THE RELATIONSHIP BETWEEN STUDENT ATTITUDES TOWARDS ENGLISH AND TEACHERS' TECHNOLOGY USE IN EFL CLASSES

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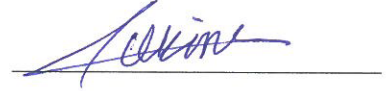
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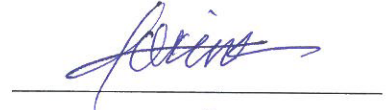
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ABSTRACT

The Relationship between Student Attitudes towards English and Teachers'
Technology Use in EFL Classes

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Technology use in language learning classroom has been developing rapidly in order to facilitate student learning. However, technology use could be a positive asset for some while for others it may not be so. This research investigates whether there is a correlation between students' attitudes towards English language learning and their attitudes toward teachers' technology use. The participants of this research consisted of students who were studying English as a foreign language at a private university's preparatory class in 2015 -2016 academic year. One hundred and sixteen English Language students responded to the survey conducted toward further understanding of the students' attitude towards their teachers' use of technology and students' attitudes towards English. Data were analyzed with SPSS 22 to determine the students' views on teachers' technology use and the student attitude toward learning English. It was determined that primarily the factor of age, gender and department played a significant role in students' attitude toward English. However, it was also found that the factor of age, gender and department, from the perspective of the students, did not play a key role in terms of students' view of teachers' technology use in the classroom. Results show evidence about the correlation between students' attitudes towards English and their perceptions of teachers' technology use in class.

Keywords: Teachers' Technology Use, Attitude, Age, Gender, Learning a Language.

ÖZ

Öğrencilerin İngilizceye Karşı Tutumları ile Öğretmenin Sınıfta Teknoloji Kullanımı Arasındaki İlişki

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Günümüzde öğrencinin öğrenmesini kolaylaştırmak amacıyla sınıfta teknoloji kullanımı hızla artmaktadır. Teknoloji kullanımı bazıları için olumlu bir durumken bazıları için öyle olmayabilir. Bu araştırma öğrencilerin İngilizceye karşı olan tutumları ile öğrencilerin değerlendirmesi ile öğretmenlerin teknoloji kullanımı arasında ilişki olup olmadığını araştırmaktadır. Araştırmanın katılımcıları özel bir üniversitenin İngilizce hazırlık sınıfında 2015 – 2016 akademik yılında eğitim görmekte olan öğrencilerden oluşmaktadır. Bu amaçla İngilizce öğrenmekte olan 116 öğrenciye kendi değerlendirmeleri ile öğretmenlerinin teknoloji kullanımlarına karşı olan tutumlarını ve kendilerinin İngilizce öğrenimine karşı olan tutumlarını öğrenmek için tutum ölçekleri uygulanmıştır. Elde edilen veriler, öğrencilerin değerlendirmesi ile öğretmenlerin teknoloji kullanımı ve öğrencilerin İngilizceye karşı olan tutumu arasında genel ve alt boyutlarda anlamlı bir ilişki olup olmadığına bakılabilmesi amacı ile SPSS 22 programı ile analiz edilmiştir. Bulgular yaş, cinsiyet ve bölüm değişkenlerinin öğrencilerin İngilizceye karşı olan tutumlarında anlamlı bir rol oynadığını fakat öğrencilerin değerlendirmesi ile öğretmenlerin teknoloji kullanımında anlamlı bir rol oynamadığını göstermiştir. Buna rağmen, öğrencilerin İngilizceye karşı olan tutumları ve öğrencilerin değerlendirmesi ile öğretmenlerin teknoloji kullanımı arasında orta düzeyli bir korelasyon bulunmuştur.

Anahtar kelimeler: Öğretmenin Teknoloji Kullanımı, Tutum, Yaş, Cinsiyet, Dil Öğrenme

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ELT   English Language Teaching

EFL   English as a Foreign Language

FTP   Future Time Perspective

ICT   Information and communications technology

SPSS   Statistical Package for the Social Sciences

Chapter 1

Introduction

1.1 Overview

The examination of learning attitudes for the English as a Foreign Language learner within the modern, global context brings up a myriad of gaps and issues that need to be addressed within regard to the use of technology by teachers. How this use of technology in the EFL classroom impacts the attitude toward learning English by the student and his or her attitude and relationship with learning can be predicted by the student's view of how the teacher use technology (Albirini, 2006). Dockstader (1999) suggests technology is a constant force within socio-cultural and economic forces that define one's needs and behaviors. Part of the issue is determining the attitude of the learner in relationship to the use of technology by the teacher because it has direct implication upon learning environments and experiences. Here it is thought that the use and usefulness of technology within society have led to individuals having different types of interactions with others.

These mobile tools as technologies with information communication technology or ICT formats are useful and open the door for individuals to become resources of knowledge for his or her community. The importance of learning English within this context goes without saying how valuable it is as knowledge tool but there is the concern for how much change technology impresses upon the individual learner. How technology may change the learner's ability to learn but also the teacher's ability to teach remains important to discuss. This relates directly to how change can affect attitude. It can both bridge the gaps between people in terms of interaction and higher levels of knowledge exchange.

There are a number of implications to technology in the classroom but its presence is an expectation in terms of tools that can create comfort and collaboration within knowledge for English (Lee, 1998). There are a number of implications about how technology works to proliferate knowledge as value but also the attitudes of students as they experience these environments (Cych, 2006; Reinhold,2006; Sigala, 2007)

The same can also be said from the teacher's point of view that their attitude toward accepting the technology directly impresses upon the student's attitude toward learning and learning's use of technological tools (Albirini, 2006). How the teacher views these tools and the acceptable use of them in the classroom has direct bearing upon the student's level of flexibility while in the class (Christensen, Horn & Johnson, 2008). Bransford, Brown and Cocking (1999) argues that the positive effect of technology on learning has direct relationship with how technology is used by the teachers in their classes. This is not to say there are not instances where the student's attitude changes when not in traditional learning environments. For instance, some teachers do not allow mobile phones in the classroom but they allow the use of school assigned tablets (Christensen, Horn & Johnson, 2008). This sends a message about tolerance and acceptable use that also defines levels of usefulness and forms of function for the technology application beyond the action of learning.

1.2 Statement of the Problem

Technology plays an undeniable part and presence in most classrooms. Teachers generally see their students are engaged with their mobile phones and other technological equipment that they carry or wear. Teachers also try to make the lessons more interesting by seeking to establish connections with student with the use of mobile devices and the media showcased upon them. Mobile devices seem to allow for interaction not just on the device virtually but also in person that serves to create a learning pattern for trusting the value of the activity. Thus, students' attitudes towards teachers' technology use might play a role in their perceptions of their English lessons. Therefore, it is important to see the teachers' technology use from the students' perspective to uncover the students' attitude.

Kirkwood and Price (2005) state that having information about students' use of technology along with their attitudes and experiences could help educators and instructional designers develop better courses. Van den Berghe and De Martelaere (2012) inform that there is not much research about students' interest into technology. Is the absence of understanding how the student views the use of technology because of their implied acceptance and lack of resistance to use? So, does this mean the attitude toward technology really is an issue of the teacher not seeing the value of its

presence? It can also be seen that the past research does not address students' perceptions of their teachers' technology use in class adequately. Clearly there are gaps that need to be evaluated and explored in terms of where the attitude towards English and teacher's use of technology in the classroom comes from and how this may impact the relationship formed between student and teacher but also the relationship toward technology.

1.3 Purpose of the Study

The purpose of the study is to examine the relationship between student attitudes toward English and their perception of the teachers' use of technology in the EFL class. This could also reach into how the students' attitude also plays a role in the use of technology but only as to how the student perceives this attitude and feeds into their own views on technology and learning English.

1.4 Research Questions

There are five research questions addressed in this research.

1)   What is the level of students' attitudes towards English?

2)   Do the students' attitudes towards English change with respect to their age, department and gender?

3)   What is the level of teachers' use of technology in the classroom from the students' perspective?

4)   Do their views of their teachers' use of technology change with respect to the students' age, department and gender?

5)   From the perspective of the students, is there a relationship between their teachers' use of technology and students' attitudes towards English?

1.5 Significance of the Study

This research tries to identify the relationship between the students' interest and attitudes towards their teachers' technology use in class and students' attitudes towards English lessons. The skills and abilities of teachers are very important aspects of both teaching and the classroom. Knowing how to use technology is only one of the skills

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that teachers need to have. However, it needs to be accompanied by several other skills to ensure effective teaching. Koehler and Mishra (2009) state that TPACK (Technological Pedagogical Content Knowledge) is crucial to effective teaching with technology as effective teaching relies on teachers' ability to easily access rich, well organized and integrated knowledge from different domains, like the knowledge of how students think and learn, knowledge of the subject that is being taught, and technology knowledge. (Glaser, 1984; Putnam & Borko, 2000; Shulman, 1986, 1987). This study, therefore, remains significant to learning application as it seeks to understand how students view the classroom relationship because how the classroom is presented to them remains important in guiding his or her learning process at a comfort level and design the students can participate within. To propose that there is a relationship between student attitudes towards English and the teacher's use of technology in the EFL class suggests the presence of influence of technology and attitude toward it in general. The student has an attitude that remains important to how the teacher presents content and this is where the relationship remains important.

1.6 Definitions

Technology: Tools and innovation created by humankind to advance the progress and presence of man's imprint upon social constructs. The purpose of technology has been applied to convenience for man's life but also to produce and consumer goods and services in a useful way that remains valuable (Edmunds, Thorpe & Conole, 2012).

Affective Domain: It is a part of Bloom's taxonomy, which describes people's emotional reactions and the ability to understand their feelings in terms of discomfort or joy. The objectives that are generally targeted by affective domain include attitudes, feelings and emotions.

Technology integration: The teachers' use of technology in the classroom.

Attitude: The relatively fixed way that people see the world because of their previous experiences which affected their beliefs, behaviors and feelings.

Motivation: The inner determination of students towards the actualization of a goal which could be affected by internal or external factors.

Chapter 2

Literature Review

2.1 Background

Technology offers us new insights to improve our educational practices. Papert (1980) suggested decades ago that our current experiences with ICT (Information and communications technology) may not foretell its future position. He was right in his prediction. There is a continuous change in technology and the ICT world. Each year we are talking about new technologies that could be incorporated in education. However, the research about classroom practices of technology use by the teacher and its effects on students is narrow. The desire to see the connection between teachers' technical use of tools and how this impacts the student attitude toward learning English also remains of interest as this also implies the role of influence for the teacher attitude toward use. However, the main focus remains upon the student attitude toward the teacher. What this further implies is the importance of how the technology is valued by the teacher and how it may impact the student's ability to learn English. This implies complex relationships that are not only important to the action of learning but furthering the management of knowledge and control of information for the student's environment.

Wang (2014, p. 188) sees a gap between technological use in learning systems, such as many deployed by online campuses within the information communication technology or ICT design. It is important to mention an important disadvantage of online learning systems which is the lack of emotional response. In the classroom, the teachers' design of the learning environment combined with the use of technology may influence students' learning. The examination of university student attitudes toward technology use and issues of attitude, motivation for English class suggests a myriad of theoretical framework to explore. Yang et al. (2011, p. 1) surmise the technology enhanced learning environment opens doors to knowledge and its explosion in popularity suggests a streamline approach, an integration for learning process. There is also the concern for how the learner's attitude respond to such conditions, stimuli

and expectations for learning growth and continued knowledge (Gregory & Chapman, 2012, p. 141; Yang et al., 2012, p. 2) especially for the language learning context. While one must understand social context for how the student views the teacher's use of technology but also it is important to understand how the social use of technology affects their ability to understand the teacher's use because of the teacher's view of acceptance of technology and the known benefits of its use or further implications. How the teacher's choices serve to expose the student's experience to knowledge about English but also possibly how the student attitude toward their view of the teacher may be defined by other outside factors.

Huang et al. (2012) sees a direct relationship between the learner's attitude and motivation to learn English as it relates directly to one's comfort in not losing identity due to English use and also one's comfort with the learning environment in terms of useful application of English in social situations or furthering knowledge opportunities for future career options. Kırkız (2010) found a positive relationship between students' attitudes towards English and their academic achievement. Lee (2013) comments it is the use of social media and continuous need for information that has created further usefulness of globally driven languages like English but also the need for interaction that allows ICT learning formats to flourish as a learning environment.

2.2 What is Attitude?

Attitude is an important aspect of social psychology. According to Allport (1954), "This concept is probably the most distinctive and indispensable concept in contemporary American social psychology" (p. 43). There have been many different definitions for attitude and they continued to evolve throughout the years. In Allport's (1935) view, attitude is "A mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 810). Krech and Crutchfield (1948) define attitude as "An enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of the individual's world" (p. 152). Fuson (1942) and Campbell (1950) define attitude as the possibility of a person behaving in a certain way in a certain situation.

Gardner describes attitude as "an evaluative reaction to some referent or attitude

object, inferred on the basis of the individual's beliefs or opinions about the referent" (Gardner, 1985, P. 9). Eagly and Chaiken (1993) see attitude as a psychological disposition which is shown by evaluating an individual with a certain degree of approval or disapproval. According to Hogg and Vaughan (2005) an attitude is "A relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (p. 150). Attitude is important since it is one's way of viewing life including everything related to life.

2.2.1 Learner attitudes. Students' own beliefs and attitudes on their learning process and themselves are important, as these play a crucial role in their success. Kara (2009) supports this by stating that not only beliefs and opinions but also attitudes have an important role on students learning performance due to their close relationship with the behaviors of students. Visser (2008) suggests that attitude is thought to be an important factor that has an effect on language performance. According to Kiptui and Mbugua's research (2009, cited in Tella et al., 2010) negative attitude towards English is the factor that impacts students' performance the most in learning English. Padwick (2010) puts forward that in addition to other factors, there are some psychological and social aspects to language learning which relies heavily on motivation and attitude. Gardner (1985) also states learners' attitudes towards learning another language has an important part in influencing them to learn that language which also would affect their performance.

Andriessen, Baker and Suthers (2013) see a connection between the need for open attitudes toward learning and a growing presence of knowledge based activities taking place worldwide, which support the usefulness of the English language as a global, business language. In terms of innovation and movement socially, literature supports a need for active learning environments based upon a balance of tools to meet expectations of learners. Learners expect to be a part of the new knowledge society. They expect their education will allow them to remain competitive within this environment and this tends to also impress upon their learning goals and attitudes toward knowledge. However, this view on the learning process must be a reflection of how the teacher presents the learning process to the student, which further suggests an

intersection with how the teacher attitude toward technology impresses upon the student view of learning and the role of technology in the classroom.

It becomes clearer that attitudes begin to form not only out of motivation for a future or diversity of skills, but also out of the need for collaboration, which is the spirit of academic practices. In today's environment for business, this means having the language and skills to remain focused upon global vision for growth. Language skills for English will remain an expectation for opportunity. The learning attitude toward today's classroom seeks to align with further defining this knowledge-focused society. Jonassen and Land (2012) comment technology is a manipulation of resources. One's ability to capture resources remains predicated by their ability to understand what tools are needed. Attitude toward learning will be prompted by someone understanding that they need a skill to remain in alignment with the resources available. What this overshadows and brings to mind for the modern context of learning in the foreign language classroom remains defined by the student's needs but also how useful they believe English to be. This suggests paradox in the fact that there may be people in the world and places in the world untouched by these values and they will not see a connection between technology and language nor the need to understand how attitude may facilitate learning. Therefore, it can be inferred from the literature that learners' attitude towards what they learn is of crucial importance.

2.2.2 Teacher attitudes. The cornerstone of this research and the research concern remains tied closely to how the students perceive the teacher's attitude toward technology. What this furthers is the idea that the teacher somehow affects the student attitude in terms of their views about the use of technology in the classroom but also how this creates an openness for learning about English and learning language. Attitude implies a fixed behavior or an engrained bias within the individual personality that prompts the individual response to stimuli that comes from the environment. Attitude toward an aspect of life or regular actions will support the notion that behavior comes from how a person sees the world in relationship to this bias or set of experiences, beliefs, and values.

Therefore, what this does suggest about the teacher and their use of technology is that much of how they filter the use of technology will come from their own set of

biases and collection of experiences with technology. Attitude can be a product of demographic variation so it will be important to discuss the teacher's formation of attitude in relationship to their acceptance of technology. However, further evaluation of this means setting into place how teacher attitude affects the relational dynamic for learning within the student and their attitude toward learning because of the role of technology.

Further review of the teacher attitude will suggest how experience and exposure will heighten the experience with information and knowledge, which will in turn influence the student's experience. The idea that attitude in general must be flexible or coming from a place of openness remains important to the design of the learning environment regardless of technological presence. Learning requires that one be receptive to new ideas and experiences but how this applies to the learning of English may have other factors involved in motivation for learning. Still the teacher as an active agent of learning and possibly change must have a positive attitude but their use of technology will directly relate to their own experiences or possibly the expectation of the learning experience they are hired to present to the student. There is also the expectation of English being a standard for global application that may prompt the teacher to further adopt a positive view of technology as it provides open channels for

knowledge exposure. If learning is about collaboration and participation, the teacher will want a myriad of tools at their disposal to present the best possible curriculum design, which also may mean they must remain aware of how technology influences their choices or attitude toward what elements they can include. Understanding the teacher's motivation will extend how the attitude prompts these decisions but what this uncovers is the close relationship between attitude and motivation, which can extend to technology acceptance levels.

2.2.3 Attitude theories: Ajzen and Bloom. Gregory and Chapman (2012, p. 141) and Pratkanis, Breckler and Greenwald (2014, p. 269) believe there are significant correlations between the emotions of university students and their attitudes toward the integrated learning environment. These emotions have a direct impact upon one's attitude toward learning, suggesting that there are reasons behind the learning

process. Emotion or affective domain per Bloom's Taxonomy suggests the idea that emotions may define one's reasons for learning a particular subject. Such correlation promotes further behaviors toward learning, which defines motivation toward working within that environment that integrates technological with traditional learning tools. Gregory and Chapman (2012, p. 142) see Bloom's Taxonomy as a means to enhance the learning experience and for the student to bond with English by using the taxonomy levels to attach emotion with verbs like create, innovate etc. because these promote further integration of learning tools both technological and traditional. Pratkanis, Breckler and Greenwald (2014) see affective domain not only as emotional response but also as those that have the potential to impact one's attitude toward learning. For instance, if a learning experience in class was negative and cumbersome due to poor design, it may be safe to say that the experience will predict attitude toward the future experience and result in resistant behavior in the future. Pratkanis, Breckler and Greenwald (2014, p. 215) promote the work of Ajzen and Fishbein (1977) that suggests one's attitude remains consistent with the cognitive accessibility of values, experiences and beliefs about learning and therefore, the behavioral results from learning can be predicted as both general (global) or specific (local) levels of response. Gorges and Kandler (2012, p. 611) see how the affective domain comprises emotions as experience or memory but also within the learning context offers a foundation for further use of tools learners may apply on an everyday basis. The advent of technology use may allow for diffusion for the younger English student more quickly than the older student because they have less barriers to understanding learning systems that embrace technology than older students who have memory of traditional learning environments. Gorges and Kandler (2012, p. 611) surmise that within the learning memory, there is the expectancy of how future outcomes may be reached. One's value and belief systems that can be demographically defined as a pre-exposure level, i.e. one's parents valued education, read to them early, exposed them to cultural events; these may all impact one's ability to learn in the future and love learning because it is an emotional state they are comfortable with. Use of technology in learning and its design may promote this positive emotion or create resistance depending upon a myriad of factors but mainly one's attitude and emotional response to learning situations.

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Attitudes towards the learning situation includes a person's response to things that are related to the setting that the language is being shown. Among several factors, the teaching environment, the English class and classmates are some that need to be taken into account. The attitude to learning is not only connected with several factors like the individual's learning experiences, views and values but also the learner's educational background. The attitude of learning is an aspect that has great influence on the process of learning and its outcomes. In the end, it is mostly the attitude of learning which determines the success or failure of the learner. The work of Ajzen and Fishbein (1977) support the notion that one can form preconceived notions about the world based upon his or her experience but also based upon strong traditional values and concepts that familial ties define for them. There are many studies within literature that focus upon how important a value system for education exist for the individual or they will not be life-long learners. What is also important to acknowledge within learning for adults and specifically university students are how value for education remains important and the action of learning is continuous. The learning process, no matter how mundane the task or information, does not end with a grade or a degree; it is an everyday experience. Ajzen and Fishbein (1977) see how one can identify with a specific identity that frames his or her view of the world and defines the attitude that filters each reaction to an event. People place value upon each event and this translates to attitude toward the experience. If one presents with language barriers and others bully them, bring them down about it, this person may find learning a language difficult based upon the experience beforehand. This defines the attitude toward the new experience but still at the core of each individual is a unique view but this will define how one reacts to the situation, which also prompts learning process, or not.

2.3 What is Technology?

Throughout the history the term "technology" has been used to name different concepts. According to Simon (1973) technology is the knowledge of how to perform things, how to achieve certain human goals. Kline (1985) draws attention to the vagueness of the term technology. He notes that apart from being used as an epithet, the same word is being used to symbolize things, actions, processes, methods and systems. He claimed that this vagueness would only lead to confusion. He also notes

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that the most common use for the word "technology" is for human made things that normally do not occur on its own like refrigerators, automobiles, pianos. This can also be seen as innovative once the technology is improved upon. There are four types of technology that remain significant to the study. Man-made devices or hardware seems a continuous process of defining goals and tasks, increased authenticity and application, technique and social impact within cultural constructs, systems of understanding, standards for which people operate and this continues to drive the ideology, the definition of technology.

Technology can mean any application of human knowledge to solve practical problems. It embraces mechanical artifacts, procedures and practices. Knowing and applying all these things in educational context is a problem of its own for a teacher. Zhao (2003) surmises that artifacts only become a tool, a means to an end, when they are connected to a problem. Having a computer, OHP or any other tool in the classroom would be no use to both the teacher and the students if the teacher does not know how to use those tools in conjunction with the subject he or she is teaching. After studying numerous definitions of technology. Dusek (2006) suggests a "consensus" definition for it. Dusek sees the consensus definition as "The application of scientific or other knowledge to practical tasks by ordered systems that involve people and organizations, productive skills, living things, and machines" (p. 35).

According to Kline (1985), humans are the only species that have the ability to make new inventions and use them to improve the quality of their lives therefore technology has a direct impact on people's lives. Simon (1973) assigns the ways in which technology effects people into seven different areas. These areas are how technology influences people and his or her capacity to achieve goals and retain individual identity but this also influences social morays. Technology, while mostly positive also has implications or 'side effects' upon people. Maybe a good example of this is young people's being attached to the mobile phone all the time for fear of missing information. Technology also comments upon its own usefulness. What this means is technology gives people the ability to learn or research more about technology and its different tools. Technology gives people options for reaching goals that were not available before. A good example of this is online university programs. Still this also sets a tone for having awareness of goals and making people aware of

achieving his or her best self while also giving us a context for analysis of complicated systems. This serves to generate a better awareness of understanding purpose or placement within society. In other words, one can recognize one' potentials better because of his or her relationship with technology.

   2.3.1 The importance of technology in education. Technology remains important to education because it represents the levels of innovation found within moments of social development. Technology means human beings are progressing toward higher levels of collaboration and participation in everyday activities. Learning is the process by which individuals are able to actively apply technology to their everyday lives but also expose themselves to new information and further move the pace of application in a continuous motion. Learning should never stop and opportunities that come out of learning change individual circumstances. Access to knowledge and education has become an issue mainly because the classroom is changing because of technology and how it affects the learning environment and the context for learning. Brown and Green (2006) surmise the issue with technology in education is not that it is useful or an advent without value but more so, it is about how comfortable users are with technology and its many devices during the action of learning. One can theorize that someone born 40 years ago will learn differently than someone born 80 years ago but for someone yet to be born, it is possible that their experience may be completely different. The concept of continuous learning as a social concept that allows learners to accept the use of technology and learn how to change expectation is something that may directly relate to one's level of comfort.

   Still what can be seen for the importance of technology in education is the idea that such advents have changed expectation in many contexts that also suggests the rapid need for knowledge in order to be successful. While having the best education does not guarantee high levels of success within socio-economic standards, the idea that knowledge as a tool opens doors for the individual is powerful. Technology brings education to an accessible level of usefulness within terms of allowing anyone the opportunity within their applicable acceptance level.

2.3.2 Teachers' technology use in language class. Venkatesh et al. (2012) sees the connection between how saturated the use of technology becomes entwined with every facet of everyday life. The ready acceptance of technology and gadget application has put media, information and high levels of influences in everyone's hands, which also suggests a socio-economic need for mobile learning (Hwang & Chang, 2011). This shifts the teaching strategy paradigm because this element within social acceptance changes the expectation for education and standards for quality in knowledge systems. The teacher is left to embrace the shift or continued to identify with traditional methods. Schmindt (2012) believes within the modern view of learning, to stand still and continue traditional learning strategies will place an unfair burden upon the student and they will look for outside learning tools, information and opportunities. The model context for learning and especially for the language learning asks for the teacher to remain open, embrace differences and seek experiences for the students that engage them in immersion and socio-cultural activities. Still Duff (2012) sees how marrying learning innovative methods within traditional ones to further the cognition and understanding of language may miss the mark with allowing the student to embrace the learning environment of one that is passionate. Duff (2012) also remains concerned with how this affects one's identity and fears of change prompted by knowledge sources. A failure to deploy technology as a tool will leave the student to seek his or her own channels.

Mümtaz (2000) comments that while the teacher must remain open to understanding how the student's attitude defines the learning environment, they must also have control of their own attitudes toward technology and tools within this media use. Motteram (2013) suggests that teacher is a very important aspect of the classroom since he/she have the skills and expertise to support learners' language learning process. Huang and Liaw (2005) posit that teachers' attitudes towards using technology in the classroom has a critical role in using the technology effectively.

Many teaching professionals question the validity of traditional teaching methods, seek to provide a more layered approach to teaching methods that includes multimedia, social media but also proactive team work interaction and supportive

immersion as a class and as a part of the day to day learning process. Kern (2006) sees that technology provides a means of promoting relationships for learning environments and also resources for teachers to create that sense of self for the student which in turn creates a personal, intimate environment for learning a new language. While this reverses the element of fear, it also serves to create stronger bonds for collaboration, which is important for the learning experience.

2.3.3 The relationship between attitude and teachers' technology use in language class. The connection between attitude and teachers' use of technology in the language classroom may directly correlate to the teacher's own acceptable levels of comfort with the technology that is expected to be used. One's attitude toward technology may be determined by a myriad of factors that stem from one's demographic background but also one's experiences in general. For those teachers who may not have a comfort level with technology or an ability to accept its value, they will resist its use in the classroom and possibly fight the student who wants to introduce it. There is also the issue of how the expectation of administering the class will be determined by other policy makers who want the technology present but yet still want to employ the teacher based upon other merits. Knowles et al. (2011) seek to understand the implication of the challenge technology may present in terms of comfort levels and a lack for understanding its usefulness in the classroom. Another issue is how comfort may continue to influence the experience for the student, the attitude of the teacher may not be not at par for expectation of classroom strategy and design.

What remains of interest here in terms of implications to the classroom and promoting styles of learning for the student remains determined by what the teacher sees as their own impression which is approval or disapproval of the use of technology in the classroom. Their readiness to embrace technology and its tools or reject technology will also impact the student's ability to learn. The idea that someone's influence upon another can change how a person cognitively adjusts to the environment remains of interest in terms of how this may influence one's attitude toward technology in general. Such a disregard for technology or a decision for its use to be minimal also sets a tone for how students may perceive not only their own attitude, but the attitude of the teacher. This may create resistance for learning or

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adjusting to the environment because the student sees value in technological use and application, but the teacher does not allow it in the classroom. Hence, how technology serves to create cognitive relays of information because of student interaction outside of class with English based social networking platforms may also cause these students to apply English easier within the context of native use but the teacher still does see the value. How teacher attitude changes the classroom for the student even if the student has been exposed to technology for English language use also establishes a disparity for practicing in those students who do not have outlets to these social applications because of similar comfort and acceptance levels towards technology at home (Knowles et al., 2011).

2.3.4 Learner attitude towards technology use in class. Prensky (2001) argues that todays' students are different from the past. He also acknowledges that students are surrounded by all kinds of technological tools that they got used to integrating into their lives including computers, video games, digital cameras, mobile phones and all kinds of tools of this new digital age. Because their past experiences are different from the other students that did not have access to the same tools, their perception and realization of things are different. He calls the students that are born surrounded by the tools of this new digital age, the "digital natives", and he calls the others, the ones that did not have access to these tools from birth, as "digital immigrants". Parsad and Jones (2005) state that comparing to value 12:1 from the year 1999 to 4.4:1 in 2003 there are now a lot more computers than before. It is the year 2016 now and almost every student has a computer. Therefore, the attitude of our digital native students towards technology use in class are important for their learning. Woodrow (1987) surmises that technology use in the educational context may have the power to make severe changes in education. Jenkins (2009) and Shirky (2008) point out that technology has a positive impact on the learners' ability to communicate, create and collaborate, which are all substantial benefits for the learners. According to Borsheim, Merritt and Reed (2008) students' technology use might influence their English learning. Liu and Reed (1995) and Ellis et al. (1993) attribute a strong correlation between student learning styles and attitudes to the use of technology. Overall, in world of digital natives, technology use in class possesses an important part.

2.4. What is Motivation?

Motivation has been a term that has long being discussed in the academic circles with little consensus for a long time. Litman (1958) surmised that there was not any consensus on what motivation is. Brown (1961) criticized that it's meaning was "scandalously vague". Bolles (1975) put forward that there were not any criteria to identify motivation. Kleinginna (1981) analyzed many definitions of motivation in his book and suggested a more restricted definition for it "Motivation refers to those energizing/arousing mechanisms with relatively direct access to the final common motor pathways, which have the potential to facilitate and direct some motor circuits while inhibiting others. These mechanisms sometimes may influence sensory input and analysis as well" (p. 272). Murphy and Alexander (2000) also tried to do a similar research by conducting a literature review about the terminology of motivation. They tried to identify the terms and their subjective meanings that the researchers used stating that they excluded any studies that were not linked to academic outcomes. The result was 20 terms related to academic outcomes and motivation.
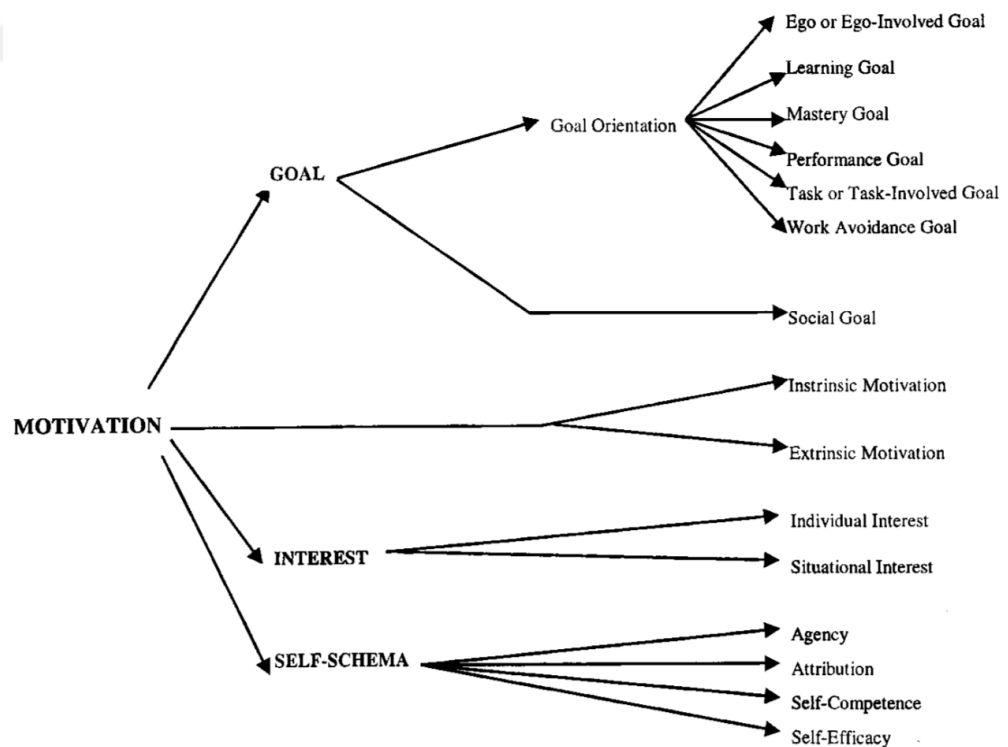
Figure 1. The resulting corpus of 20 motivation terms relevant to academic achievement and motivation. Taken from Murphy and Alexander (2000)

2.4.1 The role of motivation on language learning. Among other things motivation is an important factor in language learning. As human beings, we have a passion for learning since birth. However, as we get older, it has a tendency to diminish. Teachers usually complain about students who are physically in the classroom but mentally somewhere else. Students' beliefs and attitudes are important in identifying what makes learning such a boring thing for some, and how the teacher can make it more fun.

Steinmayr and Spinath (2009) claim that motivation is a variable that is almost as important as intelligence and could help predict school performance. According to Bernaus (1995), motivational factors are of paramount importance compared to others in favoring students' achievements in English classes. Moreover, she comes to the conclusion that "They are probably the main factor affecting students' foreign language acquisition, followed by socio-cultural factors" (p.21).

Gardner and Lambert (1972) mention motivation as an important feature in language learning. Dörnyei (1998) elucidates that motivation is needed for accomplishing our long-term goals, without it, no other aspect is enough to guarantee a viable student performance. Tragan and Munoz (2000) suggest that students' attitudes towards learning English were positively influenced by the number of hours they devoted to English lessons. In a study, it was put forward by Bernaus (1995) that there was a highly positive correlation between students' success in English lessons and their attitudes and motivation. According to a study conducted by Sciriha (2001) when students were given an opportunity to choose their foreign language to study, their choices were closely correlated with their attitudes and motivation and the status of the language. In light of the literature, it can be seen that motivation has a crucial importance in language learning.

2.4.2 The impact of technology usage enhancing learner attitude and motivation. Zheng et al. (2013) suggest technology works favorably to immerse the student into the language they are learning as a second language and this type of learning environment serves to create comfort and less anxiety than promoting drills and memorization of vocabulary. Zheng et al. (2013) see a connection between how the

student views the interaction and their attitude toward learning when there is access to the language on a constant basis. If there are breaks to the environment, there is a loss of connection and therefore usefulness. The learner's attitude improves once they begin to see how language improves their world and opportunities for other forms of knowledge. Shyamlee and Phil (2012) suggest that technology use might influence students in a number of ways. They assert that it can promote students' interest, enhance students' communication ability, improve the interaction between teacher and the student, providing flexibility of course content as well as creating a context for language teaching.

Zhang et al. (2013) sees how mobilization of social media has extended to include second language students within the global culture of English language media and use. In social media, they enjoy interactions in English, which leads to further interaction and further use of language skills for opportunities. Moskovsky et al. (2013) not only sees how media and technological use every day will encourage the learner to create a better sense of self internally in terms of how they are influenced by outside forces but also their reactions or emotional response to that force. How this can suggest a shift in how they learn and process strategies but also information remains focused upon this internal dialogue and its balance of goals for learning and how the new language may identify their sense of self (Duff, 2012; Moskovsky et al., 2013). Moskovsky et al. (2013) specifically see how the teacher is affective in prompting high levels of self-worth in connection with the language learning, how this sets a tone for the student's motivation to continue processing the learning environment. It is the teacher strategies that create motivation but also a strong passion. Here Christensen, Horn and Johnson (2008) see a direct connection to how the student sees the teacher's use of technology with how the teacher establishes the student's strong sense of self. The teacher uses strategies effectively to create a learning environment based upon the student needs and styles for learning. How technology compliments this strategy might influence the learning process and therefore create passion. Possibly this happens when the teacher engages the student in media that is centered upon knowledge of English and these experiences prompt a need to escalate the student's immersion in the socio-culture of English (Clément, Dörnyei &Noels, 1994).

2.4.3 The relationship between attitude and motivation. Further research into how attitude directly influences one's experience and exposure to the world, also suggests how one's attitude may prompt a response for positive or negative responses to the event. Ajzen and Fishbein (1977) reviews how an individual reacts within the situation (reaction) and this offers that individual experience or a learning opportunity. Cognition is not affected negatively because someone has poor reaction, but resistance to participation in the exchange takes place.

There is further concern for how this prompts one to determine his or her action or behavior in relationship to the event. One's motivation to learn is directly defined by one's attitude toward the situation. One's memory and emotion toward the situation may leave them in a place where they cannot learn and this sets them on a different path in life. For instance, there are times when one feels compelled to be creative and focus on art because they have been told they are not good at science. This may motivate them to focus more so on art than science for a career path. It remains unfortunate that such experiences may block individuals from experiencing new learning challenges but with the advent of technology and focus on information as a value within society, there is movement toward full exposure to knowledge based on access to technology.

Clément, Dörnyei, and Noels (1994) see a myriad of reasons for language learning and how the motivation for learning may differ depending upon the degree of usefulness and application for one's personal goals as opposed to career. The socio-cultural reasoning toward motivation for strong everyday language skills comes from a place of wanting to know the language at a native level of understanding instead of just a rudimentary entry level mastery. One's passion in language learning is directly related to one's attitude toward learning it but it might usually be the reason behind the learning that creates more positive attitude and usefulness toward it. Acat and Demiral (2002) surmise that the most affective factor about student motivation in foreign language learning is the students' notion that knowing a foreign language will somehow help them in their future careers. Motives are not based upon short-term goals but rather full immersion. Brophy (2013) surmises the passion for learning is

what prompts one's attitude to remain flexible to new exposures but also to live within the moment of capturing knowledge. Those learners with an attitude for solving a quick solution will not see a great reward because their learning has an end date. It is the continuous desire for learning that allows the attitude to stay positive and the motivation to remain on task. How technology may play an important role in creating momentum for this remains focused upon how media creates buzz and fills the mind with stimulating emotions. Media sets the tone for knowledge in the modern context. Therefore, the importance of media in language learning is undeniable.

2.5 Changing Learning Environments

A number of patterns within literature suggest a shift in learning environments that also suggests further defining the learning environment by the needs of the learner or student which also serves to open the teacher strategy to further needs for tools and tactics toward meeting these needs. Movement toward a knowledge based society and value system has promoted the needs for creating learning as a knowledge activity, which can be shared, collaborated and experienced (Jonassen & Land, 2012). Every member of the classroom has a different view, style of learning and myriad of experiences with learning. Aslan (2009) in his research that he conducted on 257 students from a private university's preparatory class found that females were significantly more successful than males and they used more language learning strategies. He stated that he had found a significant relationship between gender, language learning strategies and achievement in English. Not every member will value learning and knowledge, the work and training that goes into learning the same way. Nor, will they value technology in the same way or the tools that are born out of technology to carry purposes of making work and communication easier (Schmidt, 2012). This allows each teacher a better understanding of their expertise but also broadens their horizons into how others affect the classroom. It is possible that each role can be connected to another. Evaluations affect awards systems and so on. Merriam et al. (2007, p. 23) reflect for learning, instructional design and implementation variables this means strategies are reassessed so students can be utilized to benefit the general sense of the class objective. For the student to be the ultimate resource means a value must be assigned and activities like cross training with

cross tools is defined as priority. Within the context of students being social capital should learning positively affect the environment, and then the class reaches sustainable levels of productivity leaving opportunities for knowledge sharing and continuous learning. What this further highlights are how the teacher's role remains dynamic in setting the pace for seeking learning situations for sharing and collaboration amongst students of various degrees of knowledge.

   2.5.1 Changing learning environments to meet needs. From the teachers' point of view for learning language and establishing a classroom for collaboration and sharing of knowledge resources, there is still a need for evaluation of the students' individual needs as well as group needs (Jonassen & Land, 2012). Analysis of the learning environment in relationship to student learning styles and their individual identity, needs and values as well as a need to define content in a way that is useful remains a challenge for the teacher in this new context of technology. Marrying different tactics for success may take away core values defined by educational traditions and standards (Yang et al., 2011). At this point analysis will begin to focus on designing the learning environment that fits for the learners to get past possible issues of change. Among several possible formats which one will work best for them? Some options are, being in the classroom seminar with an instructor, using media tools like video, Power point discussions or using on the job training, just putting them in the expert's shoes (Lee, 2013), applying computer training modules or even a combination of all or few design tactics. What are some potential challenges in conducting individual learning? No longer does the language memorization and lab work apply.

   Teachers come to believe that the student capacity for learning suffers when knowledge is lost but also because learners are so used to their role and cannot see beyond that set of skills. The use of technology especially in terms of media and social interaction supports high levels of cognitive success (Lee, 2013; Kern, 2006) and interaction amongst individuals but further review suggests gaps in how this behavior is different from previous learning interaction and experiences. The idea that online interaction can lead to learning experiences expands capacity for knowledge but this action is so different than what has taken place in the traditional classroom. While the

value for the exposure is high, one cannot ignore how attitude may be changing to a level of changing one's expectation of learning opportunities but also how this changes the view of one's place in socio-cultural positioning. Thus, changing attitudes for technology on the part of the teacher changes what the student expects in terms of what their knowledge level of English will be because of technology.

Still some learners present obstacles in the form of cultural dissonance and fear of removing one's self from their first culture and language experience (Huang et al., 2012). They might not see the value in knowing more but it is this resistance that creates the most challenge for the teacher. Challenges exist because adult learners sometimes fear knowledge (Andriessen, Baker & Suthers, 2013). Cross training of tools and implementation of technology and sources of differing media may present ways of meeting challenges because it asks that learners to commit to retraining and situations for future use (Lee, 2013).

By keeping the material contemporary and 'real' to the student, allows them a connection with the language in a way that allows the language to become a part of their identity (Schmidt, 2012). Doing this sets goals and design for meeting these challenges also creates a solution or learning style for the teacher. This sets the tone for the learning environment inside and outside the classroom. Part of the challenge for design is creating this learning environment where learners feel comfortable enough to learn and absorb new information (Knowles & et al., 2011). Putting them on the spot, making them do a different task may not be the answer because it could lead to loss of respect and negative attitude toward learning. Design looks at how development tools of the class design can create a positive learning place for the learner. Design relies upon proposing different options and scenarios that can be applied to the classroom by the expert as a lecturer. This may mean creating a plan for weekly seminars and materials that cover each expert's area of knowledge. However, this also means adapting the learning experience to the class. For the classroom to respond, means putting the information into context within the learner's needs because if there are barriers, then the plan must be to use different tools to meet those needs. Design serves as the planning stage (Brown & Green, 2006) and a foundation for the expert to use a myriad of tools within the development stage's formats but they can also return to and reevaluate as the class continues. In no way is the instructor not also

learning from the process. Design creates the template or blue print for learning materials, what will be used by development in terms of actual class activities.

How it may be important to have both formal and informal learning environments for formatting the curriculum. The learners may respond well if told the class and seminars are required but it may also set a tone for their attitude not to be flexible or receptive to learning (Edmunds, Thorpe & Conole, 2012). Informal learning environments work to increase their participation level but engaging them in a learning situation where they do not feel pressure to compete (Knowles et al, 2011). In combination with the seminar style weekly format and possible computer based games or surveys, a teacher considers an informal training setting to be one where the class gets together and plays a team sport or participate in a social function like meeting for a paint ball session but while also speaking English. There are other informal settings to consider but one would want to appeal to each student's personal interests to capture their attention. A teacher would want to reinforce with them how the seminars and each individual's knowledge, how it interacts with the tools and games they are playing. For instance, in paint ball, there are awards for the winning team and this may allow that expert to discuss how they apply awards for language purposes such as vocabulary use. After the game, one can discuss how the action went down and this serves a process of evaluation. The expert who works on evaluations can discuss how this exercise applies to language. This allows for a level of participation. Brown and Green (2006) attribute learning to environmental factors that build toward dialogue and a level of comfort where the learner can become an active member of the process.

Within this context of learning attitude, changing environments and tools due to technology and changing teacher strategies, what remains to be seen is how all these elements influence learning. As these issues converge upon that of the learner, learning English as a gateway to global knowledge, one must see the issue of how teachers must continually remain open as a source of knowledge and mentoring for the student in order to allow the content to remain contemporary and vital to the student's level of usefulness. Today's learner does not fit the traditional standards. There are issues of diversity, identity and complexity within the classroom as the teacher strives to achieve meeting the student's needs and allowing them to grasp a comfort level with

language knowledge that may also move against his or her identity or culture (Yang et al., 2011). Still there is the need for knowledge of English as it is remains a top business language and mode of communication for global focus of activities. The element of technology in many ways has intensified the need to collaborate with many of different languages and cultures but this can also serve as motivation toward furthering knowledge. This can offer the teacher the tool and the support to promote technology as a tool but also gain a comfort level with the student using these means to break down barriers to learning.

The modern context of learning and creating educational environments and formats that students appreciate should include issues of culture and diversity to create a learning environment that remains flexible to the challenges of modern context. While this may mean considering other strategies, it does not entirely mean abandoning traditional formats of learning especially if the affective domain and sense of memory for the practice remains of value to the student. Acknowledging that differences exist and defining the environment influenced by globalization becomes paramount to the design of learning programs and teams. This vision for learning prepares these language students to be leaders and empowers them to have the confidence to continue education, which will be desirable to businesses that hire them in the future.

It is easy to forget that language is a living, breathing organism on its own because it is constantly changing to meet the needs of culture and socio-economic activities (Campbell, 1950). In response to this idea, teachers must keep an open mind to the fact that learning and access to learning environments are also evolving to meet new needs for language learning. As a teacher, it is also important to consider that every individual may forget even when not a student, it is human nature to learn and seek solutions to problems (Mümtaz, 2000). We process information every day. Experiences and challenges within one's day to day life are learning experiences which can also be applied to the desire of learning languages, tools and skills. What becomes apparent is that the previous obstacles discussed show signs of affecting people despite being a part of this new reality where knowledge and flexibility are valued but that also appear to be the tools to conquer such obstacles (Yang et al., 2011). While technology seems to be constantly bending to the will of the consumer's perception of

it and creating new ways to enhance existing innovation, one must also see how technology exposes many to new experiences and diverse elements which may call into question how valuable language learning is to the individual's needs. This resistance becomes a highlight for teachers to express strategies to create trust of the learning programs and new exciting ways of seeing change as something that defines the social and community context because of innovation and market success (Huang et al., 2012).

In this way to harness technology, changing demographics and globalization means seeing the world as a place much smaller than before but also where knowledge, information defines activities. Putting the focus upon knowledge and information allows the teacher to function toward that style of economy but also destroy barriers toward learning as the teams conform to this environment. This type of focus allows the teacher to better prepare the student for the future. Probably by doing this, there is less focus upon the factors that divide people but instead can bring them together as students who are continuous learners (Duff, 2012). Still it is possible that telecommunication tools bridge the gap between information and being respectful of difference for balance.

Learning for the modern context, especially since the advent of telecommunications, mobile applications and hands on tools allow for a myriad of implications within the language learning context. There seems to be a profound correlation between learning willingness and usefulness in terms of how comfortable the student remains with learning the new language. While one can see how attitude and motivation for learning English may have a variety of reasoning and application for each and every individual based upon one's unique and varied demographic profile, experiences with learning and background, one can also see how attitude serves to create complexity for the English teacher's ability to contextualize the learning process.

Part of what remains daunting about this research is not only putting the concept of attitude and motivation into context for how learning happens, but there is also the challenge for teacher and their experience with strategy toward learning. It is important to know English as a global language and gateway to business opportunities but this also brings up the concern for how diversity and globalization has changed the needs

of the learner, prompting more teachers to seek technological tools as devices for creating the learning environment. Part of what remains interesting is the attitude of the learner and their relationship to technology but also how the teacher supports this relationship through acceptance and flexibility toward technological tools. What remains interesting is how teachers may have attitude and issues with technology or loss of identity through the language learning experience they see as well. It is thought that with the social use and acceptance of technological tools so high within student use and everyday use, this means changing teaching strategies and design of class content for the student's best chance.

Chapter 3
Methodology

3.1 Research Design

This research aims to investigate if there is a relevance between technology use of the teacher and the ideas and attitudes of the students towards English classes by using quantitative research methods (Bryant & Hunton, 2000). In fact, Bryant and Hunton (2000) see a connection between how attitude plays a specific role in learning and also one's view of technology. Further research is needed to see how these concepts intersect or create possible gaps in the learning design. In this study, descriptive research design was used. Descriptive analysis was chosen because of its' efficiency to summarize the outcomes by describing general tendencies in both the data and the overall spread of the scores. The data are gathered from two scales, Attitude Scale towards English and Technology Integration Scale, which are both applied to students.

A descriptive research design serves to capture the balance between what researchers see as research choices when it comes to data collection and application. The world of research revolves around the division between quantitative and qualitative forms of data. What can happen with research design is a dual approach where both quantitative and qualitative tools are used to bring about the best possible data collection instrument (Creswell, 2013). In social science, while quantitative research means hard facts, measurement for evidence, qualitative research means gathering a more personal view on the subject but also arriving at primary evidence as survey participants offer specific experience as evidence to what the research is analyzing (Creswell, 2013).

3.2 Universe and Participants

The participants of this research consisted of students who were studying English as a foreign language at a private university's preparatory class in 2015-2016 academic year. The students were from different departments including English

language teaching (ELT), Electronic engineering, Mechanical engineering, International trade, Mechatronics engineering, Computer Engineering. The students who are from engineering and ELT departments have a mandatory one year English course. Other students study at English preparatory class with their own consent.

The preparatory class consists of two modules which are A and B. A module is the module where students learn the basics of English for a period of 4 months. B module is a more advanced module where, if successful, they can pass to their respective departments at the end of the year. When they first arrive, they are given a diagnostic proficiency exam. If they get 35 or below in that exam, then they start as an A level student. If they get above 35 then they start as B level students. Students have 2 achievement tests in 2 months. There is a module exam at the end of the first quarter. When they complete 4 quarters they have an exit exam. Their exit exam score has to be at least 60, and their overall grades have to be 70.

The population of the students included those who consented for the survey. The students were selected using convenience sampling. The data were collected online from those students who chose to participate in the survey, and the data were collected in a way that left no trace about the participants' identity.

Table 1
Demographic Features of the Participants

Demographic Features		f	%
Gender	Male	79	68.1
	Female	37	31.9
Department	Engineering	74	63.8
	English Language Teaching	19	16.4
	International Trade	23	19.8
Age	18,19	98	84.5
	20,21	15	12.9
	22,23	3	2.6
Total		116	100.0

One hundred and sixteen students chose to enroll in the survey. The students who chose to participate were all from the A module. As can be seen in Table 1, 68.1% of the participants were male and 31.9% of the participants were female. Most of the students' departments use English as the language of teaching. Some departments use 70% English; others use 100% so the students have to study English as a mandatory subject for a period of one year. As it can be seen in Table 1, 63.8% of the students are going to study engineering after completing preparatory class. 16.4% of the students are going to study English Language Teaching and 19.8% of the students are going to study International trade. 84.5% of participants are between 18 and 19. 12.9% of participants are between 20 and 21. 2.6% of participants are between 22 and 23. The average age of the participants is 18.86.

3.3 Procedures

3.3.1 Sampling. In this study, convenience sampling was used. Convenience sampling is known for the benefits it offers and is among the favorite sampling types that the researchers use because of its features like fast data gathering, convenience of research, onsite availability of the participants and cost-effectiveness. Since the setting of the researcher was a university, it was easier for the researcher to collect the relevant data with this sampling method and move on to the next stages of research.

3.3.2 Sources of data. The survey instruments consist of two scales. Each scale was put into a section so there are 2 major sections. In section 1, there are 23 5 Likert scale items addressing the students view on teachers' technology use. This section of the survey has five dimensions, which are: usage and preparation of technology in class (items 4, 5, 6, 7, 8, 9, 15), ethics (items 22, 23, 24, 25, 26), encouragement of technology (items 18, 19,20), using technology to communicate with the student (items 11,17,21), preparation of written material (items 10, 12, 13, 14, 16). This part of the survey was originally taken from a scale that was developed by Uslu (2013) for assessing the teachers' technology integration. For this research, it was reworded to show students' view on teachers' technology use. In this section, the participants had 5 options. It was evaluated as 1 = Never 2 = Rarely 3 = Sometimes 4 = Usually 5 = Always. The scale consisted 21 positive and 2 negative items (items 10,12).

In section 2, there are 56 5 Likert type items addressing the students' attitudes towards English in four dimensions, which are, confidence (items 28, 30, 32, 36, 37, 39, 40, 48, 49, 59, 60, 61, 62, 64, 67, 72, 79), interest (items 27, 31, 33, 38, 43, 44, 47, 50, 52, 54, 55, 58, 63, 65, 68, 69, 74, 76, 77, 78, 80), usefulness (items 29, 45, 46, 53, 56, 57, 66, 70, 75, 81) and teacher (items 34, 35, 41, 42, 51, 73, 82). The participants had five options to choose, which were evaluated as 1= I totally disagree, 2 = I disagree, 3 = I have no idea, 4 = I agree, 5 = I totally agree. This section of the questionnaire was taken from a scale that was developed by Gömleksiz (2003), and has passed factor, validity and reliability analysis. The scale consisted of 38 positive and 18 negative attitude items. Items 27, 33, 37, 40, 44, 48, 49, 53, 65, 67, 70, 71, 72, 75, 78, 79, 81 have negative codes.

3.3.3 Data collection procedures. In this study, quantitative data were collected with the help of the mentioned survey. Before the administration of the survey, the participants were informed that their participation would contribute to a Master's degree study and that their answers to the questions would be confidential. The students were then given the link of the online questionnaire, which was hosted on an online survey site. The students were told that they had one week to participate in the survey. One week later, it was seen that 116 students chose to participate in the questionnaire.

3.3.4 Data analysis procedures. The gathered data was analyzed with SPSS 22 software. Parametric tests were used to analyze the data. After the average and standard deviation was calculated, a one-way variance analysis was carried out. In order to answer the first question of the research mathematical average was used. In order to answer the second question of the research t-test and ANOVA were used. For the third question of the research mathematical average was used. To be able to answer the fourth question of the research t-test and ANOVA were used. For the fifth question correlation analysis was used.

While analyzing the data, to find out whether there is a significant difference in terms of gender variable vs the students' answers, ANOVA test was used. To find out the source of the difference Tukey analysis was used. In addition, to calculate the correlation between the students' attitudes towards English lessons and teacher's

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technology use, correlation analysis was used. While interpreting the results 0.5 level was considered as the significance level (Balcı, 2011).

3.3.5 Validity and reliability. In order to make sure that the study was a valid one, reliable scales were chosen. The first test was developed by Uslu (2013) for assessing the teachers' technology integration. However, it was reworded to assess the students' views on the teachers' technology integration. After rewording, the overall reliability of the scale is .70.

The second scale was developed by Gömleksiz (2003) and has passed factor, validity and reliability analysis. The scale originally consisted of 91 items. (Gömleksiz, 2003) states that the scale was reduced to 38 positive and 18 negative attitude items after a very thorough analysis. The scale has four dimensions, which are, confidence, interest, usefulness and teacher. Cronbach Alpha reliability coefficient of the scale was found as .95. KMO value of the scale was found as .94, Bartlett's test was discovered as 8084,684 (Gömleksiz, 2003). The Cronbach Alpha reliability coefficient of the scale was found to be 0.81 for this study.

Table 2

Homogeneity Values of the Scales

Scales	Skewness	Kurtosis	p
ASTE(Attitude scale towards English)	-.732	.584	.216*
TIS(Technology Integration Scale)	-.124	-.137	.200*

p > 0.05

Skewness and Kurtosis values and Kolmogorov-Smirnov test was taken into account while evaluating the ASTE and TIS to make sure the scores from both scales are in normal distribution range. Skewness and kurtosis values are given in Table 2. If skewness and Kurtosis values are between (+, -1) they are considered excellent, if they are between (+, -2) then they are considered as acceptable. (George & Mallery, 2010). When Table 2 is examined, it can be seen that all the values can be considered as excellent in terms of normal distribution so it can be said that the values show a normal

distribution with respect to the related variables. When Kolmogorov-Smirnov test results are examined it was seen that the scores were in normal range.

3.4 Limitations

The study has a number of limitations. The first one is the number of participants. The prep. class has normally two modules going on at the same time which are A and B The participants of this research were A level students. The necessary permissions were not given by the university administration to conduct the research on B module students. The permission that the researcher had only covered the students of the A module therefore limiting the participant number of the study. The researcher was only able to include the preparatory school students of this private university due to time constraints and the permission issues from the administration. Normally, the university has many departments alongside the prep. school. It could have been better and more beneficial if the study had been carried out on a larger scale. Comparing the prep. school students of this university with preparatory school students of other universities in the same city or other cities could also have been better.

As for data collection, other data collection methods could have been used to triangulate the quantitative data. Much of what is addressed above calls attention to how quickly at times the study must be put together and achieved. There is only so much time and resource available to the researcher some of which, they have little control over. Perhaps, better long range planning is needed in the future to overcome this issue but also this experience proves valuable to the researcher in terms of having experience with possible limitations and know in the future that they can be overcome with further groundwork for establishing better ways to collect data from participants. Skills are needed to establish better ways of having adequate access to participants.

3.5 Delimitations

Time and sources also defines areas of the study that may be delimitated by the sheer fact that to discuss such concepts and theories remains irrelevant to the goal and objective of the study. Within human behavior and understanding how people form attitude and a desire to learn, looking at other factors that drive learning was not as important as looking at students' attitudes towards English and teacher attitude toward

technology as it is perceived by the student. It did seem important that attitude be defined within the range of understanding perception of attitude and how technology is perceived in the classroom. It was not the intent of the study to evaluate how students form learning styles or environments based on attitude or the attitude of the teacher but it can be seen as something that could be important to how technology remains a part of the student experience.

Chapter 4

Results

4.1 Results

In order to answer the first question of the research, the attitude scale towards English has been applied to the study group. The descriptive statistical values were examined. The average and standard deviation range of students' attitudes towards English has been shown in Table 3.

Table 3

The Average and Standard Deviation Range of Students' Attitudes Towards English

Dimensions	N	$\overline{X}$	SD
Confidence	116	73.67	12.55
Interest	116	79.73	12.20
Usefulness	116	35.09	4.78
Teacher	116	27.43	4.38
Total	116	215.16	29.96

In Table 3, it can be seen that the average for confidence dimension is 73.67; the average for interest dimension is 79.73; the average for usefulness dimension is 35.09; the average for teacher dimension is 30.57 and the overall average of the total is 215.16. According to these results, it can be seen that the highest average is in interest dimension and the lowest average is in teacher dimension. As a result, it can be said that the students' attitudes towards English language is at a moderate level in confidence, interest sub-dimensions and total scores.

4.1.1 Students' attitudes towards English with respect to their age department and gender. In order to answer the second question of the research, the average scores from the English attitude scale have been compared in terms of students' age, department and gender. A t test has been applied on the scores of the scale. The results are presented in Table 4.

Table 4
T-test Results of the Students' Attitudes Towards English in Terms of Gender

Dimensions	Gender	n	$\overline{X}$	SD	t	p
Confidence	Male	79	73.43	13.45	-0.3	.07
	Female	37	74.19	10.54		
Interest	Male	79	77.39	12.47	-3.13	.02*
	Female	37	84.73	10.05		
Usefulness	Male	79	34.49	5.36	-1.97	.02*
	Female	37	36.35	2.90		
Teacher	Male	79	27.27	4.34	-0.5	.09
	Female	37	27.78	4.52		
Total	Male	79	211.91	32.29	-1.71	.03*
	Female	37	222.08	23.15		

* *p*<0.05

In Table 4, it can be seen that the students' attitudes towards English in terms of gender differs in some sub-dimensions and total scores. According to these results, female students' average scores; interest ($\overline{X}$ = 84.73, p<.05), usefulness ($\overline{X}$ = 36.35, p<.05) and total ($\overline{X}$ = 222.08, *p*<.05) are significantly higher than the the score of the male students. By looking at these results, it can be said that the attitude of the female students towards English is higher than that of male students in interest and usefulness dimensions as well as total scores.

However, in the other dimensions, a significant difference between average scores was not found in terms of the gender variable.

Table 5
The Average and Standard Deviation Ranges of Students' Attitudes English with Respect to Their Departments

Dimensions	Department	N	$\overline{X}$	SD
Confidence	Engineering	74	74.74	12.55
	ELT	19	77.89	9.58
	International Trade	23	66.74	12.52
Interest	Engineering	74	78.38	12.07
	ELT	19	88.37	8.80
	International Trade	23	76.96	12.35
Usefulness	Engineering	74	34.91	5.26
	ELT	19	36.16	3.34
	International Trade	23	34.78	4.16
Teacher	Engineering	74	27.41	4.33
	ELT	19	28.53	4.33
	International Trade	23	26.61	4.61
Total	Engineering	74	214.89	30.72
	ELT	19	229.95	22.29
	International Trade	23	203.78	28.80

The averages and standard deviations of the scores with respect to students' departments were calculated in order to identify whether there is a change in students' attitudes towards English. These results are shown in Table 5.

Table 6
ANOVA Results of the Students' Attitudes Towards English with Respect to Their Departments.

Dimensions	Variance Source	Sum of Squares	df	Mean Square	F	p	Tukey
Confidence	Within Groups	96108.00	113	850.51			
	Between Groups	1529.21	2	764.60	5.21	0.01*	2-3
Interest	Within Groups	16596.35	113	146.87			2-3
	Between Groups	1729.93	2	864.97	6.35	0.00*	2-1
Usefulness	Within Groups	15388.78	113	136.18			
	Between Groups	26.36	2	13.18	0.57	0.57	
Teacher	Within Groups	2602.78	113	23.03			
	Between Groups	38.40	2	19.20	1.00	0.37	
Total	Within Groups	2172.05	113	19.22			
	Between Groups	7137.21	2	3568.61	4.20	0.02*	2-3

* $p<0.05$

When the findings in Table 5 are examined, it can be seen that the highest average with respect to the department variable belongs to ELT students in terms of confidence ($\overline{X}$=77.89), interest ($\overline{X}$=88.37), usefulness ($\overline{X}$=36.16) and teacher ($\overline{X}$=28.53) sub-dimensions. The lowest averages belong to the international trade students, in confidence ($\overline{X}$=66.74), interest ($\overline{X}$=76.96), usefulness ($\overline{X}$=34.78) and teacher ($\overline{X}$=26.61) sub-dimensions. ELT students have the highest average total scores ($\overline{X}$ = 229.95), whereas international trade students have the lowest average total scores ($\overline{X}$=203.78).

Table 7
The Average and Standard Deviation Ranges of Students' Attitudes Towards English with Respect to Their Age

Dimensions	Age	N	$\overline{X}$	SD
Confidence	18,19	98	75.36	11.293
	20,21	15	65.27	16.650
	22,23	3	60.67	3.786
Interest	18,19	98	80.58	11.276
	20,21	15	75.53	15.990
	22,23	3	73.00	19.157
Usefulness	18,19	98	35.67	3.871
	20,21	15	31.80	7.350
	22,23	3	32.33	10.017
Teacher	18,19	98	27.62	4.446
	20,21	15	27.00	3.546
	22,23	3	23.33	5.508
Total	18,19	98	218.55	27.077
	20,21	15	198.47	39.805
	22,23	3	187.67	34.443

Table 8
ANOVA Results of the Students' Attitudes Towards English with Respect to Their Age.

Dimensions	Variance Source	Sum of Squares	df	Mean Square	F	P	Tukey
Confidence	Between Groups	1845.45	2	922.73	6.40	.00*	1--2
	Within Groups	16280.10	113	144.07			1--3
Interest	Between Groups	471.14	2	235.57	1.59	.21	
	Within Groups	16647.58	113	147.32			
Usefulness	Between Groups	218.52	2	109.26	5.12	.01*	1--2
	Within Groups	2410.62	113	21.33			1--3
Teacher	Between Groups	56.75	2	28.38	1.48	.23	
	Within Groups	2153.70	113	19.06			
Total	Between Groups	7574.56	2	3787.28	4.47	.01*	1--2
	Within Groups	95670.64	113	846.64			1--3

* $p < 0.05$

In order to identify whether there is a significant change in the students' attitudes towards English with respect to their departments, a one-way analysis of variance (ANOVA) was applied and to find out the source of the difference, a Tukey HSD test was applied. Results are shown in Table 6.

In Table 6, a significant differentiation can be seen in confidence ($F_{(5.21)}$ = .0.01; $p < 0.05$), and interest ($F_{(6.35)}$ = .0.00; $p < 0.05$) dimensions with respect to the department variable in terms of attitudes towards English. Likewise, there is a

significant differentiation in total scores for the students' attitudes towards English. According to the Tukey HSD test results, with respect to the department variable, ELT students' averages are significantly higher than those of engineering and international trade. By looking at these results it can be said that ELT students' attitudes towards English is higher than those students from other departments.

First, average and standard deviation was calculated in order to identify whether the attitudes of the students towards English change with respect to their ages. Results are shown in Table 7.

In Table 7, it can be seen that the highest averages with respect to the age variable belong to the group who are $18-19$ years old with confidence sub-dimension being ($\overline{X} = 75.36$), interest ($\overline{X} = 80.58$), usefulness ($\overline{X} = 35.67$) and teacher ($\overline{X} = 27.62$).

Students, who are between 22 and 23 have the lowest averages in confidence ($\overline{X} = 60.67$), interest ($\overline{X} = 73.00$) and teacher ($\overline{X} = 23.33$) sub-dimensions. In total scores, the group with the highest average is the students who are between 18 and 19 and the group with the lowest average is the students who are between 22 and 23. ANOVA analysis has been used to identify whether the students' attitudes towards English changes significantly with respect to their ages. Also Tukey HSD test was applied to identify the divergent group in terms of average. Results are listed in Table 8.

In Table 8, it can be seen that there is a significant difference in students' attitudes towards English with respect to age variable in terms of confidence ($F_{(6.40)} = .0.00$; $p<0.05$) and usefulness ($F_{(5.12)} = .0.01$; $p<0,05$) sub-dimensions. Furthermore, there is a significant difference in the students' attitudes towards English in terms of total score ($F_{(4.47)} = .0.01$, $p<0.05$). In Tukey HSD test results, with respect to the age variable, it can be seen that the average scores of the students who are between $18-19$ are significantly higher than the students who are between 20 and 21 and 22 and 23 in terms of confidence, usefulness and total score. By looking at these results, it can be said that the attitudes of the students who are between the ages of 18 and 19 are higher than those of other age groups towards English.

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4.1.2 The technology integration level of the teachers from the perspective of students. In order to answer the 3rd question of the research, technology integration scale has been applied to the study group. Descriptive statistical data were examined from the values that were gathered from the scale. The average and standard deviation range of the teachers' technology integration levels from the perspective of the students are shown in Table 9.

Table 9

The Average and Standard Deviation Ranges of Teachers' Technology Integration Levels from the Perspective of Students.

Dimensions	N	$\overline{X}$	SD
In class technology use and preparation	116	29.58	3.54
Ethics	116	18.29	4.23
Encouragement of Technology	116	11.67	2.08
Use of technology in communicating with the student	116	11.12	2.43
Preparation of Written Material	116	17.43	3.40
Total	116	88.09	10.99

In Table 9, it can be seen that the average for the sub-dimension of in class technology use and preparation is 29.58; the average for the sub-dimension of ethics is 18.29; the average for the sub-dimension of encouraging technology is 11.67; the average for the sub-dimension of the use of technology to communicate with the student is 11.12; the average for the sub-dimension of preparing written material is 17.43 and the average for the total score is 88.09. By looking at these results, it can be seen that the highest average belongs to the technology use and preparation sub-

dimension and the lowest average belongs to use of technology to communicate with the student sub-dimension.

4.1.3 Technology integration levels with respect to age, department and gender. In order to answer the 4th question of the research, the average scores that are gathered from the technology integration scale were compared in terms of age, department and gender. A t test was applied to the scores that were gathered from the technology integration scale in terms of gender. The results are presented in Table 10.

Table 10
T-test Results with Respect to Students' Gender Variable

Dimensions	Gender	N	$\overline{X}$	sd	t	p
In class technology use and preparation	Male	79	29.80	3.695	.97	.89
	Female	37	29.11	3.187		
Ethics	Male	79	17.99	4.334	-1.14	.33
	Female	37	18.95	3.972		
Encouragement of Technology	Male	79	11.65	2.051	-0.21	.25
	Female	37	11.73	2.181		
Use of technology in communicating with the student	Male	79	11.14	2.525	.12	.84
	Female	37	11.08	2.241		
Preparation of Written Material	Male	79	17.62	3.352	.87	.91
	Female	37	17.03	3.524		
Total	Male	79	88.19	11.560	.13	.38
	Female	37	87.89	9.809		

When Table 10 is examined, it can be seen that, there was not a significant differentiation in teachers' technology integration in terms of sub-dimensions and total score from the perspective of the students and with respect to gender variable. By looking at these results it can be said that technology integration level of the teachers was found to be similar from both the male and female students' perspective.

Firstly, average and standard deviation was calculated for the students' departments in order to identify, from the perspective of the students, whether the teachers' technology integration levels change with respect to students' departments. Results are shown in Table 11.

Table 11
Average and Standard Deviation Ranges with Respect to Students' Departments

Dimensions	Department	N	$\overline{X}$	sd
In class technology use and preparation	Engineering	74	29.51	3.63
	English Language Teaching	19	29.32	3.28
	International Trade	23	30.00	3.58
Ethics	Engineering	74	17.82	4.45
	English Language Teaching	19	19.05	3.37
	International Trade	23	19.17	4.03
Encouragement of Technology	Engineering	74	11.58	2.11
	English Language Teaching	19	11.37	1.57
	International Trade	23	12.22	2.33
Use of technology in communicating with the student	Engineering	74	11.01	2.39
	English Language Teaching	19	10.68	2.29
	International Trade	23	11.83	2.62
Preparation of Written Material	Engineering	74	17.45	3.36
	English Language Teaching	19	16.42	3.24
	International Trade	23	18.22	3.59
TOTAL	Engineering	74	87.38	10.84
	English Language Teaching	19	86.84	9.22
	International Trade	23	91.43	12.54

In Table 11, with respect to the department variable, it can be seen that the highest average scores belong to the international trade department students in terms of preparation and technology use in class ($\overline{X}$ = 30.00), ethics ($\overline{X}$ = 19.17), encouragement of technology ($\overline{X}$ = 12.22), use of technology in communicating with students ($\overline{X}$ = 11.83) and preparation of written materials ($\overline{X}$ = 18.22) sub-dimensions. The lowest average belongs to the ELT department students in terms of preparation and technology use in class ($\overline{X}$ = 29.32), encouragement of technology ($\overline{X}$ = 11.37), use of technology in communicating with students ($\overline{X}$ = 10.68) and

preparation of written materials sub-dimensions. In total scores, it can be seen that the highest average belongs to the international trade department students ($\overline{X}$ = 91.43) whereas the lowest average belongs to the ELT department students ($\overline{X}$ = 86.84).

A one-way variance analysis (ANOVA) was applied to find out whether there was a significant difference with respect to students' departments in terms of teachers' technology integration levels from the students' perspective, and a Tukey HSD test was applied to find out which group's average caused the differentiation. Results are shown in Table 12.

As it can be seen in Table 12, from the students' perspective, there was not a significant difference in the teachers' technology integration levels both in sub-dimensions and total scores with respect to the students' department variable.

Table 12

ANOVA Test Results with Respect to Students' Departments

Dimensions	Variance Source	Sum of Squares	df	Mean Square	F	p
In class technology use and preparation	Between Groups	5.71	2	2.85	0.22	.80
	Within Groups	1436.59	113	12.71		
Ethics	Between Groups	45.07	2	22.53	1.27	.29
	Within Groups	2010.97	113	17.80		
Encouragement of Technology	Between Groups	9.20	2	4.60	1.06	.35
	Within Groups	490.35	113	4.34		
Use of technology in communicating with the student	Between Groups	15.91	2	7.96	1.36	.26
	Within Groups	662.40	113	5.86		
Preparation of Written Material	Between Groups	33.62	2	16.81	1.46	.24
	Within Groups	1298.83	113	11.49		
TOTAL	Between Groups	324.37	2	162.19	1.35	.26
	Within Groups	13565.58	113	120.05		

* $p<0.05$

Table 13

Average and Standard Deviation Ranges with Respect to Students' Age

Dimensions	Age	N	$\overline{X}$	SD
In class technology use and preparation	18,19	98	29.39	3.31
	20,21	15	30.07	4.80
	22,23	3	33.33	1.53
Ethics	18,19	98	18.19	4.22
	20,21	15	18.40	4.24
	22,23	3	21.00	5.29
Encouragement of Technology	18,19	98	11.64	1.98
	20,21	15	11.87	1.96
	22,23	3	11.67	5.77
Use of technology in communicating with the student	18,19	98	11.08	2.36
	20,21	15	11.13	2.88
	22,23	3	12.33	3.06
Preparation of Written Material	18,19	98	17.34	3.44
	20,21	15	17.87	3.09
	22,23	3	18.33	4.62
Total	18,19	98	87.64	10.40
	20,21	15	89.33	13.13
	22,23	3	96.67	19.09

When the findings in Table 13 are examined, with respect to the age variable, it can be seen that the highest average scores belong to the students who are between the age of 22 and 23 in terms of preparation and technology use in class ($\overline{X}$ = 33.33), ethics ($\overline{X}$ = 21.00), use of technology in communicating with students ($\overline{X}$ = 12.33) and preparation of written material ($\overline{X}$ = 18.33) sub-dimensions.

It can also be seen that the lowest average scores belong to the students who are between the age of 18 and 19 in terms of preparation and technology use in class ($\overline{X}$ = 29.39), ethics ($\overline{X}$ = 18.19), encouragement of technology ($\overline{X}$ = 11.64), use of technology in communicating with students ($\overline{X}$ = 11.08) and preparation of written material ($\overline{X}$ = 17.34) sub-dimensions.

In total scores, it can be seen that the highest average belongs to the students who were between 22 and 23 ($\overline{X}$ = 96.67) whereas the lowest average belongs to the students who were between 18 and 19 ($\overline{X}$ = 87.64).

Table 14
ANOVA Results with Respect to Students' Age

Dimensions	Variance Source	Sum of Squares	df	Mean Square	F	*p*
In class technology use and preparation	Between Groups	49.44	2	24.72		
	Within Groups	1392.87	113	12.33	2.01	0.14
Ethics	Between Groups	23.12	2	11.56		
	Within Groups	2032.92	113	17.99	0.64	0.53
Encouragement of Technology	Between Groups	0.65	2	0.33		
	Within Groups	498.90	113	4.42	0.07	0.93
Use of technology in communicating with the student	Between Groups	4.56	2	2.28		
	Within Groups	673.75	113	5.96	0.38	0.68
Preparation of Written Material	Between Groups	6.16	2	3.08		
	Within Groups	1326.29	113	11.74	0.26	0.77
TOTAL	Between Groups	263.46	2	131.73		
	Within Groups	13626.50	113	120.59	1.09	0.34

A one-way variance analysis (ANOVA) was applied to find out whether there was a significant difference with respect to students' ages in terms of teachers' technology integration levels from the students' perspective, and a Tukey HSD test was applied to find out which group's average caused the differentiation. Results are shown in Table 14.

As it can be seen in Table 14, from the students' perspective, there was not a significant difference in the teachers' technology integration levels both in sub-dimensions and total scores with respect to the students' age variable.

4.1.4 The relationship between technology integration and the attitudes towards English. Pearson product-moment correlation test was done over the total scores of the technology integration scale and the average scores for attitude scale for English. Results of this test are shown in Table 15.

Table 15
The Correlation Coefficient of Students' Attitudes Towards Technology Integration and Their Attitudes Towards English

Dimensions	n	R	p
Attitude Towards English	116	.327	.000*
Technology Integration	116	.327	.000*

p<0.01

When the findings in Table 15 are examined, it can be said that there is a moderate significant positive relationship between students' attitudes towards English lessons and integration with technology. According to these results, it can be said that, there is a positive correlation between the students' attitudes towards English and technology integration.

Chapter 5
Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

There are 5 conclusions that could be interpreted from the findings. The first is that the students' attitudes towards English were at a moderate level. The high average values of interest and confidence could be related to the students' acceptance of their need for language skills in todays' global world. The importance of English in corporate world is also undeniable since it is the language of business. Crystal (1997) states that the number of people who speak English is not important in it is being a global language, but what is important is who those speakers are. He also mentions the connections between language dominance and being a cultural, economic and technological power. In his opinion, the success of a language is closely related to the success of the people who are speaking it, meaning if they are successful so is the language and if they are not, neither is the language. Therefore, English may attract its learner more than other languages because it provides its users with a great level of entertainment opportunities, as many important films are broadcasted and also books and video games are published in English. Internet might be another important factor in affecting language learning motivation, as a great deal of content that can be found on the internet is in English. In conclusion, with its aforementioned benefits for the learners, it could be better understood why the students have positive attitudes towards learning it. The low average value of teacher could be related to the students' changing expectations from the teachers. Prensky (2010) states that the expectations of the students have changed in this new era, therefore new approaches should be developed and used. He surmises that teachers should listen to their students about their expectations. Mahmud (2015) states that the teachers' usual way of explaining the materials is no longer preferred by the students. He also states that students want multi-media in language teaching. In light of these research, the low average value of teacher dimension might be a signal from the students that they want change on teachers' side.

The findings of the second research question in terms of the gender variable showed that female students' average scores in interest, usefulness sub-dimensions and also total were significantly higher than the level of male students. From these results, it can be said that female students show more interest and find learning English more useful than male students. These findings are in line with Sung and Padilla (1998) as well as Shoaib and Dörnyei (2005) who also found that females possess more interest and hold positive behaviors towards learning a new language than males. There may be many reasons for this phenomena. Several researchers (Matsui, 1995; Kobayashi, 2002;) claim that women see learning English as a way to free themselves and escape from the limitations of patriarchy. There is also research supporting the idea that the desire to have better socio-economic status is the reason behind women's motivation to learn languages (McDonald, 1994). Kobayashi (2002) states that English is a women dominated choice in Japanese schools and that women's attitudes are affected by social and educational elements. Neuro-linguistics might be another reason for this phenomena. Legato (2005) stated that brain scan imagery of men and women revealed both men and women use the same part of the brain for language processing but women were able to activate both parts of the brain depending on the linguistic task. Also Tyre (2005, p.59) states that the "language centers" of girls develop earlier than boys. Other than neuro-linguistic reasons it might also be related to learning strategies. A research by Aslan (2009) revealed that the success level of females was higher in achievement tests and that they used more language learning strategies while learning English. Another supporting research on gender differences influencing the employment of language strategies was done by Oxford and Nyikos (1989) on 1200 university students. They concluded that gender had a great effect on strategy use and that females use of language learning strategies, when compared to males, were more often. Also Ehrman and Oxford (1990) in their research that they conducted at a foreign service institute, reported that females used language strategies more. However, there is also research countering this argument. A study conducted by Tran (1988) showed fewer use of language learning strategies by females comparing to males. Another research by Tercanlioglu (2004) states that compared to females, males used strategies more. In conclusion the source of the difference between the male and female students' attitudes might have been originated from the techniques and

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strategies that were employed by the teachers or the students, they might not have found the curriculum interesting, desire to have better socio-economic status or even neuro-linguistic differences might be the cause. However, this research did not cover these issues.

To answer the second research question in terms of the department variable, first averages and standard deviations were calculated to see if there was a change in students' attitudes towards English. It was seen that ELT students' average scores were higher in confidence, interest, usefulness and teacher sub-dimensions. Also a significant differentiation was seen in confidence and interest sub-dimensions as well as total scores. As mentioned in the literature review chapter, attitude is an affective factor in language learning. Gardner (1985) proposes that it is as important as aptitude. Lamb (2004) suggests that people's aims have a strong effect on their reactions. It is possible that those students who think that they would benefit from their English knowledge in their future career have a strong positive attitude towards English.

The data gathered in this research showed that the attitudes of ELT students were significantly higher than others. However, surprisingly, international trade students were lower than other groups even though, in theory, they will need English in their future careers. This might also be related to FTP (Future time perspective) theory. Lewin (1951, p.75) defined time perspective as "The totality of the individual's views of his psychological future and his psychological past existing at a given time..." he also stated that peoples' behavior is affected by the way they perceive future, that is, in terms of their hopes, anxieties and anticipations (Lewin, 1939). Therefore, it is possible that the different attitudes of the students' might be originating from their different perceptions of FTP. However, this could be happening because of some other factors, which were not covered in this research.

With respect to the age variable, students who were between 18 and 19 years old had more confidence and interest than other students from different age groups and they found English more useful. Also Tukey HSD test results supported this by showing a meaningful significance in confidence and usefulness sub-dimensions as well as total scores.

The reason for this might be the younger students' mentality and higher self-confidence levels due to their desire to become successful members of the society or

their perception that knowing English would help them to have a better career. Ahmadi (2011), in his study that he conducted on 60 Iranian EFL students found that both instrumental and integrative motivation were affective factors in language learning. Another similar study by Zanghar (2012) found identical results. However, in this study, these are just assumptions and are not backed up by relevant data.

While delving into age range as a variable to study within data remains too narrow in scope, there is the concern that age does pose significant differences between student perspective and perception of teachers' use of technology as well as students' attitudes towards English. Ajzen and Fishbein (1977), in their research about planned behavior, as it also relates to attitude, suggest that with age comes a certain perspective and outlook on the world that can only come with experience and knowledge. If one were to call this wisdom or the ability to reflect upon what has happened and what one would do differently remains to be seen within this scope. To make a fair assumption about wisdom and how it relates to age and experience, this study shows just how a minute difference in age can change perspective about learning. For this study, those students that fall into a younger category seem more confident and see the value and usefulness but this may be just attitude toward expected behavior (Ajzen & Fishbein, 1977). Further analysis into the confidence level of older students may show experience but also a certain level of skepticism or questioning the knowledge which makes the student seem less enthusiastic.

In order to answer the third question, first averages and standard deviations of the data gathered from the technology integration scale were calculated.

It was seen that, even though not significant, in class technology use and preparation sub-dimension had the highest average which could be interpreted as the students' desire to be taught English lessons with a certain level of technology intervention by the teacher. The literature supports this attitude of the students. As put forward by Wishart and Blease (1999) the presence and innovative use of technology in the learning environment enhances both teaching and learning. McKendrick and Bowden (1999) informs that the use of visuals enhances students' ability to advance their understanding of the input that has been given to them. Also as Bryant and Hunton (2000) states, the use of technology allows teachers to adjust their teaching styles to that of students with the use of multi-media. Another research about in class

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technology use is from Mayer et al (n.d.) which studied the effectiveness of clickers and whether they had any influence on academic performance of the students. Results showed that students' performance were positively affected. Overall, in this research, it was seen that students were more interested in teachers' preparation and use of technology in the classroom than any other mentioned sub-dimensions and this might be interpreted as their willingness to see their teachers, empowering the lessons with technology use.

To answer the fourth question of the research, the average scores of the technology integration scale were compared in terms of students' gender, department and age. The t test showed that there was not a significant differentiation in students' views of their teachers' technology integration both in sub-dimensions and total scores with respect to the gender variable. Therefore, from both male and female students' views, their teachers' use of technology was identical. These findings are similar to a study by Frye and Dornisch (2008) that found no relationship between participants' gender and teachers' use of technology, although, this study was about science and not English, as the topic of this research has proved to be a not so popular one.

Calculation of the average and standard deviation ranges for the students' departments to find out if, from the perspective of the students, the teachers' technology integration levels changed with respect to students' departments revealed that the highest average scores belonged to the international trade department students in terms of preparation and technology use in class. Therefore, it was seen that international trade students had slightly more interest toward the teachers' in class technology use and preparation. As mentioned earlier, this could be due to students' own FTP. What is interesting about these findings is the international trade students' different perceptions of the two domains: English and their teachers' use of technology. As mentioned earlier in this study, it is highly probable that they will need English in their future careers yet, with respect to survey results, a significant differentiation could not be seen. However, here, even though not significant, what can be seen from the findings could be interpreted as the students' desire to integrate technology more in their learning and possibly other aspects of their lives and that they that expect more from their teachers in this regard. The lowest averages belonged to the ELT department students in preparation and technology use in class,

encouragement of technology, use of technology in communicating with the students and preparation of written materials. Also in total scores, the highest averages belonged to the International trade and lowest averages belonged to the ELT students. However, ANOVA and Tukey HSD tests revealed that there was not a significant difference in, both, sub-dimensions and total scores with respect to the department or age variables. In terms of the age variable, findings are in line with a study by Moseley (2010). Moseley, in his study, examined the students' views on the instructors' technology use at a community college. Results showed that there was no relationship between age and the perception of technology usefulness.

Conducting Pearson moment correlation test to find correlation between the total scores of the technology integration scale and the average scores from the attitude scale for English revealed that there was a moderate significant positive relationship and a positive correlation between the students' attitudes towards English and technology integration. Results are in line with a study performed by Alduwairej (2014) which states that from the students' point of view, technology use promotes learning English in the classroom. It was also argued by Chapelle (2003) that technology has an indispensable role in our society and that it fosters the students' language skills both in and out of the classroom. Supporting these findings, Moseley (2010) found that there was a positive relationship between frequency of technology use and perception of technology's effectiveness. Also Lukow and Ross (2003) in a similar study investigating recreation students' attitudes toward technology found that students perceived the instructors' frequent use of technology in their courses as an element in their success. By looking at the literature and the findings of this research, it can be seen that both use of technology and the attitude of the students, are affective factors. This could also be about the changing learning environments. The digital native students of this time require different teaching styles and tactics. Prensky (2010) states that they want meaningful ways of learning that also incorporate the use of technology effectively and are efficient. As teachers continue to improve themselves with the changing requirements of this period and apply what they learn to the classroom, it probably will only affect the learning environment in a positive way. Therefore, these findings might be providing implications about the connection

between the changing learning environments and the styles as well as the teachers' importance in integrating technology into their classroom practices.

In this setting, in order to facilitate higher order thinking skills and active participation of the students, designing a student centered and technology rich classroom environment is important. Also, designed activities should match with students' learning needs. They should support the students in becoming independent, autonomous and lifelong learners. However, Mishera and Koehler (2006) state that there is not a single technological solution that fits every educator, every class and every perspective of teaching and that effective teaching requires the understanding of the rather complex relationships between pedagogy, technology, content and the ability to use this understanding to develop applicable, context-specific strategies and representations. The ability to control and apply this knowledge is a core skill in the classroom which may in turn be beneficial for the learners.

5.2 Conclusions

In terms of what has been reviewed during the course of this research, part of the challenge has been establishing the use of attitude in relationship to technology use and mostly the teacher attitude, or how it should be, from the perspective of students, toward its use because this impacts how motivation is seen within the learning process. Defining motivation proved to be important but it was the implication of the shift between student and teacher for use of technology and implied usefulness that remained difficult to determine. The real implication was deciphering which perspective remained completely hard wired to the study in terms of technology use and the benefit for the learning process. Research questions were devised to evaluate the students' attitudes toward technology because of how the teacher used technology in the classroom and whether or not this had any great impact upon learning English.

What can be determined are the number of implications stemming from the idea of attitude towards technology and how this may be defined by more than the actual exposure to technology itself. Technology being seen as useful by the learner remains directly affected by how the attitude is formed but this attitude comes from somewhere. The attitude comes from a compilation of factors but this study seeks to determine only three where age and gender and department remain in evidence. How

attitude correlates back to these factors not only for the teacher but also the student in terms of learning and how this attitude affects the acceptance level for both players in the classroom remains a large area of study. The implication is that in order to better understand how technology use by the teacher impacts the attitude of the student and their ability to learn English is a complex array of concepts. The real implication to the study and the evaluation of technology use is the view of the use within the mind of the student because they have different factors impacting use than the teacher. Still to see the overlap, the intersection for how teacher choices might impact the student reality toward learning may have very little to do with the technology enhancements present today nor the continued exposure to technology use and social acceptance but more so the style and collaboration of the teacher and student as that relationship also remains important.

From the findings represented in data analysis, many attributes for attitude, what defines attitude toward use of technology for learning English environments remain clear. While literature reviewed created a gap between understanding how technology can be defined and how attitude is defined in terms of motives, there remains the issue of how attitude is unique and taking upon the traits of many different factors. What remains refreshing and interesting about the findings within the two scales for survey and the Likert line of questions is the relationship between the students' attitudes towards English and their teachers' technology use in class, which is, of course, the students' perceptions. Part of the issue remains focused upon literature actively presenting both sides of the story: the teacher's attitude and the learner's attitude. While this could lead to much confusion and challenge for determining where the gaps lie or possible strong correlations, there is also the concern for fogginess. Overall, this research found a connection in how age, gender and department variables factors into students' confidence levels towards English. Another connection that this research was able to find was the relationship between the students' attitudes towards English lessons and the students' perceived technology integration levels of their teachers. Curriculum designers and authors may find this information useful as well as instructors.

5.3 Recommendations

With respect to the study, research questions and review of literature, there are a number of areas that serve as jumping off points for further and future work. It is the recommendation that the study continue to explore what compels an individual learn and specifically, the desire to learn languages like English. To determine specific motivation how it may correlate to cognitive ability, but also whether these abilities are determined by factors like age and gender or even future time perspective also seeks further research options. One compelling issue found within the learning process and attitude is how remarkable an awareness of technology remains closely tied to knowledge and the ability to share knowledge. How age may hamper is objective remains of interest especially as the progression of time leaves more traditional tools in the past and the advent of technology furthers learning capabilities.

The variables discussed were: age, gender and department but in the case of future work, such variables should be considered toward how these relate to attitude of student toward the teacher's attitude for technology integration. Data shows the ELT student will have better attitude toward the learning environment which also suggests future study should be focused upon the intersection between what tools the teachers are using and what but also how this impacts the attitude of the learner. Further future research should delve into minute differences as they show significance toward concrete differences in attitude as defined by age and gender. From the teacher's point of view and his or her attitude, one cannot help but wonder how their age and gender may impact toward attitude for technology and its use. So further future research should also consider examining that connection as well because it further pertains to the student learning experience.

While looking at age, gender and department remain important in terms of designing lifelong learning environments and opportunities for teachers to form deeper relationships with his or her students through a shared lifelong love of learning, these variables will not be the only factor to consider moving forward within a global knowledge society where value is placed upon people who can be flexible to the global scope of social progress. Already the world is changing for many and not always for

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the better, how can teachers fill the gap of equality and diversity within the context of useful technology and reaching the student so that their attitude remains positive toward learning?

Seeking ways to determine how to take the research here and apply it to a standard for global learning and knowledge centres seems the next step in the process because this also moves toward reasoning for learning English and other languages that are a part of this learning world.

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Technology Integration Scale

1. Cinsiyetiniz ?

Erkek ☐

Bayan ☐

2. Yaşınız ?

3. Hazırlık sınıfından sonra okuyacağınız bölüm ?

| 1= Hiçbir Zaman |
| 2= Çok Nadir |
| 3= Bazen |
| 4= Çoğu Zaman |
| 5= Her Zaman |

4. Öğretmenimin görsel materyallerden yararlanmasını ve kullanmasını isterim. (projeksiyon veya yansıtıcı ekran gibi).	1	2	3	4	5
5. Ders işlemek için öğretmenimin sınıfa bilgisayar ile gelmesini isterim.	1	2	3	4	5
6. Öğretmenimin daha iyi öğrenmem için eğitim yazılımları (interaktif DVD ler, Google Earth, Eğitim CD'si vb.) kullanmasını isterim.	1	2	3	4	5

7. Öğretmenimin müzik ve ses dosyaları dinletmek için bilgisayar kullanmasını isterim.	1	2	3	4	5
8. Öğretmenimin sınıfta projeksiyon yardımıyla film (VCD/DVD/DivX) göstermesini isterim.	1	2	3	4	5
9. Öğretmenimin sınıfta kullanmak için bilgisayar sunumu hazırlamasını isterim.	1	2	3	4	5
10. Öğretmenimin derste işleyeceğim konuyla ilgili kaynakları internet yerine kitap, dergi veya ansiklopedilerden araştırmasını tercih ederim.	1	2	3	4	5
11. Öğretmenimin benimle iletişim kurmak için interneti kullanmasını isterim.	1	2	3	4	5
12. Öğretmenimin sınavları elde yazmasını isterim.	1	2	3	4	5
13. Öğretmenimin konuya uygun öğretim materyali (örnek sorular, sunumlar, alıştırma, resim, harita vb) toplamak için interneti kullanmasını isterim.	1	2	3	4	5
14. Öğretmenimin ödevleri hazırlarken interneti kullanmasını isterim.	1	2	3	4	5
15. Öğretmenimin sınıfta kullanılmak üzere uygun teknolojik materyaller (eğitim yazılımı, DVD, elektronik sözlük-atlas, sunum, resim vb.) bulmasını isterim.	1	2	3	4	5
16. Öğretmenimin sınavları bilgisayarda hazırlamasını isterim.	1	2	3	4	5
17. Öğretmenimin benimle sosyal paylaşım ağları üzerinden derslerimle ilgili tartışmalar yürütmesini isterim.	1	2	3	4	5
18. Öğretmenimin bir konu hakkında bilgi edinmek için internet kullanmasını isterim.	1	2	3	4	5
19. Öğretmenimin ödev verirken bilgisayar ve/veya internet kullanmasını isterim.	1	2	3	4	5
20. Öğretmenimin sınıf dışında kullanabileceğim eğitim yazılımları (Google Earth,Mobil Uygulamalar vb) tavsiye etmesini isterim.	1	2	3	4	5

21. Öğretmenimin hazırladığı ödevleri bana ve/veya arkadaşlarına internetten göndermesini isterim.	1	2	3	4	5
22. Öğretmenimin bana internette ki kaynaklardan nasıl yararlanacağımı öğretmesini isterim.	1	2	3	4	5
23. Öğretmenimin internette bulduğu bilgilerin doğruluğunu test etmesini isterim.	1	2	3	4	5
24. Öğretmenimin beni bilgi hırsızlığı ve zararları konusunda bilgilendirmesini isterim.	1	2	3	4	5
25. Öğretmenimin beni internete yönlendirmeden önce internet ahlakı ve kuralları ile ilgili bilgi vermesini isterim.	1	2	3	4	5
26. Öğretmenimin internet etiği konusunda bana nasıl davranacağımı öğretmesini isterim.	1	2	3	4	5

APPENDIX A.2

Attitude Scale for English Classes

1= Kesinlikle Katılmıyorum
2= Katılmıyorum
3= Kararsızım
4= Katılıyorum
5=Kesinlikle Katılıyorum

27. İngilizce dersi zorunlu olmasa dersi almam.	1	2	3	4	5
28. İngilizcede öğrendiğim her yeni konu kendime güveni artırıyor.	1	2	3	4	5
29. İngilizceyi öğrenme hayatımı kazanmada bana yardım edecektir.	1	2	3	4	5
30. İngilizceyi iyi yapabileceğimi biliyorum.	1	2	3	4	5
31. İngilizceyi önemli bir ders olarak görüyorum.	1	2	3	4	5
32. Sınıfta İngilizce konuşmaktan çekinmem.	1	2	3	4	5
33. İngilizce dersine girmekten zevk almam.	1	2	3	4	5
34. Öğretmenim benim İngilizcede başarılı olabileceğimi düşünmektedir.	1	2	3	4	5
35. İngilizce öğretmenimle İngilizce konuşmak isterim.	1	2	3	4	5
36. İngilizce ile ilgili soruları çözdüğümde kendime güven duyuyorum.	1	2	3	4	5

37. İngilizce dersinde iyi değilim.	1	2	3	4	5
38. İngilizce dersine çalışmak hoşuma gider.	1	2	3	4	5
39. Konuşma esnasında yaptığım hatalardan pes etmem.	1	2	3	4	5
40. Konular ilerledikçe kendime güveni kaybediyorum.	1	2	3	4	5
41. İngilizce öğretmenlerim İngilizcede daha iyiye gittiğimi hissettirmektedir.	1	2	3	4	5
42. Öğretmenlerim daha çok İngilizce çalışmam için beni cesaretlendirmektedir.	1	2	3	4	5
43. Yabancı bir dili anlama insanın dünyayı daha iyi anlamasına katkıda bulunur.	1	2	3	4	5
44. İngilizce dersi sıkıcı bir derstir.	1	2	3	4	5
45. İngilizcenin üçüncü ve dördüncü sınıflarda da okutulmasını isterim.	1	2	3	4	5
46. Gelecekteki çalışmalarımda İngilizceye ihtiyaç duyacağım.	1	2	3	4	5
47. İngilizcenin konuşulduğu bir ülkede bir süre çalışmak isterim.	1	2	3	4	5
48. Öğretmen sınıfta soru sorunca heyecanlanırım.	1	2	3	4	5
49. Konuşma esnasında yaptığım hatalar beni olumsuz yönde etkiler.	1	2	3	4	5
50. İngilizce öğrenmeyi çok istiyorum.	1	2	3	4	5
51. Öğretmenim yapabileceğim bütün İngilizce konularını öğrenmemi istiyor.	1	2	3	4	5
52. İngilizce dersini seviyorum.	1	2	3	4	5

53. İngilizce hayatımdaki işlerde benim için önemli olmayacak.	1	2	3	4	5
54. İngilizceyi öğreneceğime eminim.	1	2	3	4	5
55. Yeni bir dil öğrenmek için çaba göstermeye değer.	1	2	3	4	5
56. İngilizce için çaba göstermeye değer.	1	2	3	4	5
57. Bir üniversite öğrencisi için yabancı bir dil öğrenmek önemlidir.	1	2	3	4	5
58. İngilizce ile ilgili grup çalışmalarında bulunmaktan zevk alırım.	1	2	3	4	5
59. Ders esnasında verilen alıştırmaları tek başıma zevkle yaparım.	1	2	3	4	5
60. Daha zor seviyede İngilizceyi başaracağımı sanıyorum.	1	2	3	4	5
61. İngilizce dersinden iyi notlar alabilirim.	1	2	3	4	5
62. İngilizcede daha ileri düzeydeki çalışmaları yapabilirim.	1	2	3	4	5
63. Kütüphanede bulunan İngilizce ile ilgili kitaplar ilgimi çeker.	1	2	3	4	5
64. İngilizceyi düzgün konuşabileceğime inanıyorum.	1	2	3	4	5
65. İngilizcede ilerlemek geleceğim için önemli değildir.	1	2	3	4	5
66. Bir yetişkin olarak İngilizceyi birçok yerde kullanacağım.	1	2	3	4	5
67. Uğraştığım çoğu konuyu başarıyorum ama İngilizceyi başaramıyorum.	1	2	3	4	5
68. Boş zamanlarımda İngilizce ile ilgilenmek hoşuma gider.	1	2	3	4	5

69. İngilizce öğretmeni olmak isterim.	1	2	3	4	5
70. İngilizce ile uğraşmanın zaman kaybı olduğunu düşünüyorum.	1	2	3	4	5
71. İngilizceyi iyi öğrenebilecek bir tip değilim.	1	2	3	4	5
72. Hata yapmaktan korktuğum için sınıfta İngilizce konuşmaktan çekinirim.	1	2	3	4	5
73. İngilizce öğretmenimin sempatik olduğunu düşünüyorum.	1	2	3	4	5
74. İngilizce önemli ve gerekli bir derstir.	1	2	3	4	5
75. İngilizce dersini almak benim için bir zaman kaybıdır.	1	2	3	4	5
76. İngilizce ile ilgili tartışmaların yapıldığı ortamlarda bulunmaktan zevk alırım.	1	2	3	4	5
77. İngilizce çalışırken kendi kendimi motive edebiliyorum.	1	2	3	4	5
78. İngilizce dersinde kendimi derse veremiyorum.	1	2	3	4	5
79. İngilizce sınavından önce korku ve heyecan duyarım.	1	2	3	4	5
80. İngilizce bana kolay gelir.	1	2	3	4	5
81. Yapmam gereken işlerle karşılaştırdığımda İngilizce öğrenme çok zamanımı alır.	1	2	3	4	5
82. Öğretmenim benim derste aktif olmamı sağlamaktadır.	1	2	3	4	5

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1. Sept 02nd 2015   **Instructor**   **Mevlana University**
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   Aug 31st 2015   English Preparatory Class
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3. Feb 11th 2008   **English Language Teacher**   **Private Yamanlar Ozyurt**
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HOBBIES

Writing applications for iOS devices, Movies, Motor sports

COURSES & SEMINARS & CONFERENCES

- English Language Teacher Orientation Course – Turkish Military Academy - 2004

- Principles and Practices in Teaching Young Learners (15-hour-course) -Oxford Teachers' Academy — Oxford University Department for continuing Education and Oxford University Press — 2008

- IEARN (International Education and Resource Network and Adobe Youth Voices Training Seminar) -2009

- Very Young and Young Learners Methodology – Excellence in ELT Conference -- Oxford University Press – 2010

- How to be a Teacher Trainer (60-hour-course) — Pilgrims-2013

- Teacher Researchers in Action Conference - 2014

- Developing Applications on Microsoft Azure Platform – Microsoft – 2015

- Bahçeşehir University MA TEFL Research Summit – 2015

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