



T.C.

ULUDAĞ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**THE PERCEPTIONS OF EFL PRIMARY SCHOOL TEACHERS
TOWARDS THE USE OF EDUCATIONAL TECHNOLOGY IN
LANGUAGE CLASSROOMS**

MASTER'S THESIS

Feride AKIN

BURSA

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BURSA

2015

BİLİMSEL ETİŐE UYGUNLUK

Bu alıřmadaki tm bilgilerin akademik ve etik kurallara uygun bir řekilde elde edildiđini beyan ederim.

Feride AKIN

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ÖZET

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İLKÖĞRETİM OKULLARINDAKİ İNGİLİZCE ÖĞRETMENLERİNİN DİL SINIFLARINDA EĞİTSEL TEKNOLOJİ KULLANIMINA OLAN ALGILARI

Bu çalışma, ilk ve ortaokullardaki İngilizce öğretmenlerinin eğitim teknolojisine, teknolojinin dil sınıflarında ve genel öğretim ortamlarında kullanılma konusundaki bakış açılarını, öğretmenlerin eğitim teknolojisi araçlarını kullanmada olan beceri düzeylerini ortaya çıkarmayı amaçlamaktadır. Çalışma aynı zamanda, öğretmenlerin görüşlerinin cinsiyet, kıdem, mezuniyet öncesi alınan eğitim teknolojisi dersleri, ve teknoloji konulu seminer veya hizmet içi eğitimler gibi değişkenler açısından incelenmesini kapsamaktadır.

Bu çalışmanın katılımcıları Türkiye’de çalışan 150 İngilizce öğretmeninden oluşmaktadır. Katılımcılara okullarda ulaşabilmek amacıyla Milli Eğitim Bakanlığında gerekli izinler alınmıştır. Katılımcıların bir kısmı ise anketi internet üzerinden doldurmuşlardır. Öğretmenlerin bu konuya olan bakış açılarını ortaya çıkarmak için nitel ve nicel araştırma yöntemlerini birleştiren karma araştırma modeli kullanılmıştır.

Veri toplamak için ilk olarak bir anket uygulanmış ve sonuçları SPSS 13 istatistik programı kullanılarak nicel olarak analiz edilmiştir. Uygulanan anketin geçerliği 3 uzmanın incelemesiyle sağlanmış ve güvenilirliği Cronbach’s Alpha testi ile incelenip anketin güvenilir olduğu görülmüştür. Bu sonuçlar, yarı yapılandırılmış yüz yüze görüşmelerle desteklenmiş ve görüşmelerden elde edilen veriler içerik analizi ile

nitel olarak deęerlendirilmiřtir. İerik analizi boyunca geerlik ve gvenirlięi saęlamak iin gerekli nlemler alınmıřtır.

Arařtırma bulguları, ęretmenlerin kendilerini eęitim teknolojisi konusunda epey yeterli grdęn ortaya ıkarmıřtır. Aynı zamanda, katılımcı ęretmenlerin dil sınıflarında ve genel ęretim ortamlarında eęitim teknolojisi aralarının kullanımına olan bakıř aılarının olumlu olduęu grlmektedir. ęretmenlerin bakıř aıları kimi deęiřkenler aısından incelenmiřti sonular gsteriyor ki, cinsiyet faktr kapsamında bayan katılımcıların ok az bir farkla erkeklere gre daha olumlu grře sahip oldukları sylenebilir. Kıdem durumlarına gre ęretmenlerin grřleri arasında dikkate deęer bir fark bulunmamıřtır. Benzer řekilde, ęretmenlerin grřleri mezuniyet ncesi alınan eęitim teknolojisi dersleri ve teknoloji konulu seminer veya hizmet ii eęitimleri aısından incelenmiřtir fakat bu derslere ve seminerlere katılan ve katılmayan ęretmenlerin bakıř aıları arasında anlamlı bir fark olmadıęı grlmřtr.

Yukarıda grldę gibi, sonular gsteriyor ki ęretmenlerin byk oęunluęu eęitim teknolojisinin dil ęretiminde kullanımı konusunda olumlu fikirlere sahipler, aynı zamanda kendilerini teknolojik araların kullanımını konusunda yeterli gryorlar. Fakat, bu araları ęretimde etkin bir řekilde kullanma konusunda zorluk ekiyorlar. Teknolojik araların bulunamaması, okullardaki imkanların yetersizlięi, yoęun mfredata sahip olan ęretmenler bu zorluk iin bir aıklama olabilir. Tm zorluklara raęmen, ęretmenler teknoloji kullanımının avantaj ve dezavantajlarının farkında ve onu ęrenme ve ęretme srecinde en iyi řekilde kullanmaya alıřmaktadırlar.

Anahtar szckler: Eęitim Teknolojisi, ęretmenlerin Teknolojiye olan Bakıř Aıları, ęretmenlerin Teknoloji Konusundaki Beceri Dzeyleri

ABSTRACT

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THE PERCEPTIONS OF EFL PRIMARY SCHOOL TEACHERS TOWARDS THE USE OF EDUCATIONAL TECHNOLOGY IN LANGUAGE CLASSROOMS

The study aims to find out the perceptions of EFL primary school teachers towards the use of educational technology in language classrooms and general classroom settings, the competence of EFL primary school teachers in terms of using educational technology tools. The study also involves the analysis of teachers' perceptions in terms of gender, teaching experience, educational technology courses attended before graduation, and inservice training, seminars or workshops variables.

The participants of the study consist of 150 inservice teachers of English who work at public primary schools in Turkey. To be able to reach the participants at schools, necessary permissions were taken. Some of the participants reached the questionnaire via internet. To reveal the teachers' perceptions, mixed methods research design was used including both qualitative and quantitative methods.

First, a questionnaire was employed to collect data, and the data was analyzed quantitatively using SPSS 13 statistical program. The validity of the questionnaire was confirmed by the evaluation of three experts and, the reliability was examined using Cronbach's Alpha, and the analysis revealed that the questionnaire was reliable.

Quantitative data was supported by semi-structured, face-to-face interview protocol and the data obtained from interview was analyzed qualitatively with content analysis. In order to achieve the validity and reliability during content analysis required measures were taken.

The results have revealed that participants perceive themselves as significantly competent. Additionally, it seems that the perceptions of the participants towards the use of educational technology in language classrooms and general classroom settings are very positive. The perceptions of the teachers were examined in terms of certain variables, the results show that within the scope of gender, female attendants have relatively more positive perceptions towards educational technology. According to their teaching experience, a significant difference was not observed among the perceptions of the teachers. Similarly, the perceptions of the teachers were examined in terms of educational technology courses attended before graduation, and inservice training, seminars or workshops variables however, a meaningful difference was not observed between the teachers who had attended these courses or seminars and who had not attended.

As seen above, the results suggest that a great majority of teachers have positive remarks for the use of educational technology in language teaching, they also consider themselves competent in terms of using technological items. However, they get difficulty in making use of them in their instruction effectively. The unavailability of the technological tools, lack of facilities in schools, the teachers having intense syllabus may be an explanation for this difficulty. In spite of all the difficulties, the teachers are aware of the advantages and disadvantages of using technology and they are trying to do the best uses of it in learning and teaching process.

Keywords: Educational Technology, Perceptions of Teachers towards Technology, Competence Levels of Teachers in Terms of Technology

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LIST OF ABBREVIATIONS

BA	Bachelor of Arts
CA	Communicative Approach
CBE	Computer Based Education
CLT	Communicative Language Teaching
DVD	Digital Versatile Disc
EFL	English as a Foreign Language
ELT	English Language Teaching
FATİH	Fırsatları Artırma ve Teknolojiyi İyileştirme Hareketi
ICT	Information and Communication Technology
IT	Information Technology
LCD	Liquid Crystal Display
MA	Master of Arts
MEB	Milli Eğitim Bakanlığı
MONE	Ministry of National Education
MP3	Motion Picture Experts Group Layer-3 Audio
PDA	Personal Digital Assistant
PhD	Doctor of Philosophy
SPSS	Statistical Package for the Social Sciences
TESOL	Teaching English to Speakers of Other Languages
USENET	User's Network

CHAPTER 1

INTRODUCTION

The development of technology has been clearly seen for the last five decades and this development has influenced all the areas of life from industry to education. These technological advances swiftly change our daily lives, facilitate people's lives in every area, and people easily feel its presence in many areas such as communication, health, and the economy. In this respect, many educational reforms in the world depend on the integration of technology into education. For this reason, in order to enhance the quality of education and learning, the authorities work hard to equip schools with computers and related technological tools (Inan & Lowther, 2010). Many countries, such as the United States, Australia, Italy, Mexico, Netherlands, Portugal, New Zealand and the United Kingdom undertake large budget projects in order to integrate technological advances into the educational environment (Cheng, 2009; Chow, 2013; Makki & Makki, 2012; Türel, 2011, as cited in Tosuntaş, Karadağ, & Orhan, 2015, p. 169).

On the other hand, when all the necessary technological equipments are provided, it is essential to make the best use of these technologies. For this reason, language teachers have an important and decisive role to utilize technology in a functional way that facilitates language learning and teaching. Therefore, this study aims to explore EFL primary school teachers' current perceptions towards the use of educational technology in language classrooms.

The term “educational technology” is employed in the current study as a general term for the computer Technologies, all kinds of technological items, devices, and information Technologies. According to the definition provided by the AECT (Association for Educational Communications and Technology) Task Force on Definition and Terminology (1977), educational technology is a complex and integrated process including people, procedures, ideas, devices, organization, for analyzing

problems and evaluating solutions to those problems arised in all types of human learning. In educational technology, the solutions for the problems are another form of learning resources that are employed as messages, people, materials, devices, techniques and settings. As the definition suggests, educational technology is a process including all the items, devices, programs, messages and also techniques to find solutions for the arising problems in teaching process and at the same time, as a motivating and improving factor on students' learning.

Educational technology is a broad term and it includes Computer Assisted Language Learning and Information Technologies. Beatty (2013) suggests that the term CALL may be defined as any process when a learner uses a computer and improves his or her language, it is a broad definition however, it shows its current practice in the learning and teaching of language at a computer. As it is clear from the definition, CALL involves the use of only computer Technologies in language teaching and learning. On the other hand, information technology is a new discipline associated with computer science, information systems, and software engineering. It involves any expertise that helps create, modify, store, manage, or communicate information (Whitson, 2015). As it is evident, the term educational technology includes more than the use of computer programs and the expertise to manage information thus, educational technology is employed to contain all kinds of technological items, such as computer Technologies, projectors, printers, photocopiers, smartboards, smartphones, internet, world wide web, and even cassette players when needed.

1.1 Purpose of the Study

The purpose of this study is to investigate the perceptions of EFL primary school teachers towards the use of educational technology in language classrooms and general classroom settings. It also explores the competence of EFL primary school teachers in terms of educational technology. In addition, it examines the teachers' perceptions towards educational technology in terms of the variables such as gender, teaching experience, educational technology courses attended before graduation, and inservice training, seminars or workshops attended to be able to use technology. The study addresses the following research questions:

1. How much do EFL primary school teachers consider themselves competent in terms of educational technology?
2. What are the perceptions of EFL primary school teachers towards the use of educational technology in general classroom settings?
3. How do Turkish EFL primary school teachers consider the use of educational technology tools in language classrooms?
4. What is the analysis of the EFL primary school teachers' perceptions towards the use of educational technology in language classrooms in terms of following variables?
 - a) Gender
 - b) Teaching experience
 - c) Educational technology courses attended before graduation
 - d) Inservice training, seminars or workshops attended to be able to use technology

1.2 Significance of the Study

In this study, the perceptions of EFL primary school teachers towards the use of educational technology in language classrooms and general classroom settings are investigated through mixed methods research design that combines quantitative and qualitative research methods. By the help of semi-structured face-to-face interview protocol, English teachers' use of educational technology in language classrooms, their competence, their perceptions towards the use of educational technology in language classrooms and general classroom settings are examined elaborately. Mixed methods research design has made it possible for this study to gain a deeper understanding about English teachers' perceptions towards technology and its integration into language instruction.

Many valuable studies exist regarding the use of technology in education. However, the current study investigates the perceptions of EFL primary school teachers towards the use of educational technology in language classrooms and general classroom settings, their competence, how they make use of the technological tools in language classrooms and it also examines the teachers' perceptions towards educational technology in terms of the variables such as gender, teaching experience, educational

technology courses attended before graduation, and inservice training, seminars or workshops attended to be able to use technology. For this reason, it provides an overall picture of what EFL primary school teachers think about educational technology, how they make use of it in their daily lives and teaching experiences. Thus, significant data and invaluable insights into the use of educational technology by EFL primary school teachers are obtained in the Turkish Context.

CHAPTER 2

LITERATURE REVIEW

2.1 Presentation

In this chapter, development of educational technology use in education is presented. Then, the stages of the development of the use of educational technology in Turkish education, and the use of technology in English language classrooms are discussed. Lastly, the chapter focuses on advantages, and disadvantages and barriers of educational technology use in language teaching.

2. 2 Development of Educational Technology Use in Education

The idea that consists making use of the opportunities which are enabled by technology within education has been in consideration for a long time. Thus, it is worthwhile to take a brief historical look at the role of technology in education.

Without doubt, the social and educational system as well as the economic system have been effected by new technologies. For this reason, it is unavoidable for the societies to adapt to technological changes (OECD, 1988). In addition, Brown and Warschauer (2006) suggest that education has been facilitated by the technology and without the existence of the computers, education and all the other aspects of life would constitute lots of problems for human beings. Because technology provides students and teachers with innovations and the chance of interaction, it is considered as an integral part of education. Therefore, countries have spent large amounts of money to equip schools and educational settings with up-to-date technological tools with the aim of

enhancing the quality of education. Between the years 1995 and 2001 in the United States, it was observed that educational technology expenses increased from \$21 to \$729 millions (Russell, Bebell, O'Dwyer & O'Connor, 2003). Accordingly, student-to-computer ratio has decreased considerably. Zhao (2007) reports that:

“the recent National Education Technology Plan released by the U.S. Department of Education stated that over the past 10 years, 99% of American K-12 schools have been connected to the Internet with a 5: 1 student to computer ratio. The technology that has tremendously changed the world outside schools is now changing schools” (p.311).”

Scheffler and Logan (1999) emphasize the importance of technology by stating that “in an increasingly technological and interconnected world, policymakers, educators, and the general public recognize the importance of computer knowledge and skills to the daily lives of individuals and for national economic competitiveness” (p.305). Similarly, Turkish researchers are also aware of the importance of technology for instance, Akkoyunlu who (2002) claims that educational progress has been assisted by the technology and educators must be aware of these technological changes in their field of study as well as the changes in their society. With the industrial revolution the need for educational requirements increased and with the establishment of university education in the middle of the last century, educational materials such as textbooks, newspapers, magazines, photographs, films, radio and television became widespread. In recent years, overhead projectors, video recorders and finally, computers have been adopted in the classroom.

Instructional tools without doubt, enrich learning environments and make the subject matter more interesting and appealing for students in schools. When used effectively they can:

- arouse interest and stimulate learning;
- induce students to study subject matter;
- connect new information with what has been learned previously;
- relate subject matter to students' life experiences;
- provide opportunities for students accessing and evaluating information;
- respond to pressing needs of society;
- enable students to portray the world as they can see it;
- condense information for ease of understanding;
- increase self instruction (Hackbarth, 1996).

Warschauer and Meskill (2000) draw attention to the relation between teaching methods and changing technology afterwards, they mention about these methods and technology used with them from past to recent years. They suggest that every type of language teaching method requires the application of its own technology to support it. For example, teachers who followed grammar translation method tended to explain grammar rules and, students were expected to perform translations. This method depended on one of the most ubiquitous technologies in United States education, “the blackboard” which is a good means of one-way transmission of information, mostly from teacher to students, as that method implied. The use of blackboard was supplemented with overhead projector which is also a frequently used device in a teacher – dominated classroom. Except for these technologies, the audio – tape was the perfect equipment for audiolingual method, which prefers oral repetition to teach language. During 1970s and 80s, the students were obliged to attend some sessions at the audio laboratories and they were also expected to perform repetition drills.

On the other hand, Guo (2010) suggests that new technologies are invented but they may not be applied to language learning in a creative or original way. The early application of computer to language learning from the 1950s to the 1970s for example, was limited to behaviouristic paradigm.

Towards the end of 1970s, the audiolingual method lost its popularity and importance partly due to the poor results that appeared from expensive language laboratories. In addition, repetitive drills, as a necessary part of this method, which only focused on language form and ignored communicative meaning were not able to lead to success (Warschauer & Meskill, 2000).

Lonergan (1991) draws attention to the decade of the eighties which saw a rapid expansion of technology use throughout the developed world and accordingly, there were significant developments in language teaching and learning. To give an example, this expansion of technology provided the learners, teachers, writers, and, publishers with new sources and materials. During these years, a shift has taken place towards a new approach after the poor results of the audiolingual method, that was the Communicative Approach (CA), also called Communicative Language Teaching (CLT) or Functional Approach. It stemmed from the British version of the movement in the early 1960s in reaction to structuralism and behaviorism existed in the audio-linguistics.

The Communicative Approach can be considered as the best method to facilitate student communication in the classroom (Menking, 2002). For this reason, in Communicative Language Teaching the teacher serves as more of a facilitator and an advisor allowing students to be more active in their own learning (Larsen-Freeman, 2000). Communicative Approach is an English language teaching method which assumes that “the goal of language teaching is learner ability to communicate” (Celce-Murcia, 1991, p.8). Qinghong (2009) suggests that communicative activities focus on communication of meaning and fluency. Rather than strictly guided tasks, they prefer semi-structured and free-communication tasks. Success can be achieved when the meaning is conveyed efficiently.

With this communicative trend, two distinct perspectives can be noted, both of them have their own point of views relating to the integration of technology into the classroom. These are cognitive approaches and sociocognitive approaches (Warschauer & Meskill, 2000).

1. Cognitive approaches

Within communicative language teaching, cognitive approaches imply the view that language learning is an individual psycholinguistic act. It can be inferred from this perspective that language learning depends on innate cognitive knowledge in interaction with meaningful language (Chomsky, 1986, as cited in Warschauer & Meskill, 2000, p.304).

Technologies which can be integrated in a cognitive approach are those allowing learners a great degree of opportunity to be exposed to target language in a meaning – based context and construct their own knowledge. For instance, text – reconstruction software, concordancing software, and multimedia simulation software can be applied in the process of learning within the cognitive approaches (Warschauer & Meskill, 2000).

2. Sociocognitive Approaches

Contrary to cognitive approaches, sociocognitive approaches give importance to the social aspect of language acquisition in that, language learning is considered as a process of socialization in particular discourse communities (Schieffelin & Ochs, 1986; Gee, 1996, as cited in Warschauer & Meskill, 2000, p.305). Therefore, it is clear that students should be given maximum opportunity for authentic social interaction to be able to provide comprehensible input and to make them practice a communication they may engage in outside the classroom. Internet is a useful and powerful tool which supports a sociocognitive approach to language learning. This application of Internet may be the reason for the recent increase in interest towards computers in language classroom (Warschauer & Meskill, 2000).

A recent growing interest has been observed towards the use of internet in language learning and teaching environments. Internet can be used in a variety of ways in language teaching. Warschauer and Meskill (2000) suggest that these may be Computer – Mediated Communication that involves the use of online activities to enhance the opportunities for interaction within a single classroom. This can occur through both computer – assisted classroom discussion and outside –of – class discussion. They argue that, when compared with face –to- face communication, electronic communication within a single classroom may be considered as an artificial way. However, a number of beneficial features have been found showing that it may be a useful tool for language teaching.

World Wide Web is also a useful way of using Internet in a language classroom because it offers a great majority of sources and authentic materials throughout the world. In language classroom, accessing and using web pages reinforces a sociocognitive approach, because students get into discourses that are beyond the classroom environment, their community and textbooks. This is particularly important for foreign language learners who experience target language only in school environment (Warschauer & Meskill, 2000).

Educational technology has been used in education for long years. Through the years, it has been effected and shaped by various language teaching methods and approaches. Especially, computers and related technological tools were essential in language teaching. Internet has increased the use and popularity of computers supplying various applications mentioned above. Nowadays, technology which is always

progressing and bringing many innovations changes the teaching ways of many teachers. For this reason, teachers should always adapt themselves to these technologic innovations of the age.

2.3 The Stages of the Development of the Use of Educational Technology in Turkish Education

Educational technology offers lots of opportunities for foreign language teaching as it is mentioned previously. Akkoyunlu (2002) states that the technology assists educational process. According to Hackbarth (1996), instructional tools clearly enrich learning environments. In addition, Kucuk, Aydemir, Yildirim, Arpacik, and Goktas (2013) emphasise that the technology is essential in the development of education and today it has greater importance than ever before. Considering the benefits and importance of the technology, most of the countries have invested great amounts of money for the integration of technology into schools (World Bank, 1995). Turkey has also become aware of the importance of educational technology and spent a considerable amount of money to equip schools with technological tools (Özdemir, 2010; Somyürek, Atasoy & Özdemir, 2009).

Today, in Turkey the Ministry of National Education (MONE) is responsible for the Educational Institutions apart from some preschool educational institutions and universities. Education aims to prepare students for a future life within society thus, the National Development Plan defines educational targets and MONE determines the frame of national objectives and policy as “catching up with the information society”. The plan’s aim is to equip people with “thinking skills” (such as the ability to learn, to reason, to think creatively, to make decisions and to solve problems) for the information society so, it supports the integration of technology into the educational system at all levels for students and teachers (Akkoyunlu, 2002).

Alkan (1998) remarks the studies in educational technology carried out since the establishment of the republic of Turkey. Following the foundation of the Turkish Republic, a school museum was opened by MONE, where educational tools were exhibited. Maps, projectors and laboratory equipment were given to schools for teachers in 1930s. These materials and equipments were used in schools for about 30 years. The

Teaching Materials Center was founded in Ankara in 1961 and 1962, The Centre of Educational Radio was founded and radio programmes were prepared for students.

Akkoyunlu (2002) also claims that, in early years, the use of educational technology was considered as only using basic printed materials in classrooms and MONE was responsible for the production of these materials. Similarly, educational technology was considered as using tools (hardware) between the 1950s and 1970s and MONE produced these tools and provided the teachers with them. During these years, educational technology was viewed as “technology in education”, which meant “the application of technology”. After these years, technology was given place in learning process. The development of educational technology concept as a process is not only prominent in Turkey but also in the rest of the world. Afterwards, research was carried out on how to use teaching devices efficiently in learning and teaching processes.

On the other hand, according to the Sixth Five Year Development Plan (State Planning Office, 1991) the curriculum and instructional methods and tools should be guided by the scientific research and technological innovations in order to increase productivity in education. Accordingly, the widespread use of technologies by potential educational services is observed and the efficiency increase in education is progressively getting importance and this is accepted as a government policy.

Law No. 4306 was issued on 16 August 1997 and compulsory education was extended from 5 years to 8 years and following this, the Basic Education Programme was prepared which is an action programme in which new education strategies can be applied. The Basic Education Programme aims to spread compulsory education nationwide, to increase the quality of primary education and to provide schools with learning centres. This programme has been carried out by a mutual attempt with the World Bank, which has provided the funding of 11,3 billion dollars needed to realize the objectives of the programme.

Basic principles have been set with the application of an eight-year primary education. Some of the main principles of the programme are to increase the schooling rate up to 100% in primary education, to make students and teachers computer literate, to help students learn a foreign language, to support formal education through distance education, to provide opportunities for five-year primary education graduates who are out of compulsory education because of their age – to complete their eight year primary education through open education and, to fulfil the most important principle of being a “learning society” through training individuals who know how to learn.

In order to realize these objectives, various actions are taken, such as establishing new classrooms for 3.500.000 students throughout Turkey, establishing information technology classrooms in 15.000 schools, training 18.000 information technology co-ordinators, training 200 educational personal to be computer literate, and training them on computer-based education (Akkoyunlu, 2002).

The objectives and principles mentioned above are all directed to increase the quality and quantity of the 8-year compulsory education. During recent years, financial resources devoted to education from the general budget have increased slightly. In addition to this, liberal policies have encouraged private educational institutions.

Akkoyunlu (2002) also mentions about the reform witnessed in the Turkish Educational System during the last decades. New Technologies have been considered as a solution for educational problems, which kick-started studies of computer education. The increase of the efficiency and productivity in education through the use of technological innovations and improvements was aimed. She also gives place for the stages of the study and use of computers in the Turkish Educational System as follows.

The use of computers was limited in the Turkish Educational System to universities and a few technical schools until 1980s, which offered computer science programmes and programming courses for management and research purposes. By the time, cheap microcomputers appeared and a considerable amount of hardware became widespread in public and private schools in Turkey at a rapid rate.

MONE's testing and research departments have been using computers for more than 25 years. Some universities started to use computers during the end of the 1960s. There were science programmes and programming courses at some universities and a few technical schools. As technological developments occurred in information technology, computer science and engineering programmes were established leading to BA, MA and PhD degrees. Departments were opened to train software and hardware engineers. Computers were mostly used for commercial applications and also industrial and scientific applications. But the educational system has been effected by computers in Turkey only recently.

During the 1980s, the Turkish Government put a special emphasis on the use of computers in schools through the Ministry of National Education. The number of computers was increased throughout schools and courseware was developed for several subjects. MONE collaborated with 24 universities, and more than 750 teachers from various schools were given training. After 1989, pilot Project to start computer-based

education (CBE), private computer companies and MONE signed an agreement with nine companies. These companies developed several courseware packages for approximately 2000 hours in the 1989–90 school year, and they collaborated with universities for the training of teachers.

More than 6.500 computers were distributed to 2.400 schools in 1991. Educational and scientific institutions and private research and development centres were provided to integrate computers into schools (Askar, 1991, as cited in Akkoyunlu, 2002, p.170). In 1992 MONE established the General Directorate of Computer Education and Services. Its aim was to integrate Information Technology (IT) into schools with the use of computers at every level of schooling, training the teachers and improving Computer Based Education. Educational software was produced for geography, history, Turkish and science in the 1995–1996 school year. In order to produce the software, MONE co-operated with the Scientific and Technical Research Council of Turkey and they developed the necessary software at the Electronic Research and Development Centre.

MONE decided to establish computer labs in at least two primary schools in every city and town during the 1998–1999 school year after the extension of compulsory education from five to eight years. As a result, new computer labs have been installed in 2.541 primary and secondary schools in 80 cities and 921 towns. Until now, almost 3.000 computer labs for 25.000 computers have been established in 2.481 schools in Turkey. Each country has its own reason to place computers in schools. The Turkish Ministry of National Education's policy is to catch up with the age of technology. The widespread introduction of computers in schools was the policy of the Ministry of National Education. The Ministry of National Education implies that training children to use computers at an early stage in the school system enables them to grasp the concepts of advanced computer technology at a later stage.

In order to achieve the most effective use of technology in schools, Turkey has planned a Project called "Movement of Enhancing Opportunities and Improving Technology" starting from November, 2010 and began pilot applications in 2012. FATİH project consists of five components, which are; (i) provision of hardware and software infrastructure, (ii) provision and management of educational e-content, (iii) effective information technology (IT) use in curriculum, (iv) provision of in-service training for teachers and (v) conscious, reliable, manageable, measurable use of IT. For this purpose, the following initiatives have been planned, phased and prioritized for

570.000 classrooms in 42.000 high, secondary and elementary schools: (i) installation of interactive whiteboard with LCD panel, (ii) building internet network infrastructure (iii) provision of IT tools e multi-function printer, scanner, tablets to be distributed to teachers and students e (iv) giving in-service training to teachers for the effective usage of IT tools in the classrooms and (iv) the formation of e-contents during the process (MEB, 2012).

Although this project is planned to be used at primary school level, it is carried out in secondary schools in the present time. Thus, it is not necessary to consider this specific Project in this specific study. However, it is clear that the project is a very important and good example for the integration of technology into Turkish Education System.

2.4 The Use of Technology in English Language Classrooms

According to the *TESOL Technology Standards Framework* (Teachers of English to Speakers of Other Languages, 2009, as cited in Sokolik, 2014, p.409), technology is defined as:

“the use of systems that rely on computer chips, digital applications, and networks in all of their forms. These systems are not limited to the commonly recognized desktop and laptop computers: Allmost all electronic devices these days include an embedded computer chip of some sort (DVD players, data projectors, interactive whiteboards, etc.). Mobile devices that employ a computer at their core (cell phones, personal digital assistants [PDAs], MP3 players, etc.) will undoubtedly occupy a more central role in language teaching and learning in the years to come”.

On the other hand, Rost (2002) defines technology as “a way of accomplishing something and suggests this can mean any of the following four statements in a teaching-learning environment.

- 1) giving students real opportunities to learn and helping them learn more effectively;
- 2) increasing the enjoyment of language learning;
- 3) improving students’ ability to become better language learners, or
- 4) making our own teaching more enjoyable and rewarding.”

As seen above, the technology has a central role and positive effect on education. However, in order to see this positive influence of the technology on education and to evaluate how to use it effectively, teachers first of all, must think about the necessary conditions to integrate technology into the classroom environment.

Özar and Aşkar (1997) state that teachers, policymakers, and administrators, who are involved in the integration of technology into school, must have a clear understanding of how technology can be used to enhance education. While teachers mainly conduct the integration process in the classroom environment, the support of heads of departments is crucial because they have considerable influence on the way how technology is used and to what extent it is applied within school.

Countries have spent large amounts of money to equip schools and educational settings with up-to-date technological tools in order to enhance the quality of education (Brown & Warschauer, 2006). In Turkey, to integrate technology into the Turkish education system, a well planned strategy and a successful implementation of it was needed and, with this respect the Ministry of National Education has allocated a considerable amount of money for the widespread use of computers in education. In addition, in cooperation with the Ministry of National Education, universities have offered courses for supervisors, principals, teachers, and teacher trainers. In-service training was provided for 750 teachers in various schools (Özar & Aşkar, 1997).

When technology and language learning are considered together, it is easy to observe that technology is extensively used in language classes. Integration of a computer component into language instruction has many benefits which include multimodal practice with feedback, individualization in a large class, pair and small group work on projects collaboratively or competitively, the fun factor, variety in the resources available and learning styles used, exploratory learning with large amounts of language data, and real-life skills building in computer use (Warschauer & Healey, 1998, as cited in Lin, Lee & Chen, 2004, p.135).

Integrating computer and related technological tools into language teaching gives rise to a change with the role of the students in the classroom. According to Smith and Kolosick (1996), the role of the learner changes from passive to active with this integration. In addition, this integration has an inevitable outcome in that, classes shift from teacher-centered to learner-centered ones. Teacher-centered classes are traditional classes, in which students are passive; they mostly receive information whereas teachers

are organizers and they have an active role designing the lessons, having all responsibilities, determining the aim of the lessons and giving feedback to students. With the change of teacher-centered classes to learner-centered ones, both teachers' and learners' roles have started to change. Learners have been active participants in the lessons (Weasenfort & Meloni, 2002). The most noticeable result within the technology integrated classrooms in connection with the role of students has been students' being autonomous learners. Holec (1981) defines autonomy as the "ability to take charge of one's own learning" (as cited in Blin, 2005, p.13). Kremenska (2007) states that "the availability of technology does not constitute by itself language learning" and the use of the technology by EFL teachers is very essential in creating autonomous and well motivated learners.

The rise of the communicative language teaching has put emphasis on interaction among learners in a meaningful context because, learners acquire and internalize target language in this way rather than imitating and memorizing language forms. Similarly, Warschauer and Meskill (2000) maintain that "students need to be given maximum opportunity for authentic social interaction, not only to provide comprehensible input but also to give students practice in the kinds of communication in which they will later engage outside the classroom" (p.305). From this perspective, educational technology has been indispensable part of language instruction because it offers language learners unlimited opportunities to access a world of materials and thereby, facilitating learning English.

Sokolik (2014) also suggests that by the development of technology the opportunity for rich content and interaction increased as well. She also states that the focus on the authentic materials and communicative learning tasks are supported by web 2.0 applications, along with mobile telephones and computing. From this socio-cognitive perspective, it can be concluded that computer and Internet can provide learners with opportunities for enhancing their language learning considerably.

2.5 Advantages of Educational Technology Use in Language Teaching

The use of educational technological tools in language teaching offers many advantages both for teachers and students. Motivation has been indicated as one of the most common advantages of educational technology. Various studies (Grgurovic & Chapelle, 2007; Warschauer, 1996) indicate that student motivation and language instruction improve with the implementation of computer assisted language learning in language instruction (as cited in Sokolik, 2014, p.410). Similarly, “The use of technology in English language teaching and learning can also encourage the development of strategies necessary for modern survival: communication, collaboration, and information gathering and retrieval” (Teachers of English to Speakers of Other Languages, 2009, as cited in Sokolik, 2014, p.410).

Warschauer and Healey (1998) bring forward the term “fun factor” as a benefit of computers in language atmosphere. This “fun factor” is considered as the key element of students’ motivation. Halpert (1999) has stated that students are more eager to join the activity if this activity includes computer work. As implied from this statement, it can be concluded that students want to be more active in computer-based activities.

Galavis (1998) states that computers provide both English language teachers and students with numerous authentic materials and interaction with people around the world by the help of Internet. Similarly, Craig and Patten (2007) emphasize that digital resources have been shown to support learners in developing verbal interaction skills, increasing their vocabulary, and improving their reading comprehension. As Levy (1997) states, it is possible to store collections of materials or archives conveniently for worldwide access and these materials may be a textual, audio, and visual kind, or a subset therein. It is possible for the students and teachers to access these materials either at school or at home by connecting to the Internet at any time of the day (Lai & Kritsonis, 2006).

In addition, Internet and social media access develops students’ intercultural skills and promotes global awareness. According to Lee (2001), it is possible for EFL students to communicate with people and be in a “greater interaction” and also their “global understanding” improves by using the Internet. Electronic pen friends can be one of the examples of this kind of interaction. Lee (2000) further suggests that two EFL classes from different places of the world can communicate via e-mails by the help of the websites arranging this cooperation. Some of the other online communication

tools are bulletin boards, newsgroups (such as on "USENET"), and web-based conferencing systems (Warschauer & Healey, 1998).

Wang (2005) emphasizes that the integration of technology in language classrooms demonstrates the shift in educational paradigms from a behavioral to a constructivist learning approach. Language is a living thing, thus the best way to learn a language is interactive, authentic environments. Computer technologies and the Internet are powerful tools for assisting these approaches to language teaching. According to Hoopingarner (2009), language teaching can be enhanced by effective use of educational technology. He states that research findings in language acquisition and computer-assisted language learning show that language pedagogy and appropriate roles of technology are taken into account for best practices.

2.6 Disadvantages and Barriers of Educational Technology Use in Language Teaching

The use of educational technology in language teaching has many advantages as it is mentioned previously, however there are some disadvantages and barriers. High costs, lack of time, lack of teacher competence and training, lack of hardware and software, and the quality of this software are some of these disadvantages and barriers.

Providing teachers and students with technological tools helps students learn better however, this is an expensive process. As Warschauer and Meskill (2000) suggest, implementation of a new technology into teaching and learning process improves the quality of education. In spite of these advantages, it is an expensive process to implement new technologies in education. Toprakci (2006) suggests that the subjects of his study claim a financial source, "Budget of School-ICT Integration" should be allocated to the schools to resolve the problems in the integration process. Utilizing this budget should be controlled by an "ICT Board" headed by the principals and their assistants. Over the years, to obtain computers and related technological tools for the schools has required high costs. This view has been supported by Lai and Kritsonis (2006) they state that it is hard for the low budget schools and low income students to afford a computer.

Lack of time and lack of teacher competence and training are some of the barriers mentioned above that prevent teachers from using technological tools in language teaching. Dashtestani (2014) conducted a study and reached some obstacles detected by the participants of the study. He maintains that the participants consider the lack of computer literacy training in teacher education programs, lack of support from EFL authorities to improve computer literacy of teachers, and lack of time as the important barriers to the improvement of their skills. In a study carried out by Çelik and Aytın (2014), the participants emphasized that training opportunities, either through their teacher preparatory programs or through training seminars, were limited or non-existent in the Turkish educational context. On the other hand, the results of Toprakci's study show that in order to overcome the inefficacy of the training opportunities of the school staff in ICT, "ICT Training Centres" should be founded in each city so that the principals and the teachers will have the opportunity to develop their skills instead of having only one time training during their formation training (2006). Li (2014) also makes an inference from his study that technology competence and confidence are indispensable part of integration process of technology into teaching. The findings of the study have highlighted that one of the most important means to improve teachers' competence and confidence is training, and such a training should be an ongoing process and cover both technical and pedagogical aspects. Factors related with local educational and individuals context such as learning style, test, curriculum and culture should be considered, as teachers must see how to fit the technology into their contexts.

Lack of hardware and software and, the poor quality of this software has also been stated as one of the disadvantages of technology integration. Hardware and software are the basic elements of computers and poor quality of them may cause problems for effective computer use in language teaching atmosphere (Lee, 2000). Toprakci (2006) states that limited educational software in the school proved to be serious obstacle for the integration process, ICT and the subjects showed that the inadequacy of the software is a result of the shortfall in the budget, lack of interest of the Ministry of Education in qualitative aspects of ICT and the incompatibility between the hardware and software. On the other hand, both hardware and software require speedy update. Especially with software, it is important and also hard to keep the equipments up to date. Maintenance and continuity of digital technology in schools requires funding expertise and vision.

In the study, the focus is on the use of technological tools in schools however, when the students are guided carefully, they can fully make use of the Technologies they have in their daily life, even using their mobile phone it is possible for them to learn lots of things. The self motivation and eager is the key point for the learner. In this point, the teachers' roles are two-dimensional. First, it is essential for the teacher to use educational technology efficiently. Second, the teacher must be aware of the fact that the students' eager and interest in technology use should be canalized into outonomous learning.

CHAPTER 3

METHODOLOGY

3.1 Presentation

This study aims at investigating the perceptions of EFL primary school teachers towards the use of educational technology in language classrooms and general classroom settings. It also explores the competence of the EFL primary school teachers in terms of educational technology use. In addition, it examines the teachers' perceptions towards the use of educational technology in terms of variables such as gender, teaching experience, educational technology courses attended before graduation, and inservice training, seminars or workshops attended to be able to use technology. Both quantitative and qualitative research methods were employed in order to address the research questions. Thus, a mixed methods research design was conducted for the implementation of this research.

3.2 Research Questions

In order to realize the purpose of this study, the following research questions were formulated:

1. How much do EFL primary school teachers consider themselves competent in terms of educational technology?
2. What are the perceptions of EFL primary school teachers towards the use of educational technology in general classroom settings?

3. How do Turkish EFL primary school teachers consider the use of educational technology tools in language classrooms?

4. What is the analysis of the EFL primary school teachers' perceptions towards the use of educational technology in language classrooms in terms of following variables?

- a) Gender
- b) Teaching experience
- c) Educational technology courses attended before graduation
- d) Inservice training, seminars or workshops attended to be able to use technology

3.3 Research Design of the Study

This study implemented mixed methods research design which requires integration of qualitative and quantitative data collection and analysis in a research study (Creswell, 2013). Balcı (2013) states that when used appropriately, mixed methods research design are supported to be used in education, social and behavioral sciences. The use of this method is believed to improve the quality of the researches conducted in these areas. To determine the perceptions of participants towards the use of educational technology in language classrooms, first, a questionnaire was used and the results of this questionnaire were analyzed quantitatively. Quantitative analysis was utilised for providing numerical values about the responses given, by the help of descriptive statistics. As a supplementary to questionnaire results, and to get a broader picture of the perceptions of teachers, face-to-face semi-structured interview protocol was carried out with the teachers, and the results were analyzed qualitatively.

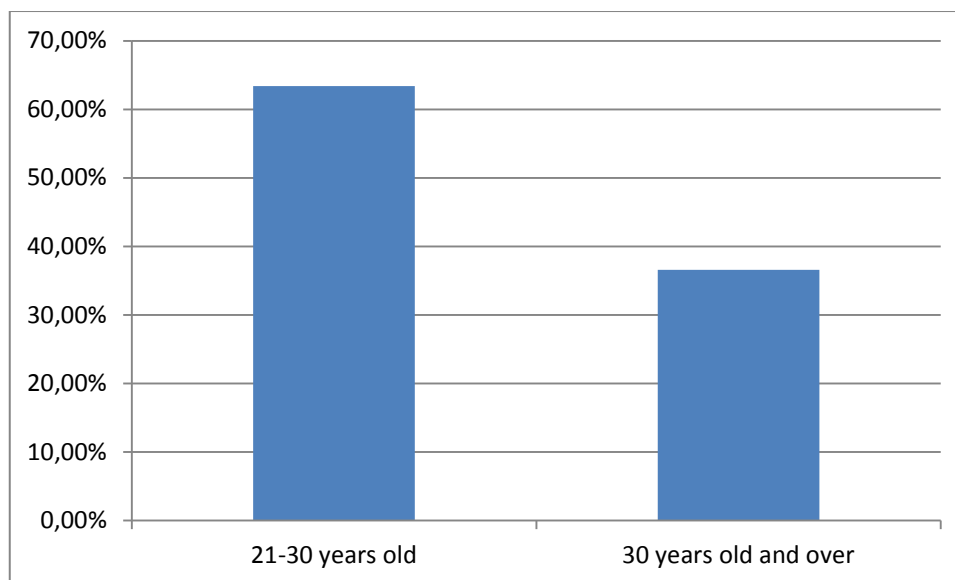
3.4 Participants

Convenience sampling was utilized in selection of the participants because this sampling procedure provided the researcher with the availability of participants who are from familiar environment and the quickness with which the data could be gathered for analysis. (Aziz, 1990, as cited in Balcı, 2013, p.103). The participants of this study

were (N=150) inservice teachers of English who work at public primary schools in Turkey. Nearly half of the teachers were working at the public primary schools in Bursa, Turkey. To apply the questionnaire in schools, the permission from the MONE District Office was obtained. In addition, permission of headmaster of each school was also taken to conduct the study in their schools. The rest of the teachers reached the questionnaire from web based forums who were working at public schools in various parts of Turkey.

When the age of the participants is taken into consideration, it is observed that the participants who are under 30 years old constitute the majority of the English language teachers in this study. More specifically, as Figure 1 shows, a great majority of the total population (63,4 %) is from the 21-30 age group, while more than half of the population is mainly from 26-30 age group (40,7%) and 31-35 age group constitutes a considerable amount (23,3%) however, 36-40 (5,3%), 41-45 (5,3%), and 46-50 (2,7 %) age groups constitute a small fraction of the overall population when compared with the other groups.

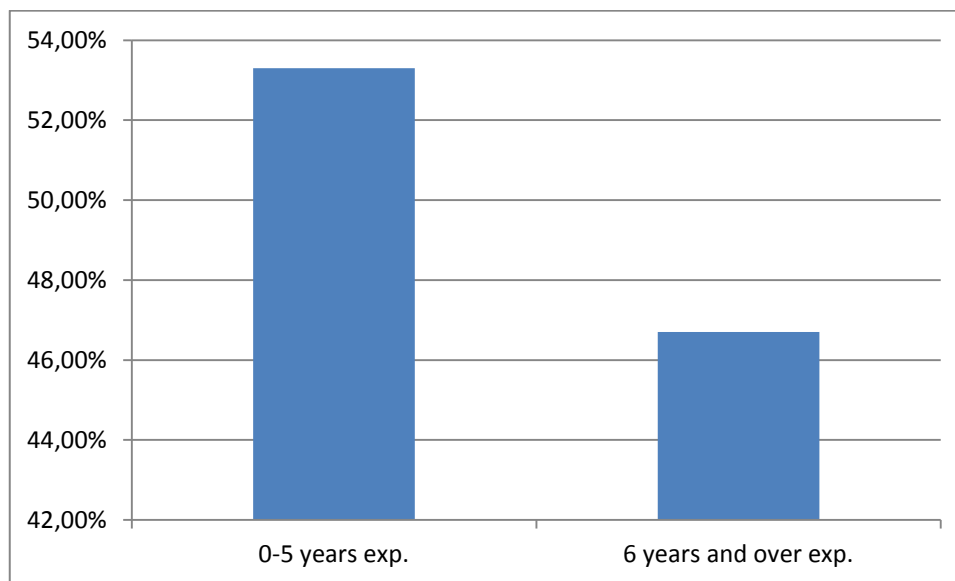
Figure 1. Age Statistics of the Participants



Similar to the age distribution of the participants, the teaching experience of English language teachers shows correlation. To illustrate, as Figure 2 demonstrates that a great majority of English language teachers fall under the category of 0-5 years

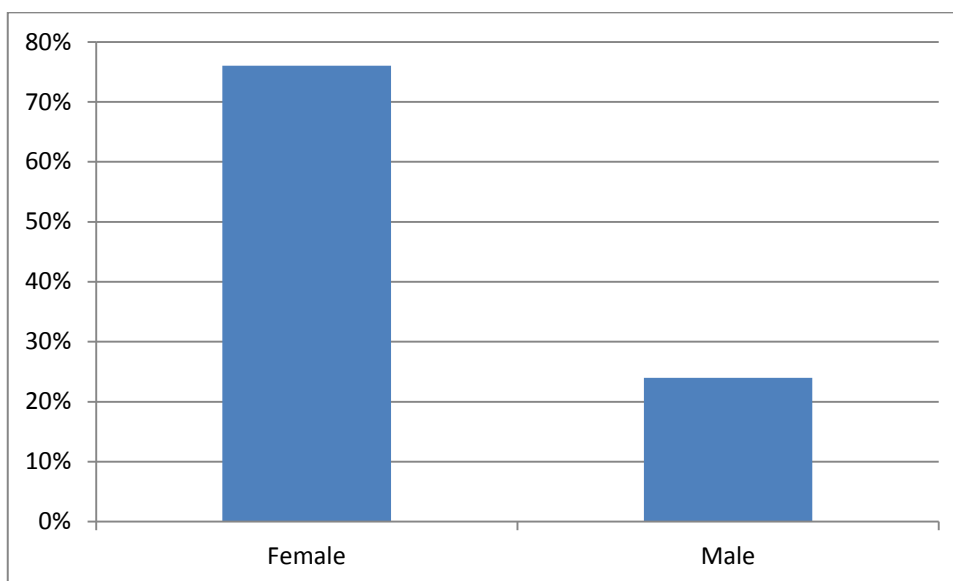
experience, which refers to 21-30 years old age group to a great extent. Namely, this group (53,3%) constitutes more than 1/2 of the overall population. The other half of the population belongs to 6-10 years experience (33,3%) and 11 and over years experience (13,3%) groups.

Figure 2. Teaching Experience Statistics of the Participants



When the participants of this study are considered in terms of gender, it is seen that they are not much balanced. Figure 3 displays that the number of the female English language teachers (76%) constitutes 2/3 of the overall population.

Figure 3. Gender Statistics of the Participants



3.5 Data Collection Instruments

In this study, mixed methods research design was employed in order to collect data. Accordingly, this research was based on a questionnaire and face-to-face semi-structured interview protocol. The questionnaire included likert type items and it was adapted from Albirini's (2006) survey. The semi-structured interview protocol was carried out by the researcher by taking into consideration the research questions.

3.5.1 The Questionnaire

By taking into consideration research questions and participants, the questionnaire developed by Albirini (2006) was adapted and employed in this study. The development of Albirini's questionnaire was guided by extensive review of literature and scales used in different educational backgrounds and it consisted of six scales that correspond to the main variables of the study. A panel of experts examined the instrument for content and face validity. The panel included three content experts (Professors of educational technology and EFL), two bilingual experts, one

measurement expert, and four population experts (Syrian EFL teachers). Their feedback was used mainly to ensure that these six scales measure the content areas of investigation and are culturally and technically appropriate for the context of the study. The Cronbach's α reliability coefficients for the first four scales were: computer attitude = 0.90, computer attributes = 0.86, cultural perceptions = 0.76, and computer competence = 0.94. As Cronbach's Alpha value indicated, the scales are reliable, replicable and consistent.

The questionnaire which was employed for the current study encompasses three major sections. The first section of the questionnaire is about the background information of the participants. This part of the questionnaire presents basic demographic information about these issues:

- Age
- Gender
- Teaching experience
- Courses about educational technology attended during undergraduate years
- Inservice training, seminars or workshop to be able to use computer

The second part of the questionnaire aims to explore educational technology competence of the participants. The respondents' current competence of educational and related technological tools was obtained by utilizing a 5-point Likert-type scale with 11 items, ranging from "strongly disagree" (1 point) to "strongly agree" (5 points). Gliem and Gliem (2003) state that the invention of the Likert scales is attributed to Rensis Likert (1931) and he defined this technique for the assessment of perceptions. They further suggest that Likert-type scale is required for the information gathered in the social sciences, marketing, medicine, and business, and it is relative to perceptions, emotions, opinions, personalities, and descriptions of people's environment. Through this scale, competence of the teachers about computers and related technological tools was obtained.

The third section of the questionnaire consisted of thirty seven Likert-type items. The respondents selected from the options ranging from "strongly disagree" (1 point) to "strongly agree" (5 points). In this part of the survey there are actually two separate sections, the initial nineteen statements search for the respondents' perceptions towards

the use of educational technology in general classroom settings. According to Albirini (2006), the items were designed to measure the affective domain (items 1–6), cognitive domain (items 7–15), and behavioral domain (items 15–19) of the teachers' educational technology perceptions. The last eighteen statements belong to the second section dealing with the respondents' perceptions towards the relative advantage of educational technology (items 1–5), their compatibility with teachers' current practices (items 6–10), their simplicity/non-complexity (items 11–14), and their observability (items 15–18).

Within the second and third sections of the questionnaire 16 items out of 37 items were reverse and these items were recoded so that all the items were positive statements. Thus, 5 points for the “strongly agree” option had positive meaning, on the other hand 1 point for the “strongly disagree” option had negative meaning. The maximum point for this 37 item scale was 185 points while the minimum point was 37.

Upon the determination of the statements in the questionnaire, the researcher translated it into Turkish and both pilot study and the main study were conducted in Turkish version because, it was thought that teachers would feel themselves more confident while answering in their mother tongue. The translated version of the questionnaire was evaluated by two experts.

3.5.1.1 Piloting the Questionnaire

According to Brace (2004), it may be useful to pilot the questionnaire before it is implemented. He further adds that “whether it is a new questionnaire... that have been used before and adapted or arranged for a new study, testing it out before committing to a large scale study is an essential precaution” (p.163).

Dörnyei (2007) suggests that piloting process can put an emphasis on the items in the questionnaire:

- whose wording may be ambiguous;
- which are too difficult for the respondent to reply to;

- which may, or should be, eliminated because, contrary to the initial expectations, they do not provide any unique information or because they turn out to measure something irrelevant;
- which - in the case of open-ended questions - are problematic to code into a small set of meaningful categories.

Piloting can also indicate problems or potential deficiencies concerning (Dörnyei, 2007):

- the administration of the questionnaire;
- the scoring and processing of the answers.

In addition, valuable feedback can also be gained about:

- the overall appearance of the questionnaire;
- the clarity of the instructions;
- the appropriateness of the cover letter (if there is one);
- the length of time necessary to complete the instrument.

In this study, the questionnaire was piloted to determine any possible problems related to the data collection instrument and to make necessary changes and also to reveal, if exists, any unclear parts such as ambiguous words and grammatical mistakes.

Original Item

I consider the courses about educational technology that I have attended during my undergraduate years as useful.

Rewritten Item

(If you have attended.) I consider the courses that I have attended during my undergraduate years as useful.

In the first part of the questionnaire which aimed to get demographical information about the participants, there is a yes-no question asking if the teacher attended a course about educational technology before graduation. For this reason, considering a negative answer for the item, the expression “If you have attended.” was added to the item for it to be more meaningful.

Original Item

I consider the inservice training, seminar or workshop that I have attended to be able to use computer as useful.

Rewritten Item

(If you have attended.) I consider the inservice training, seminar or workshop that I have attended to be able to use computer as useful.

In the first part of the questionnaire which aimed to get demographical information about the participants, there is a yes-no question asking if the teacher attended inservice training, seminars or workshop to be able to use computers and technological tools effectively. For this reason, considering a negative answer to this item, the expression “If you have attended.” was added to the item for it to be more meaningful.

30 EFL primary school teachers who have been working at different places of Turkey participated in the pilot study. At first, they were asked whether they are willing to take part in this pilot study and after their consent, the questionnaire was shared with them as online document on a website.

The questionnaire used in this study consists of three parts. The first part aims to gather information about the demographic features of the participants, the second part aims to find out the competence of the English language teachers, and the third part of the questionnaire intends to determine the teachers’ perceptions towards the use of educational technology tools in language classrooms and general classroom settings.

The questionnaire involves mainly five-point likert type items as well as yes-no question types.

The data was analyzed using SPSS 13 statistical program and the reliability of the questionnaire was calculated for the second and third parts. In SPSS, Cronbach's Alpha was used to measure the internal-consistency reliability. The reliability analysis revealed that 48- item Likert scale's reliability was 0,891.

The results showed that the questionnaire was considered to be suitable for this research study. As Cronbach's Alpha value indicated, the questionnaire is reliable, replicable and consistent. The validity of this questionnaire was not calculated; instead, three experts confirmed this questionnaire as valid by evaluating after its development.

3.5.2 Semi-structured Interview Protocol

In addition to the administration of the questionnaire and the quantitative data, semi-structured interview protocol was employed in order to have a deeper understanding of the research questions and the participants' perceptions towards the use of educational technology.

In this study, semi-structured face-to-face interviews made it possible for the researcher to explore some untouched points that were not researched by the questionnaire. Therefore, in-depth results were yielded for the scope of this research by the interviews.

Marshall and Rossman (2006) states that interviews which are qualitative and in-depth are like conversations rather than a formal event. The researcher searches for a few general topics to discover the participants' ideas.

3.6 Data Analysis

3.6.1 Analysis of the Questionnaire

The questionnaire implemented in this study was analyzed by using SPSS 13. Both descriptive and inferential statistics were calculated in order to address the research questions of the study.

3.6.2 Analysis of the Interview Protocol

In order to analyze the data collected by the semi-structured interview protocol, content analysis was employed. Weber (1990) defines content analysis as a method in which, a set of procedures are employed in order to make valid inferences from text. In this study it is used to code open-ended questions in interview protocol. According to Patton (2002) it is a technique to “transform data into findings” (p.432). Patton (2002) also states that when a coding scheme is developed, there are five steps for the content analysis which includes identifying, coding, categorizing, classifying and labeling the primary patterns in the data. All of these categories were followed in the analysis period of qualitative data.

The researcher had pre-determined questions before conducting the interview sessions in accordance with the research questions and scope of the study. Although there were pre-determined set of questions, the respondents were comfortable enough to express their opinions.

The interviews were recorded in a suitable environment through a mobile phone in order not to miss any single point in the interviews afterwards, by the help of the computer and a word processing program they were transcribed. As the interviews were semi-structured, following the flow of interviews was easy in accordance with the pre-determined questions. After these preparations, content analysis steps defined by Patton (2002) were followed as illustrated below:

1. Identifying: In this part of the analysis, a coding scheme was developed according to the main issues which were investigated via interviews. These main issues were educational technology competence of the teachers, the use of educational technology tools, perceptions towards the use of technology and problems or barriers that hinder the use of technology.

2. Coding: The second step of the content analysis was coding. The success of a content analysis depends greatly on the coding process. The basic coding process in content analysis is to organize large quantities of text into much fewer content categories (Weber, 1990). A coding scheme includes the process and rules of data analysis that are systematic, logical, and scientific. The development of a good coding scheme is central to trustworthiness in research using content analysis (Folger, Hewes, & Poole, 1984). In the process of defining codes, transcripts were read many times and, the same themes and issues were selected.

3. Categorizing / Clustering: After defining codes, categories were developed including similar titles. According to the main issues defined in the first step of the content analysis, some codes were connected or separated. In categorization step of the content analysis, codes were categorized under these titles.

4. Classifying: Following the classification of each code, the analyzed data was organized under a related category.

5. Labeling: The primary patterns in the classified data were labelled and revised for interrelations with each other as the last step of the content analysis.

At the end of the transcribing and coding procedures, the following major content categories were obtained:

- Competence in technology
- The use of technology in education
- The perceptions towards the use of educational technology in general classroom settings
- The perceptions towards the use of educational technology in language classrooms
- Obstacles to technology use

During the process of content analysis, there are some difficulties that face the investigators in coding text, especially from the perspective of reliability assessment and then from the perspective of validity assessment. Weber (1990) mentions a distinction to clarify the term validity which is “more specific to content analysis, is between the validity of classification scheme, or variables derived from it, and the validity of the interpretation relating content variables to their causes or consequences.” (p.18). To be able to assert that a research result obtained from content analysis is valid, the findings just depend on the specific data, methods or measurements of a particular study. Potter and Levine-Donnerstein (1999) state that to establish validity in a content analysis there are two steps, the first one is to develop a coding scheme which guides coders in content analysis. To regard a coding scheme as valid, it must guide the coders to central concepts. The second one is essential in evaluating the decisions made by coders against some standards. When the codes are compatible with the standards for correct decision making, the coding can be considered as producing valid data. In content analysis process of this study, in order to establish the validity, a coding scheme was developed to orient the coder and also some standards were used to evaluate the decisions by coders.

There are three different types of designs for reliability tests in content analysis which are stability, reproducibility, and accuracy. Stability may be defined as the degree to which a process is invariant or unchanging over time and it necessitates a test-retest procedure (Krippendorff, 1980, as cited in Potter and Levine-Donnerstein, 1999, p.270). In the study, to achieve stability, after making judgements about the content, the coder had a break and then made judgments again about the same content. Seeing the later judgements matched the earlier ones, the coding was considered as stable.

Reproducibility can be defined as the degree to which a process can be replicated under different circumstances, at different locations, using different coders (Krippendorff, 1980, as cited in Potter and Levine-Donnerstein, 1999, p.271). A test-test procedure was conducted for reproducibility, where the same content is analyzed by different coders, each coding the set of content once. All the coders produced the same coding patterns and then the data was regarded as reliable.

Accuracy is the degree to which a process adapt to a Standard and reveal what it is designed to reveal and in the process, a Standard was employed to compare the coders' judgements (Krippendorff, 1980, as cited in Potter and Levine-Donnerstein,

1999, p.271). In this study, this procedure was conducted and the coders' judgements was compared to a Standard, the results showed that the data was accurate.

CHAPTER 4

RESULTS

4.1 Presentation

In this study, a questionnaire and semi-structured face-to-face interview protocol were utilized to collect data. Both descriptive and inferential data analysis procedures were used to analyze the data gathered via questionnaire. The data was analyzed using SPSS 13. Interviews were analyzed qualitatively by content analysis.

This study aims to examine the perceptions of EFL primary school teachers towards the use of educational technology in language classrooms and general classroom settings. It also explores the competence of the EFL primary school teachers in terms of educational technology. In addition, it examines the teachers' perceptions towards educational technology in terms of variables such as gender, teaching experience, educational technology courses attended before graduation, and inservice training, seminars or workshops attended to be able to use technology. The questionnaire assesses the four main aspects of the teachers' perceptions as follows:

1. Competence of EFL primary school teachers in terms of educational technology
2. EFL primary school teachers' perceptions towards the use of educational technology in general classroom settings
3. EFL primary school teachers' perceptions towards the use of educational technology in language classrooms
4. The analysis of the EFL primary school teachers' perceptions towards the use of educational technology in language classrooms in terms of following variables:
 - a) Gender
 - b) Teaching experience

- c) Educational technology courses attended before graduation
- d) Inservice training, seminars or workshops attended to be able to use technology

4.2 Competence of EFL Primary School Teachers in Terms of Educational Technology

Participants were inquired about how they perceive their competence in terms of educational technology both in the questionnaire and the interview protocol. In order to obtain the perceptions of teachers about their competence in terms of educational technology, they were asked to respond to 11-item Likert type questionnaire. They expressed their degree of agreement with the statements in the questionnaire. Percentages, frequencies and mean scores of each item were calculated and a general idea of EFL primary school teachers' perceptions towards their competence was revealed.

According to the overall mean scores of the participants' responses based on the 11-item Likert type educational technology competence scale, it can be concluded that participants perceive themselves as significantly competent with 4,4118 total mean score.

Almost all of the participants (97,3% n=146) state that they can use word processing programs such as Word to prepare exams and worksheets. Similarly, statement 4 displays that the respondents (97,3% n=146) agree that they have the ability of using printer to be able to get materials printed out that they prepare themselves or find already prepared ones from educational websites. Accordingly, they state that they can download various educational materials from websites (96,7% n=145). This shows that almost all of the participants show high competence in some basic uses of educational technology in reality, they are necessary nowadays because it is possible and very advantageous to prepare various materials and to get them printed out and download materials from educational websites.

4.3 EFL Primary School Teachers' Perceptions Towards Educational Technology in General Classroom Settings

In order to find out the participants' perceptions towards the use of educational technology in general classroom settings, they were required to respond to nineteen-item Likert type statements which aims to collect data on the respondents' perceptions towards educational technology use in general classroom settings looking at three different domains: affective, cognitive, and behavioral domains. The term "affective" indicates the participants' perceptions towards educational technology in a multisensory approach. They expressed their degree of agreement with the statements in the questionnaire. Percentages, frequencies and mean scores of each item were calculated and a general idea of participant EFL primary school teachers' perceptions towards educational technology in general classroom settings was revealed.

As a result of the the overall mean scores of the participants' responses based on the 19-item Likert type educational technology perception scale, it can be stated that participants' perceptions towards the use of educational technology in general classroom settings were quite positive with 4,4817 total mean score. The respondents' positive perceptions were evident within the affective (mean = 4,4067), cognitive (mean = 4,4811) and behavioral (mean = 4,5900) domains.

A great majority of the teachers stated that they feel comfortable and are not afraid of educational technology use on the contrary, they are glad that there are more educational technology tools these days. Additionally, 74,7% of the participants (n=112) state that they need educational technology tools in their classes according to statement 13. Likewise, statement 12 displays that 67,3% of the respondents (n=101) strongly agree that using educational technology is a fast and efficient means of getting information. Lastly, nearly all of the respondents (n=139) consider educational technology tools as compulsory for a satisfactory school setting according to statement 8.

4.4 EFL Primary School Teachers' Perceptions Towards Educational Technology in Language Classrooms

To find out the perceptions of participants towards the use of educational technology in language classrooms, its compatibility with teachers' current practices, its simplicity/non-complexity, and its observability, both qualitative and quantitative data was used. The participants were required to reply eighteen Likert type statements which investigate the perceptions towards the relative advantage of educational technology (items 1–5), its compatibility with teachers' current practices (items 6–10), its simplicity/non-complexity (items 11–14), and its observability (items 15–18).

As a result of the overall mean scores of the participants' responses based on the 18-item Likert type educational technology perception scale, it can be stated that participants' perceptions towards educational technology in language classrooms were quite positive with 4,2200 total mean score. The respondents' positive perceptions were evident about the relative advantage of educational technology (mean = 4,5580), their compatibility with teachers' current practices (mean = 3,8380) their simplicity/non-complexity (mean = 4,0625) and their observability (mean = 4,4325).

The participants believe that educational technology enhance the quality of language teaching, to illustrate, almost all of the teachers agree that educational technology improves education according to statement 20 (94,7% n=142). Moreover, statement 21 displays that 84% of the respondents (n=138) agree that teaching with educational technology offers real advantages over traditional methods of instruction. Accordingly, 98,7% of the teachers (n=148) pointed out that using educational technology makes the subject matter more interesting in language teaching. Additionally, they think educational technology use is appropriate for many language learning activities (91,3% n=137). Statements 36 and 37 confirm that the technology is used as an educational tool in language teaching. For instance, 91,3% of the teachers (n=137) pointed out that they have seen their colleagues using educational technology tools for teaching English.

4.5 The Analysis of EFL Primary School Teachers' Perceptions Towards the Use of Educational Technology in Language Teaching in Terms of Certain Variables

In this study, the perceptions of EFL primary school teachers towards educational technology use in language teaching were investigated in terms of variables such as gender, teaching experience, educational technology courses attended before graduation, and inservice training, seminars or workshops attended to be able to use technology.

a) Gender

In this part, the perceptions of EFL primary school teachers towards educational technology use in language teaching were analyzed in terms of gender. Instead of t-test, which is used to look at the difference between two unrelated samples, Mann-Whitney U test was preferred because the skewness of the female teachers' group's distribution is so high (skewness -3) and the male teachers' group's number is less than the first group. In addition, tests of normality show that the distribution is not normal.

As a result, differences between means are examined by non parametric Mann-Whitney U test.

Table 1. Mann-Whitney U test statistics for gender and educational technology perspectives

Group	N	Mean Rank	Sum of Ranks	U	p
Female	114	79,55	9069	1590	0,042
Male	36	62,67	2256		

According to Mann Whitney U test analysis, it is clear that female participants' mean scores (\bar{x} Females=87,67) are slightly higher than the male participants' mean scores (\bar{x} Males=85,19) so, it can be concluded that there is not a notable difference between the mean scores of female and male participants ($U=1590$, $p<0,05$). For this reason, it is clear that female participants have relatively more positive perceptions towards the use of educational technology in language teaching.

b) Teaching Experience

The participants' perceptions towards educational technology use in language teaching were analyzed in terms of teaching experience. In the study, there were five groups of English teachers in terms of their teaching experience. The first group consists of teachers who have up to 5 years experience and it is the largest group among the participants ($n=80$) so, it is clear that younger and less experienced teachers constitute the majority of the participants. The second group consists of ($n=50$) teachers who have 6-10 year teaching experience. This group is the second largest group among the participants. The third group of teachers ($n=15$) have 11-15 year teaching experience. The fourth group involves teachers who have 16-20 year teaching experience however, there is nobody having 16-20 year teaching experience among the participants. The last group consists of ($n=5$) teachers who have at least 21 years of teaching experience. In order to analyze the perceptions of teachers towards the use of educational technology in language teaching in terms of teaching experience, Kruskal Wallis test was conducted.

Table 2. Kruskal Wallis test statistics for teaching experience and educational technology perspectives

Groups	N	Mean Rank	df	χ^2	p
X<5	80	74,91	3	3,311	0,346
6-10	50	77,08			
11-15	15	63,87			
X>15	5	104,00			

Kruskal Wallis test results show that a significant difference was not observed among groups of teachers created according to the length of their teaching experience ($\chi^2(3)=3,31$, $p=0,346$, $p>0,05$). Thus, it is obvious that teaching experience may not be closely related to the perceptions of teachers towards the use of educational technology in language teaching.

c) Educational Technology Courses Attended Before Graduation

In this study, the perceptions of teachers towards educational technology use in language teaching were analyzed in terms of educational technology courses attended by teachers of English before graduation. In the questionnaire, the respondents were asked to give information about the educational technology courses they had attended before graduation. Two groups of teachers appeared in terms of their answers to the item asking whether the teachers had attended an educational technology course before graduation. The first group includes 99 teachers who had attended an educational technology course before graduation. The second group includes 51 teachers who had not attended an educational technology course before graduation. In order to analyze the perceptions of teachers towards the use of educational technology in language teaching in terms of educational technology courses attended by teachers of English before graduation, an independent samples t-test was conducted.

The results suggest that there is not a meaningful difference between the mean scores of respondents who had attended educational technology courses before

graduation ($\bar{x}=86,8414$) and the ones who had not attended. ($\bar{x}=87,5358$), [$t(148)= -0,442$, $p>0.05$]. For this reason, it can be stated that educational technology courses attended by teachers of English before graduation may not be related to the perceptions of English teachers towards educational technology and their use of technology in language teaching.

Table 3. Descriptive statistics for educational technology courses attended before graduation and perspectives

Groups	N	\bar{x}	S	sd	t	p
Those who attended educational technology courses before graduation	99	86,84	10,12	148	-0,442	0,659
Those who did not attend educational technology courses before graduation	51	87,54	6,67	-	-	-

d) Inservice Training, Seminars or Workshops Attended to be able to use Technology

The perceptions of teachers towards educational technology use in language teaching were analyzed in terms of inservice training, seminars or workshops attended to be able to use technological tools. In the questionnaire, the respondents were asked to give information about inservice training, seminars or workshops attended to be able to use technological tools. Two groups of teachers appeared in terms of their answers to the item asking whether the teachers had attended inservice training, seminars or workshops to be able to use technology. According to the respondents' answers, it can be stated that 95 of the respondents had attended inservice training, seminars or workshops to be able to use technology and 55 of them had not attended. In order to find out the perceptions of teachers towards the use of educational technology in terms

of inservice training, seminars or workshops attended to be able to use technology, an independent samples t-test was conducted.

The results suggest that there is not a meaningful difference between the mean scores of respondents who had attended inservice training, seminars or workshops to be able to use technology ($\bar{x}=86,9986$) and the ones who had not attended ($\bar{x}=87,2138$), [$t(148)= -0,139$, $p>0.05$]. Thus, it can be stated that inservice training, seminars or workshops attended to be able to use technology may not be related to the perceptions of English teachers towards the use of educational technology in language teaching.

Table 4. Descriptive statistics for inservice training, seminars or workshops attended to be able to use technology

Groups	N	\bar{x}	S	sd	t	p
Those who attended inservice training, seminars or workshops to be able to use technology	95	86,99	10,20	148	-0,139	0,889
Those who did not attend inservice training, seminars or workshops to be able to use technology	55	87,21	6,78	-	-	-

4.6 Qualitative Analysis (Interview Data)

In addition to data collected through a quantitative questionnaire, semi-structured face-to-face interview protocol was employed so as to collaborate with the findings of the quantitative analysis. In accordance with the purpose of this research and responses gained from the respondents, major themes were determined as follows:

- Competence in technology
- The use of technology in education

- The perceptions towards the use of educational technology in general classroom settings
- The perceptions towards the use of educational technology in language classrooms
- Obstacles to technology use

4.6.1 Competence in Technology

The questions related to the teachers' past experiences with technology, their use of technology in their daily life and the frequency of this use, especially the question asking their own ideas about their competence in technology use gained information on the English teachers' competence of technology use. According to the results of these questions, all of the participants have had interaction with technology for at least ten years. This means that they are expected to be more or less competent to use technology.

In addition, it is clear from their answers that they use their computers, tablets, internet daily and nowadays, mobile phones have internet and they serve as mini computers, this means that the participants use technology many times in a day to read the news, follow the developments in the world, check for their mails, connect to their social media accounts, communicate with others, etc. As it is seen, technology has a great place in their daily life as it has in their professional life and this shows that teachers must be competent enough to use technological tools indeed, most of them consider themselves as competent to use technology. Ten of the fifteen participants state that they feel confident while using technology for personal and Professional purposes. However five of the participants do not feel confident much while using technology. Technology is changing and developing all the time as a result, up to date and more advanced tools and programs are coming up and this situation seems to be a reason for these participants' ideas about their lower competence. Here are some quotations related to their competence of technology use:

“Yes I feel confident about using computer and the internet but the technology is changing all the time and as a result I sometimes can't catch up with the innovations.”

“Not much. Because there are a lot of programs and property in this field that I don't know.”

“I feel confident generally but I don't feel so especially for professional programs or newly come out programs.”

4.6.2 The Use of Technology in Education

The questionnaire included two items to gain information on the availability of the technological equipments in the teachers' school and the opportunities they get to be able to make the full use of them. Their responses have provided an overall idea about the place of technology in our classrooms.

The interview protocol has clearly revealed that all of the participants want to make use of technology and integrate it into their lessons. They think that technological tools, offer great opportunities while teaching. For this reason, they want to use all of the technological facilities at their school. However it is understood from the quotations below that, ten of the fifteen teachers cannot have enough facilities to be able to use technology in their instruction such as:

“No we don't have enough opportunities in our school. We haven't got enough computers, projection, tape recorder etc.”

“. I don't have. Our school has got a wifi system, but most of the time, there are lots of breakdowns to Access the internet. It's not satisfying.”

“No. We haven't got enough facilities. We don't even have the internet connection in our school so, we must download some educational videos, worksheets etc. at home.”

“My school is in Ankara and we don't have enough facilities. We have only two computers in the teachers' room and that's all.”

“Not much, there is a projector in each classroom but some of them are useless. In addition, to be able to use these projectors, I need a laptop and I don't take my personal laptop with me to the school so, I don't have enough facilities, but there is a computer laboratory in the school when it is tight Schedule fits in my time table I have some of the lessons there, we watch films, movies some educational videos to teach for example verbs, vocabulary etc.”

Troubles with the technological equipments are also frequently experienced common problem in technology use. Computers and various tools often break down and become useless. Although there are technological equipments at school, some teachers cannot make use of them because of this problem. One of the respondents stated that:

“Yes, we have computers and projectors in the classrooms but, we have some problems with the internet connection and sometimes with projectors, we haven’t had any smart boards in the classrooms yet.”

In addition to the facilities at school, the participants gave information about which computer and internet applications they used mostly in teaching. According to the answers, Word by Microsoft Office is remarked as the most useful program. They utilize this program to prepare exam papers, worksheets, and exam analyses. Nearly all of them make use of Microsoft Office programs like Powerpoint and Excel to prepare colourful presentations so that they believe they can reach visual learners and make the lesson more interesting and motivating. Following excerpts are given as samples for the use of these programs:

“I usually use Word to prepare worksheets. I sometimes use Powerpoint presentations for visual learners. I need to use these programs to target different kinds of students. I usually read forums for getting different point of views.”

“For paper works, I usually use word or Excel, for my lesson presentations I use Powerpoint.”

“I generally use Word processing program because I prepare worksheets and exams for my students in addition, I use Powepoint and some educational websites.”

All of the participants also make use of forums, blogs, educational websites to upload and download various materials and also they exchange ideas with their colleagues. Here are some quotations related to the use of websites:

“I generally use Word, Powerpoint programs and read some forums. I make use of them for searching and learning new things, preparing the exams or worksheets used in lessons.”

“I use blogspot for sharing information (pictures, videos etc. for my erasmus project).”

“I generally use Word, and some ELT websites to get some idea about latest worksheets or exams.”

“For paper works, I usually use word or Excel, for my lesson presentations I use Powerpoint. And I also follow forums, facebook pages and groups for teaching materials and experiences of my colleagues.”

“I generally use facebook, ELT sites, Microsoft Office programs.”

“I use word most, especially to prepare exams and worksheets. I also use some forums and some ELT pages. I can't use Excel because I don't know how to use it. I wish I knew because it is useful.”

“I generally use Office programs like word and Powerpoint to prepare worksheets and exams. I also make use of forums, educational websites and ELT pages in facebook. I can download materials from these pages and I also Exchange ideas and share experiences with my colleagues.”

As seen above, the role of forums, pages and websites is significant however, there is a more significant point, the role of social media in education. Nowadays, nearly everybody including teachers has social media accounts especially facebook account. Most of the teachers in facebook use this platform for educational purposes in that, they create ELT pages including only language teachers as members and they share materials, their creative ideas, activity photos with their students, and they match their students as mail friends and so on. As a result, they are motivated by the works of their colleagues and exchange ideas with each other. As it is seen, some of the participants also state that they use facebook for educational purposes in addition to social and personal purposes.

4.6.3 The perceptions towards the use of Educational Technology in General Classroom Settings

To understand the perceptions of participants towards the technology use in general classroom settings they were asked a question. The results show that all of the participants have a positive approach towards the use of educational technology in

general classroom settings. They think that if the technology is used appropriately, teachers and students will take advantage of it. The following quotations are some samples of this positive approach:

“I’m happy to see more and more computers and technological devices around me. Accordingly, it is good to use them in education.”

“I think it is fun to use technological tools in teaching all kinds of subject matters. In addition, the use of these tools enhance the achievement of the students and motivate them to study more.”

“I approve using technological tools in education because it is easy and helps saving time and effort.”

4.6.4 The Perceptions Towards the use of Educational Technology in Language Classrooms

In addition to the participants’ perceptions related to the use of educational technology in general classroom settings, they were also asked a question about the use of educational technology in English language classrooms. All of the interviewees support the idea that using technology in language classrooms especially in primary schools is very beneficial. During the interview, they highlighted many points about the positive sides of technology use. They state that by the help of technology, listening sessions become more effective and students have better pronunciation moreover, students have easier and more long lasting learning, the teachers can prepare many colourful teaching materials for their students. Sample quotations of the participants are illustrated as follows:

“I think, educational technology is very important in schools especially in primary schools. Children love watching and listening. The things that they listen and watch are very interesting for them.”

“It’s definitely very useful. Because young learners cannot concentrate on theoretical lessons for a long time. They need to watch, feel, hear and see something.”

“If it is used consciously and carefully, it’s very useful, it’s both pragmatic and fun, I

think. I use my computer and internet for my teaching a lot. I use many videos (almost about every subject) from Youtube in my classes. I use it for assessment, testing and teaching. I prepare Powerpoint presentations, do listening, record my students' voices and do many other things."

"In my opinion, it's necessary to make listening activities and improve students' pronunciation."

"I think, it is of course useful even necessary not only for primary school classes but also for all steps of education."

"We are in technology and information era. It would be an old-school approach if we didn't use technology. Of course, it is useful but it can be destructive if we don't take some measurable precautions."

"Of course it's useful. We need technology in education especially for English classes. But of course there must be a reasonable limit because teachers are at the heart of teaching."

"It's certainly helpful and useful for teaching. But if you don't have enough discipline in the classroom, you may have some trouble during the lesson or the students can sabotage the purpose of the activity."

As it is clear from the answers that teachers prefer using technological devices in language classrooms. They mention about a lot of advantages of using them. However, they also think that there must be some limits in technology use, the teacher must be at the heart of the lesson. Additionally, while using technology, it is very easy to lose the control of the students so there must be discipline in the activity.

4.6.5 Obstacles to Technology Use

Interview results show that teachers have positive perceptions towards technology, they support the idea that technological tools should be used in the teaching of language and the other subjects as well. They also consider themselves as competent to use technology. These are all discussed previously. However there is a point generally ignored. There may be various obstacles for them to use technological devices in classroom effectively. The interviewees were asked about this topic. Their answers

show that ten of the fifteen participants have some barriers and problems in using technology. Most of these problems arise from errors in internet connection, and lack of technological equipments. Some sample quotations are given below:

“Yes of course we have problems. We haven’t got enough materials to use educational technology. For example, our computers work slowly. Sometimes we don’t find loud-speaker. Sometimes our projector doesn’t work etc.”

“Of course I have. I work in a village school. Our students’ parents are oblivious to school. We don’t have enough facilities like in urban schools.”

“I have problems with school network system and school administration doesn’t provide us with technological support. We don’t have smart boards, we have just projectors, which troubles me a lot. Because I use mini netbook and it’s not suitable to connect to a projector. If I bring my laptop to school, which is too difficult for me to carry it all the way as my home is far from the school.”

“I am a teacher at a secondary school in a village. The school isn’t equipped with technological tools. The internet connection is weak and there aren’t enough computers for students to use. So, I think these are some barriers for me to use educational technology.”

“First of all, we don’t have internet connection at school so we can’t use educational technology tools effectively. Even if we have, I can’t use them adequately because I have an intense syllabus and restricted lesson hours so, I spend my time with teaching the subject matter unfortunately, I cannot have enough time to spend for the activities with technological devices.”

In addition to the common problems mentioned previously, the answer of one teacher is notable. She has difficulty with the lack of facilities at school like the others. However she also remarks the point that she does not have enough time to spend for the activities that are practised with the help of the technology.

CHAPTER 5

DISCUSSION

5.1 Summary of the Study

This study aimed at investigating the perceptions of EFL primary school teachers towards the use of educational technology in language classrooms and general classroom settings. It also explores the competence of the EFL primary school teachers in terms of educational technology. In addition, it examines the teachers' perceptions towards educational technology in terms of variables such as gender, teaching experience, educational technology courses attended before graduation, and inservice training, seminars or workshops attended to be able to use technology. In this study, 150 EFL primary school teachers were administered a questionnaire, and a face-to-face semi-structured interview protocol with 15 teachers was conducted in order to reveal their existing perceptions towards the use of educational technology. The questionnaire items were primarily prepared to gain information on the four main aspects of their perceptions towards the use of educational technology in language classrooms:

1. Competence of EFL primary school teachers in terms of educational technology
2. EFL primary school teachers' perceptions towards the use of educational technology in general classroom settings
3. EFL primary school teachers' perceptions towards the use of educational technology in language classrooms
4. The analysis of the EFL primary school teachers' perceptions towards the use of educational technology in language classrooms in terms of following variables:

- a) Gender
- b) Teaching experience
- c) Educational technology courses attended before graduation
- d) Inservice training, seminars or workshops attended to be able to use technology

Another data collection instrument of the study was semi-structured, face-to-face interviews. During the interview protocol, the interviewees were comfortable enough to reflect on their own experiences and perceptions regarding the technology and language teaching. The main reason why interviews were used in this study is to gain a deeper understanding of the findings obtained by the quantitative analysis.

5.2 Competence of the EFL Primary School Teachers in Terms of Educational Technology

The findings regarding the competence of the EFL primary school teachers in terms of educational technology were achieved with the help of the quantitative and qualitative data. In order to find out the perceptions of participants towards their competence in terms of educational technology, they were presented an 11-item Likert type questionnaire. They expressed their degree of agreement with the statements in the questionnaire.

According to the results of the item analysis, it is clear that participants perceive themselves as significantly competent with 4,4118 total mean score. The majority of the participants' answers in the interview also supports these results. Here are some sample quotations:

“Yes, I am quite competent to use technological tools.”

“Of course, I feel confident while using technology.”

There may be many reasons to explain this competence of the participants. As it was mentioned in the methodology section (see section 3), a great majority of the participants (63,4 %) is from the 21-30 age group, while more than half of the population is mainly from 26-30 age group (40,7%). This situation may be a reasonable explanation for these results. Because, the developing technology has a great part in our

lives and especially younger people have more interest in the most recent technological tools and programs so, they have a greater tendency for using them.

Second, technology has advanced so much and become so widespread that today almost all of the people have computers and various technological tools such as smartphones, tablets, and laptops as the time passes, it becomes easier to learn how to use them. They use these technological devices functionally in that, they read news, watch TV programmes and movies, communicate with each other, investigate and learn something and, prepare materials and so on. In addition, as the technological tools become widespread and relatively more affordable, it becomes easier for the schools to obtain them. For instance, many schools now have computers, projectors, sound systems, laptops, tablets and so on. According to Cakiroğlu, Akkan, and Guven (2012), technology integration in educational settings is considered as the one of the fundamental reforms.

The results show that, teachers are able to use computer programs such as Word and Powerpoint to prepare exams, worksheets and presentations. In addition, they are able to design their own teaching materials by the use of computer and the internet in language teaching and they are also able to use a printer to print out these materials. They also mostly agree that they are able to download and remove a new program or software on a computer and also use various technological devices such as projectors and smartboards. They can download pictures, caricatures, listening texts, songs, videos and some ready teaching materials from various websites. Lastly, they can use the internet to communicate with their colleagues and students and moreover, they follow the developments in language teaching and reach information in different areas.

The mean scores of some items appear to be striking. For instance, the first and the fourth items have the highest mean scores, while the last two items have the lowest mean scores. The first item expresses that teachers are able to operate word processing programs to prepare worksheets that are used in lessons or exams. This item has the highest mean score with 4.82 which corresponds to 97,3% of the participants (n=146). For a long time, especially, since the computers first appeared and became widespread, teachers have not written their worksheets or exams by their hands instead, they have been using word processing programs and this may be thought as one of the most basic utilities of technology use in education. It is clear that nearly all of the teachers have this basic utility. According to the interview results, all of the participants mostly use Microsoft Office programs especially Word and Powerpoint.

The fourth item states that teachers are able to use a printer to print out the materials that are prepared by them or obtained from websites. This item has also high mean score with 4.80 which corresponds to 97,4% of the participants (n=146). These two items are closely related because without a printer it is not possible to make use of the worksheets or exams written by a word processing program on a computer. Like the first item, this item also may be considered as a basic utility of educational technology.

On the contrary, the last two items have lower mean scores. First item includes educational technology courses attended before graduation with 3.43 mean score. The other item includes inservice training, seminars or workshops attended to be able to use technology with 3.51 mean score. These scores show that participants feel competent to use educational technology but, they do not think that technology courses or inservice training, seminars or workshops attended to be able to use technology are the reason for their success in the use of technology. This situation may result from the fact that the participants are graduates of different universities and every faculty has its own curriculum and some of them may not have had educational technology courses or the courses they attended may have been very theoretical rather than practical.

5.3 Perceptions of EFL Primary School Teachers Towards the use of Educational Technology in General Classroom Settings

In order to find out the teachers' perceptions towards the use of educational technology in general classroom settings, both quantitative and qualitative data were utilized. The questionnaire included 19 Likert type items to investigate this aspect. According to quantitative analysis, English teachers' perceptions towards educational technology in general classroom settings were quite positive with 4,4817 total mean score. The respondents' positive perceptions were evident within the affective (mean = 4,4067), cognitive (mean = 4,4811) and behavioral (mean = 4,5900) domains. These results show that participants consider the use of educational technology in general classroom settings as very useful.

The results show that participants are not afraid of educational technology use, and they are not troubled with it. On the contrary, they are satisfied with the existence of more computers related technological tools in our day. In addition, they consider the

use of educational technology tools as enjoyable and beneficial. Besides, they agree that educational technology tools contribute to the students' success and they motivate them to study more. The qualitative data also supports these results. The following quotations are some samples of this positive approach:

"I'm happy to see more and more computers and technological devices around me and, it is good to use them in education."

"I think it is fun to use technological tools in teaching all kinds of subject matters. In addition, the use of these tools enhances the achievement of the students and motivate them to study more."

Teachers think that by means of educational technology tools, schools are more pleasant and comfortable places. Teachers do not avoid using educational technology tools. On the contrary, they prefer using computer and related technological tools to perform their educational tasks. According to them, educational technology use helps them save from time and energy. They wish to have more information about educational technology tools and learn how to make use of them and they emphasize that this cannot be considered as a waste of time. Accordingly, one of the interviewees suggested that:

"I agree with using technological tools in education because it is easy and saves time and effort."

Except the results above, mean scores of some items are remarkable. For instance, the thirteenth and seventeenth items have the highest mean scores, while the fourth and sixth items have the lowest mean scores. Within the thirteenth item, teachers think that they will need educational technology tools in their classrooms. As it is suggested previously, the use of technology enhances education in that, teachers are able to prepare materials or obtain them from useful educational websites, print out these materials, they also increase the visual quality of the lessons with computers, projectors and smartboards and etc. The seventeenth item states that, teachers obtain computer, printer and related technological tools when they have the opportunity. This shows that teachers are interested in technology and the developments in the technology. They follow these developments and try to obtain them because they make

use of these technologies within classrooms. The twelfth item sets forth that educational technology use is a fast and efficient means of getting information.

On the other hand, the fourth and sixth items have relatively lower mean scores. The fourth item expresses that teachers like talking with other people about technology with 3,86 mean score. The other item states that the students should use computer and related technological tools in all lessons. It is clear that teachers do not think some subject matters are not suitable for them to study with technology use. The use of technological tools helps the students in all kinds of lessons.

5.4 Perceptions of EFL Primary School Teachers Towards Educational Technology in Language Classrooms

The perceptions of participants towards the use of educational technology in language classrooms were also researched. Qualitative and quantitative data was utilized. The participants were required to respond to eighteen Likert type statements. The results clearly show that participants' perceptions towards educational technology in language classrooms were quite positive with 4,2200 total mean score. The respondents' positive perceptions were evident towards the relative advantage of educational technology (mean = 4,5580), their compatibility with teachers' current practices (mean = 3,8380) their simplicity/non-complexity (mean = 4,0625) and their observability (mean = 4,4325).

The results indicate that teachers agree with the idea of educational technology use has an important place in education. Educational technology tools are useful and their use enhances the quality of language teaching in that, they enhance the students' language acquisition skills. Additionally, educational technology tools are proved to be efficient learning tools worldwide. Accordingly, participants state that computer and related technological tools are being used for language teaching by their colleagues. Because the use of educational technology is suitable for many activities used in the course of language teaching. At the same time, they think that the instruction through the use of educational technology tools provides lots of advantages rather than the teaching performed with traditional teaching methods. Similarly, the interviewees

mention about many advantages of using technology in language classrooms, some quotations are below:

“I think, educational technology is very important in schools especially in primary schools. Children love watching and listening. The things that they listen and watch are very interesting for them.”

“It’s definitely very useful. Because young learners cannot concentrate on theoretical lessons for a long time. They need to watch, feel, hear and see something.”

“If it is used consciously and carefully, it’s very useful, it’s both pragmatic and fun I think. I use my computer and internet a lot. I use many videos (almost about every subject) from Youtube in my classes. I use it for assessment, testing and teaching. I prepare Powerpoint presentations, do listening activities, record my students’ voices and do many other things.”

“In my opinion it’s necessary to do listening activities and improve students’ pronunciation.”

“Of course, it’s useful. We need technology in education especially in English lessons. But, there must be a reasonable limit because teachers are at the heart of teaching.”

Educational technology tools can be used to achieve the objects in syllabus in a compatible way. In addition, the students’ learning preferences and present computer use abilities are also compatible with educational technology use. The teachers state that they easily understand basic skills of the computer and related technological tools. Similarly, it is not difficult for them to learn how to use educational technology in language instruction and these tools make the activities they plan to do in the classroom much easier to handle.

Some of the items have more remarkable mean scores for instance, the twenty third and thirty sixth items have the highest mean scores and the twenty seventh and thirty third items have the lowest mean scores. The twenty third item states that the use of educational technology tools in language teaching makes the subject more interesting. The other item expresses that the use of these tools is very beneficial for language teaching. The twenty seventh item suggests that one lesson hour is too short to

use educational technology tools in language teaching. The other item states that everybody can use educational technology tools easily.

5.5 The Analysis of EFL Primary School Teachers' Perceptions Towards the Use of Educational Technology in Language Teaching in Terms of Certain Variables

Within the current study, the perceptions of EFL primary school teachers towards the use of educational technology were examined in terms of variables such as gender, teaching experience, educational technology courses attended before graduation and, inservice training, seminars or workshops attended to be able to use technology. The results of these factors are shown below.

a) Gender

The perceptions of teachers towards educational technology use in language teaching were examined in terms of gender. The differences between mean scores were examined by non parametric Mann-Whitney U test. The results show that female participants have relatively more positive perceptions towards educational technology and their use of technology in language teaching. The number of the female participants may explain this result because their number is more than the number of male participants.

b) Teaching Experience

The perceptions of teachers towards educational technology use in language teaching were examined in terms of teaching experience. To see the results, Kruskal Wallis test was conducted. The results show that a significant difference are not

observed among groups of teachers created according to the length of their teaching experience.

In language instruction, the teachers' age, and accordingly their teaching experience may be essential on their perceptions towards the use of educational technology. While younger teachers have more interest in technology, developments in the technology and its use in teaching, some older teachers may have less interest in technology and sometimes they cannot catch up with the developments in technology. As a result, they may not prefer using the technology or they only use it at a minimum level.

c) Educational Technology Courses Attended Before Graduation

The perceptions of teachers towards educational technology use in language teaching were examined in terms of educational technology courses attended before graduation. An independent samples t-test was conducted in order to examine the perceptions of the teachers towards educational technology in terms of educational technology courses attended by them before graduation.

The results suggest that no meaningful difference are observed between the mean scores of respondents who attended educational technology courses before graduation and the ones who did not attend. It is highly likely that these courses were far too much theoretical and the participants may have failed to put this theoretical knowledge into practice.

d) Inservice Training, Seminars or Workshops Attended to be able to use Technology

The perceptions of teachers towards educational technology use in language teaching were analyzed in terms of inservice training, seminars or workshops attended to be able to use technology. In order to analyze the perceptions of teachers in terms of inservice training, seminars or workshops attended to be able to use technology, an

independent samples t-test was conducted. The results suggest that, there is no meaningful difference between the mean scores of respondents who attended inservice training, seminars or workshops to be able to use technology and the ones who did not attend.

These results indicate that teachers who attended inservice training, seminars or workshops to be able to use technology may have acquired the necessary skills to use computer and related technological tools but they may not be able to transfer their knowledge into their classroom practices, in that, they fail to relate their computer skills and language teaching. In this situation, it is not possible to expect a difference between the participants who attended inservice training, seminars or workshops to be able to use technology and the ones who did not attend.

CHAPTER 6

CONCLUSION

6.1 Conclusions

The study aimed at investigating the perceptions of EFL primary school teachers towards the use of educational technology in language classrooms and general classroom settings. It also searched about the competence of the teachers and examined the teachers' perceptions towards the use of educational technology in terms of the variables such as gender, teaching experience, educational technology courses attended before graduation, and inservice training, seminars or workshops attended to be able to use technology. In order to conduct this study, mixed methods research design was used including both qualitative and quantitative methods. Through a questionnaire consisting of three main parts, the perceptions of EFL primary school teachers were investigated. The questionnaire primarily assessed the perceptions of teachers as follows:

1. Competence of EFL primary school teachers in terms of educational technology
2. EFL primary school teachers' perceptions towards the use of educational technology in general classroom settings
3. EFL primary school teachers' perceptions towards the use of educational technology in language classrooms
4. The analysis of the EFL primary school teachers' perceptions towards the use of educational technology in language classrooms in terms of following variables:
 - a) Gender
 - b) Teaching experience
 - c) Educational technology courses attended before graduation

d) Inservice training, seminars or workshops attended to be able to use technology

Both descriptive and inferential statistical analyses were conducted in order to analyze the data gathered by the questionnaire. Teachers' perceptions were examined in terms of their gender, teaching experience, educational technology courses attended before graduation, inservice training, seminars or workshops attended to be able to use technology. Another data collection instrument of the study was semi-structured face-to-face interview protocol.

In order to find out the perceptions of participants towards their competence in terms of educational technology, they were asked 11-item Likert type statements. They expressed their degree of agreement with the statements in the questionnaire. According to the results of the questionnaire, it is clear that participants perceive themselves as significantly competent with 4,4118 total mean score. The use of technology in daily life contributes to these results greatly, because teachers use their smartphones, computers and internet not only for education but also for their daily tasks. Therefore, they already know how to use them and they are also competent to use them in educational contexts.

EFL primary school teachers' perceptions towards the use of educational technology in general classroom settings were quite positive with 4,4817 total mean score obtained from responses based on the 19-item Likert type educational technology perception scale. The respondents' positive perceptions were evident within the affective (mean = 4,4067), cognitive (mean = 4,4811) and behavioral (mean = 4,5900) domains. It can be concluded from the results that, EFL teachers are aware of the advantages of technology use in general classroom settings and it provides the teachers and students with many opportunities in teaching and learning process.

EFL primary school teachers' perceptions towards the use of educational technology in language classrooms were quite positive with 4,2200 total mean score based on the 18-item Likert type educational technology perception scale. The respondents' positive perceptions were evident about the relative advantage of educational technology (mean = 4,5580), their compatibility with teachers' current practices (mean = 3,8380) their simplicity/non-complexity (mean = 4,0625) and their observability (mean = 4,4325). For an effective language teaching process, especially in foreign language teaching context, to what extent the learner is exposed to the target language is very essential. There are also skills that need to be developed in this

process. Using educational technology is very beneficial for all of these processes ensuring visual, aural and especially enjoyable materials for students as it is known that students have a great interest in technology.

Finally, the teachers' perceptions towards educational technology were examined in terms of the variables such as gender, teaching experience, educational technology courses attended before graduation, and inservice training, seminars or workshops attended to be able to use technology. The results for gender showed that female participants had relatively more positive perceptions towards educational technology and the use of technology in language teaching. A significant difference was not observed among groups of teachers created according to the length of their teaching experience. There was no meaningful difference between the mean scores of respondents who had attended educational technology courses before graduation and the ones who had not attended. Similarly, there was no meaningful difference between the mean scores of respondents who had attended inservice training, seminars or workshops to be able to use technology and the ones who had not attended.

6.2 Limitations of the Study

There are some limitations that need to be acknowledged and addressed regarding the present study. Firstly, the current study was conducted in primary school context. It was possible to learn the perceptions of only the EFL primary school teachers. It may be useful if a similar study is realised in high school context. Another limitation was that the number of the interviewees was limited, more participants may have been included in the study.

6.3 Suggestions for Further Research

Although this research seems useful for understanding the perceptions of EFL primary school teachers towards the use of educational technology in language classrooms and general classroom settings, there is still much to be done. The current

study was conducted with considerable number of EFL primary school teachers in Turkey however, in further studies, a larger number of participants can be used to verify the results of this study. In addition, a further study can be conducted with the consideration of the differences in schools' and the students' socio-economic levels.

A future study can be carried out to search about high school teachers' perceptions towards the use of educational technology especially when FATİH Project is taken into account which aims to integrate educational technology tools in education.

In this study a questionnaire and a semi-structure interview protocol were utilized to collect data. It is recommended that further studies can add other data collection techniques such as observation and diary in order to get more detailed information. Teachers can be observed in real classroom settings and this can supply the researchers with actual technology integration practices of the teachers. It may be also possible to compare teachers' responses to survey study with their real classroom applications.

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APPENDICES

APPENDIX 1

Questionnaire Sample

Değerli Meslektaşım,

Bu anket Uludağ Üniversitesi Yüksek Lisans Programının bir parçası olarak araştırmacı tarafından tasarlanmıştır. Bu anketin amacı, dil sınıflarınızda eğitsel teknolojinin kullanımına olan algılarınızı incelemektir.

Araştırma çerçevesinde en değerli bilginin, okullarda aktif olarak görev yapan siz değerli meslektaşlarımdan elde edileceği düşünülüp bu bilgiler, İngilizce sınıflarında eğitsel teknolojinin konumuna ışık tutmakla birlikte öğretmen yetiştiren kurumlar ve eğitim alanındaki teknoloji uygulamaları için yansıtıcı olacaktır.

Kişisel bilgilerin gizliliğine azami dikkatin gösterileceği bu araştırmaya katılımınızdan dolayı size teşekkür ediyor, saygılar sunuyorum.

Feride AKIN

Uludağ Üniversitesi

Yüksek Lisans Öğrencisi

Bölüm I

Yönerge: Bu bölümde amaç, hakkınızdaki kişisel ve mesleki bilgilere ulaşmayı sağlamaktır. Aşağıdaki soruları dikkatlice okuyarak size uygun seçeneğin içerisine (X) işareti koyunuz.

1. Cinsiyetiniz?

a-() Kadın

b-() Erkek

2. Yaşınız?

a-() 21-25

b-() 26-30

c-() 31-35

d-() 36-40

e-() 41-45

f-() 46-50

g-() 51 ve üstü

3. Öğrenim Durumunuz?

a-() 4 Yıllık fakülte mezunu

b-() Tezli Yüksek Lisans

c-() Tezsiz Yüksek Lisans

d-() Doktora

4. Milli Eğitim Bakanlığındaki kıdeminiz kaç yıldır?

a-() 5 yıl ve altında

b-() 6-10 yıl

c-() 11-15 yıl

d-() 16-20 yıl

e-() 21 ve üstü

5. Derse girdiğiniz sınıflardaki ortalama öğrenci sayısı kaçtır?

a) - () 15 – 25 arası

b)- () 25 - 35 arası

c) - () 35 - 45 arası

d) - () 45 ve daha fazla

6. Evde bir bilgisayara sahip misiniz?

a-() Evet

b-() Hayır

7. Mezun olmadan önceki eğitim hayatınızda eğitsel teknoloji alanında bir ders aldınız mı?

a-() Evet

b-() Hayır

8. Bilgisayar kullanabilmek için seminer ya da kursa katıldınız mı?

a-() Evet

b-() Hayır

9. Bilgisayarınızın internet bağlantısı var mı?

a-() Evet

b-() Hayır

10. Aşağıda verilen durumlar içerisinde ne sıklıkta bilgisayar ve internet kullandığınızı belirtiniz.

İfade numarası	İfadeler	Günlük	Haftada 2 ya da 3 kez	Haftada 1 kez	Ayda 1 kez	Hiçbir zaman
1	Evinizde	1	2	3	4	5
2	Okulunuzda (bilgisayar laboratuvarında ya da kütüphanede vb.)	1	2	3	4	5
3	Diğer (internet kafe vb.)	1	2	3	4	5

Bölüm II

Yönerge : Aşağıdaki her bir ifadeye katılıp katılmama derecenizi belirtmek için fikrinizi doğru olarak ifade eden numarayı seçiniz. Her ifadeye cevap vermeye özen gösteriniz. Her ifade için seçenekler; kesinlikle katılmıyorum, katılmıyorum, kararsızım, katılıyorum, kesinlikle katılıyorum şeklinde olumsuzdan olumluya doğru sıralanmıştır.

İfade Numarası	İfadeler	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	Öğrencilerime derste kullanabileceğim çalışma kağıtları ya da sınavlarını hazırlamak için kelime işlemci programlarını kullanabilirim. (Örnek : Word)	1	2	3	4	5
2	Bilgisayar ve projeksiyon aletini kullanarak yapacağım sunumları, sunum hazırlama programlarını kullanarak hazırlayabilirim. (Örnek : Powerpoint)	1	2	3	4	5

3	Bilgisayara yeni bir program ya da yazılım yükleyebilirim ya da kaldırabilirim.	1	2	3	4	5
4	Hazırladığım ya da web sitelerinden edindiğim materyallerin çıktısını almak için yazıcıyı kullanabilirim.	1	2	3	4	5
5	İnterneti, diğer meslektaşarımla ve yeri geldiğinde öğrencilerimle iletişim kurmak ve haberleşme amacıyla kullanabilirim. (Örnek : e-posta, Messenger, skype)	1	2	3	4	5
6	İnterneti ve dünya çapında ağı günümüzde dil öğretimi konusunda olan gelişmeleri takip etmek için ve farklı alanlardaki bilgilere ulaşmak için kullanabilirim.	1	2	3	4	5
7	Çeşitli web sitelerinden dosya, resim, karikatür, dinleme metinleri, video, hazır halde bulunan sunum ve benzeri materyalleri indirebilirim.	1	2	3	4	5
8	Projeksiyon makinesi ve akıllı tahta gibi çeşitli teknolojik aletleri kullanabilirim.	1	2	3	4	5
9	Bigisayarı ve interneti kullanarak dil öğretiminde kullanmak üzere kendi materyallerimi tasarlayabilirim.	1	2	3	4	5
10	Mezun olmadan önceki eğitim hayatımda eğitsel teknoloji alanında almış olduğum dersin faydalı olduğunu düşünüyorum.	1	2	3	4	5
11	Bilgisayar kullanabilmek için katıldığım kursun veya seminerin yararlı olduğuna inanıyorum.	1	2	3	4	5

Bölüm III

Yönerge : Aşağıdaki her bir ifadeye katılıp katılmama derecenizi belirtmek için fikrinizi doğru olarak ifade eden numarayı seçiniz. Her ifadeye cevap vermeye özen

gösteriniz. Her ifadeye cevap vermeye özen gösteriniz. Her ifade için seçenekler; kesinlikle katılmıyorum, katılmıyorum, kararsızım, katılıyorum, kesinlikle katılıyorum şeklinde olumsuzdan olumluya doğru sıralanmıştır.

İfade Numarası	İfadeler	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	Eğitsel teknoloji kullanımı beni hiç korkutmuyor.	1	2	3	4	5
2	Eğitsel teknoloji kullanımı bana rahatsızlık veriyor.	1	2	3	4	5
3	Günümüzde, daha çok bilgisayarın ve ilgili teknolojik araçların varlığı beni memnun ediyor.	1	2	3	4	5
4	Diğer kişilerle teknoloji hakkında fikir alışverişinde bulunmaktan hoşlanmıyorum.	1	2	3	4	5
5	Eğitsel teknoloji araçlarını kullanmak eğlencelidir.	1	2	3	4	5
6	Dil öğretiminde eğitsel teknoloji araçlarını kullanmaktan hoşlanmıyorum.	1	2	3	4	5
7	Eğitsel teknoloji kullanımı zamandan ve enerjiden tasarruf etmemi sağlıyor.	1	2	3	4	5
8	Eğitsel teknoloji araçları olmasa okullar daha iyi yerler olurdu.	1	2	3	4	5
9	Öğrenciler bilgisayar ve ilgili teknolojik araçları tüm derslerde kullanmalıdırlar.	1	2	3	4	5
10	Eğitsel teknoloji araçlarını kullanmayı öğrenmeye çalışmak vakit kaybıdır.	1	2	3	4	5
11	Eğitsel teknoloji araçları, öğrencileri daha çok ders çalışmaları için motive edici role sahiptir.	1	2	3	4	5
12	Eğitsel teknoloji kullanımı bilgiyi elde etmenin hızlı ve etkili bir yoludur.	1	2	3	4	5
13	Sınıfımda herhangi bir eğitsel teknoloji aracına ihtiyaç duyacağımı düşünmüyorum.	1	2	3	4	5

14	Eğitsel teknoloji araçları, öğrencilerin başarısına olumlu şekilde katkıda bulunur.	1	2	3	4	5
15	Eğitsel teknoloji kullanımı yarardan çok zarara sebep olur.	1	2	3	4	5
16	Eğitimle ilgili işlerimi elle yapmak yerine bilgisayar ve ilgili teknolojik araçları kullanarak yapmayı tercih ederim.	1	2	3	4	5
17	İmkanım olduğunda bilgisayar, yazıcı ve ilgili teknolojik araçları edinirim.	1	2	3	4	5
18	Eğitsel teknoloji araçlarını kullanmaktan kaçınırım.	1	2	3	4	5
19	Eğitsel teknoloji araçları ve bunların nasıl kullanıldıkları ile ilgili daha çok bilgi sahibi olmak isterdim.	1	2	3	4	5
20	Eğitsel teknoloji kullanımı eğitimin kalitesini arttıracaktır.	1	2	3	4	5
21	Eğitsel teknoloji araçlarını kullanarak yapılan öğretim, geleneksel yöntemler kullanılarak yapılan öğretime göre birçok gerçek avantaj sağlar.	1	2	3	4	5
22	Eğitsel teknoloji kullanımı, öğrencilerin dil edinimi başarısını iyileştiremez.	1	2	3	4	5
23	Dil öğretiminde eğitsel teknoloji araçlarının kullanımı öğretilen konuyu daha ilgi çekici hale getirir.	1	2	3	4	5
24	Eğitsel teknoloji araçlarının kullanımı, dil öğretimi için faydalı değildir.	1	2	3	4	5
25	Eğitsel teknolojinin eğitimde yeri yoktur.	1	2	3	4	5
26	Eğitsel teknoloji kullanımı, müfredatta yer alan hedeflerin kazanılması ile uyumludur.	1	2	3	4	5
27	Ders saati eğitsel teknoloji araçlarını dil öğretimimde kullanabilmem için çok kısıtlıdır.	1	2	3	4	5
28	Bilgisayar ve ilgili eğitsel teknoloji araçlarının kullanımı, öğrencilerin öğrenme tercihleri ve mevcut bilgisayar kullanma becerileri ile uyumludur.	1	2	3	4	5
29	Eğitsel teknoloji kullanımı, birçok dil öğretimi sırasında kullanılan aktiviteler için elverişlidir.	1	2	3	4	5

30	Eğitsel teknolojiyi, dil öğretimi sırasında kullanmayı öğrenmek zordur.	1	2	3	4	5
31	Bilgisayarın ve diğer eğitsel teknoloji araçlarının temel işlevlerini anlamakta güçlük çekmem.	1	2	3	4	5
32	Eğitsel teknoloji araçları, sınıfta yapmayı planladığım aktiviteleri karmaşıklaştırıyor.	1	2	3	4	5
33	Herkes eğitsel teknoloji araçlarını kolayca kullanabilir.	1	2	3	4	5
34	Eğitsel teknoloji araçlarının işe yaradığını düşünmüyorum.	1	2	3	4	5
35	Eğitsel teknoloji araçları dünya çapında etkili öğrenme araçlarını olduklarını kanıtlamıştır.	1	2	3	4	5
36	Bilgisayar ve diğer teknolojik araçların dil öğretimi için kullanıldığını hiç görmedim.	1	2	3	4	5
37	Bilgisayar ve diğer teknolojik araçların meslektaşlarım tarafından dil öğretimi için kullanıldığını gördüm.	1	2	3	4	5

APPENDIX 2

Sample Interview Questions

1. Where did you meet computer and internet?
2. How long have you been using computer and internet?
3. Do you feel confident about using computer and internet?
4. Do you have enough facilities to use technology in school?
5. What kind of tool or programmer do you use generally and how do you make use of these programs? (for example; word, excel, forums, facebook, etc.)
6. What do you think about the use of educational technology in EFL primary school classrooms? Is it useful or destructive?
7. Do you have any problems or barriers that hinder your use of educational technology? If exists what are they?

APPENDIX 3

Percentages and Frequencies of Perceived Educational Technology Competence

Item No	Statements		1	2	3	4	5	Total	Mean
1.	I can use word processing programs to prepare their exams and worksheets that I will be able to use in the lesson. (For example: Word)	Frequency	2	0	2	15	131	150	4,82
		Percent	1,3	0	1,3	10,0	87,3	100,0	
2.	I can prepare presentations that I will present by using computer and projector by the help of some programs. (For example: Powerpoint)	Frequency	4	2	4	29	111	150	4,61
		Percent	2,7	1,3	2,7	19,3	74,0	100,0	
3.	I can download or remove a program or software from computer.	Frequency	6	7	4	36	97	150	4,41
		Percent	4,0	4,7	2,7	24,0	64,7	100,0	
4.	I can use the printer to print out the materials I prepare or get from web-sites.	Frequency	3	0	1	16	130	150	4,80
		Percent	2,0	0	,7	10,7	86,7	100,0	
5.	I can use the internet with the aim of communication with my	Frequency	2	1	3	24	120	150	4,73

	colleagues and even with my students.(For example: e-posta, Messenger, skype)	Percent	1,3	,7	2,0	16,0	80,0	100,0	
6.	I can use the internet and world wide web to follow the developments in language teaching and to reach the information in various fields.	Frequency	1	1	5	38	105	150	4,63
		Percent	,7	,7	3,3	25,3	70,0	100,0	
7.	I can download files, pictures, caricatures, listening texts, videos and prepared materials like presentations from various web-sites.	Frequency	2	2	1	21	124	150	4,75
		Percent	1,3	1,3	,7	14,0	82,7	100,0	
8.	I can use various technological tools like projectors and smartboards.	Frequency	2	2	10	48	88	150	4,45
		Percent	1,3	1,3	6,7	32,0	58,7	100,0	
9.	I can design my own materials so as to use them in language teaching by using computer and the internet.	Frequency	2	3	14	47	84	150	4,39
		Percent	1,3	2,0	9,3	31,3	56,0	100,0	
10.	I consider the courses that I attended in my education life before graduation as useful.	Frequency	18	19	31	45	37	150	3,43
		Percent	12,0	12,7	20,7	30,0	24,7	100,0	
11.	I believe that inservice training, seminars or workshops are beneficial that I attended to be able to use technology.	Frequency	12	20	29	58	31	150	3,51
		Percent	8,0	13,3	19,3	38,7	20,7	100,0	

APPENDIX 4

Percentages and Frequencies of EFL Primary School Teachers' Perceptions Towards Educational Technology in General Classroom Settings

Item No	Statements		1	2	3	4	5	Total	Mean
1.	I am not afraid of educational technology use.	Frequency	1	3	8	34	104	150	4.5800
		Percent	,7	2,0	5,3	22,7	69,3	100,0	
2.	I feel uncomfortable with the use of educational technology.	Frequency	108	28	7	3	4	150	4.5533
		Percent	72,0	18,7	4,7	2,0	2,7	100,0	
3.	Today, I feel satisfied with the existence of computer and related technological tools.	Frequency	1	2	4	40	103	150	4.6133
		Percent	,7	1,3	2,7	26,7	68,7	100,0	
4.	I do not like having an exchange of ideas with others.	Frequency	75	36	3	15	21	150	3.8600
		Percent	50,0	24,0	2,0	10,0	14,0	100,0	
5.	It is enjoyable to use educational technology tools.	Frequency	2	0	2	45	101	150	4.6200
		Percent	1,3	0	1,3	30,0	67,3	100,0	
6.	I do not like using educational technology tools in education.	Frequency	92	35	3	4	16	150	4.2200
		Percent	61,3	23,3	2,0	2,7	10,7	100,0	
7.	Educational technology use help met o save time and energy.	Frequency	4	3	11	49	83	150	4.3600
		Percent	2,7	2,0	7,3	32,7	55,3	100,0	
8.	The schools would be better places without educational technology tools.	Frequency	106	33	5	2	4	150	4.5667
		Percent	70,7	22,0	3,3	1,3	2,7	100,0	
9.	The students should use computer and educational	Frequency	3	6	15	55	71	150	4.2333
		Percent	2,0	4,0	10,0	36,7	47,3	100,0	

	technology tools in all lessons.								
10.	Trying to learn how to use educational technology tools is a waste of time.	Frequency	104	40	1	2	3	150	4.6000
		Percent	69,3	26,7	,7	1,3	2,0	100,0	
11.	Educational technology tools has a motivating role to make the students study their lesson more.	Frequency	2	7	8	69	64	150	4.2400
		Percent	1,3	4,7	5,3	46,0	42,7	100,0	
12.	Educational technology use is a fast and effective way of getting information.	Frequency	2	1	0	46	101	150	4.6200
		Percent	1,3	,7	0	30,7	67,3	100,0	
13.	I do not think that I will need any educational tools.	Frequency	112	36	0	1	1	150	4.7133
		Percent	74,7	24,0	0	,7	,7	100,0	
14.	Educational technology tools make a positive contribution to the students' success.	Frequency	1	0	8	59	82	150	4.4733
		Percent	,7	0	5,3	39,3	54,7	100,0	
15.	Educational technology use cause harm more than benefit.	Frequency	93	50	2	4	1	150	4.5333
		Percent	62,0	33,3	1,3	2,7	,7	100,0	
16.	I prefer doing my educational works with using computer and related technological tools instead of doing them by hand.	Frequency	1	5	3	48	93	150	4.5133
		Percent	,7	3,3	2,0	32,0	62,0	100,0	
17.	I obtain computer, printer and related technological tools when I have the opportunity.	Frequency	1	1	0	41	107	150	4.6800
		Percent	,7	,7	0	27,3	71,3	100,0	
18.	I avoid from using educational technology tools.	Frequency	106	39	1	3	1	150	4.6400
		Percent	70,7	26,0	,7	2,0	,7	100,0	
19.	I wish to have more information about educational technology tools and their use.	Frequency	3	1	1	53	92	150	4.5333
		Percent	2,0	,7	,7	35,3	61,3	100,0	

APPENDIX 5

Percentages and Frequencies of EFL Primary School Teachers' Perceptions Towards Educational Technology in Language Classrooms

Item No	Statements		82					Total	Mean
			1	2	3	4	5		
20.	Educational technology use will increase the quality of the education.	Frequency	1	2	5	45	97	150	4.566
		Percent	,7	1,3	3,3,	30,0	64,7	100,0	7
21.	Instruction given with educational technology tools ensure many real advantages than with regard to the instruction given with traditional methods.	Frequency	2	2	8	51	87	150	4.460
		Percent	1,3	1,3	5,3	34,0	58,0	100,0	0
22.	Educational technology use enhances the language acquisition success of the students.	Frequency	77	65	3	2	3	150	4.406
		Percent	51,3	43,3	2,0	1,3	2,0	100,0	7
23.	The use of educational technology tools in language teaching make the subject more interesting.	Frequency	1	0	1	39	109	150	4.700
		Percent	,7	0	,7	26,0	72,7	100,0	0
24.	The use of educational technology tools isn't beneficial for language teaching.	Frequency	106	40	2	0	2	150	4.653
		Percent	70,7	26,7	1,3	0	1,3	100,0	3
25.	Educational technology don't have a place in schools.	Frequency	119	23	0	2	6	150	4.646
		Percent	79,3	15,3	0	1,3	4,0	100,0	7
26.	Educational technology use is compatible with the gain of the objectives in the syllabus.	Frequency	4	11	18	61	56	150	4.026
		Percent	2,7	7,3	12,0	40,7	37,3	100,0	7
27.	A lesson hour is too restricted for me to be able to use educational technology tools in language teaching.	Frequency	9	32	11	57	41	150	2.406
		Percent	6,0	21,3	7,3	38,0	27,3	100,0	7
28.	The use of computer and related educational technology tools is	Frequency	5	13	23	74	35	150	3.806
		Percent	3,3	8,7	15,3	49,3	23,3	100,0	7

	compatible with the students' learning preferences and their current computer use skills.								
29.	The use of educational technology is convenient for many activities used in the course of language teaching.	Frequency	1	4	8	75	62	150	4.286
		Percent	,7	2,7	5,3	50,0	41,3	100,0	7
30.	It is difficult to learn to use the educational technology in the course of language teaching.	Frequency	43	78	16	9	4	150	3.980
		Percent	28,7	52,0	10,7	6,0	2,7	100,0	0
31.	I don't have difficulty in understanding the basic functions of computer and the other educational technology tools.	Frequency	2	2	6	64	76	150	4.400
		Percent	1,3	1,3	4,0	42,7	50,7	100,0	0
32.	Educational technology tools complicate the activities that I plan to do in the classroom.	Frequency	69	70	6	3	2	150	4.340
		Percent	46,0	46,7	4,0	2,0	1,3	100,0	0
33.	Everybody can use educational technology tools easily.	Frequency	5	23	35	62	25	150	3.526
		Percent	3,3	15,3	23,3	41,3	16,7	100,0	7
34.	I don't think that educational technology tools are useful.	Frequency	101	38	4	2	5	150	4.520
		Percent	67,3	25,3	2,7	1,3	3,3	100,0	0
35.	Educational technology tools have proven being effective teaching tools worldwide.	Frequency	1	1	18	80	50	150	4.180
		Percent	,7	,7	12,0	53,3	33,3	100,0	0
36.	I have never seen that computer and the other technological tools are used for language teaching.	Frequency	105	41	2	2	0	150	4.660
		Percent	70,0	27,3	1,3	1,3	0	100,0	0
37.	I have seen that computer and the other technological tools are used for language teaching by my colleagues.	Frequency	3	0	10	62	75	150	4.373
		Percent	2,0	0	6,7	41,3	50,0	100,0	3

APPENDIX 6

Milli Eğitim Bakanlığı Araştırma İzin Belgesi

T.C.
BURSA VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı : B.08.4.MEM.0.16.20.02-605 / 26111
Konu : Feride AKIN Araştırma İzni

22 Mayıs 2012

ULUDAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

- İlgi a) M.E.B. Araştırma, Yarışma ve Sosyal Etkinlik İzinleri konulu 07/03/2012 tarihli ve 2012/13 sayılı Genelgesi
b) 15/05/2012 tarihli ve 774-13763 sayılı yazınız

Üniversiteniz Eğitim Bilimleri Enstitüsü İlköğretim Anabilim Dalı Yüksek Lisans Programı öğrencilerinden Feride AKIN'ın "İlköğretim Okullarındaki İngilizce Öğretmenlerinin Dil Sınıflarında Eğitsel Teknolojinin Kullanımına Olan Algıları" konulu tez çalışmasına veri toplamak için yazımız ekinde adı geçen uygulamayı ilimiz ekli listede isimleri belirtilen ilköğretim okullarındaki İngilizce Öğretmenlerine uygulaması ile ilgili Valilik Onayı'nın aslı ile mühürlü ve imzalı anketler ilişikte gönderilmiştir.
Bilgilerinizi ve gereğini arz ederim.

Atilla GÜLSAR
Vali a.
Milli Eğitim Müdürü

EKLER:

- 1) Valilik Onayı (7 Sayfa)
- 2) Anket (6 Sayfa)

22/05/2012: Memur L.CEBECİ
22/05/2012: Gör. Öğr. Y.BULUT
.../05/2012: Müd. Yrd M.ATAKLI



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ÖZ GEÇMİŞ

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Lisans	2006	2010	Uludağ Üniversitesi
Yüksek Lisans	2011	2015	Uludağ Üniversitesi

Bildiği Yabancı Diller ve : İngilizce- Çok İyi

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Çalıştığı Kurumlar	: Başlama ve Ayrılma Tarihleri	Kurum Adı
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	2. 2014 -	T. S. Y. Anadolu Lisesi

Yurt Dışı Görevleri :

Kullandığı Burslar :

Aldığı Ödüller :

Üye Olduğu Bilimsel ve

Mesleki Topluluklar :

Editör veya Yayın Kurulu

Üyeliği :

Yurt İçi ve Yurt Dışında

Katıldığı Projeler :

Katıldığı Yurt içi ve Yurt

Dışı Bilimsel toplantılar :

Yayımlanan Çalışmalar :

Gürsoy, E. & Akın, F. (2013). Is younger really better? Anxiety about learning a foreign language in Turkish Children. *Social Behaviour and Personality*, 41(5), 827-842.

Diğer Profesyonel Etkinlikler :

03/08/ 2015

Feride AKIN

ULUDAĞ ÜNİVERSİTESİ
TEZ ÇOĞALTMA VE ELEKTRONİK YAYIMLAMA İZİN FORMU

Yazar Adı Soyadı	Feride AKIN
Tez Adı	The Perceptions of EFL Primary School Teachers Towards the Use of Educational Technology in Language Classrooms
Enstitü	Eğitim Bilimleri Enstitüsü
Ana Bilim Dalı	Yabancı Diller Eğitimi Anabilim Dalı
Bilim Dalı	İngiliz Dili Eğitimi Bilim Dalı
Tez Türü	Yüksek Lisans Tezi
Tez Danışmanı	Yrd. Doç. Dr. Derya YILMAZ
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