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A STUDY ON THE ATTITUDES OF ELT TEACHERS TOWARD COMPUTER ASSISTED LANGUAGE LEARNING

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We **certify** that thesis under the title of "**A STUDY ON THE ATTITUDES OF ELT TEACHERS TOWARD COMPUTER ASSISTED LANGUAGE LEARNING**" is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching**.

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24.01.2014

Fatma Gamze SÖKÜCÜ

To my mother.

ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN BİLGİSAYAR DESTEKLİ YABANCI DİL EĞİTİMİNE KARŞI TUTUMLARI ÜZERİNE BİR ÇALIŞMA

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Bu çalışmada İngilizce öğretmenlerinin bulundukları okullardaki bilgisayar destekli dil eğitimine karşı tutumlarının ölçülmesi amaçlanmıştır. Çalışmada betimleyici yaklaşım araştırma yöntemi olarak belirlenmiş ve araştırma soruları bu bağlamda değerlendirilmiştir. Çalışmaya Zirve Üniversitesi Yabancı Diller Yüksek Okulu'ndan 42 okutman katılmıştır. Araştırmada uygun örnekleme yöntemi kullanılmıştır. Araştırmada kullanılan anket Christensen ve Knezek (1998) tarafından geliştirilmiştir. Anket soruları 5 farklı alt kategoride yer almaktadır: ilgi, endişe, üretkenlik, kaçınma ve elektronik postanın dil öğrenimi için kullanılması. Araştırma sonucunda elde edilen bulgulara göre öğretmenlerin bilgisayar destekli dil eğitimine karşı nispeten az sayıda olumsuz tutumları ve buna kıyasla daha fazla olan olumlu tutumları ortaya çıkmıştır. Elde edilen bu bulgular ilgili literatür ışığında incelenmiştir.

Anahtar Kelimeler: Bilgisayar Destekli Yabancı Dil Eğitimi; Öğretmen tutumları; Teknoloji

ABSTRACT

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This study is an attempt to identify the attitudes of English language teachers toward Computer Assisted Language Learning in the School of Foreign Languages at a private university. A descriptive research design was used to answer the research questions. Forty-two English language teachers working in School of Foreign Languages at Zirve University participated in the study. A questionnaire developed by Christensen and Knezek (1998) was used as a data collection instrument. The questionnaire is composed of questions, which correspond to 5 different subgroups such as enthusiasm, anxiety, productivity improvement, avoidance and e-mail use for classroom learning. According to the results of the study, the findings asserted that teachers have less negative attitudes toward Computer Assisted Language Learning when compared to positive attitudes, which have the majority in overall aspect. Those findings were thoroughly discussed in the light of the current literature.

Keywords: Computer Assisted Language Learning (CALL); Teacher attitudes; Technology

ABBREVIATIONS

CALL: Computer Assisted Language Learning

ELT: English Language Teaching

ICT: Information Communication Technologies

IT: Information Technologies

SFL: School Foreign Languages

SPSS: Statistical Package for Social Sciences

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CHAPTER I

1. INTRODUCTION

1.1. Introduction

This chapter gives brief information about the main focus of the study and Computer Assisted Language Learning (CALL). It is followed by the purpose of the study in which the research questions are stated and then the significance of the study is pointed out. At the end of the chapter, operational definitions and lastly justification for the study is also provided.

1.2. Background of the Study

With constant development around the world, English has become the global means for international communication (Crystal, 2003), as language franca (House 1999; Seidlhofer 2001). With English being under this much spotlight, English language teaching and learning has also been exposed to the latest changes and has been affected in many ways. As argued by Hubbard and Levy (2006) the effects of the changes in language teaching and learning have been becoming more and more obvious and the results are promising. Computers, technology, Internet, multimedia, education technology, educational games, information technologies, and so on have already become more recognizable concepts by language teachers. However, the main factor has always been and will always be technology and its integration into language teaching and learning processes. Scinicariello (1997) argues that technology is a tool to be made use of in this process. It is also thought to be a tool that both tempts and attracts learners and enhances their learning experience, because "It is increasingly being promoted as a powerful mechanism that can transform education" (Chalhoub-Deville, 2001). During this transformation process, computers have been extensively used in many areas as well as language teaching and learning and there have been much impressive advancement in information technologies (Jiang, 2009). Gorjian, Moosavinia, Ebrahimi Kavari, Asgari and Hydarei (2011) argue that computer technologies support learning in many different ways. Due to technology's continuous developments, it has become crucial for language teachers to be aware of their own roles. It is because computers are everywhere in our lives, and we, the language instructors, have to understand their roles in teaching and learning processes. It is also emphasized that computers are a means for communication between teachers and learners. Students can use computers to

communicate with each other and even with native speakers. However, if the teachers do not try to understand or have enough knowledge about computers as an educator, it will become more and more challenging for them to make use of computers in order to create more effective learning environments (Hubbard, 2013).

With the evolution of technology, and for this very reason with the evolution of computers, a new era has started in language teaching. As Heffernan and Wang (2008) pointed out, language teachers are obliged to decide upon their materials for classroom use, what to use, how and when, and to check their appropriateness and by integrating computers into our teaching, we can make this process much easier within a much shorter period of time. Moreover, as indicated by many people and studies (Jones 1986; Zhao, 2003; Kern, 2006; Fatemi Jahromi and Salimi, 2013) the important thing is not whether the technology employed in the teaching practice is effective or not, it is how the technology is made use of in order to create much better learning environments. Thus, making efficient use of computers in our teaching with the purpose of providing much better learning environments for the learners is the key to success. And this will become possible only when the teachers learn about and become aware of computers, which are the core of technology, discover appropriate and efficient use of them in their teaching practices and make use of them for further references (Son, 2008). Since computers have the potential to stimulate learners, it also grants them access to much more authentic language materials for the language teachers. As implied by Golonka, Bowles, Frank, Richardson and Freynik (2012), the more technologies are customized for language teaching by the language teachers themselves, the better the language teachers become in using them. Thus, the more language instructors embed the computers into their teaching, the better they will become in using them. During this learning and the implementation process, teachers might come across with many circumstances and these circumstances affect teachers' attitudes in positive or negative ways. And as a result, teachers develop their own attitudes toward computers. Just like the students, if the teachers think they do not benefit from computers, they refuse internalizing them (Zhang, 2008). There have been many studies conducted regarding in order to understand the reasons behind the attitudes of teachers and the essential role they play in the teaching process. As also emphasized by Kessler and Plakans (2008), the use of technology in language learning classrooms has always been a significant area for researchers because it provides an insight to the users about teachers and students, their attitudes, beliefs and how they make use of technology, as well as "teachers'

overall comfort with technology".

Atkins and Vasu (2000) pointed out that there are two essential elements, which influence teachers' attitude towards computer technology: knowledge and ability. Since "the personal computer and internet access, have become nearly ubiquitous for foreign language (FL) learning in many industrialized countries", (Golonka et all, 2012) it has resulted in widespread use of computers in language learning and teaching, giving birth to Computer Assisted Language Learning (CALL). Even though the techniques used in traditional teaching and learning methods and CALL are different, they share the same purpose of improving learners' abilities as much as possible (Jiang, 2009). Also, as stated by Ayres (2002) "CALL needs to be used carefully and judiciously and must be tightly integrated into the learning curriculum in order for learners to obtain maximum benefit from its use" (p. 249). In the implementation and success of CALL, there are many essential factors and attitude is one of them (Fatemi Jahromi and Salimi, 2013).

1.3. Statement of the Problem

With the constant development in technology, computers started to be an essential part of our daily lives as well as education systems, and especially language learning classrooms. Teachers and learners are constantly trying to stay abreast of developments in this technological era. Keeping this in mind, there are many universities in Turkey providing the latest technology in order to create a better educational environment. However, just having the necessary components for a highly developed language-learning classroom does not always mean success. Since humans are creatures with emotions and attitudes that they develop themselves, personal beliefs have quite an important effect on the rate of success. Based on this fact, it is possible to say that due to students and especially teachers' attitudes towards computers in learning and teaching process, the success and the degree of success is bound to change.

1.4. Purpose of the Study

The purpose of this study was to find out the teacher's attitudes towards Computer Assisted Language Learning (CALL). The word "attitude", however can be somewhat subjective. No wonder it might raise questions in our minds like "What kind of attitudes are mentioned, how many of them have been measured, and to what extent?" That's why under the main research question of the study, which is "What are the teachers' attitudes toward CALL?" there are 5

additional questions, which define the attitudes of teachers the researcher wanted to study. This study addresses the following research questions:

- What are teachers' attitudes toward CALL?
  1. What are teachers' perceived enthusiasm for the use of CALL?
  2. What are teachers' perceived anxiety regarding the use of CALL?
  3. What are teachers' perceived productivity improvement through the use of CALL?
  4. What are teachers' perceived avoidance for the use of CALL?
  5. What are teachers' perceived e-mail use for classroom learning within the use of CALL?

1.5. Significance of the Study

Recently, many universities in Turkey have been provided the opportunity to improve language education in their preparatory schools. Generally, this advantage is granted with the help of integrating computers, via multimodal teaching techniques, into their teaching curriculums and making use of them as much as possible. Zirve University is, no doubt, one of the technology-based schools in Turkey. It is a university striving to give the best language education to their students by utilizing the latest educational technology. Moreover, it is the first university in Turkey distributing MacBook computers to both its academic staff and students. Zirve University is also supported by Apple Corporation through the Light House project, the purpose of which is to provide state-of-the-art technology to every member of Zirve University. Therefore, the use of computers in Zirve University is vital, that's why attitudes of the teachers' toward computers, too. Zirve University is a 4-year-old university, so there has not been any study done on this. Thus, the results of this research may provide some information about the ELT teachers' attitudes towards computers by answering the attitude-centered 5 research questions of the study, which are stated in Section 1.4.

1.6. Operational Definitions

Attitude: An acquired and relatively fixed tendency to react in a given way in relation to other persons or thing (Brown, 1965; cited in Lakshmi, 2004, p.8).

Computer: Programmable machine that can store, retrieve, and process data. (http://www.merriam-webster.com/dictionary/computer)

Computer Assisted Language Learning (CALL): The search for and study of applications of the computer in language teaching and learning (Levy, 1997, p. 1).

Internet: A global pool of information and services, accessible by means of locally executed interface software (Sampath, 2001, p. 310).

Technology: Application of knowledge to the practical aims of human life or to changing and manipulating the human environment. Technology includes the use of materials, tools, techniques, and sources of power to make life easier or more pleasant and work more productive. (http://www.merriam-webster.com/dictionary/technology)

CHAPTER II

2. REVIEW OF LITERATURE

2.1. Introduction

There have been many impressive developments in language teaching methods over the last 30 years. They have moved from teaching abstract rules of grammar structures to implementing concrete communicative activities (Zhang, 2008). That's why we owe our special thanks to technology without which we would have probably been continuing to teach complex grammar structures with more and more abstract rules to our students who are inattentive. By means of computers, which are the foundation of technology, language teaching and learning has started to have a whole new dimension.

Technology has been put into use for many purposes. As implied by Zhang (2008), the main purpose of technology is providing language content for the educators and it has also been made use of in order to communicate with students for advisory purposes. Less but not the least, technology has also been used to contribute to the learning process of the students, as well as monitoring their progress and as a contributory element for planning. With computers starting to fit in and taking a much more prominent roles in our lives, we can literally say that they have entranced us. Use of computers in language classrooms created much better opportunities for both teachers and learner. Their potential as an important element in language teaching is globally acknowledged (Levy, 1997; Chapelle, 1997; Moras, 2001; Ayres, 2002; Davies, 2002; Gamper and Knapp, 2002; Egbert, 2005) and findings promote the successful implementations of CALL.

This chapter starts with an introduction to Computer Assisted Language Learning together with its history and development as well as its advantages in English language teaching. Then it presents the changing role of teachers in Computer Assisted Language Learning classes. Afterwards, it continues with discussions on the importance of changing role of computers and computer competence of EFL teachers. Finally, the chapter concludes with a discussion on the importance of teachers' attitudes toward Computer Assisted Language Learning.

2.2. An Introduction to Computer Assisted Language Learning

With the evolution of computers so has the role and purpose of computers in society evolved. Education and language learning is one of the areas where such developments have occurred. With the employment of computers in language learning and the teaching process, the era of Computer Assisted Language learning has started. As defined by Gamper and Knapp (2002) CALL is a field of research that discovers the approaches and the techniques employed by computers in the field of language learning along with with their benefits.

The first use of the term "CALL" was in 1983 in Toronto at a TESOL (Teachers of English to Speakers of Other Languages) convention. It was agreed on and decided by all the interested participants at the convention (Chapelle, 2001) and since then the term has been in use. With respect to this issue Davies (2002) stated that:

> *"Computer Assisted Language Learning (CALL) is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactiveelement." (para. 1).*

The following sections will give information about the history and development of CALL and the shifts it has gone through since its first came into being.

2.3. History and Development of Computer Assisted Language Learning

Computer Assisted Language Learning (CALL) can be considered a technology-based approach (Zhang, 2008). As implied by Thomas and Reinders (2010) the research done in this area displays the impressive developments and transformation in information and communication technologies (ICT) as well as learning methodologies.

Computers have been in use for a very long time, however, as stated by Warschauer and Healey (1998) they have only been employed for language teaching purposes since 1960s. Warschauer (1996) also stated the historical development of CALL demonstrates that computers can be employed for language teaching. Additionally, Warschauer continued with computers' serving many purposes. They can be a tutor helping to practice drills and skills in the language as

well as a motivating factor for interaction and in discussions. They can also be the tools for academic purposes like research, the means for international communication, and, with the appearance of the Internet, an immense source of authentic materials. Hence, computers' more than 50-year-old history is divided into three explicit stages and each of these stages correlates with the technology and educational approaches at a precise level (Warschauer and Healey, 1998). Thomas and Reinders (2010) emphasized that in due course, popularity of dedicated language laboratories has decreased and as a result give way to microcomputers from mainframe ones, as well as transition in technologies from analogue to digital. Finally, digital technologies have started to be used in and outside the classrooms through means of the Internet at the start of the 21st century.

2.3.1. Behavioristic Computer Assisted Language Learning

As it is well known every action has a preparation period. That is why even if the start of CALL was accepted in the 1960s, the preparation process started in 1950s with the first ideas about computers' being integrated into teaching (Warschauer, 1996). In this stage, which started in the 1960s and continued during 1970s, with the implementation of behaviorist learning theories, which were the dominant theories in the previous decade and as a result of naming the stage as behavioristic CALL as well as structural CALL, students were given the chance to experience the language via drills and practices through predominantly audio-lingual method (Moras, 2001). Warschauer and Healey (1998) pointed out in this stage computer was accepted as a tutor which never got exhausted or criticized the learners and let them work at their own pace.

Two example representative projects that also reflect the ideas and effects of this stage are PLATO and later on TICCIT projects (Levy, 1997). PLATO (Programmed Logic for Automatic Teaching Operations) was a system whose main purpose was the employment of computers in education that used as time-sharing and it was started at University of Illinois, Illinois, US in 1960. The other project developed afterwards was TICCIT (Time-Shared, Interactive, Computer Controlled Information Television). It was initiated and conducted at Brigham Young University, Utah, US in 1971. It was a significant project integrating the two essential elements: television and computers (Levy, 1997).

2.3.2. Communicative Computer Assisted Language Learning

After the first, behavioristic stage then came the second stage, Communicative CALL also called as Cognitive CALL. It came forth in the 1970s and 1980s. It rejected the lasting effects of the behavioristic approach from previous stage and adapted the theories of cognitive approach, focusing on the course of learning, exploration and improvement (Warschauer and Healey, 1998). Advocates of this approach asserted that the behavioristic approach didn't rightfully serve its purpose. Since, the drills and repetition programs restricted the learners from experiencing enough authentic communication (Warschauer, 1996). They noted that in Communicative CALL stage the result of computer use was not restricted to the tasks students performed on the machine, but also their interaction with each other while using the machine (Warschauer and Healey, 1998). Underwood was one of them and he described the basic features of Communicative CALL as:

- focuses more on using forms rather than on the forms themselves;
- teaches grammar implicitly rather than explicitly;
- allows and encourages students to generate original utterances rather than just manipulate prefabricated language;
- does not judge and evaluate everything the students nor reward them with congratulatory messages, lights, or bells;
- avoids telling students they are wrong and is flexible to a variety of student responses;
- uses the target language exclusively and creates an environment in which using the target language feels natural, both on and off the screen; and
- will never try to do anything that a book can do just as well.

(Underwood 1984; cited in Warschauer, 1996, p. 4)

The communicative stage, just like behavioristic CALL, viewed the computer as a mechanical tutor. However, it gave the opportunity to choose, control and interact. In addition to this, it also accepted the computer as a motivator alongside as a tool providing the learner practice of language materials (Moras, 2001).

The representative project of the stage was Athena Language Learning Project (Athena or ALLP in short). This project started as a profoundly financed project with the purpose of

discovering role of computers in education at the Massachusetts Institute of Technology (MIT), Massachusetts, US (Beatty, 2003). The advantages of ALLP are noted by J. Murray et al. (1991; cited in Beatty, 2003) as being:

> - The encyclopedic information usually associated with print that can be recalled with the speed of the computer.
> - The extensive models of the language provided by multiple speakers (including native speech in its appropriate cultural context) usually associated with television or film materials, and
> - The engagement of interactivity usually associated with more primitive drill-and-practice routines.
>
> (Murray et all., 1991; cited in Beatty, 2003, p. 29)

Deduced from Murray's findings it can be said that Communicative CALL tried to integrate the positive sides of the behavioristic approach, the engagement, and the constructivist approach, with interaction, in order to eliminate possible shortcomings (Beatty, 2003).

2.3.3. Integrative Computer Assisted Language Learning

The third and still continuing stage is Integrative CALL, which is also called Sociocognitive CALL and Socioconstructive CALL. This stage has been built on two vital advancements in the technology of the last decade: the emergence of computers with multimedia and the Internet. Due to many teachers' tendency to engage in communicative teaching, content-based, task-based and project based approaches were in high demand. This situation resulted in a newly formed aspect to language learning and technology, which is called Integrative CALL (Warschauer and Healey, 1998).

With the development of Internet, this stage has introduced the most essential element of present-day: multimedia technology. Warschauer (1996) defined it as the availability of a wide range of media - including but not limited to text, graphics, sound animation and video - on one device, which no doubt contributes a lot to the learners. In integrative approach, learners get to know the technological tools because in this approach language learning is accepted as an evolving process. Thus, instead of practicing the language with weekly intervals, students use computers as the technological tools to learn the language at their own pace using many kinds of

media (Warschauer and Healey, 1998).

The representative and reflecting projects of this stage are CAMILLE and OLA. CAMILLE (Computer-Aided Multimedia Interactive Language Learning) was designed as collaboration between four certain European countries, Netherlands, United Kingdom, France and Spain, in order to provide language courses to each country, in Dutch, English French and Spanish, for either as general courses or English for academic purposes (Levy, 1997). The other project was OLA (Oral Language Archive). It was started at Carnegie Mellon University, Pennsylvania, US in 1994 with the purpose of turning the sound recordings into computerized versions and collecting them. Afterwards, they would be available to anyone from anywhere in the world via Internet (Levy, 1997).

Throughout all three stages of CALL, teachers have always tried to find ways to teach the language in a more effective way by abandoning certain approaches due to lacking sides. Instead they adopted new approaches when needed in order to close the deficits of the previously tried ones. In this way, they set their sights on teaching languages in the best possible ways.

2.4. The Advantages of Computer Assisted Language Learning

With Internet taking part in and getting hold of our lives, computers have become more and more available. In fact, the use of computers in language teaching is not a totally new approach. There have been rapid advancements that were initiated at the end of the twentieth century thanks to information communication technologies (ICT). Given these circumstances, teachers have been provided with many invaluable tools such as multimedia devices, dedicated language labs and the Internet already before the start of twenty-first century. Thus, learners have been granted access to foreign language documents to learn more and to improve themselves as well as access to communicating with native speakers in order to practice and learn more about the language. Ultimately the long-lived dream has become an everyday reality: by means of computers (Zhang, 2008). Moreover, with the help of computers, teachers who are skeptic about this “practical reality” will find satisfying answers to their questions (Goodwyn, 2000).

Previous practices of computers were about what computer could provide to the teachers and learners. However, the new practices and implementations are about what teachers and learners can do with computers. Only when technologies correspond with the needs of the users,

will they successfully co-exist in the language teaching and learning process. Only at that time, computers will support communication and promote real life experiences for teachers and learners (Schneiderman, 2003). As of now, it may not be wrong to say, we have already reached this ultimate stage proposed by Schneiderman. The table (Table 1) below provides more detailed aspects in the development of computers in language teaching and learning context:

Table 1. The Old Computing versus The New Computing

The old computing	**The new computing**
Focus on what computers can do. Teachers get excited about the "aha" moment when something new and exciting works.	Focus on what people can do with computers, not on what computers can do for people.
Technician and technology driven. Focus on bits and bytes, connectivity. Teachers often told to adapt their classroom practices to fit the system.	Driven by curriculum and learning goals of the forward thinking educational leader in the school. User-centered not technology-centered.
Better ways of • marketing the school • presentation • vocational preparation • research • communication • re-drafting • organizing/storing	Better ways of • using multiple intelligences • analytical thinking • visual analysis • facilitating • facilitating • collaborating • empowering • discovering • making and doing
Generally teacher-controlled, didactic learning.	Potential for open-ended, pupil-centered, constructivist learning.

(Nettelbeck, 2005, p. 2)

Computers, thanks to their widespread availability, have positively affected the interaction between teachers and learners as well as the collaboration between both teachers and students (Gamper and Knapp, 2002). That's' why the advantages provided by computers cannot be denied. In this day and age, computer-mediated communication (CMC) is the most popular approach to technology being applied in the language classroom. In line with the constantly changing teaching contexts, computers can play various roles and be given numerous functions ranging from basic drill tools to highly effective agents in intercultural communications (Thomas and Reinders, 2010; Zhang, 2008).

According to Levy and Stockwell (2006) with the help of technology, computers are becoming more and more empowering and convenient devices for both parties of the teaching and learning process because they bring width, flexibility, and distance to the learning experience by removing the boundaries of a classroom for students and teachers. Additionally, computers and CALL contribute to learners' participation in the learning experience by lowering their anxiety and help them practice the language. The benefit for teachers is that they also serve the purpose of archiving large amounts of data and keeping the detailed progress records of students thereby lowering their burden as well (Zhang, 2008).

As proposed by Howard Gardner in 1983 through multiple intelligence theory, not every student in the classrooms has the same intelligence. Thus they cannot process the resources and materials presented in the same way like their peers. Among a student population there are many independent and dominant intelligence types and varied learning styles. Because of this, computers are integrated into language teaching with the purpose of closing the gap existing due to the learning differences originating from different learning types. Computers are the best way to provide an equal chance of success to all language learners. As pointed out by Schneiderman (2003) and Jiang (2009) computers combine texts, audios, and graphics and, through them, communicate ideas in a harmonious manner in accordance with the language teaching and learning needs of students. This is because they incorporate all possible language teaching approaches and motivation agents (Egbert and Hanson-Smith, 1999) in a "compatible learning style" (Davies, 2002).

Egbert (2005) demonstrates that employing computers in teaching, namely practicing CALL, provides quick access and administration of the lesson materials as well as improving

them and promoting language learning. Additionally, interactivity is one of the most valuable benefits catered by CALL. Since CALL grants the opportunity of creating more student-centered teaching atmospheres and instant feedback in these settings (Davies, 2002). Another remarkable aspect of CALL is all these opportunities are provided in cost-effective ways (Woodard, 1998). Furthermore, when all advantages of CALL are properly applied into language teaching, the ultimate goal of CALL, which is to boost the quality of language teaching (Cameron, 1989), is successfully carried into action.

2.5. Changing Role of Teachers in Computer Assisted Language Learning Classes

Zhang (2008) implied that teaching occurs when the competent users of the language, teachers and native speakers, transfer their knowledge to the learners. With the development of technology in our lives, the learners' role has changed into that of the producer and the user of the language from just receiver of the given structures and short term-memorization of them. The role of teachers also has been subjected to a lot of change as well. As a consequence, teachers have become facilitators who can locate, choose and offer information in a variety of ways to meet the needs of language learners (Warschauer and Healey, 1998). A teacher's will and determination is integral to their achieving goals throughout this time of change. However the role of technology in their success cannot be denied. Even so, as stated by Fullan and Hargreaves (1991), no matter how well prepared the changes might be, they don't mean anything if not adopted by teachers and implemented in their teaching practices. Garret also (1991; cited by Warschauer, 1996) supported this idea and pointed out that computer use does not form an approach. Rather, it is a medium to utilize consisting practices, methods and schemes. In the meantime, during the implementation of CALL, the effectiveness cannot be measured by merely the existence of computers (Warschauer, 1996) because neither technology nor language is important on their own. The important thing is the language learning setting built by teachers (Egbert, 2005).

2.6. Computer Competence of EFL Teachers

Teachers have an important role in learners' adjustment and adoption of technology (Thomas and Reinders, 2010). How much time the students spend with computers has a great impact on how much they will profit from CALL (Almekhlafi, 2006). The teachers are key

elements and role models for learners that reinforce the computer use, thereby technology and eventually CALL in the language learning process. In other words, the more computers are employed in language teaching, the more advantages teachers and learners will be provided (Arishi, 2012). However, as implied by Nettelbeck (2005), even the most passionate and competent teachers may experience difficulties with this new instrument, even if they are in favor of computers being integrated into teaching to provide more authentic materials and to conduct more constructivist teaching methods. Nettelbeck (2005) also asserted that teachers should admit that they cannot have full control over computers because of technical problems that cannot be solved without the help of authorized people. Even so, as stated by Peters (2006), teachers should receive training not to be computer experts or IT specialists, but to be competent users implementing technology in their classrooms. During their training, instead of broadening their knowledge just in technology, teachers should acquire knowledge and experience that will help them create solutions for language teaching (Kessler and Plakans, 2008).

The acquisition of specific knowledge about technology relevant to the use of CALL in their classes provides teachers with many benefits (Hegelheimer 2006; Levy and Stockwell, 2006), however not every teacher has the competency and correct mindset to investigate the relationship between computers and language teaching (Lam, 2000). Hertz illustrated (1987, p. 183; as cited in Levy, 1997) four distinct levels of computer-competent teachers:

- Level 1: the computer using teacher;
- Level 2: the non-programming author of courseware content;
- Level 3: the user of authoring systems;
- Level 4: the teacher programmer.

(Hertz, 1987; as cited in Levy, 1997, p. 106)

Level 1 teachers are the ones with basic computer skills, who can carry out their duties both in their daily life and in their classrooms with the help of computers. Level 2 teachers are the consumers of CALL related materials but not yet the creators. Teachers of the next level, Level 3, are the creators of CALL programs. They can create their own materials and use them however they want. Teachers of the last level are competent users of CALL programs. They can "write" their own program easily and put it into use without much effort. It can be said that apart from the ones in Level 1, teachers at all the other levels are able to create materials with the help of

software and make use of them. The best example for this situation would be the materials created via presentation software such as PowerPoint, Keynote or online ones like Prezi, Slideshare, PowToon.

As well as having adequate competency with computers, language teachers should also have some basic information about using web-based search engines and locating the sources or materials they need, and scanning them thoroughly in order to decide their appropriateness level (Chappelle and Hegelheimer, 2004; Singhal, 1997). In this era of knowledge, finding appropriate lesson materials among the abundance of materials available is not easy, even if the resources for popular languages, as is the case with English, are plenty (Hubbard, 2013).

Hubbard also emphasized that discovering every aspect of a setting in which the language will be taught is a very important step, so that the teachers will have the chance to decide what kinds of CALL materials they will use. As the technological advances tend to change rapidly, so do the L2 learning opportunities (Chalhoub-Deville, 2001). That is why teachers should have enough computer training as well as enough computer competency to catch up with them. If they are not technically competent enough to deal with computers and the Internet, it might turn out to be a problematic situation for them (Moras, 2001). Warschauer and Whittaker (1997) proposed that in order to implement new technologies in much better ways, teachers should give themselves some break, take a step back, so they can try to re-discover the parts they might have missed and concentrate on essential educational needs.

Kessler (2007) mentioned that teacher trainings and teacher education programs generally concentrate on certain aspects of instructional technology or specifically designed software programs. As a result, teachers will not have the desired competency to create something new for language learning purposes with the help of computers, but the ability to use them for other means. In other words, they will not be ready to step in language classrooms that are equipped with state-of-art technologies. In line with this fact, Chapelle and Hegelheimer (2004) described the traits of the twenty-first century language teachers as being concerned with latest technology related to language teaching field critically, and able to implement them productively. Warschauer and Healey (1998) strongly believe that as the facilitators, language teachers are obliged to have enough competence in order to prepare variety of materials, and implement them in their language classrooms.

2.7. Teachers' Attitudes toward CALL

Students' impressions and attitudes become positive only when they become aware of technology, start to use it, benefit from it and have fun while using it (Stepp-Greeany, 2002). The situation is no different for teachers. In line with this fact, Min (1998) asserts that the ultimate goal in teaching and learning will occur when the students share the same or similar attitudes with their teachers. That is why teachers' attitudes towards computers and CALL are of great importance both in integrating computers into curriculums and implementing CALL in the classrooms. Furthermore, the more experience and familiarity with computers teachers have, the more favorable attitudes and less level of anxiety they will exhibit. In other words, they gain more experience and become more enthusiastic about computers (Hardy, 1998).

In the course of employing computers and practicing CALL in language classrooms, there have been many studies focusing on teacher attitudes. The findings of the studies by Chen (2008), Dashtestani (2012), Hardy (1998), Hong and Koh (2002), Külekçi (2009), Teo (2008) and Tezci (2009) concluded that majority of the teachers have positive attitudes towards computers, technology and CALL.

In this regard, the study conducted by Albirini (2006) analyzed the attitudes of 326 Syrian high school EFL teachers towards information communication technologies (ICT) and discovered that they have positive attitudes toward ICT in education. Another study conducted by Bordbar (2010) was also in this direction. He studied the attitudes of 10 Iranian high school EFL teachers towards ICT in education just like Albirini (2006) as well as reasons and factors behind them. He concluded in his study that teachers had positive attitudes toward ICT in education, findings similar to those of Albirini (2006).

Bakr (2011) also conducted a study on teacher attitudes toward computers in the Egyptian context. She surveyed 118 secondary school teachers focusing on gender and teaching experience. The results of study revealed that Egyptian secondary school teachers' attitudes are fairly positive. The study by Safdar and Jumani (2013) can be addressed as one of the latest in the field, which also provided the same findings about positive teacher attitudes. It was conducted within the Pakistani context with 600 students and 100 teachers at the same time. The focus, just like the previous studies mentioned, was on attitudes toward computers and ICT.

Studies conducted nationwide also revealed the similar results. Arkın (2003) conducted his study with 97 Turkish instructors working at the tertiary level and found generally positive attitudes towards computers and technology resources. The focus of his study was teacher attitudes in a vocabulary enhancement program. Zereyalp (2009) also conducted his study at the tertiary level. The participants were 80 Turkish ELT educators from 27 state universities all around Turkey, so the study was a representative of the Turkish context. The study revealed positive attitudes towards computers in general and computer technology use in improving language instruction and learning and CALL, just like its counterparts in the field.

Another study by Özerol (2009) was conducted with 60 Turkish EFL primary school teachers. It revealed similar results and presented positive attitudes and perceptions towards CALL. One of the latest studies in the field within the Turkish context was carried out by Aydın (2013) with 157 elementary and secondary school EFL teachers. The findings of the study were in line with the previous ones as well with positive attitudes and perceptions towards computers, ICT and CALL.

In the light of these studies, it can be said that attitudes of teachers toward computers, computer technologies, ICT and CALL are quite important and lead the success of the techniques, methods and approaches employed in language teaching. For this purpose, teachers need to be convinced of the educational effectiveness of computers, computer technologies, ICT and CALL. Only then English teachers, as a community, will be competent users of computers and related technology as well as implementers of them in language teaching (Goodwyn, 2000).

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This study aimed to find out the attitudes of English language teachers from Zirve University School of Foreign Languages toward using computer assisted language learning (CALL). This chapter presents information about the methodological details of the study; the research design, the participants, the instruments, the data collection procedure and the methods used for data analysis.

3.2. Design of the Study

The study is a descriptive study. A descriptive study is general defined as a study that describes all the elements of the study as fully and carefully as possible (Fraenkel, Wallen and Hyun, 2012, p. xxv). Thus, it aimed to find out the attitudes of ELT teachers towards CALL at Zirve University, without any intervention, neither to the environment nor to the participants.

In this study, quantitative research was used. Colpaert (2012) states that quantitative research have the advantage of being objective, measurable and comparable because the data are collected in the form of numbers, charts, in percentages. At the same time, qualitative research was used, too. In qualitative research the data are collected in the form of words, or pictures rather than numbers (Fraenkel et all, 2012). Thus, for these reasons the present study is a combination of both qualitative and quantitative research design. As Fraenkel et all (2012) describes, "its advantage is that by using multiple methods, researchers are better able to gather and analyze considerable more and different kinds of data than they would be able to using just one approach" (p. 11).

3.3. Setting and Participants

The study was conducted at Zirve University, School of Foreign Languages (SFL), English Preparatory Department. Zirve University is a technology based foundation university in Gaziantep, southeast of Turkey. At Zirve University, all the students have to attend preparatory school for 1 year regardless of their departments. During the whole education year at preparatory

school, students are exposed to the target language through computers. Thus, computers have a very important role both in students' and the teachers' live at Zirve University. The participants of this study were 42 ELT instructors working at Zirve University. They were selected through voluntary-based sampling method, as they were the easiest to reach for the researcher.

3.4. Data Collection Instrument

The data collection instrument used in this study was a survey developed by two researchers Christensen and Knezek in 1998 and has been made public for further studies by Institute for the Integration of Technology into Teaching and Learning (IITTL) of University of North Texas (UNT). It is called Faculty Attitudes towards Information Technology (FAIT). FAIT consists of 5 dimensions related to and focusing on specific aspects of the attitudes of teachers. They are enthusiasm/enjoyment, anxiety, productivity improvement, avoidance and e-mail use for the classroom learning. The numbers of the items in each subscale are as follows in their respective orders: 15, 15, 15, 11, 11.

Table 2. Characteristics of the FAIT Survey

Subscales	Number of Items
Enthusiasm/ Enjoyment	15
Anxiety	15
Productivity Improvement	15
Avoidance	11
Email use for Classroom Learning	11
TOTAL	**68**

In the present study, the demographic sheet section was adapted to meet the needs of Preparatory Department of Zirve University SFL (See Appendix). The first part of the survey consisted of 68 multiple-choice items with 5 Likert-type rating scales which were "S=Strongly

disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree". The second part consisted of 2 open-ended questions about CALL.

The internal reliability subscale was found between .90 and .96 by Christensen and Kneezek (1998). However, because the researcher adapted the survey to meet the needs of the setting and participants of the study, the internal reliability was re-calculated and found to be .88.

With the purpose of getting consistent answers from participants, there were many negative worded questions in the survey. The number of negative worded questions are as follows: 2 items in enthusiasm/enjoyment subscale, 11 items in anxiety subscale, none in productivity improvement subscale, 9 items in avoidance subscale and none in e-mail use for the classroom learning subscale. Overall number of negative worded items is 22 in 68 items.

Table 3. Characteristics of the Negative Worded Items in FAIT Survey

Subscale	Number of Negative Worded Items	Items with Negative Wordings
Enthusiasm/Enjoyment	2	12, 14
Anxiety	11	16, 17, 18, 19, 20, 22, 23, 24, 25, 27, 29
Productivity Improvement	0	0
Avoidance	9	46, 47, 48, 49, 50, 51, 54, 55, 57
E-mail Use for the Classroom Learning	0	0
TOTAL	22	22

3.5. Data Collection Procedure

Merriam Webster Dictionary (2013) defines survey as a question or a series of questions in order to gather information about what most people do or think about something. With this purpose in mind, the data were collected through the survey. Before the administration of the survey, the researcher applied for the official research ethics committee approval from Zirve University. All the participants were informed about the purpose of the study before administering the survey and they were assured about the confidentiality of the information they would provide.

The surveys were answered in participants' own time. The survey administered in the summer of 2013. The online survey delivered via mailing list of Zirve University as a web based survey. The reasons for choosing web-survey were greater convenience, lower costs, faster turnarounds, multimedia interfaces, mobile administration and reduced data entry (Fraenkel et all., 2012).

The data gathered from this study were subjected to both quantitative and qualitative analysis methods. In order to find the answers to the research questions, which aimed to find out the attitudes of the teachers towards the use of CALL, one instrument consisting of two parts was used. The first part was the FAIT survey consisting of 68 items. For the initial part, SPSS (version 20) was used to gather the data in the forms of percentages and frequencies for each Likert-scale question. The second part was made up of 2 open-ended questions. For the second part, content analysis was used. The answers to item 69 and 70 were collected and categorized under respective themes. In total there are 22 items with negative wording. Thus, these items are explained with this information in mind.

3.6. Data Analysis

In the study, the researcher tried to find out the attitudes of ELT teachers towards CALL. Thus, the data analysis was done in accordance with this purpose in mind. Data analysis consists of two parts: quantitative analysis for the first part and qualitative analysis for the second part.

As the quantitative part of the study, during the analysis of the data in the first part of the survey, responses to each item were collected. They were processed through SPSS (version 20),

Statistical Package for the Social Sciences, and presented in the form of percentages for each specific area in their respective orders.

As the qualitative part of the study, for the second part of the survey, 2 open-ended items, content analysis technique was used. As described by Patton (2002), the data gathered in the form of sentences were transformed into findings by identifying, coding, categorizing.

CHAPTER IV

4. FINDINGS

4.1. Introduction

This chapter presents the findings of the study, which were gathered, through the FAIT survey (See Appendix). The study aimed to find the EFL teachers' attitudes toward CALL. This chapter starts with the demographic characteristics of the participants. Then, the findings from the quantitative data and the findings from the qualitative data are discussed respectively.

4.2. Findings from the Demographic Data

In this study the participants were 42 ELT instructors working at Zirve University School of Foreign Languages (SFL), Gaziantep. In order to collect more detailed information about the participants and their teaching experiences, the demographic sheet part of the FAIT survey was used. With the help of the demographic questions at the beginning of the survey, the data about the participants' age, gender and education level was also collected. The analysis of demographic data in the form of frequencies and percentages for each item can be found in Table 4 below.

The participants were 21 male and 21 female participants. The ages of 37 participants were between 21 and 40. The ages of the remaining 5 instructors were above 45. Regarding the participants' education level, 19 of the instructors had bachelor's degree, 19 of them held master's degree and the remaining 4 instructors had a doctorate degree.

4.3. Findings from the Quantitative Data

This section presents the findings gathered from the quantitative data. The findings from the quantitative data are discussed under four categories. Firstly, the findings related to enthusiasm are discussed. Then, the findings on anxiety and the findings on avoidance are dealt with. Finally, the findings on e-mail use for classroom learning are presented.

Table 4. Characteristics of the Participants

		f	%
Gender	Male	21	50
	Female	21	50
Age	21-24	7	17
	25-29	19	45
	30-34	5	12
	35-39	6	14
	40-44	0	0
	45-49	1	2
	50-54	2	5
	55+	2	5
Education	Bachelor's Degree	19	45
	Master's Degree	19	45
	Doctorate	4	10
TOTAL		42	100

4.3.1. Findings on Enthusiasm

The purpose of the first research question was to find out how enthusiastic the teachers at Zirve University SFL are towards the use of computers and CALL in language teaching. This subcategory consisted of 15 items, from 1st to the 15th in the FAIT survey. In Table 5, teachers' responses are presented in percentages and frequencies.

Table 5. The Instructors' Responses to the Items Related to Enthusiasm

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
1- I think that working with computers would be enjoyable.	2	5	2	5	3	7	19	45	16	38
2- I want to learn a lot about computers.	1	2	6	14	2	5	13	31	20	48
3- The challenge of learning about computers is exciting.	3	7	3	7	7	17	19	45	10	24
4- Learning about computers is boring to me.	11	26	23	55	5	12	1	2	2	5
5- I like learning on a computer.	2	5	4	10	3	7	21	50	12	29
6- I enjoy learning how computers are used in our daily lives.	1	2	2	5	9	21	18	43	12	29
7- I would like to learn more about computers.	0	0	2	5	2	5	20	48	18	43
8- I would like working with computers.	1	2	6	14	1	2	21	50	13	31
9- A job using computers would be interesting.	2	5	7	17	7	17	15	36	11	26
10- I enjoy computer work.	1	2	4	10	9	21	16	38	12	29
11- I will use a computer as soon as possible.	1	2	3	7	6	14	18	43	14	33
12- Figuring out computer problems does not appeal to me.	11	26	11	26	8	19	8	19	4	10
13- If given the opportunity, I would like to learn about and use computers.	0	0	2	5	5	12	22	52	13	31
14- Computers are not exciting.	14	33	23	55	1	2	4	10	0	0
15- Computer lessons are a favorite subject for me.	5	12	10	24	12	29	11	26	4	10

The responses to the first item indicate that working with computers is enjoyable and stimulating for the instructors. Most of the instructors responded (f=35, 83%) positively showing their acknowledgment to this item. Drawn from the responses given to item number 2, the instructors want to learn a lot about computers, so it can be said that teachers' eagerness to learn more about computers is quite noticeable. Nearly three-quarters of the instructors reported this way and this is equal to 79%. The third item tried to investigate whether the challenge of learning about computers is exciting for the instructors or not. More than half of them (f=29) responded favorably. For item 4, many instructors (f=34) reported positively, declaring that learning about computers is not boring for them while there were only 2 teachers who responded as "Strongly Agree" with the intention of showing the boredom they experience with computers. Determining whether the instructors like learning on computers or not was the aim of item 5. The responses provided the affirmative regarding ideas about this. Answers of 33 instructors revealed that they enjoy learning on a computer and that is equivalent to 79%.

The following item, number 6, tried to clarify whether the instructors enjoy learning how computers are used in daily lives. More than the half of the instructors (f=30), which is the equivalent of 72%, replied positively. Nearly all (f=38, 91%) of the instructors would like to learn more about computers and there was no one reporting with "Strongly Disagree" as vice versa (item 7). As stated by 21 instructors (50%) with "Agree" and 13 instructors (31%) with "Strongly Agree" in item 8, it is clear that they enjoy working with computers. Twenty-six of the instructors (62%) would be interested in a job in which they are required to use computers (item 9). Item 10 reveals that more than half (f=28, 67%) of the instructors enjoy computer work.

Thirty-three (76%) out of 42 instructors want to use computers straight away whenever they have a chance (item 11). Item 12 was the first negative worded statement in the enthusiasm subcategory and also the first in the FAIT survey. The data collected through this item indicate that figuring out computer problems appealed to the instructors (f=22). The next item, item 13, aimed to elicit whether the instructors would like to use and learn more about computers, if they are given the opportunity. The results for this item are positive with 35 replies (83%). The second negatively worded item in the enthusiasm subcategory is item number 14. In this item, the instructors were asked whether they find computers exciting. Respondents (f=35, 88%) stated that they really enjoy computers and find them exciting. For this item, no one reported as

otherwise. Last item of the subscale, item 15, inquired whether computer lessons are a favorite subject for the instructors. 12 instructors (29%) are “Undecided” while 11 of them (26%) agree and 10 of them (24%) disagree with the statement.

4.3.2. Findings on Anxiety

The findings from the anxiety subcategory, which responds to the second research question of the study, show how anxious the teachers are when they use computers and when they implement CALL in language teaching process. The answers for anxiety- focused items from 16 to 30 in FAIT survey are presented below (Table 6).

Table 6. The Instructors' Responses to the Items Related to Anxiety

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
16- I get a sinking feeling when I think of trying to use a computer.	13	31	21	50	4	10	4	10	0	0
17- Working with a computer makes me feel tense and uncomfortable.	12	29	25	60	1	2	3	7	1	2
18- Working with a computer would make me nervous.	14	33	24	57	1	2	2	5	1	2
19- Computers intimidate and threaten me.	16	38	22	52	0	0	3	7	1	2
20- Computers frustrate me.	14	33	19	45	5	12	2	5	2	5
21- I have a lot of self-confidence when it comes to working with computers.	0	0	6	14	11	26	12	29	13	31
22- I sometimes get nervous just thinking about computers.	13	31	19	45	1	2	8	19	1	2
23- A computer test would scare me.	17	40	15	36	6	14	3	7	1	2
24- I feel apprehensive about using a computer.	13	31	13	31	7	17	8	19	1	2
25- Computers are a tool much like hammer or lathe.	9	21	10	24	8	19	12	29	3	7
26- Computer could enhance remedial instruction.	0	0	1	2	8	19	25	60	8	19
27- Computers will relieve teachers of routine duties.	3	7	3	7	6	14	23	55	7	17
28- Computers can be used successfully with courses which demand creative activities.	1	2	3	7	2	5	19	45	17	40
29- I have become familiar with computers through my previous experience.	1	2	1	2	1	2	23	55	16	38
30- University students should understand the role of computers play in society.	2	5	0	0	0	0	15	36	25	60

In light of the data presented in Table 6, we can see that the answers are concentrated on the negative rating scale for this subcategory because this part has the highest rate of the negative worded items (f=11) in the survey.

As can be drawn from the data, the responses to items 16 and 17 reflect that the instructors' feelings toward the idea of using computers are not on the decline, but they feel calm and pleasant while working with computers (f=33, 81%, f=37, 89% respectively). Items 18 and 19 reveal that nearly all of the instructors feel confident and they don't feel disheartened or terrified when working with a computer (f= 38, 90% for both items). The answers of 33 instructors (78%) show that computers do not discourage them.

For the next item, while 25 (60%) of the instructors feel confident when using computers, 11 of them (26%) are hesitant and the remaining 6 instructors (14%) object to the idea (item 21). Item 22 tried to find out whether the instructors feel worried with the idea of using computers. 76% of the instructors (f=32) assure that this is not the case for them, while 8 instructors (19%) say so. Nearly three-fourth of the instructors (f=32, 76%) articulated that they would not be panicked if they had a test on a computer as a response for item 23. More than half of the instructors (f=26, 62) assured that they don't feel uptight about using a computer (item 24). Meanwhile, 7 instructors (17%) are doubtful while the remaining 9 (21%) feel concerned. For item 25, there are many answers representing each scale. As a response for whether computers' being like a hammer or not for them, representing about one-fifth of the participants, 9 instructors (21%) responded as "Strongly Disagree". While nearly one-fourth of the instructors (f=10, 24) disagreed with the statement, 8 instructors, with the equivalent of 19%, were "Undecided" about the statement. However, 29% of the instructors (f=12) "Agree" with the idea, whereas the remaining 3 instructors (7%) "Strongly Agree" with the expression.

79% of the instructors (f=33) agree with the idea of computers being used as corrective instruction tool in teaching, and no participants oppose this idea (item 26). For the following item, item 27, more than two-third of the instructors (f=30, 72%) reported that computers would free teachers from their daily responsibilities. The purpose of item 28 was to reveal whether computers could be successfully used to generate innovative activities for courses. Representing the six-seventh of the instructors with the equivalent of 85%, 36 instructors reported likewise showing that they believe the advantage of using computers in order to establish creative

activities. Nearly all of the instructors (f= 39, 91%) stated that they had become acquainted with computers thanks to their former involvement (item 29). For item 30, 2 instructors responded with strong opposition to the question of whether university students should consider computers a key aspect in society. The remaining and as the majority of the participants, 40 instructors, with the equivalent of 96%, responded positively.

4.3.3. Findings on Productivity Improvement

The items from 31st to 45th in FAIT survey respond to the productivity improvement subcategory. The purpose of these questions was to find out teachers' thoughts on how productive they feel when they are around computers and when they employ computers in language teaching process. As a consequence, these items correspond to the third research question of the study. The data collected for this subcategory are presented below (Table 7).

Table 7. The Instructors' Responses to the Items Related to Productivity Improvement

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
31- University students should have some understanding about computers.	1	2	0	0	0	0	11	26	30	71
32- I feel qualified to teach computer literacy.	6	14	12	29	4	10	13	31	7	17
33- Computers can be a useful instructional aid in almost all subject areas.	1	2	1	2	6	14	21	50	13	31
34- Use of computers in education always reduces the personal treatment of the students.	5	12	12	29	11	26	11	26	3	7
35- I feel at ease when I am around computers.	0	0	3	7	14	33	14	33	11	26
36- I feel comfortable when a conversation turns to computers.	1	2	11	26	13	31	5	12	12	29
37- Teacher training should include instructional applications of computers.	0	0	1	2	1	2	19	45	21	50
38- Computers would motivate students.	1	2	1	2	8	19	17	40	15	36
39- Computers would significantly improve the overall quality of my students' education.	0	0	3	7	13	31	14	33	12	29
40- Computers would help students improve their writing.	3	7	3	7	12	29	16	38	8	19
41- Computers would stimulate creativity in students.	2	5	1	2	8	19	23	55	8	19
42- Computers would help students work with one another.	2	5	10	24	8	19	19	45	3	7
43- Computers would help me organize my work.	0	0	1	2	1	2	22	52	18	43
44- Computers would increase my productivity.	2	5	3	7	5	12	17	40	16	36
45- Computers would save time.	2	5	1	2	4	10	13	31	22	52

As the data indicates (item 31) nearly all of the instructors (f=41, 97%) are in favor of students having some understanding about computers while there is just one participant opposing the argument. Nearly half of the instructors (f=20, 48%) feel proficient enough to give computer literacy education. However, while 4 participants are hesitant, the remaining 18 instructors (33%) do not feel competent enough (item 32). As stated by more than half of the instructors (f=34, 81%) in item 33, computers are believed to be an educational support for pretty much all subject areas. Item 34 tried to elicit whether the employment of computers in education decreases the personal treatment of the students. For this item, 14 instructors representing the 31% of the participants are in favor of the idea. While 11 instructors (26%) are hesitant about it, 17 of the instructors (41%) are against the idea. As for item 35, none of the instructors reported feeling tense when they are around the computers, whereas 14 of them are undecided about their feelings. Besides, as representing the more than half of the instructors (59%), 25 participants responded favorably, announcing that they feel peaceful around computers.

With the help of the responses given to item 36, it is possible to say that more than one-fourth of the instructors (f=17, 41%) feel secure when they take part in a conversation about computers. While there are 13 instructors (31%) who are unclear, there are 12 instructors (28%) who feel unpleasant. As a response to item 37, there are no instructors who are opposed to the idea of teacher training activities regarding educational computer applications. On the contrary, nearly all of the instructors (f=40, 95) responded favorably. The majority of the instructors (f=32, 76%) support the idea of computers as a tool to motivate the students (item 38). A great number of the participants (f=26, 62) are in favor of the computers' role in improving the long-term quality of education. However, 13 instructors (31%) are unclear about this. As stated by 24 instructors, representing more than half of the participants with %57, computers are of great help for students to improve their writing abilities.

The results for item 41 are positive with the affirmative responses of 31 instructors (74%). For item 42, half of the instructors (f=22, 52%) stated that computers help establish collaborative activities among the students, while 12 of them (29%) opposed and 8 of them (19%) were unclear about it. Nearly all of the instructors (f=40, 95%) implied that computers help them organize their work and there is no one opposed to the idea (item 43). As the response to item 44, 76 percent of the instructors (f=36) indicated that computers help them to enhance their productivity. To the

last question (item 45) of productivity improvement subscale, whether computers are timesaving or not, 35 instructors (83%) give positive answers.

4.3.4. Findings on Avoidance

The items from 46 to 57 in this subcategory respond to the 4th research question of the study. These items aim to find out whether teachers avoid using computers and implementing CALL in their teaching. The following table (Table 8) embodies the responses of the Zirve University SFL instructors to the avoidance subcategory.

Table 8. The Instructors' Responses to the Items Related to Avoidance

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
46- Computers would help me learn.	1	2	0	0	3	7	19	45	19	45
47- Computers would help me organize my finances.	0	0	2	5	12	29	17	40	11	26
48- Computers solve more problems than they cause.	0	0	2	5	9	21	20	48	11	26
49- I will probably never learn to use a computer.	34	81	6	14	0	0	2	5	0	0
50- I see the computer as something I will rarely use in my daily life as an adult.	32	76	6	14	0	0	4	10	0	0
51- Not many people can use computers.	11	26	17	40	9	21	5	12	0	0
52- Learning to operate computers is like learning a new skill – the more you practice, the better you become.	0	0	1	2	0	0	15	36	26	62
53- Knowing how to use computers is a worthwhile skill.	0	0	0	0	1	2	15	36	26	62
54- I do not think I could handle a computer course.	12	29	21	50	4	10	5	12	0	0
55- I would never take a job where I had to work with computers.	20	48	16	38	2	5	4	10	0	0
56- If given the opportunity, I would like to learn about and use computers.	0	0	3	7	4	10	19	45	16	38
57- You have to be a "brain" to work with computers.	7	17	15	36	8	19	8	19	4	10

The data provided in the Table 8 was collected through many items, which fall under the avoidance subcategory, and most of them (f=9) are negatively worded just like the ones in the second subcategory, anxiety.

As illustrated in the data, nearly all of the instructors (f=38, 90%) stated that computers are beneficial for their learning process. For the following question, item 47, more than half of the instructors (f=28, 66%) asserted that computers help them manage their money. Nearly three-fourth of the participants (f=34, 74%) agree that computers generate solutions to the problems more than they create (item 48). When they were asked whether they would ever learn to use a computer, nearly all of the participants (f=40, %95) replied negatively because the item is a negatively worded one (item 49).

For item 50, 90% of the instructors (f=38) implied that they do not see computer as a tool they hardly ever make use of in their daily lives. More than half of the instructors (f=28, 66%) responded negatively to the 51st item of the survey. Because the item has negative wording, the participants stated that they do not agree with the statement, which is explained as not many people have the ability to use computers. Nearly all of the participants (f=41, 98%) revealed that learning to operate a computer is like mastering a new ability for them (item 52) and they believe knowing how to make use of computers is a rewarding skill (item 53).

Thirty-three (79%) out of 42 instructors do not feel pessimistic about managing a computer course (item 54). For item 55, majority of the instructors (f=36, 86%) asserted that they would not have any problems with finding employment in a place where they have to work with computers. More than three-fourth of the instructors with the equivalent of 83% (f=35) point out that if they were given opportunity, they would definitely like to learn about computers and make use of them (item 56) and there is no one opposing the idea. For the last item of the avoidance subscale of the survey, item 57, more than half of the instructors (f=22, 53%) declared that in order to perform an action by using a computer, someone has to be a “genius”. However, there are 8 participants (19%) who are unclear, and 12 participants (29) who are in favor of the idea.

4.3.5. Findings on E-mail Use for Classroom Learning

The items from 58th to 68th have the objective of finding out whether the instructors are comfortable with using e-mails as a part of their teaching or not. The last research question of the

study serves for this purpose. The findings for this subcategory are illustrated below in Table 9.

Table 9. The Instructors' Responses to the Items Related to E-mail Use for Classroom Learning

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
	f	%	f	%	f	f	f	%	f	%
58- The use of e-mail makes the students feel more involved.	1	2	2	5	13	31	21	50	5	12
59- The use of e-mail helps provide a better learning experience.	1	2	2	5	15	36	19	45	5	12
60- The use of e-mail makes the course more interesting.	2	5	4	10	16	38	13	31	7	17
61- The use of e-mail helps the student to learn more.	1	2	6	14	13	31	17	40	5	12
62- The use of e-mail increases motivation for the course.	1	2	4	10	18	43	14	33	5	12
63- More courses should use e-mail to disseminate class information and assignments.	2	5	4	10	5	12	23	55	8	19
64- The use of e-mail creates more interaction between students enrolled in the course.	1	2	5	12	13	31	18	43	5	12
65- The use of e-mail creates more interaction between student and instructor.	2	5	2	5	8	19	22	52	8	19
66- E-mail provides better access to the instructor.	1	2	1	2	0	0	25	60	15	36
67- E-mail is an effective means of disseminating class information and assignments.	2	5	2	5	6	14	23	55	9	21
68- I prefer e-mail to traditional class handouts as an information disseminator.	4	10	3	7	9	21	15	36	11	26

Responses to item 58 reveal that when the instructors (f=26, 62%) make use of e-mail in the classroom setting, students feel more involved in the learning process. However, the rate of instructors who are unclear is 31% (f=13). 57% of the instructors (f=24) support the idea that utilization of e-mail provides superior learning experience, while 15 of the instructors (36%) are doubtful about it (item 59). For item 60, nearly half of the instructors (f=20, 48%) stated that they believe the use of e-mail turns the course into a more intriguing one. Drawn from the responses to item 61 an 62, instructors implied that they believe the use of e-mail helps the students learn more and that its use increases the students' motivation for the course (f=22, 52%, f=19, 45% respectively). However, the rate of unsure participants for both items is also significant (f=13, 31%, f=18, 43% respectively).

Drawn from the responses of nearly three-fourth of the instructors (f=31, 74%), it is clear that they are in favor of more courses using e-mail to broadcast the class information and assignments (item 63). For item 64, while 55% of the instructors (f=23) support the idea that e-mail establishes more interaction between the enrolled students of the course, 31% of them (f=13) are doubtful. The majority of the instructors (f=30, 71%, f=40, 96% respectively) stated that use of e-mail generates more interaction between students and teachers (item 65) by providing much better access to the instructors (item 66). By three-fourth of the instructors (f=32, 76%), e-mail is accepted as a practical means of announcing class information and assignments (item 67) and by more than half of them (f=36, 62%) prefer more when compared to traditional class handouts (item 68). However, 21% of the instructors (f=9) are unclear about using e-mail as a means of announcement for their classes.

4.4. Findings from the Qualitative Data Analysis

As identified by Bohm (2002), analysis is a process in which data is broken into bits and beaten together. It is a deconstructing process to reveal the structure and main components of the data (Dey, 2003). However, afterwards there is one more process, which is as essential as the previous ones. After deconstructing the data into pieces, it must be reconstructed again to be more meaningful and comprehensible (Jorgensen, 1989; cited in Seidel, 1998).

In the final part of the questionnaire there were two open-ended items which asked the participants whether they liked teaching English with computers (Item 69) or not (Item 70). The

findings from the content analysis regarding these two items are presented in two main categories. Firstly, the findings related to why the teachers like using computers in language teaching are discussed (section 4.4.1.). Then the findings why the teachers do not like using computers in language teaching are presented (section 4.4.2.).

4.4.1. Findings Regarding the Reasons Why Teachers Like Using Computers

The data received from the responses to item 69, *I like teaching English with computers because…,* reveal that the participants have many different but interrelated reasons as to why they like using computers in teaching English. In this section, all those reasons are presented under eight themes: (1) Computers as a source for multimedia materials; (2) Computers as a source for teacher creativity and productivity; (3) Computers as a source for student-teacher interaction and communication; (4) Computers as a source for student motivation and participation; (5) Computers as a source for enhancing authenticity in language teaching; (6) Computers as a source for the organization of teaching materials and easy access; (7) Computers as a source of saving teachers' time and energy and (8) Computers as a source for student revision and editing. These reasons were formed on the basis of the most recurring themes and they are summarized in Table 10 below.

Table 10. The Most Frequently Cited Reasons Why the Teachers Like the Use of Computers

I like the use of computers because ……	*Number of Teachers*
1. computers are sources for multimedia materials	10
2. computers are sources for teacher creativity and productivity	11
3. computers are sources for student-teacher interaction and communication	6
4. computers are sources for motivation and participation	10
5. computers are sources for enhancing authenticity in language teaching	1
6. computers are sources for the organization of teaching materials and easy access	10
7. computers are sources to save teachers' time and energy	6
8. computers are sources for student revision and editing	4

In the following subsections each recurring theme emerged from the data will be discussed in some detail.

4.4.1.1. Computers as a source for multimedia materials

The participants' constructive responses reveal that they employ multimedia materials in their lessons with the belief that students benefit a lot from those materials as reflected in the following quotations:

Participant 1: *Visual aid opportunity is limitless. Sound can be added. The more senses involved the better students learn.*

Participant 4: *I enjoy using the projector along with the computer to inspire my students to produce language. Furthermore, teacher-friendly applications -one that students may not have seen before- bring a new element to the lesson.*

Participant 12: *Instead of getting the students to follow my lesson by taking notes from the board, I can use the computer to show information in a lively way.*

Participant 22: *It allows me to be interactive with my students by showing them videos, PowerPoint presentations, pictures and have them listen to the music.*

Participant 27: *I can use software and applications in multiple ways such as PowerPoint.*

Participant 28: *It makes the class more colorful.*

Participant 33: *The learners acquire the target language much better by visuals.*

Participant 34: *Visuals, videos and audios help design classes that cater to different kinds of learners.*

Participant 36: *It allows us to play listening audios in class or to project images or video on the wall.*

Participant 40: *Computers provide the chances of using PowerPoint presentations, showing photos and videos, and playing games.*

Drawn from the responses, it is obvious that the teachers agree on the importance of multimedia. They believe the lessons based on multimedia result in a comfortable learning environment, which leads to an increased level of student participation. The teachers' views on the use of multimedia in language teaching reflect their awareness of how significant multimedia materials are. The teachers state that the multimedia materials such as visual aids, realia and sounds make the lessons lively and interactive and this makes language-learning fun for the students.

4.4.1.2. Computers as a source for teacher creativity and productivity

The responses of the instructors indicate that computers are the sources of teachers' creativity in the classrooms, and help them a lot for this purpose.

Participant 4: *It brings creativity and productivity to my classroom!*

Participant 12: *It is effective and efficient.*

Participant 13: *Computers are tools. If used effectively in the hands of someone who knows what they are doing, technology can add greatly to the teaching and learning experience.*

Participant 15: *It is more creative and attractive.*

Participant 17: *It allows me to pass on the skills students will need in 'the outside world', which in turn enhances my own creativity.*

Participant 18: *Computers help you be more creative.*

Participant 24: *You can create new materials by using them.*

Participant 29: *It helps me be a more creative and productive teacher.*

Participant 30: *It makes me more creative.*

Participant 39: *They help me to make my courses clear and more functional.*

Participant 42: *They help me prepare materials and teach English easily.*

The participants' responses affirm that with the help of computers and the opportunities provided by them, teachers can remove the boundaries of traditional teaching methods, think outside the box, and be more creative in their teaching process. They believe course materials created with the help of computers will be more explicit and practical, and they will promote teachers' creativity, too.

4.4.1.3. Computers as a Source for Student-Teacher Interaction and Communication

The following responses reveal the instructors' ideas on the importance of computer use in establishing interaction and communication among the parties involved in language teaching.

Participant 2: *Computers are like my digital classroom, and I can communicate with my students through computers.*

Participant 3: *It removes the walls of the classroom.*

Participant 4: *My students are engaged and triggered by computer use in the classroom.*

Participant 9: *They help improve interaction between students and teachers.*

Participant 27: *Internet access is invaluable for communication.*

Participant 38: *I can do more communicative activities and students can get involved into*

class.

In light of the responses from the third category, interaction and communication, it is clear that with the utilization of computers, instructors have the privilege of teaching in their own digital classrooms without any boundaries. With the help of computers and the Internet, students become more engaged and associated with teachers, lessons and even each other. Teachers will have the opportunity for instant communication with colleagues and students, too.

4.4.1.4. Computers as a Source for Student Motivation and Participation

The data gathered under this category reveals the importance of computers in fostering motivation and participation.

Participant 4: *Teacher-friendly applications automatically draw attention and increase participation.*

Participant 5: *You can motivate the learners of the target language by using the topics that they are interested in.*

Participant 10: *It takes the attention of the students.*

Participant 11: *It helps attracting students' attention and motivating them.*

Participant 18: *I can motivate my students and it makes the lesson more appealing and interesting for the students.*

Participant 19: *I count on computers when it comes to facilitate the learning as a 'process'; making it accessible, comprehensive and meaningful. They are also the best means of motivation.*

Participant 25: *It is more motivating on participating students to the class activities.*

Participant 32: *They are intriguing for students. They would see it as an enjoyment not homework.*

Participant 35: *Computers as interactive learning media keeps students engaged and on task.*

Participant 41: *It makes students and teachers more motivated and involved in the class.*

By taking all these responses into account, it can be concluded that with the integration of multimedia into lessons, it becomes much easier for teachers to generate motivation among the students. In this way, lessons promote more learning, are more engaging and pleasant, ensuring more participation of students as well as motivation of both teachers and students.

4.4.1.5. Computers as a Source for Enhancing Authenticity in Language Teaching

When the responses given to the first open-ended item, number 69, were analyzed, it became clear that one of the teachers articulated the importance of computers in creating variety and authenticity in language teaching process. Because with the use of computers, students will be more exposed to the authentic language in many different ways and the more students are exposed to the authentic language, the better they learn. This point of view is expressed as in the following quotation:

Participant 11: *It helps bringing variety and authenticity to my teaching.*

4.4.1.6. Computers as a Source for the Organization of Teaching Materials and Easy Access

The responses of the participants assert that utilization of computers in language teaching process helps easy organization and access of the materials. Regarding this issue the teachers mention the following:

Participant 3: *It is true that they take some of the burden.*

Participant 5: *You can travel around the world thanks to the internet. You can reach whatever information you like.*

Participant 7: *Computers keep my files, worksheets, educational resources, etc. more organized, easier to be accesses and retrieved. I can also have my files on hand all the time and whenever I need them.*

Participant 8: *They save time.*

Participant 11: *It helps presenting courses more effectively, in an organized way, provides access and process plenty of data and materials easily*

Participant 27: *Internet access is invaluable for lesson planning, and assessment.*

Participant 31: *It enables me to organize the schedule as expected.*

Participant 36: *They're also helpful with basic organizational aspects like attendance and grade keeping.*

Participant 37: *I can easily find sources to prepare lesson plan.*

Participant 41: *It almost always opens doors for new ideas and solutions.*

Drawn from the responses of the participants, it becomes clear that the use of computers provides the teachers with the opportunity to access the materials easily and quickly. This opportunity, the teachers point out, helps smooth management of the materials, because with the help of computers, the materials can be kept in order in a more systematic way, and the retrieval of the data or materials takes less time. Computers save the teachers from the burden of collecting bits and pieces and putting them together, and they provide the opportunity of presenting the materials in a more standardized way.

4.4.1.7. Computers as Sources of Saving Teachers' Time and Energy

Following excerpts explain in detail why teachers believe use of computers save their time and energy:

Participant 6: *They make the things easier in much shorter time.*

Participant 11: *It helps saving time.*

Participant 13: *Use of technology has sometimes decreased my workload.*

Participant 16: *It saves time. I can reach all the students instantly. However, there are some students saying they don't check their e-mails.*

Participant 21: *It is faster and easier.*

Participant 27: *I don't have to write assignments by hand.*

Responses of the participants confirm that with the applicability of computers in language

teaching, teachers will have less workload. Moreover, they will spend less time to prepare lesson materials, and to distribute the classroom related announcements. Computers will take over this duty, so it will happen in a much shorter period of time.

4.4.1.8. Computers as a Source for Student Revision and Editing

The responses provided below indicate some of the instructors' ideas on computers as a source for student revision and editing:

Participant 3: *Using word processors, students can check and edit their own work.*

Participant 12: *I can offer them the data for their computers so that they may revise everything in detail at their leisure.*

Participant 27: *Students can self correct using spell check and the web, Google translate, dictionary.*

Participant 35: *Students can use programs that will correct and explain their mistakes for them.*

In light of the data grouped in this section, it can be assumed that because computers provide many chances to the students to revise, to correct, and to edit their own works, they help the students become highly autonomous learners. In the mean time, language learners will also have the chance to be exposed to authentic language.

With the help of responses collected and analyzed in item 69, it can be inferred that computers create positive teaching and learning environments. They make the material development process much easier and shorter, which results in saving time and energy. By integrating multimedia materials (visual, audial etc.) into teaching, lessons become more convenient/favorable to the students with different intelligence types. Afterwards, with the generated motivation for both teachers and students, computers encourage active student participation in the lessons.

4.4.2. Findings Regarding the Reasons Why Teachers Do Not Like Using Computers

The responses gathered through this open-ended item, number 70, *I don't like teaching English with computers because…,* reveal the reasons and aspects of the participants' negative ideas about computer use in language teaching. All the information collected is grouped under six categories: *(1) technical problems; (2)institutional barriers; (3) time consuming; (4) interaction; (5) distraction and access and (6) restriction.* Table 9 presents the reasons why the teachers don't like using computers in language teaching.

Table 11. The Most Frequently Cited Reasons Why the Teachers Do Not Like the Use of Computers

I do not like the use of computers because ……	***Number of Teachers***
1. computer is a discouraging element due to technical problems	8
2. computer is a discouraging element due to institutional barriers	1
3. computer is a discouraging element due to time consumption	5
4. computer is a discouraging element due to interaction	5
5. computer is a discouraging element due to distraction and access	10
6. computer is a discouraging element due to restriction	2

In the following subsections each recurring theme emerged from the data will be discusses in some detail. The subsections were formed with the help of most repeated ideas, themes. Excerpts for each subcategory are presented below.

4.4.2.1. Computers as a Discouraging Element due to Technical Problems

One of the most cited problems regarding the use of computers is related to the technical problems the teachers face in language teaching process:

Participant 1: *Whenever power is gone, you don't have any color left.*

Participant 4: *Furthermore, although computers bring many special things to the classroom, sometimes their unreliability (low battery, malfunctioning speakers or sound system, lack of internet capability, inability interface with a projector) can cause problems and even disrupt the course of a lesson planned using the computer as a centerpiece.*

Participant 5: *Every good thing has some disadvantages. Sometimes we have not got any internet or the technological devices can interrupt your class due to electricity, broken materials etc.*

Participant 7: *Computers can sometimes break or crash, causing technical problems that make them sometimes a less preferred or reliable option.*

Participant 25: *Sometimes it can give error during the lesson, so it puts you in a very hard situation.*

Participant 28: *Technical problems sometimes slow the class down.*

Participant 30: *If the technical support is not provided, using computers may let you down.*

Participant 37: *There may be some problems such as Internet connection that I can not handle.*

Participants point out that due to technical problems such as power outages, distrustfulness of electronic devices, their mortality factor and rate, computers are sometimes treated as disadvantages in language teaching process.

4.4.2.2. Computers as a Discouraging Element due to Institutional Barriers

One problem experienced by the teachers is related to the readiness of the institution regarding the physical conditions for the use of technology as stated in the following quotation:

Participant 4: *Sometimes, despite the computer proficiency of teachers and abundance of resources available via computers to students, the institution is not properly equipped to handle technological use. For example, lack of computer-friendly work spaces, outlets, or meager if not, non-existent Internet access can create obstacles for computer use in an academic institution.*

It can be inferred from this one response that one of the participants disclosed the obstacles they've encountered within the institution, which affect their attitudes adversely.

4.4.2.3. Computers as a Discouraging Element due to Time Consumption

Time consumption is another problem experienced by the teachers when using the computers. Following quotations support this finding:

Participant 13: *Use of technology has sometimes increased my workload.*

Participant 17: *To give a worthwhile lesson using computers, the preparation time can sometimes be excessive.*

Participant 33: *Sometimes, it is time-consuming.*

Participant 36: *Computers can take a lot of extra time explaining a new program that may have limited educational benefits.*

Participant 41: *Sometimes it makes us lose time more than it saves.*

Drawn from the teacher responses, it becomes clear that the teachers are discouraged by excessive time requirements involved in creating appropriate and worthy lesson materials. These requirements, we believe, give rise to negative attitudes among the teachers.

4.4.2.4. Computers as a Discouraging Element due to Interaction

Another problem stated by the instructors is related to the slowly fading interaction between the students and the teachers due to computer use in teaching:

Participant 3: *I like using a computer in class but I don't like showing PowerPoint presentations. They are uninteresting for me and for the students as well. They don't feel involved.*

Participant 19: *I don't count on them to teach more or to teach the best, as I believe teaching and learning requires more human interaction.*

Participant 23: *It can remove the human element behind language acquisition.*

Participant 27: *It can become less student centered and de-personalized.*

Participant 35: *Computers create less personal interaction.*

Participants' responses reveal that even if instructors make use of computers in their lessons and benefit a lot from them, some teachers believe computers reduce the vital interaction between the teachers and the students. Then, the focus of the lessons, they believe, shifts gradually into less student-centered. During this time, students' needs might be overlooked, and that's why students might feel neglected.

4.4.2.5. Computers as a Discouraging Element due to Distraction and Access

The teachers' responses show that computers cause distraction among students and due to providing easy access, lessons become less exciting for them. Following excerpts shed light on this matter:

Participant 1: *When students get used to colorful visual and audio materials, it becomes difficult to keep them in class without a computer.*

Participant 9: *They cause people not to spend time on learning. Information should be acquired, it should be something exciting to access.*

Participant 13: *When (computers) not used effectively it can have either a neutral or negative effect.*

Participant 25: *Because of technical problems, computers put you in a very hard situation to get the attention of the students again.*

Participant 27: *Students use computers during class time for non learning related activities such as video games and Facebook.*

Participant 34: *Sometimes computers and other technology may become an objective rather than means. It's very important to be able to balance.*

Participant 35: *The students will always be on Facebook.*

Participant 36: *Computers can be a distraction.*

Participant 40: *Students do not pay enough attention when computers are used in the same way all the time (e.g. students do not read PowerPoint presentations after some time).*

Participant 41: *If it is not carefully planned and applied how and why to use computers in English classes, then it becomes the biggest distraction tool for both students and teachers.*

Teacher responses show that ineffective use of computers might have negative effects, both on the teachers' and the students' perspectives with regard to the use of computers in language teaching. When the students get used to using computers for educational purposes and are attracted by audiovisual materials, then it becomes very difficult for some teachers to draw their attention to the teacher-input. In addition, the possibility of students' using computers for irrelevant purposes during the lessons doesn't improve teachers' attitudes toward availability of technology in the classroom.

4.4.2.6. Computers as a Discouraging Element due to Restriction

Restrictions created by the use of computers in teaching is one of the essential aspects stated by the teachers:

Participant 23: *It can stifle the use of growth of linguistic skills from natural, socially interactive contexts.*

Participant 24: *Depending on computers restrict teachers.*

As stated clearly by the two of the instructors, computers have increasingly started to take major roles in our educational and personal lives and we tend to rely on them too much. Instructors' responses captured the sentiment that computers may be restrictive to language teaching as they create a dependence on electronic communication that may hinder students' performance in a more natural setting As a result, we can ascertain that computer dependence creates certain restrictions to improvement.

Responses given to the second open-ended item, which is also the last in the survey, number 70, aims to elicit the teachers' opinions with regards to the disadvantages of using computers in language teaching. In light of the analysis, it can be stated that the responses focusing on undesirable aspects of computers are remarkable. These undesirable aspects of

computer use might be summarized as its misuse, its non-academic use by the students during the teaching and learning process as well as the technical inabilities and the readiness of the institution for the innovations to be put into use.

CHAPTER V

5. CONCLUSIONS AND DISCUSSIONS

5. 1. Overview of the Study

The purpose of this study was to find out the nature of Zirve University School of Foreign Languages (SFL) English language teaching (ELT) instructors' attitudes toward Computer Assisted Language Learning (CALL). Since Zirve University is a 4-year-old university, there has not been any research done on this topic. Therefore, this study is of great importance in this manner because providing the findings will help understanding the nature of the instructors' attitudes toward CALL under 5 dimensions. Findings from each subscale represented each research question of the study in their respective orders: enthusiasm, anxiety, productivity improvement, avoidance and e-mal use for classroom learning.

The study was carried out with 42 ELT instructors from Zirve University SFL. They participated in an online web based survey, FAIT, which was designed by the Institute for the Integration of Technology into Teaching and Learning (IITTL) of University of North Texas (UNT). The survey consisted of two parts. The first part of which consisted of 68 multiple-choice items with 5 Likert-type scales. The second part consisted of 2 open-ended questions about CALL. The internal reliability rate was re-calculated due to the changes made by the researcher to fit the context and found to be .88.

All of the data gathered from the first part of the questionnaire responded to the five research questions in their respective order and they were analyzed through SPSS (version 20.0). Furthermore, the findings from open-ended items were subjected to content analysis under most recurring themes and categories in order to have a much broader understand about the attitudes of the teachers. Thereby, this study employed both quantitative and qualitative research methods.

The following research questions were addressed in this study:

- What are the teachers' attitudes toward CALL?

1. What are the teachers' perceived enthusiasm for the use of CALL?

2. What are the teachers' perceived anxiety regarding the use of CALL?

3. What are the teachers' perceived productivity improvement through the use of CALL?

4. What are the teachers' perceived avoidance for the use of CALL?

5. What are the teachers' perceived e-mail use for the classroom learning for the use of CALL?

5. 2. Conclusion and Discussions

The findings of this study showed that teachers have positive attitudes towards computer use in language teaching and they are in line with those of Albirini (2006), Arkın (2003), Aydın (2013), Bakr (2011), Bordbar (2010), Chen (2008), Dashtestani (2012), Hardy (1998), Hong and Koh (2002), Külekçi (2009), Özerol (2009), Safdar and Jumani (2013), Teo (2008), Tezci (2009) and Zereyalp (2009).

In the light of the five research questions mentioned in section 5.1 and the open-ended items, the conclusions acquired from the findings are discussed below in their respective orders.

Research Question 1

What are the teachers' perceived enthusiasm for the use of CALL?

The results of the survey revealed the perceived enthusiasm of the participants. According to the results, participants enjoy working with computers as much as they want to learn about them and make use of them for further references. Perhaps due to their enthusiasm towards computers, teachers are also willing to accept having a job which requires using computers and working with them. Trying to understand the logic behind computers and computer related problems are intriguing subjects for them. Instructors emphasize their eagerness about learning more and more about computers, which is the proof that they are extremely enthusiastic about computers and using them in the near future. Moreover, these findings are in line with those of Albirini (2006), Arkın (2003), Bordbar (2010) and Külekçi (2009).

Research Question 2

What are the teachers' perceived anxiety regarding the use of CALL?

Concerning the second research question to find out teachers' perceived anxiety for the use of CALL, it can be inferred that most of the teachers do not feel tense when they are around computers and are required to employ or integrate them in their working and teaching. Computers

do not discourage teachers; on the contrary, instructors feel fairly confident around them and have high self-confidence levels. Furthermore, instructors believe that computers have the potential to be used for reformative means. Since they are acquainted with computers through their previous experience, they believe that university students should become aware of the roles of computers in modern society. However, a minority of the instructors reported being nervous and did not accept the idea of using computers for remedial instruction. Therefore, it can be inferred from the overall findings of the research question that teachers have low anxiety levels. They do not feel stressed, uptight or scared just like the findings presented by Aydın (2013), Arkın (2003), Hong and Koh (2002) and Zereyalp (2009).

Research Question 3

What are the teachers' perceived productivity improvement through the use of CALL?

In regard to the third research question that focused on the teachers' perceived productivity improvement for the use of CALL, the findings indicate that most of the instructors share similar beliefs about computers. Teachers agree on computers being used in educational settings, and with this objective in mind they consider having training sessions on how to use computers for pedagogical purposes essential. With the employment of computers in language teaching, students will also be given the chance to improve themselves with the help of computers while the teachers have the chance of guiding them, motivating them, and encouraging their creativity. Computers will also provide a chance for collaboration and organization in these settings by saving time and enhancing creativity. While some of the instructors feel confident talking about computer literacy, the others do not. It is also stated by many instructors that due to the use of computers in education, teacher-student interaction has been affected in a less desired way. It can be inferred that they accept computers as a practical tool with the potential to provide numerous improvements to their schools and classrooms.

Drawing on the findings mentioned above, we might conclude that teachers believe computers provide much better productivity improvement for teachers by enabling tasks to be done in much shorter time with less. The findings of Albirini (2006), Arkın (2006), Aydın (2013), Bordbar (2010), Safdar and Jumani (2013) and Özerol (2009) revealed similar results.

Research Question 4

What are the teachers' perceived avoidance for the use of CALL?

Bearing the fourth research question in mind about teachers' perceived avoidance for the use of CALL, teachers do not have negative feelings toward computers. They believe that computers are a means for them to learn new things. For this reason, they think computers are beneficial. They also think computers help them organize their personal and educational life. Furthermore, they believe computers do more good than harm, so they are open and eager to use of CALL. As a consequence, teachers do not see computer as a discouraging and threating agent that will cause disturbance. They are in favor of learning more about computers and accept it as a worthwhile ability to be acquired. While some instructors reported as hesitant about the expression of "being a brain" with regard to computers, they do not hesitate using computers or accepting a job in which they are required to work with or on computers. The findings of this study are similar to those of Albirini (2006), Arkın (2003), Bordbar (2010) and are in conflict with those of Zereyalp (2009).

Research Question 5

What are the teachers' perceived e-mail use for classroom learning for the use of CALL?

Taking the fifth research question of the study into account, which is about the teachers' enthusiasm for the use of CALL, it can be inferred that teachers believe computers are beneficial agents in their teaching process since computers help them communicate with their students beyond the classroom by creating more interaction and motivation. They turn the lessons into more engaging ones and ultimately promote better learning experiences. They also provide better access to the instructors as a much better and more effective means compared to traditional methods. The studies carried out by Aydın (2013), Chen (2008), Safdar and Jumani (2013) and Tezci (2009) reveal the same results.

Open-Ended Items

From the findings of open-ended items (*I like teaching English with computers because …, I do not like teaching English with computers because …),* it can be inferred that teachers have

fairly positive attitudes toward computers or CALL. Their responses to the survey items and answers to the open-ended questions are in line with the findings of the study. However, they reported some discouraging factors as well as favorable results regarding implementation of CALL. They explained many opportunities granted by computers and the employment of CALL in their language classrooms. The reasons why teachers like using computers and why they don't are presented below in their respective orders with their respective findings from the analysis part in Chapter 4.

Thanks to computers teachers have the chance to present their lessons with the help of more visual and audio materials (Özerol, 2009), and with the help of Power Point presentations prepared by teachers teaching concepts will become much more easier and understandable (Aydın, 2013). Computers are used by teachers in order to find and create complementary reading and listening materials for the classroom (Bordbar, 2010). And as a result, computers raise the quality of lessons in many ways (Külekçi, 2009). Computers and CALL provide more opportunity to establish communication between teachers and students (Safdar and Jumani, 2013; Özerol, 2009) as well as increasing student interaction (Dashtestani, 2012) in and outside the classroom. Computers and CALL provide much more flexible learning situations (Özerol, 2009), enhance student learning and as a result promote student motivation and autonomy (Bordbar, 2010; Dashtestani, 2012). With the help of computers, teachers have the chance to access plenty of authentic materials (Külekçi, 2009; Özerol, 2009). Computers are a means of lessening the burden of teachers (Külekçi, 2009), therefore preparation for class, preparing assignments, keeping records of students notes and grades will be much easier and readily available for future access (Safdar and Jumani, 2013). Computers save time and effort in language classrooms (Bordbar, 2010; Özerol, 2009) and additionally provide pace and ease. They give access to unlimited resources in an unlimited time frame (Zereyalp, 2009). Last but not the least, they give students the chance to do self-study (Arkın, 2003) and during this time students can revise whatever they have produced, and practice as well as edit when necessary.

Due to a lack of technical support and many technical problems (Aydın, 2013; Borbar, 2010; Özerol, 2009; Zereyalp, 2009), teachers feel discouraged and do not like using computers. Therefore, in the future their attitudes toward computer use may decrease and eventually turn into negative ones. It may also affect their employing CALL in their lessons. Teachers also reported

that due to institutional barriers such as lack of hardware and software and CALL materials in addition to lack of technical infrastructure and institutional support (Aydın, 2013; Dashtestani, 2012; Hardy, 1998; Özerol, 2009 and Zereyalp, 2009). The findings are in conflict with the study by Hardy (1998) on this matter. Since it presents positive institutional support. Teachers stated that time is an important factor in choosing to employ computers in language teaching. Because creating lesson materials is time consuming (Chen, 2008; Dashtestani, 2012), they prefer less or minimum use of computers. Findings from open-ended questions revealed that teachers reported unwanted or less interaction in their classrooms because of computers. They believe computers remove the human element from the classroom setting, and as a result lessons become less student-centered and more de-personalized. Computers provide quick and unlimited access to unlimited resources at anytime and anywhere with the help of Internet and classroom setting is also included. Therefore, it may become increasingly difficult to keep the students focused on the lesson and engaged in the activities. It can be said that computers disturb the classroom atmosphere and deter classroom management (Bordbar, 2010; Külekçi, 2009) and create classroom management related problems (Özerol, 2009). The last reported reason was computers as a restricting element in language teaching. Because depending too much on computers as the foundation of the class would restrain teachers from creating natural and interactive contexts.

5. 3. Limitations of the Study

In this study, the participants were restricted to 42 ELT instructors working at Zirve University SFL. When the size of participants are taken into account it can be said that it is nearly half of the instructors working at Zirve University SFL. Thus, even if the findings are generalized unfortunately it does not reflect the ideas of all academicians at Zirve University SFL. Another factor is that, because the approval from the research ethics committee took some time to be issued, the study took place in the summer of 2013. Due to the limited time of the instructors, instead of having interviews, open-ended questions were added to the end of the survey. Another limitation of the study was about the ages of the instructors. Since most of the instructors at Zirve University SFL are between 21 and 40, the study mostly covers and represents the ideas of younger teachers. At the same time, the research questions were limited because of the categories designed in FAIT survey, which measure the pre-determined areas, limiting the survey and the attitude categories to the five dimensions.

5. 4. Suggestions for Further Research

This study was conducted with 42 English language instructors from Zirve University SFL in order to find out the attitudes of teachers toward computers or CALL from 5 different dimensions/subcategories. In addition to this, this study could have been done with all of the instructors working there. This study did not focus on the different variables of gender, age, education level, computer competence, frequency of computer use and teaching experience. That is why further studies focusing on these variables as well as finding out connections, if any, between them would also provide more insight to the literature. In the meantime, if another or a re-designed survey was used, attitudes in different dimensions would also have been measured. Moreover, checking the connections between the newly defined dimensions would also provide the researchers with great data. In the mean time, this study was conducted with ELT teachers at Zirve University SFL. It could also be conducted with students of SFL on the condition that the data collection instrument is changed to reflect topics that are relevant to that department. The newly developed data collection the instrument could also be compared with that of instructors. Another suggestion for further research would hypothesize that when the data instrument is re-designed and implemented after reducing the discouraging elements like institutional barriers and technical problems, the results of the study would be much more promising for the future of CALL.

The FAIT (Faculty Attitudes toward Information Technology) survey is not specifically designed for English language teachers, preparatory school or schools of foreign languages. It is designed to measure the attitudes of faculties in any college or university. That's why it can also be used in other faculties of Zirve University, which as of 2013 has 9 faculties in total, or even in the other two universities in Gaziantep (Gaziantep University and Hasan Kalyoncu University) to get a general idea about the attitudes of the faculty toward computers, computer technologies and CALL in the city.

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7. APPENDICES

7.1. APPENDIX 1: FAIT SURVEY

Faculty Attitudes Toward Information Technology

The purpose of this survey is to gather general information concerning knowledge of and attitudes toward information technology. Please read each statement and then mark the column, which best shows how you feel.

Demographic Information

Age:

① 21-24 ② 25-29 ③ 30-34 ④ 35-39

⑤ 40-44 ⑥ 45-49 ⑦ 50-54 ⑧ 55+

Education:

① Bachelor's degree ② Master's degree ③ Doctorate degree

Gender: ① Male ② Female

Do you have a computer at home? ① No ② Yes

How often do you use a computer?

① Daily ② Once a week

③ Once a month ④ Never

How often do you use a word processor? (Microsoft Word, Pages, etc)

① Daily ② Once a week

③ Once a month ④ Never

How often do you use a spreadsheet program? (Microsoft Excel, Numbers, etc)

① Daily ② Once a week

③ Once a month ④ Never

How often do you use a presentation program? (Microsoft PowerPoint, Keynote, etc)

① Daily ② Once a week

③ Once a month ④ Never

How often do you use electronic mail (e-mail)?

① Daily ② Once a week

③ Once a month ④ Never

How often do you use the World Wide Web?

① Daily ② Once a week

③ Once a month ④ Never

Have you ever received any type of computer training? ① No ② Yes

Where did you receive your training (check all that apply)?

① Self taught ② College or University

③ Computer store ④ Other (specify:) _____

Are you working: ① part-time ② full-time

How long have you been teaching at the University level? _____

SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree

		SD	D	U	A	SA
1.	I think that working with computers would be enjoyable and stimulating.	1	2	3	4	5
2.	I want to learn a lot about computers.	1	2	3	4	5
3.	The challenge of learning about computers is exciting.	1	2	3	4	5
4.	Learning about computers is boring to me.	1	2	3	4	5
5.	I like learning on a computer.	1	2	3	4	5
6.	I enjoy learning how computers are used in our daily lives.	1	2	3	4	5
7.	I would like to learn more about computers.	1	2	3	4	5
8.	I would like working with computers.	1	2	3	4	5
9.	A job using computers would be very interesting.	1	2	3	4	5
10.	I enjoy computer work.	1	2	3	4	5
11.	I will use a computer as soon as possible.	1	2	3	4	5
12.	Figuring out computer problems does not appeal to me.	1	2	3	4	5
13.	If given the opportunity, I would like to learn about and use computers.	1	2	3	4	5
14.	Computers are not exciting.	1	2	3	4	5
15.	Computer lessons are a favorite subject for me.	1	2	3	4	5
16.	I get a sinking feeling when I think of trying to use a computer.	1	2	3	4	5
17.	Working with a computer makes me feel tense and uncomfortable.	1	2	3	4	5
18.	Working with a computer would make me very nervous.	1	2	3	4	5
19.	Computers intimidate and threaten me.	1	2	3	4	5

SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree

		SD	D	U	A	SA
20.	Computers frustrate me.	1	2	3	4	5
21.	I have a lot of self-confidence when it comes to working with computers.	1	2	3	4	5
22.	I sometimes get nervous just thinking about computers.	1	2	3	4	5
23.	A computer test would scare me.	1	2	3	4	5
24.	I feel apprehensive about using a computer.	1	2	3	4	5
25.	Computers are a tool much like a hammer or lathe.	1	2	3	4	5
26.	Computers could enhance remedial instruction.	1	2	3	4	5
27.	Computers will relieve teachers of routine duties.	1	2	3	4	5
28.	Computers can be used successfully with courses which demand creative activities.	1	2	3	4	5
29.	I have become familiar with computers through my previous experience.	1	2	3	4	5
30.	High school students should understand the role computers play in society.	1	2	3	4	5
31.	High school students should have some understanding about computers.	1	2	3	4	5
32.	I feel qualified to teach computer literacy.	1	2	3	4	5
33.	Computers can be a useful instructional aid in almost all subject areas.	1	2	3	4	5
34.	Use of computers in education almost always reduces the personal treatment of students.	1	2	3	4	5
35.	I feel at ease when I am around computers.	1	2	3	4	5
36.	I feel comfortable when a conversation turns to computers.	1	2	3	4	5

SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree

		SD	D	U	A	SA
37.	Teacher training should include instructional applications of computers.	1	2	3	4	5
38.	Computers would motivate students.	1	2	3	4	5
39.	Computers would significantly improve the overall quality of my students' education.	1	2	3	4	5
40.	Computers would help students improve their writing.	1	2	3	4	5
41.	Computers would stimulate creativity in students.	1	2	3	4	5
42.	Computers would help students work with one another.	1	2	3	4	5
43.	Computers would help me organize my work.	1	2	3	4	5
44.	Computers would increase my productivity.	1	2	3	4	5
45.	Computers would save me time.	1	2	3	4	5
46.	Computers would help me learn.	1	2	3	4	5
47.	Computers would help me organize my finances.	1	2	3	4	5
48.	Computers solve more problems than they cause.	1	2	3	4	5
49.	I will probably never learn to use a computer.	1	2	3	4	5
50.	I see the computer as something I will rarely use in my daily life as an adult.	1	2	3	4	5
51.	Not many people can use computers.	1	2	3	4	5
52.	Learning to operate computers is like learning any new skill - the more you practice, the better you become.	1	2	3	4	5
53.	Knowing how to use computers is a worthwhile skill.	1	2	3	4	5
54.	I do not think that I could handle a computer course.	1	2	3	4	5
55.	I would never take a job where I had to work with computers.	1	2	3	4	5

SD = Strongly Disagree, D = Disagree, U = Undecided, A = Agree, SA = Strongly Agree

		SD	D	U	A	SA
56.	If given the opportunity, I would like to learn about and use computers.	1	2	3	4	5
57.	You have to be a "brain" to work with computers.	1	2	3	4	5
58.	The use of e-mail makes the student feel more involved.	1	2	3	4	5
59.	The use of e-mail helps provide a better learning experience.	1	2	3	4	5
60.	The use of e-mail makes the course more interesting.	1	2	3	4	5
61.	The use of e-mail helps the student to learn more.	1	2	3	4	5
62.	The use of e-mail increases motivation for the course.	1	2	3	4	5
63.	More courses should use e-mail to disseminate class information and assignments.	1	2	3	4	5
64.	The use of e-mail creates more interaction between students enrolled in the course.	1	2	3	4	5
65.	The use of e-mail creates more interaction between student and instructor.	1	2	3	4	5
66.	E-mail provides better access to the instructor.	1	2	3	4	5
67.	E-mail is an effective means of disseminating class information and assignments.	1	2	3	4	5
68.	I prefer e-mail to traditional class handouts as an information disseminator.	1	2	3	4	5

69. I like teaching English with computers because …

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70. I don’t like teaching English with computers because …

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Thank you for your time.