

REPUBLIC OF TURKEY
AĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**STUDENTS' AND TEACHERS' ATTITUDES TOWARDS INTERACTIVE
WHITEBOARDS USED IN ENGLISH COURSES VIA FATİH PROJECT AND THE
EFFECTS OF IWBs ON SPEAKING SKILL**

THESIS BY

Muhammed Fatih SAYIR

SUPERVISOR

Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

MASTER OF ARTS
MERSİN/ JANUARY 2014

REPUCLIC OF TURKEY

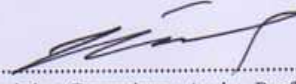
ÇAĞ UNIVERSITY

DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

We certify that thesis under the title of "STUDENTS' AND TEACHERS' ATTITUDES TOWARDS INTERACTIVE WHITEBOARDS USED IN ENGLISH COURSES VIA FATİH PROJECT AND THE EFFECTS OF IWBs ON SPEAKING SKILL" is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.



Supervisor- Head of Examining Committee: Assoc. Prof. Dr. Şehnaz ŞAHINKARAKAŞ



Member of Examining Committee: Assist. Prof. Dr. Hülya YUMRU



First Reserve Member of Examining Committee: Assist. Prof. Dr. Kim Raymond HUMISTON

I certify that this thesis conforms to formal standards of the Institute of Social Sciences.



20 / 01 / 2014

Assist. Prof. Dr. Murat KOÇ
Director of Institute of Social Sciences

Note: The uncited usage of the reports, charts, figures and photographs in this thesis, whether original or quoted for mother sources is subject to the Law of Works of Arts and Thought. No: 5846.

ACKNOWLEDGEMENTS

I would like to express my gratitude to my supervisor, Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ, for her support, patience, and constructive feedback. Without her guidance, I would never have been able to complete this study.

I am thankful to Assist. Prof. Dr. Kim Raymond HUMISTON and Assist. Prof. Dr. Hülya YUMRU for being in the jury and their invaluable remarks and support.

I owe special thanks to my friend Necattin SARCAN for his kind help with proof reading of this study. His friendship was one of biggest supporters for me during this process.

I would also like to express my thanks to the participants of this study for their help and comments.

I owe special thanks to Prof. Dr. Ekrem ATALAN, the Vice Rector of Muş Alparslan University, for his encouragement regarding academic studies and giving me permission to attend this program.

And my greatest thanks go to my precious parents: Kudrettin and Emine SAYIR. Their support gave me the strength to overcome all the difficulties I was to experience.

Finally, I want to express my deepest gratitude to my wife Latife SAYIR. She always provided full support to me during the hard times I went through while working on this study.

20.01.2014

Muhammed Fatih SAYIR

ÖZET

FATİH PROJESİ KAPSAMINDA KULLANILAN AKILLI TAHTALARA KARŞI ÖĞRETMEN VE ÖĞRENCİ TUTUMLARI VE AKILLI TAHTALARIN KONUŞMA BECERİSİ ÜZERİNDEKİ ETKİLERİ

Muhammed Fatih SAYIR

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Doç. Dr. Şehnaz ŞAHİNKARAKAŞ

Ocak 2014, 66 Sayfa

Günümüzde birçok ülke eğitim sistemlerinde teknoloji kullanım seviyesini arttırmaktadır çünkü teknoloji eğitim kalitesi üzerinde önemli bir rol oynar. Bu bağlamda Türkiye Milli Eğitim Bakanlığı Türkiye çapında devlet okullarına teknolojik ekipmanların dağıtılmasını amaçlayan Fatih Projesi'ni başlatmıştır. Bu çalışma Fatih Projesi kapsamında İngilizce derslerinde kullanılan akıllı tahtalara karşı öğretmen ve öğrenci tutumlarını incelemeyi amaçlamaktadır. Bu çalışma ayrıca akıllı tahta kullanımının İngilizce konuşma becerisinin öğrenilmesi ve öğretilmesi üzerindeki etkilerini de araştırmaktadır.

Bu çalışma Muş'ta ki sekiz devlet okulunda yürütülmüştür ve 183 öğrenci ve 19 öğretmen bu çalışmaya katılmıştır. Öğrenci ve öğretmenlerin akıllı tahta kullanımına karşı tutumlarıyla ilgili bilgiler anketlerle toplanmıştır. Anketler ayrıca öğrenci ve öğretmenlerin akıllı tahta kullanımının İngilizce konuşma becerisi üzerindeki etkisiyle ilgili fikirleri hakkında bilgi toplamak için açık uçlu sorular içermektedir.

Anket sonuçları öğretmen ve öğrencilerin akıllı tahta kullanımına karşı olumlu tutumları olduğunu göstermiştir. Açık uçlu sorulara verilen cevaplar öğrencilerin ve öğretmenlerin akıllı tahta kullanımının İngilizce konuşma becerisi üzerinde birçok olumlu etkisi olduğuna inandıklarını göstermiştir.

Anahtar Kelimeler: Akıllı Tahta, Tutum, Fatih Projesi.

ABSTRACT

STUDENTS' AND TEACHERS' ATTITUDES TOWARDS INTERACTIVE WHITEBOARDS USED IN ENGLISH COURSES VIA FATİH PROJECT AND THE EFFECTS OF IWBs ON SPEAKING SKILL

Muhammed Fatih SAYIR

Master of Arts, Department of English Language Teaching

Supervisor: Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

January 2014, 66 Pages

Today many countries increase the level of using technology in their education systems as technology plays an important role on the quality of education. In this sense, Ministry of National Education has initiated Fatih Project which aims to deliver technological equipments to state schools across Turkey. This study aims to explore students' and teachers' attitudes towards interactive whiteboards (IWBs) used in English courses via Fatih Project. The study also investigates the effects of the use of IWBs on teaching and learning English speaking skill.

The study conducted in eight state schools in Muş and 183 students and 19 teachers participated in the study. Data about students' and teachers' attitudes towards use of IWBs were collected through questionnaires. The questionnaires also contained open-ended questions for gathering information about teachers' and students' ideas on the effects of the use of IWBs on English speaking skill.

The results of questionnaires indicated that both students and teachers have positive attitudes towards the use of IWBs. Responses given to open-ended questions indicated that both teachers and students believe the use IWBs have a lot of positive effects on teaching and learning English speaking skill.

Key Words: Interactive Whiteboard (IWB), Attitude, Fatih Project.

ABBREVIATIONS

MNE	: Ministry of National Education
CALL	: Computer assisted language learning
IWB	: Interactive whiteboard
CAI	: Computer-Assisted Instruction
CAL	: Computer-Assisted Learning
CML	: Computer-Managed Learning
CMI	: Computer-Managed Instruction
CBE	: Computer-Based Education
CBI	: Computer-Based Instruction
ICAI	: Intelligent Computer-Assisted Instruction
ITS	: Intelligent Tutoring Systems
CMC	: Computer-mediated Communication
CELL	: Computer-Enhanced Language Learning
TELL	: Technology-Enhanced Language Learning
PLATO	: Programmed Logic for Automatic Teaching Operations
TICCIT	: Time-Shared, Interactive, Computer Controlled Information Television
MIT	: Massachusetts Institute of Technology
AALP	: Athena Language Learning Project
CAMILLE	: Computer-Aided Multimedia Interactive Language Learning
OLA	: The Oral Language Archive

EFL : English as a Foreign Language

EMU : Eastern Mediterranean University

ICT : Information and Communication Technology

CopCMC : Cooperative Computer-Mediated Communication Technique

ColCMC : Collective Computer-Mediated Communication Technique

SPSS : Statistical Package for Social Sciences

LIST OF TABLES

Table 1. Students' attitudes about IWBs and learning.....	27
Table 2. Students' attitudes to technical issues.....	27
Table 3. Students' attitudes to affective factors.....	28
Table 4. Students' attitudes to motivational issues.....	29
Table 5. Students' attitudes to time management and organizational issues.....	29
Table 6. Students' attitudes to the difference between traditional boards and IWBs.....	30
Table 7. Teachers' attitudes in terms of teaching.....	31
Table 8. Teachers' general attitudes towards the use of IWBs.....	32
Table 9. Teachers' attitudes in terms of motivational issues.....	33
Table 10. Teachers' attitudes to training.....	33

LIST OF FIGURES

Figure 1. Warschauer's Three Stages of CALL.....	9
Figure 2. Bax's Phases of CALL.....	10

TABLE OF CONTENTS

COVER	I
APPROVAL PAGE	II
ACKNOWLEDGEMENTS	III
ÖZET	IV
ABSTARCT	V
ABBREVIATIONS	VI
LIST OF TABLES	VIII
LIST OF FIGURES	IX
TABLE OF CONTENTS	X

CHAPTER I

1. INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	3
1.3. Purpose of the Study and Research Questions	3
1.4. Significance of the Study	3
1.5. Operational Definitions	4

CHAPTER II

2. LITERATURE REVIEW	5
2.1. Introduction.....	5
2.2. Computer Assisted Language Learning	5
2.2.1. History of CALL.....	6
2.2.1.1. 1960s and 1970s	6
2.2.1.2. 1980s	6

2.2.1.3. 1990s	7
2.2.2. Development of CALL	8
2.2.3. Bax's Phases of CALL	9
2.2.4. Advantages and Disadvantages of CALL.....	12
2.2.4.1. Advantages of CALL	12
2.2.4.2. Disadvantages of CALL.....	14
2.2.5. Studies on CALL.....	14
2.2.5.1. Studies Conducted Abroad on CALL	14
2.2.5.2. Studies in Turkey on CALL	15
2.3. Fatih Project.....	18
2.3.1. Phases of the FATIH Project.....	19
2.4. Speaking Skill	20
2.4.1. Studies on Technology in Teaching Speaking Skill.....	21

CHAPTER III

3. METHODOLOGY	23
3.1. Introduction.....	23
3.2. Design of the Study	23
3.3. Participants.....	23
3.4. Data Collection Instruments	24
3.5. Data Collection Procedure.....	25
3.6. Data Analysis	25

CHAPTER IV

4. RESULTS	26
4.1. Introduction.....	26
4.2. Results of Questionnaires	26
4.2.1. Results of Student Questionnaires.....	26
4.2.1.1. Students' Attitudes to Learning	26
4.2.1.2. Students' Attitudes to Technical Issues.....	27
4.2.1.3. Students' Attitudes to Affective Factors.....	28
4.2.1.4. Students' Attitudes to Motivational Issues.....	28
4.2.1.5 Students' Attitudes to Time Management and Organizational Issues	29
4.2.1.6 Students' Attitudes to Differences between Traditional Boards and IWBs	30
4.2.2. Results of Teachers Questionnaires.....	30
4.2.2.1. Teachers' Attitudes to IWBs as Teaching Tools	30
4.2.2.2. Teachers' General Attitudes toward the Use of IWBs.....	31
4.2.2.3. Teachers' Attitudes in Terms of Motivational Issues	32
4.2.2.4. Teachers' Attitudes to the Issues of Training.....	33
4.3. Results of Open-ended Questions	34
4.3.1. Results of Students' Open-ended Questions	34
4.3.2. Results of Teachers' Open-ended Questions	36
4.3.3. Reflections on open-ended questions	37

CHAPTER V

5. CONCLUSION.....	38
5.1. Summary.....	38
5.2. Discussion.....	39
5.3. Limitations.....	40
5.4. Implications and Suggestions for Further Study.....	41
6. REFERENCES	42
7. APPENDICES	48
7.1. APPENDIX 1: Student Questionnaire	48
7.2. APPENDIX 2: Teacher Questionnaire.....	50
7.3. APPENDIX 3: Permission from the Governorship of Muş	52

CHAPTER I

1. INTRODUCTION

1.1. Background of the Study

Today technology is a phenomenon that affects every aspect of life. Almost every person uses technological tools in their daily life and business life. As an indispensable part of life, technology plays an important role in education. Crook (1994) states that “technology can transform learning and teaching across a variety of existing curriculum areas: it is a very general educational resource” (p. 29). Educators try to make teaching process more effective and enjoyable by using technological equipments and the role of technology in education is getting more and more significant day by day.

Collins Cobuild Advanced Learner’s English Dictionary defines technology as “methods, systems, and devices which are the results of scientific knowledge being used for practical purposes” (2003, p. 1488). The use of technology in education dates back to 4000 BC. The first books were used in education written in 3000s BC. These books were clay tablets and they are accepted as the first textbooks (Kaya, 2006). With the invention of printing press in 1440 by Gutenberg, books have become more available and widespread.

The first radio broadcast started at 2th November 1920 in USA and in a few years a lot of countries started the radio broadcasts. The educational radio broadcasts started in 1923 in USA. School radio has been used successfully in England. British Broadcasting Corporation (BBC) has prepared school radio programs since 1925 and these programs have reached ninety percent of state schools (Kaya, 2006). Today radio programs are being used widely as educational materials in many countries.

Movies were first used for educational purposes during I World War. Movies for military purposes were produced during I World War and used as visual materials (Özden, Çağiltay, & Çağiltay 2003). John Logie Baird invented television in England in 1923. The first television broadcast was started in England in 1936. The educational television programs were produced after television became widespread (Kaya, 2006). Today there are many educational television programs even there are some television channels which only broadcast educational programs.

The first computer was invented by Konrad Erns Otto Zuse in 1936. Computers have made a rapid progress after the invention of the first computer. The use of computers for

educational purposes started in the late 1950s (Kaya, 2006). Today there are many CDs, DVDs, and web pages on different fields of education.

The use of technology in education in Turkey is concurrent with the use of technology in social life. The first radio broadcast in Turkey started in 1927. In 1962, Education Center with Radio founded and this center prepared educational programs for students (Akkoyunlu and İmer, 1999). The first television broadcast in started on 31st January 1968. In 1970s, research on using televisions for educational purposes started and in 1981 the program named *Tv School* started to broadcast (Aziz, 1982). Today there are television channels which only broadcast educational programs in Turkey. The computer was first used in Turkey in 1960. In 1984, Turkey's Ministry of National Education (MNE) first introduced computers to secondary schools (Akbaba-Altun, 2006). In ensuing years, computers became more common at schools and computer laboratories were established. The use of computers in schools has increased year by year.

Today, when we think of technology in language education computers come to mind first. Computers have been used in language teaching since 1960s. Nowadays, nearly all schools and education institutes use computers and the other equipments related to computers in teaching languages. Computer assisted language learning (CALL) has been developed by educators in the field of language. CALL which is defined as “the search for and study of applications on the computer in language teaching and learning” (Levy, 1997, p. 1) has made a rapid progress from year to year. Computers, used more active with CALL, brought a new perspective on language teaching and learning process.

One of the equipments used in CALL context is interactive whiteboard (IWB). Interactive whiteboard is a tool which is used instead of traditional boards. This technologic board is a kind of computer and it has a large touch screen. This board can be connected to a computer and it also has the ability to connect internet. Interactive whiteboards are being used in Turkish state schools within Fatih Project. Fatih Project is a project of Ministry of National Education and within the scope of this project technological infrastructure has been established in public schools. It is a new experience for state schools; therefore, the first aim of this study is to find teachers and students attitudes towards IWB.

1.2. Statement of the Problem

Students' and teachers' attitudes towards a teaching material or a method affect its benefits. The main concern of this study is teachers' and students' attitudes towards IWBs. As they are being used recently at state schools being aware of teachers' and students' attitudes towards IWBs is very important both for researchers and education policy-makers.

Speaking skill is a problematic area of foreign language teaching especially in Turkey. According to Education First which is an international education company that specializes in language education, Turkish foreign language learners are good at grammar but they are not good at speaking (Milliyet, 2013). Thus, this study will also focus on the effects of using IWBs on speaking skill.

1.3. Purpose of the Study and Research Questions

This study aims to measure teachers and students attitudes towards IWB used in English courses. In addition, teachers' and students' thoughts on the effects of the using IWB on speaking skill are investigated.

Research Questions

- 1- What are the English teachers' attitudes towards IWB?
- 2- What are the students' attitudes towards IWB?
- 3- What are the students' ideas about the effects of using IWB on English speaking skill?
- 4- What are the teachers' ideas about the effects of using IWB on English speaking skill?

1.4. Significance of the Study

Today, most of the researchers and educators think that the use of technology in education should not be ignored. Even many seminars and conferences are being held each year on the use of technology in language learning. Thus, this study will provide valuable knowledge in this manner.

IWB is a recently used tool in Turkish state schools and this study will reflect teachers' and students' attitudes towards it. Thus, the study will provide useful insights to educators studying on technology in education and it will also constitute beneficial data for the education policy-making experts. Moreover, the study will provide a useful perspective to teachers.

Additionally, this study will present students' and teachers' ideas about the affects of using IWB on speaking skill and it will provide an inspiration to teachers who are using IWB or who are going to use it in the future.

1.5. Operational Definitions

CALL: Computer-assisted language learning. Chapelle (2001) reported that CALL refers to the area of technology and second language teaching and learning. This expression agreed upon at the 1983 TESOL convention in Toronto in a meeting of all interested participants.

Attitude: "A psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Eagly and Chaiken, 1993, p. 155).

Fatih Project: A project of Ministry of National Education which aims to equip the state schools with technological infrastructure.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter consists of three sections and their subsections. The first section presents a review of literature on Computer Assisted Language Learning. The second section gives information about Fatih Project, while the third section discusses the affects of using technology on teaching and learning speaking skill.

2.2. Computer Assisted Language Learning

Computer assisted language learning, in a common expression, is using computer technology in teaching and learning process of a language. In this manner, computers are used as sources of knowledge and materials. Levy (1997, p.1) defines CALL as “the search for and study of applications of the computer in language teaching and learning”. Also, Levy (1997) lists the acronyms for computers in education across the disciplines as follows:

- CAI (Computer-Assisted Instruction)
- CAL (Computer-Assisted Learning)
- CML (Computer-Managed Learning)
- CMI (Computer-Managed Instruction)
- CBE (Computer-Based Education)
- CBI (Computer-Based Instruction)
- ICAI (Intelligent Computer-Assisted Instruction)
- ITS (Intelligent Tutoring Systems)
- CmC (Computer-mediated Communication)
- CELL (Computer-Enhanced Language Learning)
- TELL (Technology-Enhanced Language Learning)

According to Levy there is not any deficiency of acronyms for the field. The preferences of the use of terms are determined by geographical location. The use of terms differs from country to country.

In the following sections, we will give information about history of CALL and its development.

2.2.1. History of CALL

Levy (1997) divides the history of CALL into three periods. These periods are 1960s and 1970s, 1980s, and 1990s. Each of these periods contains different teaching projects of foreign languages.

2.2.1.1. 1960s and 1970s

The PLATO Project

PLATO (Programmed Logic for Automatic Teaching Operations) Project is a project of 1960s and 1970s period. This project was initiated at the University of Illinois in 1960. PLATO was developed specifically to provide interactive, self-paced instruction for large numbers of students. The role of PLATO was to offer the more mechanical types of vocabulary and grammar drill, thereby freeing class time for more expressive activities. This initial version was modified and improved, and three versions of PLATO followed it. According to Levy, CALL has begun with the PLATO Project.

The TICCIT Project

TICCIT (Time-Shared, Interactive, Computer Controlled Information Television) Project was initiated in 1971 at Brigham Young University. This system combined television the first example of multimedia CAI (Computer-Assisted Instruction). TICCIT differs from the PLATO system in that a specific instructional framework, which dictates the actual form of the hardware, software, and courseware, is built into system.

2.2.1.2. 1980s

Storyboard

Storyboard program has been written by John Higgins. Storyboard is a text-reconstruction program for the microcomputer where the aim is to reconstruct a text, word by word, using textual clues such as the title, introductory material, and textual clues within the text. The program is also an authoring program, in that teachers or students can use the authoring facility within the program to write their own texts which are then incorporated into

program for future use. Storyboard was developed in time, and new versions of the program were created for different languages and for different microcomputers.

The Athena Language Learning Project

In 1983, the Massachusetts Institute of Technology (MIT) established Project Athena as an eight-year research program to explore innovative uses of the computer in education. The goal of Athena Language Learning Project (AALP) is the creation of communication-based prototypes for beginning and intermediate courses in French, German, Spanish, Russian, and English as a second language. This project conceived within the communicative approach to language learning.

2.2.1.3. 1990s

The International Email Tandem Network

The International Email Tandem Network, begun in 1993 by Helmut Brammerts. It is described as language learning by computer mediated communication using the Internet. In the Tandem Network, universities from different countries are linked together to enable students to learn languages in tandem via email on a reciprocal basis. The Tandem Network consists of a steadily increasing number of subnets, where participants can engage in discussion and ask each other for advice in either language also the users can reach and add teaching and learning materials to database.

The CAMILLE/ France Interactive Projects

The CAMILLE (Computer-Aided Multimedia Interactive Language Learning) consortium consists of partners from the UK, France, Spain, and Netherlands. The aims of the group are to provide beginner courses in Dutch and Spanish, and advanced courses for French and English. It combines a communicative competence approach to language acquisition with an interactive multimedia environment.

The Oral Language Archive

The Oral Language Archive (OLA) was initiated at Carnegie Mellon University in 1994. Its aim is to establish a collection of digitized sound recordings for foreign language

learning that is accessible from around the world via internet. OLA contains a suite of management tools to enable users to locate and use sound segments easily and flexibly.

2.2.2. Development of CALL

Levy divides history of CALL into three periods and focuses on the projects carried out in each period. Warschauer and Healey (1998) also divide the history of CALL into three main stages but they interest in teaching methods. These three main stages are: behaviouristic CALL, communicative CALL, and integrative CALL.

Behaviouristic CALL

Behaviouristic CALL was formed in 1960s and used throughout 1960s and 1970s. PLATO and TICCIT projects were the projects applied in this stage. In this stage behaviourist learning model shaped CALL. Computers used as tutor and repetitive language drills used in this context. In this stage grammar taught implicitly and students did not allowed to produce their own language.

Communicative CALL

Communicative CALL emerged in late 1970s and 1980s when the behaviouristic methods to language teaching were being rejected both theoretically and pedagogically, also at the same time computers were improved as more convenient for individual use. Communicative CALL considered computer as a tool and focused on use of forms rather than forms themselves. Grammar taught explicitly not implicitly and students encouraged using target language freely. Communicative CALL was harmonious to cognitive theories which emphasized that learning was a process of discovery, expression and development.

Integrative CALL

Integrative CALL arose in late 1980s and 1990s and based on multimedia technology and internet. In late1980s and early1990s critics began against communicative CALL and many teachers moved from a cognitive view of communicative teaching to a more socio-cognitive view. This point of view focused on language use in an authentic social context. Task-based, project-based and content-based approaches all sought to integrate learners in

authentic environments, and also to integrate the various skills of language learning and use. Integrative CALL aims to integrate language skills and technology more fully into the language learning process.

As a consequence, Warschauer and Healey (1998, p.58) state that “if the mainframe was the technology of behaviouristic CALL, and the PC the technology of communicative CALL, the multimedia networked computer is the technology of integrative CALL.” Figure 1 summarizes Warschauer’s three stages of CALL.

Figure 1. Warschauer’s Three Stages of CALL

	1970s-1980s	1980s-1990s	21st Century
Stage	Structural CALL	Communicative CALL	Integrative CALL
Technology	Mainframe	PCs	Multimedia and Internet
English Teaching Paradigm	Grammar-Translation & Audio-Lingual	Communicative Language Teaching	Content-Based, ESP/EAP
View of Language	Structural (a formal structural system)	Cognitive (a mentally-constructed system)	Socio-cognitive (developed in social interaction)
Principal Use of Computers	Drill and Practice	Communicative Exercises	Authentic Discourse
Principal Objective	Accuracy	And Fluency	And Agency

(Warschauer, 2000).

2.2.3. Bax’s Phases of CALL

In his study, Bax seeks to answer three questions “where has Computer Assisted Language Learning (CALL) been, where is it now and where is it going?” (Bax, 2003, p.13) Bax divides CALL into three phases: Restricted Open, and Integrated CALL. He uses the term ‘restricted’ instead of ‘behaviouristic’ because he argues that this term is more

comprehensive, more flexible and thus more satisfactory as a descriptor. He uses the term ‘open’ instead of ‘communicative’ and does not change the term ‘integrative’.

Additionally, Bax suggests a new phase ‘normalization’. In this phase computer technology is going to be invisible in education. He explains this stage with this example “We do not speak of PALL (Pen Assisted Language Learning) or BALL (Book Assisted Language Learning) because these two technologies are completely integrated into education; CALL has not reached that normalized stage.” (Bax, 2003, p.23). Figure 2 summarizes Bax’s phases of CALL.

Figure 2. Bax’s Phases of CALL

Restricted CALL Language System	Content
Closed Drill Quizzes	Type of Task
Answering closed questions Minimal interaction with other students	Type of Student Activity
Correct/incorrect	Type of Feedback
Monitor	Teacher Roles
Exaggerated fear and/or awe	Teacher Attitudes
Not integrated into syllabus –optional extra	Position in Curriculum
Technology precedes syllabus and learner needs	
Whole CALL lesson	Position in Lessons
Separate computer lab	Physical Position of Computers

Integrated CALL Integrated Language Skills Work Mixed Skills and System	Open CALL System and Skills
CMC	Simulations
WP	Games
e-mail	CMC
Frequent interaction with other students	Interacting with the computer
Some interaction with computer through the lesson	Occasional interaction with other students
Interpreting, evaluating, commenting, stimulating thought	Focus for linguistic skills development Open, flexible
Facilitator / Manager	Monitor / facilitator
Normal part of teaching—normalized	Exaggerated fear and/or awe
Normalized integrated into syllabus, adapted to learners' needs Analysis of needs and context precedes decisions about technology	Toy Not integrated into syllabus –optional extra Technology precedes syllabus and learner needs
Smaller part of every lesson	Whole CALL lessons
In every classroom, on every desk, in every bag	Separate lab---perhaps devoted to languages

(Bax, 2003).

In the light of foregoing information, it is clearly understood that there is a parallelism between the advances in computer technology and the use of them in education. New projects and materials are being developed by researchers shortly after an advance in computer technology. Moreover, the developed projects and materials are accordant with the teaching methods and approaches.

2.2.4. Advantages and Disadvantages of CALL

Each learning and teaching method, approach, technique, and the material and tool used via them involves advantages and disadvantages. The advantages and disadvantages of CALL are as follows;

2.2.4.1. Advantages of CALL

There are a lot of advantages of using computers as an educational aid. Kenning and Kenning (1984) state the most important one as the interactive capability of computer and list the other advantages of computers as follows (pp. 2-5):

- The computer gives individual attention to the learner at the console and replies to him.
- Computer guides the learner towards correct answer, and generally adapts the material to his or her performance.
- Computer provides instant feedback thus; it promotes the acquisition of knowledge, develops the learner's critical faculties, demands active participation, and encourages vigilance.
- To teachers the computer offers the opportunity to make better use of their time and expertise.

According to Lee (2000) reasons for using computers in language teaching are these:

- Computers make experiential learning possible for students.
- Computers increases students' motivation.
- Computers enhance student achievement.
- Computers provide authentic materials for study.
- Computers ensure greater interaction between students and teachers and student and peers.
- Learning can be individualized by using computers.
- Computers guarantees independence from a single source of information.
- Computers enlarge global understanding.

To Wang (2008) CALL mainly enjoys the following benefits for second language learners:

- CALL programs could offer second language learners more independence from classrooms.
- Language learners have the opinion to study at anytime and anywhere.
- CALL programs can be wonderful stimuli for second language learning.
- Computer can promote learning interaction between learners and teachers.
- Computers can help classroom teaching with a variety of materials and approaches.

Warschauer and Healey (1998) state the benefits of adding a computer component to language instruction are many, and include:

- Multimodal practice with feedback.
- Individualization in a large class.
- Pair and small group work on projects, either collaboratively or competitively.
- The fun factor.
- Variety in the resource available and learning styles used.
- Exploratory learning with large amounts of language data.
- Real-life-skill-building in computer use.

Consequently, the information mentioned above indicates that CALL has various advantages both for teachers and students. Computers provide effective materials, increase students' motivation, and teachers feel themselves more comfortable when they use computers in their courses. It is clearly understood that the use of computers in language education is beneficial and a language education without computers is deficient.

2.2.4.2. Disadvantages of CALL

Although computers present a lot of advantages to language teachers and learners, they also have limitations. Kenning and Kenning (1984) state that computers are not equally suited to all the activities that go on in the classroom and they cannot cope with the unexpected, also they are heavily dependent on the quality of the program they are obeying. Finally they stress that it is more tiring to read from a screen than from a printed text.

Lee (2000) classified the barriers inhibiting the practice of CALL as:

- Financial barriers.
- Availability of computer hardware and software.
- Technical and theoretical knowledge.
- Acceptance of technology.

Gündüz (2005) states some other limitations in her study. According to Gündüz, working with computers normally means that the learners work in isolation. This obviously does not help in developing communication between the learners, which is a crucial aim in any language lesson. She also states that computers cannot conduct open ended dialogues and cannot give feedback to open ended questions.

2.2.5. Studies on CALL

There are plenty of studies on CALL, but we are going to deal with the studies on students' and teachers' attitudes towards CALL and their perceptions of CALL. We can divide these studies into two parts as studies conducted abroad and studies in Turkey. Also, we are going to mention some other studies on CALL.

2.2.5.1. Studies Conducted Abroad on CALL

Bordbar (2010) studied on English teachers attitudes toward CALL. He conducted his study with 83 English teachers. He used a questionnaire for collecting data and also he asked some open-ended questions. The findings suggest that almost all teachers had the positive attitudes toward computer use in the classroom. Additionally the results showed that teachers' vision of technology itself, their experience with it, their level of computer skill and competence are shaping their attitudes toward computer technology.

Burrus (2006) in his study explored the adult English as second language (ESL) students' perceptions on CALL. A questionnaire conducted to 14 adult students from different parts of the world for collecting data. The finding showed that students enjoy using technology and are comfortable doing so as a method of English acquisition.

In another study, Park and Son (2009) investigated the factors affecting English as a foreign language (EFL) teachers' use of computers in their classrooms and tried to find out EFL teachers' perceptions of CALL. Twelve Korean teachers participated in the study. A questionnaire and interviews were employed to collect data. The results of the study indicated that teachers have positive and favourable attitudes toward the use of the computers. They consider computer technology as a useful teaching tool that can enhance ways of teaching by offering students a variety of inputs and expanding students' learning experiences in real and authentic contexts. They also reported that lack of time, insufficient computer facilities, rigid school curricula and textbooks, and lack of administrative support negatively influence the implementation of CALL in the classroom.

2.2.5.2. Studies in Turkey on CALL

Namlıca (2010) studied English teachers' perceptions of CALL. He conducted his study with 65 English teachers in Çanakkale. He administrated a questionnaire for gathering data. The results showed that more than half of the teachers who participated in the study have no acquaintance with the term CALL, and most of the teachers define CALL as students' use of computer in the presence of teacher.

Küçük (2009) aimed to investigate university preparatory students' and teachers' perceptions of CALL environment. The participants are 308 students and 50 teachers from Zonguldak Karaelmas University Preparatory School and she conducted two questionnaires as data collection tools. The findings showed that CALL is effective in improving students' language skills, students need teacher assistance in CALL environment, and teachers think computer leads to meaningful learning.

In their case study, Güneyli and his friends (Güneyli et al., 2009) examined the perceptions of foreign language teachers on the use of computers for administrative and teaching purposes in teaching foreign languages in Eastern Mediterranean University (EMU), and compared their perceptions based on gender, age, experience, and education level. The study included 50 teachers from EMU's preparatory school in the 2007-2008 academic years.

A questionnaire titled “Administrative and Pedagogical Uses of Computers in Foreign Language Teaching” was adopted to collect data. The results showed that the number of teachers using computers for administrative purposes is higher than the number using computers for instructional purposes. Except for the age variable, no significant difference was found in the perceptions of the teachers on computer use according to gender, years of experience, or level of education.

Bağçeci and Döş (2011) conducted a study with 78 foreign language teachers at state and private universities in Gaziantep. The aim of the study is to examine the attitudes of instructor at state universities and private universities toward the use of computer. Researchers conducted a questionnaire to collect data. The findings showed that the instructors working at private universities are more desirous than the instructors working at state universities.

Tunçok’s (2010) study is a case study aiming to investigate student’s attitudes towards CALL, computer assisted learning (CAL) and foreign language learning. She used a questionnaire to gather data and the questionnaire conducted to 120 various level students. The results showed that students’ overall attitude towards CALL is positive and they have positive attitude towards using computers in order to learn a foreign language.

Akbulut (2008) conducted a study to explore 155 freshman foreign language students’ attitudes toward using computer. The study actually expands the design of Warschauer (1996) survey. Findings suggest that learners have positive attitudes towards CALL because of computers’ potential to sustain independence, learning, collaboration, instrumental benefits, empowerment, comfort and communication. Influence of several background variables on attitudes towards CALL is also explored through relevant parametric tests in the study. Analyses revealed that gender and age did not have an effect on attitude scores whereas having a PC at home, PC experience and hours of Internet use were related to attitudes towards CALL.

In their study, Okan and Torun (2007) looked at learner attitudes towards CALL applications at YADIM (school for foreign languages at Çukurova University in Turkey). In order to obtain data on students’ perceptions about the use of CALL, a questionnaire was administrated to 188 students at preparatory classes at YADIM. The findings showed that the involvement of computers in the language learning environment is favoured by students and

according to students the time allotted to CALL lab lessons are not sufficient and should be increased.

When the studies above checked out, it is clearly understood that both students and teachers have positive attitudes towards CALL. However, there are some obvious limitations of CALL as well.

There are a lot of other studies on CALL out of studies on attitudes towards CALL and some of them are as follows;

Buran (2008) focused on the effects of CALL on listening comprehension ability in her study. She conducted her study in the Department of Foreign Language Compulsory Preparatory Programme of Çayırçuma Vocational School in Zonguldak Karaelmas University with 42 intermediate level students as participants. Her experimental study lasted four weeks (24 classroom hours), she divided the participants into two groups as control group (the group which studied with tape recorders at a traditional class) and experimental group (the group which studied on computers at laboratory class). She used pre-tests and post-tests and conducted a questionnaire to experimental group to determine their point of view towards computer assisted learning. The results showed that students in experimental group devote much more time to the listening instruction while studying material and this effects the speed of learning, and the positive effect of CALL on learners' listening comprehension abilities. Besides that majority of students found CALL motivating and they liked the idea of using computers in their effort to learn a language.

Kılıçkaya (2005) investigated the effect of CALL on learners' achievement on the TOEFL (Test of English as a Foreign Language) exam. The study designed as quasi-experimental research and the participants were 34 sophomore students in EFL department in Middle East Technical University. Participants divided into experimental and control groups. Experimental group used computer-assisted instruction in a language laboratory and control group used traditional method of instruction in a traditional classroom setting. The training lasted 8 weeks and a pre-test and a post-test given to both groups. The experimental participants also interviewed with regard to CALL. The results showed that statistically significant differences were found in the scores on the reading and listening section, and interviews showed that the participants in the experimental group valued CALL.

Nomass (2013) in her case study aimed to highlight the role of using modern technology in teaching English as a second language. The participants in this study were a group of students at the department of English language in Al-Jabar Al-Gharbi University in Libya. The researcher conducted a questionnaire to gather data. The collected data showed that (a) 98% of the students believe that the computer can improve their English vocabulary, (b) 96% of the students believe that using computer in the classroom increases students' interaction with learning, (c) 96% of the students believe that using computer will help them to develop their writing skills, (d) 83% of the students believe that the use of computer will improve their listening skills, (e) 98% of the students believe that using technology will help them to learn English language faster than other ways, (f) 90% of the students believe that using technology can help them to improve their speaking skill.

Mutlu and Eröz-Tuğa (2013) investigated the role of CALL in promoting learner autonomy. The study was conducted at a private university in Ankara, Turkey. 48 students enrolled in the English Preparatory program participated in the study. Participants divided into two groups Strategy Training Group (STG) and Non-Strategy Training Group (NSTG). STG was given a five-week language learning strategy training course through CALL. NSTG did not receive any training. Researchers used a questionnaire, a semi-structured face-to-face interview, an e-learning diary, classroom observations, and language learning strategy training via web-based instruction as data collection instruments. The analysis of data revealed that use of computers and internet helped the STG students to improve their language learning strategies and increased their learning autonomy.

2.3. Fatih Project

“Movement of Enhancing Opportunities and Improving Technology”, known as FATIH, is among the most significant projects of Ministry of Education. FATIH Project proposes that “Smart Class” project is put into practice in all schools around Turkey. With this project, 42.000 schools and 570.000 classrooms will be equipped with the latest information technologies and will be transformed into computerized classes.

Ministry of Education has initiated FATIH Project with the aim enabling equal opportunities in education and improving technology in schools for the efficient usage of ICT (Information and Communication Technology) tools in the learning-teaching processes by

appealing to more sensory equipments in all 42.000 schools and 570.000 classrooms. These education institutions are kindergartens, primary schools, and secondary schools where tablets and Interactive Whiteboards are going to be provided. In-service Trainings for teachers are going to be held in order to provide effective usage of the ICT equipment in the classrooms in the learning- teaching process. In this transformation process, educational e-contents are going to be formed in accordance with the current teaching programs. FATIİH Project is regarded as being composed of five different components and these components are:

- Providing Equipment and Software Substructure
- Providing Educational e-content and Management of e-content
- Effective Usage of the ICT in Teaching Programs
- In-service Training of the Teachers
- Conscious, Reliable, Manageable and Measurable ICT Usage

2.3.1. Phases of the FATIİH Project

The pilot phase of the project was launched with the delivery of tablet PCs and Interactive Whiteboards to 52 schools across Turkey. High schools around the country have been equipped with Interactive Whiteboards, and 8.500 tablet PCs have been distributed in 52 schools in 17 provinces within a pilot program. In the expanded pilot phase 49000 tablet PCs have been distributed to both students and teachers in 81 provinces. (MEB, 2013)

Although being a new used tool in education there are many studies on IWBs. Some of these studies are as follows:

To begin with, Büyükyavuz and İnal (2012) tried to highlight the students' and teachers' opinions regarding IWB technology in an EFL context. The study conducted at Süleyman Demirel University and six instructors and twenty-six students participated in the study. Researchers collected data with a questionnaire which developed by themselves and the instructors also were interviewed. The results showed that the instructors' opinions

regarding IWB technology show a positive tendency and interactive whiteboards help students engage in the lesson and internalize the lesson content more effectively through visual representations.

In another study Methews-Aydınlı and Elaziz (2010) explored the attitudes of students and teachers toward the use of interactive whiteboards (IWBs) in a foreign language teaching and learning context. Data were collected through questionnaires distributed to 458 students and 82 teachers in different institutions across Turkey, ranging from primary schools to universities. Research results revealed that both students and teachers have generally positive attitudes toward the use of IWBs in language instruction and especially students find IWB-based lessons more interesting and enjoyable.

Hall and Higgins (2005) in their study investigated primary school students' perceptions of interactive whiteboards. In this study 72 primary school students interviewed to collect data. The results showed that according to students IWBs are very versatile and the lessons with IWBs are funny and enjoyable. However students stated technical problems as negative aspects of IWBs.

Hur and Suh (2012) state that using an interactive whiteboard for visual presentations, interactive games, and test reviews is useful for English language learners to learn new vocabulary and engage in learning. According to Gerard et al. (1999) interactive whiteboard provides a bridge that allows using the features of computers without breaking communication.

2.4. Speaking Skill

Speaking is one of the four main skills of language. There are many definitions of speaking; Collins Cobuild Advanced Learner's English Dictionary defines speaking as "the activity of giving speeches and talks" (2003, p. 1390) and Turkish Dictionary defines speaking as "to express ideas with the words of a language" (2005, p. 1213). Nunan defines speaking as "speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003, p.48). According to Florez (1999), speaking is an interactive process of constructing meaning that involves first receiving oral information than processing it and finally producing it.

Today the world is a global village, human beings can go everywhere by the means of transportation and they can communicate with each other wherever they want by the means of communication. Since being the world's most widely used language which has over 1.8 billion users worldwide, English gains a great deal of importance in this globalised world (Wikipedia, 2013). As a result of above mentioned issues, English speaking skill becomes the most noteworthy component of English language teaching.

Technologic equipments such as computers and other equipments related to computers today play an important role in English language teaching and learning. Soureshjani and Riahipour (2012) state that using apposite equipments and materials including CDs and DVDs enhances motivation of students on English speaking skill. Jones and Fortescue suggest that "computer simulations can provide a motivating stimulus for oral activities, as they offer both focus for oral activity and a continually changing scenario for learners to talk about" (Jones and Fortescue, 1991, p.63). Higgins and Johns (1984) claim that no computer in any classroom has done anything to diminish the amount of spoken language.

2.4.1. Studies on Technology in Teaching Speaking Skill

In their study Payne and Whitney (2002) investigated the effects of the using Computer-mediated Communication (CMC) on improving second language oral proficiency. 58 volunteers from four sections of third semester Spanish courses participated in the study. The participants were divided into four groups as two experimental groups and two control groups. The experimental groups participated in two face-to-face and two online class periods per week. The control groups participated in face-to face courses. The study lasted 15 weeks. Researchers used a pretest and a posttest for gathering data. The results showed that the experimental groups improved their oral proficiency better than control groups.

In another study Demir and Korkmaz (2013) explored the effectiveness of language learning software on improving students' listening and speaking skill. 30 preparatory class students of Cappadocia Vocational Collage in 2012-2013 Academic Year Fall Term participated in the study. The participants were divided into two groups as experimental and control group. The experimental group was taught by Rosetta Stone Software which is a proprietary CALL software published by Rosetta Stone Incorporation. This software uses images, texts, sounds, and videos to teach words and grammar by spaced repetition, without translation. The control group was taught by traditional methods and materials. Researchers

used a pretest and a posttest for gathering data. The study lasted 21 course hours. The results showed that there is a significant difference between posttest scores of experimental group and control groups in favor of experimental group. Additionally, the results showed that there is a distinctive difference between pretest scores and posttest scores of experimental group. Finally, researchers stated that computer assisted instruction increases students' success level on listening and speaking skill.

Abuseileek (2007) in his study tried to find out the effectiveness of two computer-mediated techniques (cooperative and collective learning) designed for teaching and learning oral skills, listening and speaking. 130 Saudi EFL learners participated in the study. Participants were divided into four groups. The first group was taught by the cooperative computer-mediated communication technique (CopCMC), the second group was taught by the collective computer-mediated communication technique (ColCMC), the third group was taught by the cooperative traditional technique, and the fourth group was taught by the collective traditional technique. The study was conducted in an e-learning laboratory and lasted sixteen weeks. Researcher used a pretest and a posttest for collecting data and also he conducted a questionnaire to measure students' attitudes towards using CALL, CopCMC and ColCMC approaches in learning oral skills. The results of the posttest showed that the groups studied oral skills via computerized method got higher grades than the other groups that were taught by means of traditional method. Additionally, the group that was taught with the CopCMC got higher grades than the group that was taught with the ColCMC. On the other hand, the results of questionnaire showed that students have positive attitudes towards CALL, CopCMC, and ColCMC.

Bulut and Abuseileek (2007) in their study investigated the relationship between students' attitudes towards CALL and their achievement in the language skills of listening, speaking, reading, and writing. 112 students participated in the study. The participants studied basic language skills in a CALL environment for one semester. Researchers administered a final test at the end of semester for each skill and students filled out an attitude questionnaire right after they finished their tests. According to results of the study students have positive attitudes towards the integration of CALL into the curriculum for teaching basic language skills. Additionally, the results showed that students have positive attitudes towards CALL for basic language skills.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter gives information about the methodology of the study, and consists of five sections: Design of the study, participants, data collection instruments, data collection procedure, and data analysis.

3.2. Design of the Study

This study was conducted at eight different high schools where IWBs are being used in Muş. The purposes of this study are to investigate students' and teachers' attitudes towards IWB and their ideas about the effects of using IWBs in English courses on teaching and learning English speaking skill.

This study is a survey research study. Freankel, Wallen and Hyun stated that “the major purpose of a survey is to describe the characteristic of a population.”(2012, p.393). The present study aims to measure students' and teachers' attitudes towards IWBs. Freankel et al. also states that “the subjects to be surveyed should be selected (randomly-if possible) from the population of interest.” (2012, p.398).

According to Freankel et al. (2012, p.399) “the most common types of instrument used in survey research are the questionnaire and the interview schedule”. This study uses two questionnaires as instruments for gathering data.

3.3. Participants

There were two groups of participants in this study. First group participants were 183 tenth and ninth grade high school students from eight different high schools in Muş. Second group participants were 19 English teachers from these schools. These schools were the institutions where the classrooms were equipped with Interactive White Boards (IWBs). The teachers and students have been using IWBs in these schools for two years.

3.4. Data Collection Instruments

Both quantitative and qualitative research methods were used in the study. Two questionnaires conducted for gathering quantitative data, one for teachers and one for students. Four open-ended questions asked to students and teachers for gathering qualitative data.

According to Dörnyei, “questionnaires are uniquely capable of gathering a large amount of information quickly in a form that is readily processable” (Dörnyei, 2003, p.1). O’Maley and Chamot (1990) state that a questionnaire is an easy and practical means of gathering data from a large population when compared to other data collection instruments.

In this study two questionnaires were used to gather data (Appendix 1-2). Both of them were taken from an article by Mathews-Aydınlı and Elaziz (2010) entitled *Turkish students’ and teachers’ attitudes towards the use of interactive whiteboards in EFL classrooms* published in Computer Assisted Language Learning.

Teachers’ questionnaire consists of 22 items and measures teachers’ attitudes towards IWBs and includes Likert-scale items from strongly agree to strongly disagree. The items from 1 to 9 measure teachers’ attitudes in terms of teaching with IWBs. The items from 10 to 16 measure teachers’ general attitudes toward the use of IWBs. The items from 17 to 20 measure teachers’ attitudes in terms of motivational issues. The items 21 and 22 measure teachers’ attitudes related to training.

Students’ questionnaire consists of 21 items and measures students’ attitudes towards IWBs and includes Likert-scale items from strongly agree to strongly disagree. The items from 1 to 4 measure students’ attitudes about IWBs and learning. The items from 5 to 7 measure students’ attitudes related to technical issues. The items from 8 to 11 measure students’ attitudes related to affective factors. The items from 12 to 16 measure students’ attitudes related to motivational issues. The items from 17 to 19 measure students’ attitudes related to time management and organizational issues. The 20th and 21st items measure students’ attitudes related to differences between traditional board and IWBs.

Students’ questionnaire was in English and it was translated into Turkish and verified using back-translation. The Turkish version of questionnaire was given to students to ensure their full understanding of items.

Since this study also aims to investigate the effects of using IWBs on teaching and learning English speaking skill in English courses, four open-ended questions were added to the questionnaires. Two of them were added to teachers' questionnaire and the other two open-ended questions were added to students' questionnaire.

3.5. Data Collection Procedure

Permission to administer the questionnaires was obtained from Governorship of Muş on 8th November, 2013 (Appendix 3). The researcher himself distributed the questionnaires to teachers and informed them about the study on 9th November, 2013. Teachers distributed students' questionnaire during their courses and they also filled teachers' questionnaires at the same time. Filling out the questionnaires took approximately 25 minutes.

3.6. Data Analysis

All the items in the questionnaires except for the open-ended questions were analyzed using Statistical Packages for Social Sciences (SPSS 17). Basic descriptive statistics (means and standard deviations) were employed to analyze the data collected through questionnaires. The mean scores ranged from 1.00 to 5.00. Scores between 1.00 to 1.80 were interpreted as the participants showing their strong disagreement with the item. The scores between 1.81 to 2.60 indicate disagreement. The scores between 2.61 to 3.40 indicate no idea. The scores between 3.41 to 4.20 indicate agreement. The scores between 4.21 to 5.00 indicate strong agreement.

Qualitative data obtained from open-ended questions from the two questionnaires was analyzed by researcher. Researcher used content analysis in this part. Both students' and teachers' responses were categorized according to key words and common themes. According to common themes and key words the responses were commented and a general result was obtained.

CHAPTER IV

4. RESULTS

4.1. Introduction

This study was devoted to investigate students' and teachers' attitudes towards IWBs used in EFL courses via Fatih Project and teachers' and students' thoughts about the effects of using IWBs on teaching and learning English speaking skill. The first section of this chapter presents the results of basic descriptive analysis of collected data by questionnaires. The second section of this chapter presents the results of open-ended questions.

4.2. Results of Questionnaires

The results of the questionnaires are presented in two main parts: the results of student questionnaires and the results of teacher questionnaires.

4.2.1. Results of Student Questionnaires

The students' questionnaires were analyzed according to six categories: learning (Questions 1-4), technical issues (Questions 5-7), affective factors (Questions 8-11), motivation (Questions 12-16), time/organization (Questions 17-19), and differences between IWBs and traditional whiteboards (Questions 20 and 21). The results are shown and interpreted in the following sections.

4.2.1.1. Students' Attitudes to Learning

Four items in students' questionnaire aimed to investigate the students' attitudes toward the use of IWBs in terms of their effect on learning. The descriptive statistics in Table 1 show that the students agreed with all of the statements in this category. They agree that they learn more when their teacher uses IWB (Q 1), it is easier to understand when their teacher uses IWB (Q 2), and they find the opportunity to learn from different sources with the use of IWB (Q 3). Moreover, they strongly agree that using audio and visual materials with IWB helps them to understand the lesson better (Q 4).

Table 1. Students' attitudes about IWBs and learning

		SD	D	NI	A	SA	MEAN	STD
Q1	F	10	7	35	73	59		
	Percentage	5.4	3.8	19	39.7	32.1	3.89	1.07
Q2	F	9	13	23	83	56	3.89	1.07
	Percentage	4.9	7.1	12.5	45.1	30.4		
Q3	F	11	6	9	64	94	4.21	1.08
	Percentage	6	3.3	4.9	34.8	51.1		
Q4	F	11	20	28	78	57	3.86	1.09
	Percentage	6	5.4	15.2	42.4	31		

4.2.1.2. Students' Attitudes to Technical Issues

Three items investigated the students' attitudes toward the use of IWBs in terms of technical issues. The results in Table 2 show that students agree that IWB make the teacher's drawings and diagrams easier to see (Q 5) but they also agree that sometimes deficiencies of the IWB screen and sunlight in the classroom make it difficult to see things on the IWB (Q 6). According to results in Table 2 approximately half of the students agree that IWBs often break down and recalibration causes waste of time but the others disagree with this idea (Q 7).

Table 2. Students' attitudes to technical issues

		SD	D	NI	A	SA	MEAN	STD
Q5	F	10	13	10	69	82	4.08	
	Percentage	5.4	7.1	5.4	37.5	44.6		1.12
Q6	F	11	33	13	50	77	3.80	1.31
	Percentage	6	17.9	7.1	27.2	41.8		
Q7	F	33	40	34	45	32	3.01	1.37
	Percentage	17.9	21.7	18.5	24.5	17.4		

4.2.1.3. Students' Attitudes to Affective Factors

Four items in the students' questionnaire explored students' attitudes related to affective factors such as their overall feelings and emotions about the use of IWBs in English language courses. The results in Table 3 show that students agree with the idea that they like going to the front of the class to use IWB (Q 8) and they prefer lessons that are taught with an IWB (Q 9). In addition to this, the results show that they disagree with the ideas that IWBs are difficult to use (Q 10) and they feel uncomfortable having their work shown to the whole class on IWB (Q 11).

Table 3. Students' attitudes to affective factors

		SD	D	NI	A	SA	MEAN	STD
Q8	F	8	24	26	47	79	3.89	
	Percentage	4.3	13	14.1	25.5	42.9		1.21
Q9	F	75	60	24	14	11	2.05	1.17
	Percentage	40.8	32.6	13	7.6	6		
Q10	F	9	17	37	64	57	3.77	1.13
	Percentage	4.9	9.2	20.1	34.8	31		
Q11	F	60	61	31	19	13	2.26	1.21
	Percentage	32.6	33.2	16.8	10.3	7.1		

4.2.1.4. Students' Attitudes to Motivational Issues

Five items measured students' attitudes related to motivational features arising from the use of IWBs. The results in Table 4 show that students agree with the positive effects of using IWBs on their motivation. According to mean scores of the items in Table 4 it is clearly seen that students agree with the ideas that they concentrate better when their teacher uses an IWB (Q 12), they participate in lessons more when their teacher uses an IWB (Q 13), IWBs make learning more interesting and exciting (Q 14). Moreover, they agree with the ideas that it is easier to keep their attention when an IWB is used during the lesson (Q 15) and use of an IWB makes it easier for them to be motivated during the lesson (Q 16).

Table 4. Students' attitudes to motivational issues

		SD	D	NI	A	SA	MEAN	STD
Q12	F	9	25	33	69	48	3.66	
	Percentage							1.14
Q13	F	16	25	35	63	45	3.52	1.24
	Percentage	4.9	13.6	17.9	37.5	26.1		
Q14	F	14	17	26	69	58	3.76	1.20
	Percentage	8.7	13.6	19	34.2	24.5		
Q15	F	13	20	45	51	55	3.62	1.21
	Percentage	7.6	9.2	14.1	37.5	31.5		
Q16	F	12	22	40	59	51	3.62	1.19
	Percentage	7.1	10.9	24.5	27.7	29.9		
	Percentage	6.5	12	21.7	32.1	27.7		

4.2.1.5. Students' Attitudes to Time Management and Organizational Issues

Three items looked at specifically at issues of time management and lesson organization. The results in Table 5 indicate that students disagree with the idea that they cannot keep up with the pace of lessons in which IWBs are used (Q 17). Furthermore, students agree that lessons become more organized when IWBs are used (Q 18) and the use of IWBs saves time (Q 19).

Table 5. Students' attitudes to time management and organizational issues

		SD	D	NI	A	SA	MEAN	STD
Q17	F	40	77	31	20	16		
	Percentage						2.24	1.19
Q18	F	12	19	45	71	37	3.55	1.11
	Percentage	21.7	41.8	16.8	10.9	8.7		
Q19	F	14	16	41	57	56	3.67	1.21
	Percentage	6.5	10.3	24.5	38.6	20.1		
	Percentage	7.6	8.7	22.3	31	30.4		

4.2.1.6. Students' Attitudes to Differences between Traditional Boards and IWBs

Two items directly measured students' attitudes related to differences between traditional boards and IWBs. The results in Table 6 show that students disagree with the idea that there is not much difference between an IWB and a whiteboard (Q 20). They also disagree with the idea that there is no difference between their teachers' use of whiteboards and IWBs in term of teaching techniques and methods (Q 21).

Table 6. Students' attitudes to the difference between traditional boards and IWBs

		SD	D	NI	A	SA	MEAN	STD
Q20	F	71	55	28	17	13		
	Percentage	38.6	29.9	15.2	9.2	7.1	2.16	1.23
Q21	F	79	60	22	15	7	1.96	1.10
	Percentage	43.2	32.8	12	8.2	3.8		

4.2.2. Results of Teachers Questionnaires

The teachers' questionnaires were analyzed according to four categories: teaching (Questions 1-9), general attitudes (Questions 10-16), motivation (Questions 17-20), and training (Questions 21 and 22). The results are shown and interpreted in the following sections.

4.2.2.1. Teachers' Attitudes to IWBs as Teaching Tools

Nine items in teachers' questionnaire focused on teachers' attitudes toward the use of IWBs as teaching tools. According to the results in Table 7, except from one statement that when using IWBs in classroom, they spend more time for the preparation of the lesson (Q 2) with which teachers disagrees, they agree with all items. Teachers agree with that they can give explanation more effectively with the use of IWBs (Q 5), they can easily control the whole class with the help of the using IWBs (Q 6), and using IWBs make them a more efficient teacher (Q 8). Moreover, teachers strongly agree with that using IWB resources reduces the time they spend writing on the board (Q 1), using IWBs makes it easier to reach different sources and display them to the whole class immediately (Q 3), IWBs are beneficial for saving and printing the materials generated during the lesson (Q 4), IWBs can be a good

supplement to support teaching (Q 7), and using IWBs makes it easier for a teacher to review, re-explain, and summarize the subject (Q 9).

Table 7. Teachers' attitudes in terms of teaching

		SD	D	NI	A	SA	MEAN	STD
Q1	F	1	0	0	11	7	4.21	0.91
	Percentage	5.3	0.00	0.00	57.9	36.8		
Q2	F	1	14	0	4	0	2.36	0.89
	Percentage	5.3	73.7	0.00	21.1	0.00		
Q3	F	0	0	0	9	10	4.52	0.51
	Percentage	0.00	0.00	0.00	47.4	52.6		
Q4	F	0	1	2	7	9	4.26	0.87
	Percentage	0.00	5.3	10.5	36.8	47.4		
Q5	F	0	0	2	12	5	4.15	0.6
	Percentage	0.00	0.00	10.5	63.2	26.3		
Q6	F	0	4	3	10	2	3.52	0.96
	Percentage	0.00	21.1	15.8	52.6	10.5		
Q7	F	0	0	0	10	9	4.47	0.51
	Percentage	0.00	0.00	0.00	52.6	47.4		
Q8	F	0	2	1	10	6	4.05	0.91
	Percentage	0.00	10.5	5.3	52.6	31.6		
Q9	F	0	1	0	10	8	4.31	0.74
	Percentage	0.00	5.3	0.00	52.6	42.1		

4.2.2.2. Teachers' General Attitudes toward the Use of IWBs

Seven items in teachers' questionnaire measured the teachers' general attitudes toward the use of IWBs. The results in Table 8 show that teachers have positive attitudes toward the use of IWBs. They strongly agree with that they like using IWB technology in their lessons (Q 10) and they have positive attitudes toward the use of IWBs in language instruction (Q 12). They disagree with that they have negative attitudes toward the use of IWBs in language instruction (Q 13), their students are not ready for this technology (Q 14), and traditional methods are sufficient for teaching English (Q 15). Furthermore, they strongly disagree with

that they feel uncomfortable using IWBs in front of their students (Q 11) and they are not the type to do well with IWB-based applications (Q 16).

Table 8. Teachers' general attitudes towards the use of IWBs

		SD	D	NI	A	SA	MEAN	STD
Q10	F	0	0	0	11	8		
	Percentage	0.00	0.00	0.00	57.9	42.1	4.42	0.50
Q11	F	8	9	0	2	0	1.78	0.91
	Percentage	42.1	47.4	0.00	10.5	0.00		
Q12	F	0	0	0	12	7	4.36	0.49
	Percentage	0.00	0.00	0.00	63.2	36.8		
Q13	F	6	11	0	1	1	1.94	1.02
	Percentage	31.6	57.9	0.00	5.3	5.3		
Q14	F	4	11	1	2	1	2.21	1.08
	Percentage	21.1	57.9	5.3	10.5	5.3		
Q15	F	4	13	2	0	0	1.89	0.56
	Percentage	21.1	68.4	10.5	0.00	0.00		
Q16	F	7	10	2	0	0	1.73	0.65
	Percentage	36.8	52.6	10.5	0.00	0.00		

4.2.2.3. Teachers' Attitudes in Terms of Motivational Issues

Four items in teachers' questionnaire investigated teachers' attitudes toward the use of IWBs in terms of motivational issues. The results in Table 9 indicate that IWBs are good teaching tools for motivating students. According to teachers IWBs make learning more enjoyable and more interesting (Q 17), they can keep their students' attention longer with the help of IWB technology (Q 18), IWBs increase the interaction and participation of the students (Q 19), and their students are more motivated when they use IWBs in their lessons (Q20).

Table 9. Teachers' attitudes in terms of motivational issues

		SD	D	NI	A	SA	MEAN	STD
Q17	F	0	0	0	10	9	4.47	0.51
	Percentage	0.00	0.00	0.00	52.6	47.4		
Q18	F	0	3	2	12	2	3.68	0.88
	Percentage	0.00	15.8	10.5	63.2	10.5		
Q19	F	1	0	1	12	5	4.05	0.91
	Percentage	5.3	0.00	5.3	63.2	26.3		
Q20	F	1	1	1	10	6	4.00	1.05
	Percentage	5.3	5.3	5.3	52.6	31.6		

4.2.2.4. Teachers' Attitudes to the Issues of Training

Two items in teachers' questionnaire focused on teachers' attitudes toward the issues of training. The results in Table 10 showed that teachers believe there is a need of training to teach with IWB technology (Q 21) and they also believe that if they get sufficient training they are going to feel more comfortable with using IWBs in the classroom (Q 22).

Table 10. Teachers' attitudes to training

		SD	D	NI	A	SA	MEAN	STD
Q21	F	1	2	0	14	2	3.73	0.99
	Percentage	5.3	10.5	0.00	73.7	10.5		
Q22	F	0	4	3	9	3	3.57	1.01
	Percentage	0.00	21.1	15.8	47.4	15.8		

4.3. Results of Open-ended Questions

The results of open-ended questions are presented in two main parts: the results of students' open-ended questions and the results of teachers' open-ended questions. The aim of these questions was to investigate students' and teachers' perceptions on the effects of IWBs on learning and teaching speaking skill.

4.3.1. Results of Students' Open-ended Questions

The students were asked two open-ended questions:

Open-ended Question 1: What are the positive effects of using IWB on your learning English speaking skill?

Students' responses to first open-ended question can be categorized into three main parts as; motivation, participation, and pronunciation.

Motivation

Nearly all of the students, in their responses, mentioned that the use of IWB affects their motivation in a positive way when they learn English speaking skill. According to their responses IWB presents a lot of visual and audio materials to them and these materials increase their motivation.

One student, who is a 9th grade student at Muş Fen Lisesi, in his/her response to first open-ended question, stated the following:

We watch a lot of interesting and funny videos on IWB in our English speaking courses and these videos present us different topics to talk about. As these videos are interesting and funny I feel myself more motivated.

There are a lot of similar responses to the first open-ended question resembling this response.

Participation

When the responses of the students to the first open-ended question analyzed it is clearly seen that the use of IWB increases their participation in English speaking courses. Most of the students, in their responses, stated that the use of IWB encourages them to

participate in lesson. One student, who is a 10th grade student at Muş Anadolu Lisesi, in his/her response to first open-ended question, stated the following:

We did not use IWB in our English speaking courses last year and I did not participate in speaking courses so much but this year as we use IWB in speaking courses I feel myself much more comfortable and I participate in lesson much more than last year.

Pronunciation

Nearly all students mentioned about the positive effects of the use of IWB in English speaking courses on their pronunciation in their responses. They state that the audio materials, which they listen via IWB, help them to improve their pronunciation. They also state that as these audio materials are not only aural but also visual they improve their pronunciation better. One student, who is a 10th grade student at Muş Anadolu Öğretmen Lisesi, in his/her response to first open-ended question, stated the following:

I did not participate lessons very much as I thought my pronunciation was poor before the courses with IWB started. Today I feel my pronunciation is getting better day by day with the help of IWB.

Open-ended Question 2: What are the negative effects of using IWB on your learning English speaking skill?

Students' responses to second open-ended question can be divided into two parts as technical problems and the quality of materials.

Technical Problems

Most of students touched on the technical problems, which occur during the lesson, as a negative effect of the use of IWB on their learning English speaking skill, in their responses. They state that because of technical problems with IWB sometimes interruptions occur and these interruptions effect their motivation negatively. One student, who is a 9th grade student at Muş Anadolu Lisesi, in his/her response to second open-ended question, stated the following:

I like the lessons in which IWB is used but technical problems with IWB occur often and because of these problems I lose my concentration.

The number of responses resembling this response is many.

Quality of Materials

The quality of materials is another issue that students mentioned in their responses to second open-ended question. Most of students complain about the speaking speed of the speakers in audio materials. They state that the speaking speed in audio materials is very fast and sometimes they cannot understand anything. One student, who is 10th grade student at Muş Fen Lisesi, in his/her response to second open-ended question, stated the following:

The speakers in audio materials speak very fast so sometimes I do not understand anything. Thus, sometimes I cannot answer the questions about audio materials. I think if the speakers in audio materials speak slowly it will be better, at least for me.

4.3.2. Results of Teachers' Open-ended Questions

The teachers were asked two open-ended questions:

Open-ended Question 1: What are the positive effects of using IWB on teaching English speaking skill?

Teacher's responses to this open-ended question can be divided into two parts as pronunciation and numerousness of materials.

Pronunciation

Most of the teachers mentioned the difficulty of teaching pronunciation to their students in their responses. They stated that although teaching pronunciation was very difficult before they started to use IWBs in their courses, now teaching pronunciation is not very difficult as IWBs present them various audio materials. One teacher, who is an English teacher at Muş Fen Lisesi, in his response to first open-ended question, stated the following:

Teaching pronunciation was a problematic area of teaching English for me but with the help of IWB it is not anymore, because I can easily make students listen to audio materials several times.

Another teacher, who is an English teacher at Muş Anadolu Lisesi, in her response to first open-ended question, stated the following:

I feel myself much more comfortable since I have started to use IWB in teaching pronunciation.

Numerousness of Materials

All of the teachers, in their responses, stated that IWBs present them countless audio and visual materials and these materials facilitate teaching English speaking skill. They also stated that these materials reinforce their creativity. One teacher, who is an English teacher at Muş Anadolu Öğretmen Lisesi, in her response to first open-ended question, stated the following:

It was a big problem for me to find appropriate materials to use in my courses but it is not anymore because IWB presents numerous materials to me. Even, sometimes I have so many materials that I cannot decide which one to use.

Open-ended Question 2: What are the negative effects of using IWB on teaching English speaking skill?

Although most of the teachers stated that there is no negative effect of using IWB on teaching English speaking skill, some of them stated that they cannot keep students motivated when technical problems occur and there are a lot of visual materials in IWB and sometimes students concentrate on visuals not the topic itself. One teacher, who is an English teacher at Muş Fen Lisesi, in her response to second open-ended question, stated the following:

The materials in IWBs are very eye catching actually it means they are good materials but sometimes students focus on the materials themselves not the topic. Moreover, the technical problems affect students' concentration negatively.

4.3.3. Reflections on open-ended questions

The responses to open-ended questions show that the teachers and the students believe that the use of the IWBs in speaking courses facilitates the learning process. Besides, it increases learners' motivation and enhances class interaction. The teachers stated that the students can easily improve their pronunciation. Making use of IWBs, teachers can easily reach a variety of audio-visual materials they need for their speaking classes.

CHAPTER V

5. CONCLUSION

5.1. Summary

This study aimed to investigate the students' and teachers attitudes toward the IWBs in English courses via Fatih Project. This study also aimed to explore students' and teachers' thoughts about the effects of IWBs on English speaking skill courses. The researcher conducted two questionnaires to measure students' and teachers' attitudes toward IWBs and each of these questionnaires contains two open-ended questions to gather information about the effects of using IWBs on English speaking skill.

The participants in this study were 183 high school students and 19 English teachers from eight state schools in Muş. All of these schools have IWBs in all of their classrooms which were distributed via Fatih Project. Fatih Project is a project of Ministry of Education which aims to provide technological equipments in state schools around Turkey.

Four research questions were asked in this study. The first research question found out teachers' attitudes towards IWBs; second research question found out students' attitudes towards IWBs; the third research question explored teachers' thoughts on the effects of using IWB on English speaking skill; and the fourth one explored students' thoughts on the effects of IWB on English speaking skill.

One of the aims of this study was to measure teachers' and students' attitudes towards IWBs. The results showed that teachers and students have positive attitudes towards IWBs and they think IWBs are beneficial tools in EFL context. According to results teachers believe that using IWBs increases students' motivation and helps them to teach English more efficient. However, students also think that the use of IWBs effects their motivation in a positive manner.

The results indicate that teachers need sufficient training to use IWBs appropriately. Teachers stated that if they get sufficient training they will able to use IWBs more efficiently. They also stated that if they use IWBs more efficiently it will increase students' achievement.

The findings of this study indicate that technical problems with IWBs affect both students and teachers negatively. Both teachers and students state that the interruptions arising

from technical problems cause them to lose concentration. Thus, both teachers and students state that these problems should be minimized.

This study also investigated the effects of using IWBs on teaching and learning English speaking skill. According to results teachers believe that the use of IWBs is very beneficial in teaching English speaking skill as IWBs present various audio and visual materials. Teachers stated that the use of IWBs is very useful in teaching speaking skill especially in teaching pronunciation. Students also believe that the use of IWBs affects their achievement in English speaking skill in a positive manner.

5.2. Discussion

Ajzen and Fishbein (1980) state that attitudes have a directive influence on behavior. An individual's attitudes towards something will influence his or her overall patterns of responses to it. According to the results of this study it is apparent that both students and teachers have positive attitudes toward the use of IWBs. Teachers and students feel themselves more comfortable when they use IWBs and also they believe that IWBs are useful tools in EFL context.

Williams and Burden (1997) state that "if asked to identify the most powerful influences on learning, motivation would probably be high on most teachers' list" (p.111). Dornyei (1994) states that "motivation is one of main determinants of second/foreign language (L2) learning achievement" (p. 117). In another study Dornyei (1998) states that "motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning" (p. 117). The results of the present study indicates that the use of IWB increases students' motivation and in the light of above mentioned information the use of IWB may affect students' achievement in a positive manner.

Like the findings of previous studies on IWBs (e.g. Yanez and Coyle, 2011; Shenton and Pagett, 2007; Sünkür et al., 2012; Fabienne et al., 1999; Cruz et al., 2008), the results of this study indicate that students feel themselves more motivated in IWB used lessons. It must be noted that according to teachers their students become more motivated when they use IWBs in their lessons.

Keser and Çetinkaya (2013) state that the problems with IWBs are mostly technical problems and the teachers cannot overcome these problems; therefore, interference of technical staff is needed. They also state that to overcome these problems teachers and students should be trained.

On the other hand the results of this study show that technical problems with IWBs might affect students' and teachers' motivation negatively. Since IWBs are technological equipments sometimes technical problems can occur and it is obvious that a teacher cannot deal with all technical problems; therefore, it would not be unreasonable to suggest that each school should have a knowledgeable technician as a staff. However, when the extent of Fatih Project is considered it seems highly difficult to employ a knowledgeable technician at each school so one of teachers can be trained to solve this kind of problems.

Sufficient training to use IWBs properly is another issue that teachers pointed out. In their study Pamuk, Çakır, Ergun, Yılmaz, and Ayas (2013) stated that the training, which Ministry of National Education confers, is not sufficient as it is unspecific. They also stated that inadequacy in training is one of the leading impeding conditions for teachers to use IWBs adequately. In the present study teachers stated that they needed training to teach with IWB technology and they believe that if they get sufficient training they are going to feel more comfortable with using IWBs in the classroom. Than it is suggested Ministry of Education provide appropriate training programs to teachers to meet this need.

Teachers' and students' responses to open-ended questions revealed that using IWBs in English speaking skill lessons is very beneficial because IWBs provide authentic audio and visual materials. According to answers to open-ended questions not only teachers believe students improve their pronunciation with the help of these materials, but students themselves believe it as well. Pronunciation is a big problem for students and it seems through the instrument of IWBs this problem might be solved to some extent.

5.3. Limitations

There are some limitations of this study. First of all, the researcher just conducted two questionnaires for gathering data to measure students' and teachers' attitudes towards IWB. It is more preferable to use some other measurement tools to gather more detailed data such as direct observations and interviews.

This study is limited to some state schools in Muş so the results of study cannot be generalized. The number of participants can be too limited for general assumptions especially the number of participants as teacher.

In addition, in this study open-ended questions were used for finding out teachers' and students' ideas about the effects of the use of IWB on teaching and learning English speaking skill. It is more preferable to use face to face interviews to find out such personal ideas.

5.4. Implications and Suggestions for Further Study

One of the major findings of this study is that students have positive attitudes towards IWBs. Thus, teachers can use IWBs in their courses more often. As the students have positive attitudes towards IWBs the use of IWBs can affect their achievement in a positive manner.

It has been found that students believe that audio and visual materials on IWBs increase their motivation. Thus, better audio and visual materials can be developed for increasing students' motivation more.

Only some state schools in Muş were included in the present study. However, Fatih Project is a project which is carried out Turkey-wide so a more comprehensive study including some other schools from different regions of Turkey can be conducted. In this way the findings can be generalized more.

The present study focused on the effects of the use of IWB on teaching and learning English speaking skill. Further studies can investigate the effects of the using IWB on other language skills such as writing, listening, and reading.

The results of this study showed that teachers and students have some complaints about technical problems with IWBs. Further studies can investigate these technical problems. They can also offer solutions to them.

6. REFERENCES

- Abuseileek, A. F. (2007). Cooperative vs. individual learning of oral skills in a CALL environment. *Computer Assisted Language Learning*, 20(5), 493-514. doi: 10.1080/09588220701746054
- Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior*. Englewood Cliffs, NJ: Prentice-Hall.
- Akbaba-Altun, S. (2006). Complexity of Integrating Computer Technologies into Education in Turkey. *Educational Technology & Society*, 9 (1), 176-187.
- Akbulut, Y. (2008). Exploration of the attitudes of freshman foreign language students toward using computer at a Turkish state university. *The Turkish Online Journal of Educational Technology – TOJET*, 7(2), 18-31.
- Akkoyunlu, B., & İmer, G. (1999). Çağdaş eğitimde yeni teknolojiler. Özer, B. (Ed), *Türkiye’de eğitim teknolojisinin görünümü*. (pp. 158-167). Eskişehir, Turkey: Anadolu Üniversitesi Yayınları.
- Aziz, A. (1982). Radyo Ve Televizyonla Eğitim, Ankara: A.Ü.E.F. EFAM Yay. 2.
- Chapelle, C. A. (2001). *Computer applications in second language acquisition*. Cambridge : Cambridge University Press.
- Bağçeci, B., & Döş, B. (2011). Özel ve devlet üniversitelerindeki yabancı dil öğretim elemanlarının genel ve yabancı dil öğretiminde bilgisayar kullanımına ilişkin tutumları. *Bahkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 26(5), 83-95.
- Bax, S. (2003). CALL- Past, present and future. *System*, 31, 13-28.
- Bordbar, F. (2010). English teachers’ attitudes toward computer-assisted language learning. *International Journal of Language Studies*, 4(3), 179-206.
- Bulut, D., Abuseileek, A. F. M. (2007). Learner attitude toward CALL and level of achievement in basic language skills. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 23, 103-126.

- Buran, S. (2008). *The effects of computer assisted language learning (CALL) on listening comprehension ability*. Unpublished master's thesis, Atatürk University, Erzurum, Turkey.
- Burrus, J. (2009) *Adult ESL student perceptions on computer assisted language learning*. Unpublished master's thesis, University of Nevada, Las Vegas, USA.
- Büyükyavuz, O., & İnal, S. (2012). A transition from course-book based language instruction towards technology-enhanced classrooms: Opinions of teachers and students regarding interactive whiteboard technology in an EFL context. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 33, 193-210.
- Collins Cobuild Advanced Learner's English Dictionary (4th ed.). (2003). Glasgow: HarperCollins Publishers.
- Crook, C. (1994). *Computers and the collaborative experience of learning*. London: Routledge.
- Cruz, M. R. D. F., Silva, P., & Marcelo, M. A. O. (2008). The benefits of using interactive whiteboards in teaching english as foreign language to young learners learning process. *The International Journal of The Humanities*, 6(1), 253-265.
- Demir, S., & Korkmaz, G. (2013). Yabancı dil öğrenme yazılımlarının öğrencilerin dinleme-konuşma becerilerine etkisi: Rosetta Stone örneği. *Electronic Journal of Social Sciences*, 12(45), 35-51.
- Dornyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273-284.
- Dornyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117-135.
- Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration and processing*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Eagly, A. & Chaiken, S. (1993). *The psychology of attitudes*. Fort Worth, TX: Harcourt Brace Jovanovich.
- Florez, M. C. (1999). *Improving adult English language learners' speaking skills*. (ERIC Document Reproduction Service No. ED435204)

- Freankel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education* (8th ed.). New York, USA: McGraw-Hill.
- Gerard, F., Greene, M., & Widener, J. (1999). *Using SMART board in foreign language classes*. (ERIC Document Reproduction Service No. ED432278)
- Gündüz, N. (2005). Computer assisted language learning (CALL). *Journal of Language and Linguistic Studies*, 1(2), 193-214.
- Güneyli, A., Özgür, B., & Zeki, C. P. (2009). Computer use in foreign language teaching: A case study from North Cyprus. *Egitim Arastirmalari-Eurasian Journal of Educational Research*, 34, 37-54.
- Hall, I., & Higgins, S. (2005). Primary school students' perceptions of interactive whiteboards. *Journal of Computer Assisted learning*, 21, 102-117.
- Higgins, J. & Johns, T. (1984). *Language, Learners, and Computers*. London: Longman.
- Hur, J. W., & S. Suh (2012). Making learning active with interactive whiteboards, podcasts, and digital storytelling in ELL classrooms. *Computers in the Schools*, 29(4), 320-338. Doi: 10.1080/07380569.2012.734275.
- Jones, C., & Fortescue, S. (1987). *Using computers in the language classroom*. London: Longman.
- Kaya, Z. (2006). *Öğretim Teknolojileri ve Materyal Geliştirme*. Ankara, Turkey: Pagem A Yayıncılık.
- Kenning, M., J. & Kenning M. M. (1984). *Introduction to computer assisted language teaching*. Oxford: Oxford University Press.
- Keser, H., & Çetinkaya, L. (2013). Öğretmen ve öğrencilerin etkileşimli tahta kullanımına yönelik yaşamış oldukları sorunlar ve çözüm önerileri. *Turkish Studies - International Periodical For The Languages, Literature and History of Turkish or Turkic*, 8(6), 377-403.
- Kılıçkaya, F. (2005). *The effect of computer-assisted language learning on learners' achievement on the TOEFL exam*. Unpublished master's thesis, Middle East Technical University, Ankara, Turkey.

- Küçük, T. (2009) *University preparatory school students' and teachers' perceptions of computer-assisted language learning (CALL) environment*. Unpublished master's thesis, Middle East Technical University, Ankara, Turkey.
- Lee, K.W. (2000). English teachers' barriers to the use of computer assisted language learning, *The Internet TESL Journal*.
- Levy, M. (1997). *Computer-Assisted Language Learning: Context and conceptualization*. Oxford : Oxford University Press.
- Mathews-Aydinli, J., & Elaziz, F. (2010). Turkish students' and teachers' attitudes toward the use of interactive whiteboards in EFL classrooms. *Computer Assisted Language Learning*, 23(3), 235-252.
- MEB. (2013). *Fatih eğitimde geleceğe açılan kapı*. Retrieved from <http://www.meb.gov.tr/>
- Milliyet. (2013). Türkiye'nin İngilizce seviyesi açıklandı. Retrieved from <http://www.milliyet.com.tr/>
- Mutlu, A., & Eröz-Tuğa, B. (2013). The role of computer-assisted language learning (CALL) in promoting learner autonomy. *Eurasian Journal of Educational Research*, 51, 107-122.
- Namlıca, Ö. (2010). *English language teachers' perceptions of computer assisted language learning (CALL) within the context of Turkish state schools*. Unpublished master's thesis, Çanakkale Onsekiz Mart University, Çanakkale, Turkey.
- Nomass, B. B. (2013). The impact of using technology in teaching English as a second language. *English Language and Literature Studies*, 3(1), 111-116.
- Nunan, D. (2003). *Practical English Language Teaching*. Boston: McGraw Hill.
- Okan, Z., & Torun, P. (2007). Learner attitudes towards CALL applications at YADIM. *Mersin University Journal of the Faculty of Education*, 3(2), 162-179.
- O'Maley, J. M. & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.
- Özden, M. Y., Çağıltay, K., & Çağıltay, N. E. (2004). *Teknoloji ve eğitim: Ülke deneyimleri ve Türkiye için dersler*. Retrieved from: http://members.tripod.com/unal_mat/ulder.htm.

- Pamuk, S., Çakır, R., Ergun, M., Yılmaz, H. B., & Ayas, C. (2013). The use of tablet PC and interactive board from the perspectives of teachers and students: Evaluation of the FATİH Project. *Educational Sciences: Theory & Practice*, 13(3), 1815-1822.
- Park, C. N., & Son, J. B., (2009). Implementing computer-assisted language learning in the EFL classroom: Teachers' perceptions and perspectives. *International Journal of Pedagogies and Learning* 5(2), 80–101.
- Payne, J. S., & Whitney, P. J. (2002). Developing L2 oral proficiency through synchronous CMC: Output, working memory, and interlanguage development. *CALICO Journal*, 20(1), 7-32.
- Shenton, A., & Pagett, L. (2007). From 'bored' to screen: The use of the interactive whiteboard for literacy in six primary classrooms in England. *Literacy*, 41(3), 129-136.
- Soureshjani, K. H. & Riahipour, P. (2012). Demotivating factors on English speaking skill: A study of EFL language learners and teachers' attitudes. *World Applied Sciences Journal*, 17 (3), 327-339.
- Sünkür, M., Arabacı, İ. B., & Şanlı, Ö. (2012). Akıllı tahta uygulamaları konusunda ilköğretim II. Kademe öğrencilerinin görüşleri (Malatya ili örneği). *e-Journal of New World Sciences Academy*, 7(1), 313-321.
- Tunçok, B. (2010). *A case study: Students' attitudes towards computer assisted learning, computer assisted language learning, and foreign language learning*. Unpublished master's thesis, Middle East Technical University, Ankara, Turkey.
- Türkçe Sözlük. (2005). Ankara: Türk Dil Kurumu Yayınları.
- Wang, X. T. (2008). Benefits and drawbacks of computer assisted language learning. *US-China Foreign Language*, 6(9), 40-43.
- Warschauer, M., Deborah, & H. (1998). Computers and language learning: An overview. *Language Teaching*, 31, 57-71.
- Warschauer, M. (2000). The death of cyberspace and the rebirth of CALL. *English Teachers' Journal*, 53, 61-67
- Williams, M., & Burden, R. (1997). *Psychology for language teachers*. Cambridge: Cambridge University Press.

Wikipedia. (2013). *World language*. Retrieved from <http://www.wikipedia.org/>

Yanez, C., & Coyle, Y. (2011). Children's perceptions of learning with an interactive whiteboard. *ELT Journal*, 65(4), 446-457. Doi: 1093/elt/ccq069.

7. APPENDICES

7.1. APPENDIX 1: STUDENT QUESTIONNAIRE

Aşağıdaki ifadelere ne kadar katılıyorsunuz? Size en uygun olan kutuyu işaretleyiniz ve tablo sonunda sorulan sorulara cevap veriniz.

Aşağıdaki tabloda sayıların anlamı şu şekildedir:

- 1) Kesinlikle katılmıyorum 2) Katılmıyorum 3) Fikrim yok 4) Katılıyorum 5) Kesinlikle katılıyorum

1. Öğretmenim akıllı tahta kullandığında daha çok öğreniyorum.	1	2	3	4	5
2. Öğretmenim akıllı tahta kullandığında dersi anlamak daha kolaydır.	1	2	3	4	5
3. Akıllı tahta ile görsel ve işitsel materyallerin kullanılması dersi daha iyi anlamama yardımcı olur.	1	2	3	4	5
4. Akıllı tahtanın kullanımı ile değişik kaynaklardan öğrenme imkânı bulurum.	1	2	3	4	5
5. Akıllı tahta öğretmenlerin çizim ve grafiklerinin daha kolay görülmesini sağlar.	1	2	3	4	5
6. Akıllı tahtanın ekranındaki eksiklikler ve sınıf içindeki güneş ışığı bazen akıllı tahtadaki şeyleri görmeyi zorlaştırır.	1	2	3	4	5
7. Akıllı tahta sık sık arızalanır ve yeniden ayarlanması zaman kaybına sebep olur.	1	2	3	4	5
8. Tahtaya çıkıp akıllı tahtayı kullanmak hoşuma gider.	1	2	3	4	5
9. Benim için akıllı tahtayı kullanmak zordur.	1	2	3	4	5
10. Akıllı tahta ile işlenen dersleri tercih ederim.	1	2	3	4	5
11. Çalışmam akıllı tahtada bütün sınıfa gösterildiğinde rahatsız olurum.	1	2	3	4	5
12. Öğretmen akıllı tahta kullandığında daha iyi konsantre olurum	1	2	3	4	5
13. Öğretmen akıllı tahta kullandığında derse daha çok katılırım.	1	2	3	4	5
14. Akıllı tahta öğrenmeyi daha ilginç ve heyecanlı yapar.	1	2	3	4	5
15. Ders esnasında akıllı tahta kullanıldığında dikkatimi toplamam daha kolaydır.	1	2	3	4	5
16. Akıllı tahtanın kullanılması ders esnasında motive olmamı daha kolaylaştırır.	1	2	3	4	5

17. Öğretmenim akıllı tahta kullandığında tempo yüksek olduğu için derse yetişemiyorum.	1	2	3	4	5
18. Akıllı tahta kullanıldığında dersler daha düzenli olur.	1	2	3	4	5
19. Akıllı tahtanın kullanımı zaman kazandırır.	1	2	3	4	5
20. Öğretme teknikleri ve metotları bakımından öğretmenimin akıllı tahta kullanması ile geleneksel tahta kullanması arasında bir fark yoktur.	1	2	3	4	5
21. Akıllı tahta ve beyaz tahta arasında çok fark yoktur.	1	2	3	4	5

1- Akıllı tahta kullanımının İngilizce konuşma becerisini öğrenmenizde sağladığı kolaylıklar nelerdir?

2- Akıllı tahta kullanımının İngilizce konuşma becerisini öğrenmenizde sebep olduğu zorluklar nelerdir?

7.2. APPENDIX 2: TEACHER QUESTIONNAIRE

For the following items, please circle the answers that best show your opinion and answer the questions below the table.

1) Strongly disagree 2) Disagree 3) No idea 4) Agree 5) Strongly agree


1. Using the IWB resources reduces the time I spend writing on the board.	1	2	3	4	5
2. When using IWBs in the classroom, I spend more time for the preparation of the lesson.	1	2	3	4	5
3. Using IWBs makes it easier to reach different sources and display them to the whole class immediately.	1	2	3	4	5
4. IWBs are beneficial for saving and printing the materials generated during the lesson.	1	2	3	4	5
5. I can give explanations more effectively with the use of IWBs.	1	2	3	4	5
6. With the help of using the IWB, I can easily control the whole class.	1	2	3	4	5
7. I think IWBs can be a good supplement to support teaching.	1	2	3	4	5
8. Using IWBs makes me a more efficient teacher.	1	2	3	4	5
9. Using IWBs makes it easier for a teacher to review, re-explain, and summarize the subject.	1	2	3	4	5
10. I like using IWB technology in my lessons.	1	2	3	4	5
11. I feel uncomfortable using IWBs in front of my students.	1	2	3	4	5
12. I have positive attitudes toward the use of IWBs in language instruction.	1	2	3	4	5
13. I have negative attitudes toward the use of IWBs in language instruction.	1	2	3	4	5
14. I do not think my students are ready for this technology.	1	2	3	4	5
15. What I do in class with traditional methods is sufficient for teaching English.	1	2	3	4	5
16. I am not the type to do well with IWB-based applications.	1	2	3	4	5
17. I think IWBs make learning more enjoyable and more interesting.	1	2	3	4	5
18. I can keep my students' attention longer with the help of IWB technology.	1	2	3	4	5
19. I think IWBs increase the interaction and participation of the students.	1	2	3	4	5
20. I think my students are more motivated when I use an IWB in my lessons.	1	2	3	4	5

21. I believe that training is required to teach with IWB technology.	1	2	3	4	5
22. : If I do not get sufficient training, I do not feel comfortable with using IWBs in the classroom.	1	2	3	4	5

1- What are the positive effects of using IWB in speaking courses?

2- What are the negative effects of using IWB in speaking courses?

7.3. APPENDIX 3: PERMISSION FROM THE GOVERNORSHIP OF MUŞ



**T.C.
MUŞ VALİLİĞİ
İl Milli Eğitim Müdürlüğü**

Sayı : 47339225/100/3295335
Konu: Anket İzni

11/11/2013

MUŞ ALPARSLAN ÜNİVERSİTESİ REKTÖRLÜĞÜNE

Üniversiteniz Uluslararası İlişkiler birimi Mevlana Ofisinde görev yapan Okt. Muhammed Fatih SAYIR'ın öğrenci ve İngilizce öğretmenlerinin Fatih Projesi kapsamında kullanılan akıllı tahta kullanımına yönelik ilimiz merkezinde bulunan ve Akıllı Tahta kullanan Ortaöğretim Okullarında "**Akıllı Tahtaya Karşı Öğrenci ve Öğretmen Tutumları**"nı konu alan anketin düzenlenmesiyle ilgili 08/11/2013 tarih ve 3286237 sayılı Valilik onayı ekte gönderilmiştir.

Gereğini arz ederim.

M.Cüneyt ÖNER
Milli Eğitim Müdür V.

Ek:
1 Valilik Onayı

Güvenli Elektronik İmza
Aslı ile Aynıdır
.....J201...

Sırrı SALUVAN
11/11/2013

Bu belge, 5070 sayılı Elektronik İmza Kanununun 5 inci maddesi gereğince güvenli elektronik imza ile imzalanmıştır. Evrak teyidi <http://evraksorgu.meb.gov.tr> adresinden 69b6-d315-384f-8afa-3719 kodu ile yapılabilir.



T.C.
MUŞ VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 47339225/20/3286237

08/11/2013

Konu: Anket İzni

VALİLİK MAKAMINA

Muş Alparslan Üniversitesi Rektörlüğü Uluslararası İlişkiler birimi Mevlana Ofisinde görev yapan Okt. Muhammed Fatih SAYIR'ın öğrenci ve İngilizce öğretmenlerinin Fatih Projesi kapsamında kullanılan akıllı tahta kullanımına yönelik ilimiz merkezinde bulunan ve Akıllı Tahta kullanan Ortaöğretim Okullarında "**Akıllı Tahtaya Karşı Öğrenci ve Öğretmen Tutumları**" konulu anket düzenlemek istedikleri Muş Alparslan Üniversitesi Rektörlüğü'nün ekteki yazılarından anlaşılmaktadır.

Bu nedenle yukarıda adı geçen anketin ilimiz merkezinde faaliyetlerini sürdüren ve akıllı tahta kullanan ortaöğretim okullarında yapılması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde; Olurlarınıza arz ederim.

Ali TATLI
İl Millî Eğitim Müdürü

OLUR
08/11/2013

Bilgihan BAYAR
Vali a.
Vali Yardımcısı

Bu belge, 5070 sayılı Elektronik İmza Kanununun 5 inci maddesi gereğince güvenli elektronik imza ile imzalanmıştır