to post their assignments there and in order for their students to submit assignments there. The teachers may also provide their students with useful websites and resources that help them enhance their language. Furthermore, I suggest that for the sake of developing their language ability, students should watch movies and listen to native speakers and chat and exchange e-mail with the speakers of the language they are learning.

Finally, this study recommends that the university also needs to take electricity supply into consideration. As the findings showed that electricity shortages waste time and upset the teachers and students, the university should provide a reliable electricity system

Limitations of the study

This study has several limitations. The first limitation is that the questionnaires might not have fully covered all aspects of technology integration in education. The questionnaires have included attitudes towards TELL, levels of technology use and barriers to TELL but they have not discussed in detail the various possible benefits of TELL.

Another limitation is the population of the teachers. Their numbers were much smaller than the participant students. They were only nine teachers. Therefore, we cannot compare their attitudes towards TELL with students attitudes towards TELL.

Time constraint is also one of the limitations of this study. Due to a lack of sufficient time to conduct the study there was a shortage of participants. One teacher did not fill in the questionnaires and two teachers did not return the questionnaire as they said we do not have enough time. Moreover, I had originally planned to interview eight students (two of each grade), but because of limited time I could interview only four.

The last limitation of this study is that all the teachers that were interviewed were teachers of literary subjects. Their levels of technology use and their attitudes towards technology integration in education may be similar. To illustrate, none of them were using technology for teaching literary subjects. Only one of the teachers said that they also taught conversation classes and that they only used technology for that subject.

Suggestions for further research

This research investigated administrators', teachers' and students' attitudes towards TELL. This study also shed light on benefits of and barriers to TELL. Further study can be carried out to explore the effectiveness of technology on cognition and retention of given information.

Since I was not teacher at the time I carried out the study, Koya University did not allow me to teach there in order to investigate the impacts of technology on students and students' achievements. If someone is allowed to have two groups and teach one group with the help of technology (experimental group) and the other group without technology (control group), they can conduct a quasi-experimental study on the effectiveness of technology on students and students achievement in order to understand to what extent technology increases students' achievements.

Furthermore, technology includes a wide variety of instruments and programs. Further research can be carried out on a specific technological instrument or program such the effectiveness of mobile dictionaries compared to hand-book dictionaries.

The teachers who participated in this study were a small group; results therefore cannot be generalized to all the teachers in other universities in Iraq or around the world. Thus, further research can be conducted on a larger group of teachers.

Finally, this study was conducted only in one department at Koya University. Further research can be conducted on teachers and students in different departments or universities.

Conclusion

This chapter presented a discussion of the findings, pedagogical implications, limitations of the study and suggestions for further research in the future.

The present study provided information on the benefits of and barriers to technology integration in education from administrators', teachers' and students' points of view. Most of participants had positive attitudes towards the use of technology for language teaching and learning.

The findings showed that although the teachers and students had a great tendency to integrate technology into the classroom, the use of technology at Koya University was infrequent. The reason behind infrequent use of technology in that state university was several technological deficiencies.

There were several factors that prevented the teachers and students from using technology for the process of language teaching and learning. These included financial concerns, lack of knowledge about how to use equipment, limited access to technological instruments, lack of training courses and lack of electricity.

Providing enough money for equipment, training courses and electricity were several suggestions made in order to help technology integration.

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APPENDICES

APPENDIX A: TEACHERS' QUESTIONNAIRE

Dear Participant,

I am a student at Bilkent University, in the MA TEFL program. This survey aims to explore your feelings and views about the benefits of and barriers to the use of technology for second language teaching. This study also tries to diagnose your present levels of technology use. I would like you to assist me by answering the following questionnaire items. Your answers will be kept completely confidential. I really appreciate your sincere consideration. Thank you for your cooperation.

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Section one: Background information

1) Age: _____

2) Gender: Male ☐   Female ☐

3) Educational degree: MA ☐   PHD ☐   Other ……………………

4) Did you have access to computer when you were getting your PhD/MA? Yes ☐   No ☐

5) Years of experience with a computer:

None ☐   2 years or fewer ☐   3-6 years ☐   7-10 years ☐   more than 10 years ☐

6) Do you have a personal computer of your own at home / in your office?   Yes ☐   No ☐

Section two: Levels of technology use, attitudes towards technology integration and barriers to technology integration.

Part I: Levels of technology use

A/ Circle the answer that best describes you.
1 = Totally Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Totally Agree.

1. I use computers for my language teaching.	1 2 3 4 5

2. I use the internet for my language teaching.	1 2 3 4 5
3. I am proficient in using a wide variety of technologies.	1 2 3 4 5
4. I have sufficient information on some basic computer programs.	1 2 3 4 5
5. I have access to technology at my university.	1 2 3 4 5
6. I use basic software applications such as word processing to give homework to my students.	1 2 3 4 5
7. My teaching often requires students to use computers to do their assignment.	1 2 3 4 5
8. I have no experience with technology.	1 2 3 4 5
9. I need training in order to use computer technology for teaching.	1 2 3 4 5

B/ Circle tool(s)/Program(s) that you use, and indicate for what purpose(s) you use them. (It is possible to indicate that you use, for example, *computer* for both *educational* and *personal* purpose too)

Tool(s)/ Program(s)	Do you use?	Purposes		Tool(s)/ Program(s)	Do you use?	Purposes
Computer	Yes No	1. Educational 2. Personal		Scanner	Yes No	1. Educational 2. Personal
Internet	Yes No	1. Educational 2. Personal		PowerPoint	Yes No	1. Educational 2. Personal
Tape-recorder	Yes No	1. Educational 2. Personal		LCD projector	Yes No	1. Educational 2. Personal
Computer dictionary	Yes No	1. Educational 2. Personal		Educational channel/radio	Yes No	1. Educational 2. Personal
Mobile dictionary	Yes No	1. Educational 2. Personal		Your/class website	Yes No	1. Educational 2. Personal
CD-ROM	Yes No	1. Educational 2. Personal		Online-journals	Yes No	1. Educational 2. Personal
DVD	Yes No	1. Educational 2. Personal		Others ……....…………… …………………………...		1. Educational 2. Personal

Part II: Attitudes towards technology integration.

Circle the answer that best shows your opinion.
1 = Totally Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Totally Agree.

1. I like using computers.	1	2	3	4	5
2. I think using technology helps me to be prepared before class.	1	2	3	4	5
3. I like using technology because it makes my job easier.	1	2	3	4	5
4. I have a positive attitude towards the use of technology for language teaching.	1	2	3	4	5
5. I think technology integration is more effective than the traditional approach.	1	2	3	4	5
6. I believe technology can be a good supplement to support teaching.	1	2	3	4	5
7. I like searching the Internet for language teaching resources.	1	2	3	4	5
8. I think using technology gives me more control over my teaching.	1	2	3	4	5
9. I get nervous when I know I am going to give lectures with technology.	1	2	3	4	5

Part III: Barriers to technology integration.

Circle the answer that best shows your opinion.
1 = Totally Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Totally Agree.

I cannot use technology for my language teaching because					
1. I do not have adequate knowledge about how to use technological instruments.	1	2	3	4	5
2. I do not have access to technology at home and/or in my office.	1	2	3	4	5
3. Technological equipment is expensive.	1	2	3	4	5
4. My university has not provided necessary equipment.	1	2	3	4	5
5. Neither my institution nor any other organization has technology-training courses.	1	2	3	4	5
6. I have a greater anxiety for the use of technology.	1	2	3	4	5
7. Technology integrated courses have more technical difficulties.	1	2	3	4	5
8. I do not have a positive attitude towards the technology	1	2	3	4	5

integration.	
9. I follow a restricted curriculum that does not allow me to use technology in the classroom.	1 2 3 4 5

Thank you very much for your participation and contribution

APPENDIX B: STUDENTS' QUESTIONNAIRE

Dear Participant,

I am a student at Bilkent University, in the MA TEFL program. This survey aims to explore your feelings and views about the benefits of and barriers to the use of technology for second language learning. This study also tries to diagnose your present levels of technology use. I would like you to assist me by answering the following questionnaire items. Your answers will be kept completely confidential. I really appreciate your sincere consideration. Thank you for your cooperation.

Researcher: Hawkar O. Ali
hawkar@bilkent.edu.tr

Section one: Background information

7) Age: _____

8) Gender: Male ☐   Female ☐

9) In which grade are you a student this year? _____

10) Did you have access to computer at your high school? Yes ☐   No ☐

11) Years of experience with a computer:

None ☐   2 years or fewer ☐   3-6 years ☐   7-10 years ☐   more than 11 years ☐

12) Do you have a personal computer of your own at home / dormitory?   Yes ☐ No ☐

Section two: Levels of technology use, attitudes towards technology integration, and barriers to technology integration.

Part I: Levels of technology use

A/ Circle the answer that best describes you.

1 = Totally Disagree, 2 = Disagree, 3 = Neutral,   4 = Agree, 5 = Totally Agree.

1. I use computers for my language learning.	1 2 3 4 5
2. I use the internet for my language learning.	1 2 3 4 5

3. I am proficient in using a wide variety of technology.	1	2	3	4	5
4. I have sufficient information on some basic computer programs.	1	2	3	4	5
5. I have access to technology at my university.	1	2	3	4	5
6. I use basic software applications such as word processing to do my homework.	1	2	3	4	5
7. My instructors teach with the help of technology.	1	2	3	4	5
8. I need training in order to use computer technology for language learning.	1	2	3	4	5
9. I have no experience with technology.	1	2	3	4	5

B/ Circle tool(s)/Program(s) that you use, and indicate for what purpose(s) you use them. (It is possible to indicate that you use, for example, *computer* for both *educational* and *personal* purpose too)

Tool(s)/ Program(s)	Do you use?	Purposes		Tool(s)/ Program(s)	Do you use?	Purposes
Computer	Yes No	1. Educational 2. Personal		Scanner	Yes No	1. Educational 2. Personal
Internet	Yes No	1. Educational 2. Personal		PowerPoint	Yes No	1. Educational 2. Personal
Tape-recorder	Yes No	1. Educational 2. Personal		LCD projector	Yes No	1. Educational 2. Personal
Computer dictionary	Yes No	1. Educational 2. Personal		Educational channel/radio	Yes No	1. Educational 2. Personal
Mobile dictionary	Yes No	1. Educational 2. Personal		Your/class website	Yes No	1. Educational 2. Personal
CD-ROM	Yes No	1. Educational 2. Personal		Online-journals	Yes No	1. Educational 2. Personal
DVD	Yes No	1. Educational 2. Personal		Others ……………………… ………………………… …..		1. Educational 2. Personal

Part II: Attitudes towards technology integration.

Circle the answer that best shows your opinion.
1 = Totally Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Totally Agree.

1. I like using computers.	1	2	3	4	5
2. I think using technology helps me to be prepared before class.	1	2	3	4	5
3. I like using technology because it makes my job easier.	1	2	3	4	5
4. I have a positive attitude towards the use of technology for language learning.	1	2	3	4	5
5. I think technology integration is more effective than the traditional approach.	1	2	3	4	5
6. I believe technology can be a good supplement to support learning.	1	2	3	4	5
7. I like searching the Internet for language learning resources.	1	2	3	4	5
8. I think using technology gives me more control over my learning.	1	2	3	4	5
9. I get nervous when I know I am going to study lessons with technology.	1	2	3	4	5

Part III: Barriers to technology integration.

Circle the answer that best shows your opinion.
1 = Totally Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Totally Agree).

I cannot use technology for my language learning because					
1. I do not have adequate knowledge about how to use technological instruments.	1	2	3	4	5
2. I do not have access to technology at home and/or dormitory.	1	2	3	4	5
3. Technological equipment is expensive.	1	2	3	4	5
4. My university has not provided necessary equipment.	1	2	3	4	5
5. Neither my institution nor any other organization has technology-training courses.	1	2	3	4	5
6. I have a greater anxiety for the use of technology.	1	2	3	4	5
7. Technology integrated courses have more technical difficulties.	1	2	3	4	5

8. I do not have a positive attitude towards the technology integration.	1	2	3	4	5
9. I follow a restricted curriculum that does not allow me to use technology in the classroom.	1	2	3	4	5

Thank you very much for your participation and contribution

APPENDIX C: STUDENTS' QUESTIONNAIRE – KURDISH VERSION

بەژداربووی ئازیز

من خوێنکاری زانکۆی بیلکەنتم، بەشی (فێرکردنی ئینگلیزی وەک زمانێکی بیانی). ئەم
توێژینەوەیە ئامانجی ئەوەیە دید و بۆچوونی ئێوه بزانێ لە بارەی سوود و بەربەستەکانی بەکار هێنانی تەکنەلۆجی
بۆ فێربوونی زمانی دووەم. ئەم توێژینەوەیە هەروەها هەوڵ دەدات بۆ دیاریکردنی ڕادەی بەکار هێنانی تەکنەلۆجی
لەلایەن خوێندکارانەوه. هیوادارم هاوکاریم بکەن لە وەڵامدانەوەی ئەم پرسیارانەی خوارەوه. وەڵامەکانتان
بەتەواوی بە نهێنی دەپارێزرێ. بە دڵسۆزی دەربرینی بۆچوونەکانتان بەرز دەنرخێنم. زۆر سوپاس بۆ هاوکاریتان.

توێژەر: هاوکار عمر علی

hawkar@bilkent.edu.tr

برگەی یەکەم: زانیاری بنچینەیی

1. تەمەن: _____

2. ڕەگەز: نێر ☐   مێ ☐

3. لە چ قۆناغێکی خوێندنی ئەمساڵ؟ _____

4. لە خوێندنگای ئامادەیی، کۆمپیوتەرتان دەخوێند (بەکاردەهێنا)؟ بەڵێ ☐   نەخێر ☐

5. چەند ساڵە بە کۆمپیوتەر ئاشنایت؟
هیچ ☐   2 ساڵ یا کەمتر ☐   6-3 ساڵ ☐   7- 10 ساڵ ☐   لە 10 ساڵ زیاتر ☐

6. ئایا کۆمپیوتەری خۆت هەیە لە ماڵەوه/لە داخیلی؟ بەڵێ ☐   نەخێر ☐

برگەی دووەم: ڕادەی بەکار هێنانی تەکنەلۆجی، بۆچوون دەربارەی بەکار هێنانی تەکنەلۆجی بۆ فێربوونی
زمان، وە بەربەستەکانی بەردەم بەکار هێنانی تەکنەلۆجی بۆ فێربوونی زمان.

بەشی یەکەم: ڕادەی بەکار هێنانی تەکنەلۆجی

ا) ئەو وەڵامە هەڵبژێره که وەسفی تۆ دەکات:

1 = totally disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = totally agree.

5	4	3	2	1	1. کۆمپیوتەر بەکاردەهێنم بۆ فێربوونی زمان.
5	4	3	2	1	2. ئینتەرنێت بەکاردەهێنم بۆ فێربوونی زمان.
5	4	3	2	1	3. شارەزاییم هەیە لە بەکارینانی زۆر جۆری جیاوازی تەکنەلۆجی.
5	4	3	2	1	4. زانیاری تەواوم هەیە لەسەر هەندێ لە پرۆگرامه

	بنچینەییەکانی(ئەساسییەکانی) کۆمپیوتەر.
5 4 3 2 1	5. لە زانکۆ، تەکنەلۆجی دەست دەکەوێ بۆ بەکارهێنان.
5 4 3 2 1	6. پرۆگرامە بنچینەییەکانی کۆمپیوتەری وەکو بەرنامەی (مایکرۆسۆفت وێرد) بەکاردێنم بۆ ئەنجامدانی واجیبەکانم.
5 4 3 2 1	7. مامۆستاکانم دەرس دەڵێنەوە بە یارمەتی تەکنەلۆجیا.
5 4 3 2 1	8. پێویستیم بە راهێنانە (خولی فێرکردن) تا بتوانم تەکنەلۆجی کۆمپیوتەر بەکاربهێنم بۆ فێربوونی زمان.
5 4 3 2 1	9. هیچ تەجروبەیەکم نیە لەگەڵ تەکنەلۆجی.

ب) بازنە بگرە بە دەوری **بەڵێ** بۆ ئەو ئامێرە یا پرۆگرامەی کە بەکاری دێنی وە **نەخێر** بۆ ئەوانەی بەکاریان ناهێنی، وە دیاری بکە بۆ چ مەبەستێک بەکاریان دێنی.
تێبینی) ئاساییە کە بڵێ ی، بۆ نموونە، **کۆمپیوتەر** بۆ **مەبەستی خوێندن**، لە هەمان کاتا، بۆ **مەبەستی شەخسی** بەکاردێنم.

بۆ چ مەبەستێک	بەکاری دێنی یان نا؟	ئامێر / پرۆگرام		بۆ چ مەبەستێک	بەکاری دێنی یان نا؟	ئامێر / پرۆگرام
خوێندن شەخسی	بەڵێ نەخێر	سکانەر		خوێندن شەخسی	بەڵێ نەخێر	کۆم پیوتەر
خوێندن شەخسی	بەڵێ نەخێر	پاوەرپۆینت		خوێندن شەخسی	بەڵێ نەخێر	ئینتەرنێت
خوێندن شەخسی	بەڵێ نەخێر	داتا شۆ		خوێندن شەخسی	بەڵێ نەخێر	ئامێری تسجیل
خوێندن شەخسی	بەڵێ نەخێر	کەناڵی/رادیۆی فێرکاری (تعلیمی)		خوێندن شەخسی	بەڵێ نەخێر	قامو سی کۆمپیوتەر
خوێندن شەخسی	بەڵێ نەخێر	سایتی ئینتەرنێتی خۆت یا هی پۆل		خوێندن شەخسی	بەڵێ نەخێر	قامو سی مۆبایل
خوێندن شەخسی	بەڵێ نەخێر	گۆڤاری ئینتەرنێتی		خوێندن شەخسی	بەڵێ نەخێر	سی دی
خوێندن شەخسی		هی تر		خوێندن شەخسی	بەڵێ نەخێر	دی ڤی دی

بەشی دووەم: بۆچوون دەربارەی بەکارهێنانی تەکنەلۆجی بۆ فێربوونی زمان:

ـ ئەو وەڵامە هەڵبژێرە کە رای تۆ دەردەخات:

1 = totally disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = totally agree.

5	4	3	2	1	1. حەز بە بەکارهێنانی کۆمپیوتەر دەکەم.
5	4	3	2	1	2. پێم وایە بەکارهێنانی تەکنەلۆجی یارمەتیم دەدات تا خۆم ئامادە بکەم بەر لەوەی بێمە پۆلەوە.
5	4	3	2	1	3. حەز لە بەکارهێنانی تەکنەلۆجی دەکەم چونکە کارەکەم (پیشەکەم) ئاسانتر دەکات.
5	4	3	2	1	4. بۆچوونێکی ئەرێ (پۆزەتیڤ)م هەیە دەربارەی بەکارهێنانی تەکنەلۆجی بۆ فێربوونی زمان.
5	4	3	2	1	5. پێم وایە بەکارهێنانی تەکنەلۆجی بۆ خوێندن کاریگەری زیاترە وەک لە رێگا تەقلیدیەکە.
5	4	3	2	1	6. بە بروای من تەکنەلۆجی دەتوانێ ببێ بە پشتیوانێکی باش بۆ فێربوونی زمان.
5	4	3	2	1	7. حەز بە گەڕان لە ئینتەرنێت بە دوای سەرچاوەکانی فێربوونی زمان دەکەم.
5	4	3	2	1	8. پێم وایە بە بەکارهێنانی تەکنەلۆجی زیاتر زاڵ دەبم بەسەر فێربوونی زمان.
5	4	3	2	1	9. دڵە راوکێ دەگرم کاتێ کە دەزانم دەرسێ دەخوێنم کە تەکنەلۆجی تیا بەکاردێت.

بەشی سێیەم: بەربەستەکانی بەردەم بەکارهێنانی تەکنەلۆجی بۆ فێربوونی زمان.

ـ ئەو وەڵامە هەڵبژێرە کە رای تۆ دەردەخات:

1 = totally disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = totally agree.

					ناتوانم تەکنەلۆجی بەکاربێنم بۆ فێربوونی زمان چونکە:
5	4	3	2	1	1. زانیاری تەواوم نیە لە بارەی چۆنیەتی بەکارهێنانی ئامێرە تەکنەلۆجیەکان.
5	4	3	2	1	2. تەکنەلۆجی تایبەت بە فێربوونی زمانم نیە لە ماڵ یا لە داخیلی.
5	4	3	2	1	3. ئامێرە تەکنەلۆجیەکان گرانن (نرخیان گرانە).
5	4	3	2	1	4. زانکۆکەم ئامێری (ئامێری تەکنەلۆجی) پێویستی دابین نەکردووە.
5	4	3	2	1	5. نە زانکۆکەم نە هیچ رێکخراوێکی تر خولی راهێنانی (فێرکردنی)

					بەکارهێنانی تەکنەلۆجی نییە.
5	4	3	2	1	6. هەست بە دڵەڕاوکێی زیاتر دەکەم لەکاتی بەکارهێنانی تەکنەلۆجی.
5	4	3	2	1	7. ئەو دەرسانەی کە تەکنەلۆجییان تیا بەکاردێت، کێشەی (سەر ئێشەی) زۆریان هەیە.
5	4	3	2	1	8. بۆچوونێکی ئەرێ (پۆزەتیڤ)م نیە دەربارەی بەکارهێنانی تەکنەلۆجی بۆ فێربوونی زمان.
5	4	3	2	1	9. بە پێی مەنهەجێکی سنوردارکراو دەرۆم، کە ڕێگەم پێ نادات تەکنەلۆجی لە پۆڵ بەکاربێنم.

زۆر سوپاس بۆ بەژداری کردن و هاوکاری کردنتان

APPENDIX D: INTERVIEW WITH ADMINISTRATORS

I am a student at Bilkent University, in the MA TEFL program. I'm writing an MA thesis. My thesis aims to investigate the benefits of and barriers to the use of technology for language teaching and learning from your perspective. Your answers will be kept completely confidential.

1. What are advantages and disadvantages of technology integration in education from your perspective?

2. What are barriers to technology integration in education that stop you from supporting and trying to provide adequate equipment for faculties?

3. How do you think these barriers can be overcome?

4. What do you think need to be done to ensure that Koya University teachers and students benefit from technology as developed countries' universities do?

5. Do you have any plan to computerize your university faculties?

6. What do you expect from technology integration in education?

*** *** **** **** ***** ***** ********** ***** ***** **** ****

*** ***

Thank you for your help and cooperation

APPENDIX E: INTERVIEW WITH TEACHERS

I am a student at Bilkent University, in the MA TEFL program. I'm writing an MA thesis. My thesis aims to investigate the benefits of and barriers to the use of technology for language teaching and learning from your perspective. Your answers will be kept completely confidential.

1. Do you use technology for your teaching?

2. Do you have enough knowledge to use technology beneficially?

3. Do you think technology integration is necessary or unnecessary? Why do you think so?

4. What are advantages and disadvantages of technology integration in education from your perspective?

5. What, do you think, are factors that prevent you from using technology for your teaching?

6. How do you think these factors can be overcome?

7. What do you think need to be done to encourage teachers to incorporate technology into their classes?

8. Do your institution administrators support and encourage you to use technology for your language teaching?

   *** *** **** **** ***** ***** ********** ***** ***** **** **** *** ***

Thank you for your help and cooperation

APPENDIX F: INTERVIEW WITH STUDENTS

I am a student at Bilkent University, in the MA TEFL program. I'm writing an MA thesis. My thesis aims to investigate the benefits of and barriers to the use of technology for language teaching and learning from your perspective. Your answers will be kept completely confidential.

1. Do you use technology for your language learning?

2. Do your teachers use technology in the classroom?

3. Do you think your teachers have sufficient competency to use technology in the classroom? What about students in general?

4. Do you think technology integration is necessary or unnecessary? Why do you think so?

5. What are advantages and disadvantages of technology integration in education from your perspective?

6. What are barriers to technology integration in your faculty that may limit your access to technology?

7. How do you think these barriers can be overcome?

   *** *** **** **** ***** ***** ********** ***** ***** **** ****

*** ***

Thank you for your help and cooperation