

ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

PERCEPTIONS OF EFL PRIMARY SCHOOL TEACHERS TOWARDS CALL

Gölsüm ÖZEROL

MASTER OF ARTS

ADANA, 2009

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ÖZET

İLKÖĞRETİM OKULLARINDAKİ İNGİLİZCE ÖĞRETMENLERİNİN BİLGİSAYAR DESTEKLİ DİL ÖĞRENİMİNE KARŞI ALGILARI

Gülsüm ÖZEROL

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Danışman: Yrd. Doç. Dr. Yasemin KIRKGÖZ

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Bu çalışmada, İlköğretim okullarında görev yapan İngilizce öğretmenlerinin bilgisayar destekli dil öğrenimine karşı algıları araştırılmıştır. Adana ve Hatay illerinde farklı ilköğretim okullarında görev yapan ve derslerinde bilgisayarı kullanan 60 İngilizce öğretmenine betimsel bir çalışma uygulanmıştır. Katılımcıların bilgisayar destekli dil öğrenimine karşı algılarını ortaya koymak için, veri toplama aracı olarak anket ve görüşme teknikleri kullanılmıştır. Anketler SPSS 10.0 istatistik programı yardımıyla betimsel analiz tekniği kullanılıp frekans ve yüzde değerleri hesaplanarak, görüşme verileri ise nitel veri içerik çözümlemesi analiz tekniği kullanılarak, benzer noktaların kodlanması ile analiz edilmişlerdir. Bu çalışmanın sonuçları, katılımcı öğretmenlerin bilgisayar yeterliklerini, bilgisayar destekli dil öğreniminin avantajlarını, bilgisayar destekli dil öğreniminin dezavantaj ve engellerini nasıl algıladıklarını, bilgisayar destekli dil öğrenimine karşı genel algılarını, bilgisayar destekli dil öğrenim uygulamalarını ve bilgisayar destekli dil öğreniminin ileride etkin bir şekilde uygulanması için önerilerini ortaya koymaktadır.

Anahtar Kelimeler: Bilgisayar Destekli Dil Öğrenimi, İlköğretim okullarındaki İngilizce öğretmenlerinin algıları, Bilgisayar Destekli Dil Öğreniminin etkili kullanımı için öneriler

ABSTRACT**PERCEPTIONS OF EFL PRIMARY SCHOOL TEACHERS TOWARDS CALL****Gülsüm ÖZEROL****Master of Arts, English Language Teaching****Supervisor: Asst. Prof. Dr. Yasemin KIRKGÖZ****January, 2009, 125 Pages**

In this study, perceptions of EFL primary school teachers towards Computer Assisted Language Learning (CALL) were investigated. A descriptive research study was conducted with EFL teachers working at different primary schools and using computers in their lessons in Adana and Hatay provinces in Turkey. 60 English teachers were selected as the participants of this study. Teachers were conducted a questionnaire to reveal their perceptions towards CALL. In addition a semi-structured interview was held with these teachers to support the results of the questionnaires and to gain further insights into the teachers' perceptions. Questionnaires were analyzed by using SPSS 10.0 statistical program. Descriptive analysis was performed and frequencies and percentages were calculated. Interviews were analyzed qualitatively using content analysis. The results of this study revealed participant teachers' perceived computer competence, perceived advantages, disadvantages and barriers of CALL, teachers' general perceptions towards CALL, their implementations of CALL and lastly their future recommendations for effective use of CALL.

Keywords: Computer Assisted Language Learning (CALL), perceptions of EFL primary school teachers, recommendations for effective use of CALL

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CHAPTER 1

INTRODUCTION

In this introductory chapter, first, the background of the present study is presented, which is mainly concerned with the Computer Assisted Language Learning (CALL) terminologies and recent studies in this field. Then, the statement of the problem and purpose of the study are given with the research questions, which are the focus of this study. This is followed with the limitations of this study. In addition, operational definitions, including the key terminology of the study, are defined and abbreviations used through the study are presented.

1.1. Background to the Study

In houses, workplaces and also in schools, electronic technology has started to be used widely (Hirschbuhl & Bishop, 2002). Computer technology is one of the most important components of these electronic technologies. Computer technology has been common in educational contexts over recent years (Rilling, 2000). The use of computer technology in English Language Teaching (ELT) context has also been common since 1960s (Lee, 2000). Different terms have been used to define the integration of computers into ELT context, the most common one is Computer-Assisted Language Learning (CALL). Levy (1997, 1) defines CALL as “the search for and study of applications of the computer in language teaching and learning” and goes on to state that “it is used as the general term to cover all roles of the computer in language learning” (Levy, 1997, 81). As obvious from this definition, CALL is a broad term that includes all aspects of computer implementations into language classes. Levy (1997) further indicates the other terms used for defining the integration of computers into language teaching. These terms are CAI (Computer-Assisted Instruction), ICALL (Intelligent Computer-Assisted Language Learning), CELL (Computer-Enhanced Language Learning) and TELL (Technology-Enhanced Language Learning). According to Levy (1997, 80) “each term suggests a particular focus which tries to encapsulate the use of the computer in language learning”. Therefore, it can be understood that the term CALL is a general term that comprises all of the terms mentioned above.

In recent years, the use of computers in schools and houses has been so widespread that “language teachers must now begin to think about the implications of computers for language learning” (Warshauer, 1996, 3). As mentioned by Higgins (1993, 1), the developments in computer technology have allowed teachers to be motivated “to reassess the computer and consider it a valuable part of daily foreign language learning”. In connection with this, today’s language teachers have also started to believe that they should use CALL in their lessons because, CALL has started to be a trend and it has a good prestige (Jones, 1999). This idea of teachers can not be generalized, but it is obvious that CALL has started to be used increasingly in schools because of several advantages. According to Rilling (2000), computers can assist ELT students and teachers in various ways. Students may use multimedia learning opportunities and Internet connections for searching and communicating with others. Teachers can use computers for preparing lesson materials, keeping grades and for presenting their lessons more professionally. This application of the computers in the early stages of primary education is very important. Haughland (2000) states that the interaction of children with computers in their early lives is crucial for their being productive adults in an increasingly computer-oriented society.

Most developing countries have initiated some programmes to integrate technology into their classes in recent years (Benzie, 1995 cited in Albirini, 2004). In Turkey, the Ministry of National Education (MNE) also initiated a development programme to improve the standards of education. As part of this programme, the curriculum of the primary schools has changed and student-centered education has gained great importance. The MNE has supported the integration of computers into the school curriculum and for this reason; a computer lab campaign named “Bilgisayarlı Eğitime Destek” (Supporting Computer Based Education) was started for each primary school in 2005. Information Technology classes have also been established in many primary schools to support Computer Aided Education.

Consistent with these developments, perceptions of the teachers have gained a key role in CALL application process. According to Smith & Hanson (2000, 1), “technology in education begins and ends with teachers”. If teachers are not aware of using the technology and basically computers in the class atmosphere, the availability of these technologies may be useless. Computers are not everything, they are only vehicles

to support teaching and learning environment in language classes and teachers are the drivers of these vehicles (Smith& Hanson, 2000). As the drivers of these vehicles, “teachers should become effective agents to be able to make use of technology in the classroom” (Albirini, 2004, 2) because the effective use of computers in language classes is important to make use of its benefits. Several studies have also demonstrated that “successful implementation of educational technologies depends largely on educators” (Kagima, 1998, cited in Albirini, 2004, 3). Jones (1999, 1) supports this view by stating that “effectiveness of CALL depends greatly on teachers”. Tied closely with this idea, perceptions of teachers in the effective integration of computers into ELT classes is important. As Asan (2003) indicated teachers’ computer knowledge and computer use effect their perceptions towards computers. Unless the perceptions of teachers are known, the needs and lacks of them may not be revealed in detail and implementation of new technologies can not be successful.

Briefly, it can be indicated that perceptions, knowledge, lacks, beliefs and suggestions of the teachers might shape the effective implementation and adaptation of the new technologies into classes. As the implementers of computers in language classes, understanding the teachers’ perceptions towards CALL and taking their recommendations for effective implementation of CALL might be a guide for the MNE or other relevant authorities. Therefore, this study focused on the perceptions of EFL primary school teachers towards CALL and also attempted to get their suggestions for the effective implementation of CALL in the future.

1.2. Statement of the Problem

In Turkey, the MNE has supported the use of computers in recent years through a campaign named “Bilgisayarlı Eğitime Destek” (Supporting Computer Based Education) which started on 5th June 2005. With this campaign, the MNE aimed to provide each student with a computer at schools and to upgrade the educational system of Turkey to world standards. As a result of this campaign, some schools had a computer lab. Furthermore, the Ministry sent Dyned Educational Software to some pilot schools in 2007-2008 teaching year and is planning to apply it to all of the primary schools in the future. This software focuses mainly on English language teaching for primary education. With these developments, teachers have started to use computers in

English lessons more, and the efficient use of computers in language classes has gained great importance. In this respect, computer competence of teachers, their applications of computer based materials, their perceptions towards using computers efficiently in their English lessons and recommendations of them for effective implementation of CALL hold great significance because teachers are “the end-users and the real agents of change within the classroom arena” (Albirini, 2004, 5). Moreover, computer knowledge and computer use of teachers are interrelated with the perceptions of teachers towards computers and technology (Asan, 2003). Unless the perceptions and recommendations of teachers are known towards CALL, it is difficult to apply it in schools efficiently.

Albirini (2004, 5) indicates that one of the basic problems of the effective technology implementation is the failure of the relevant authorities in the “implementation efforts on research and enough information gathering”. Asan (2003, 154) also revealed the situation in Turkey by stating that “Information Technology innovation initiatives in Turkey are still characterized by a lack of research into possible options for policies and strategies”. Because of these reasons, this study aimed to investigate the existing perceptions of EFL primary school teachers towards CALL.

1.3. Purpose of the Study

The purpose of this study is to determine the perceptions of EFL primary school teachers towards CALL. The study addresses the following research questions:

1. How do EFL primary school teachers perceive their computer competence?
2. What are EFL primary school teachers’ perceived advantages towards CALL?
3. What are EFL primary school teachers’ perceived disadvantages and barriers towards CALL?
4. What are EFL primary school teachers’ general perceptions towards CALL?
5. How do EFL primary school teachers implement CALL in their lessons?
6. What are EFL primary school teachers’ recommendations for effective implementation of CALL?

1.4. Limitations of the Study

In this study, there are some limitations, which are as follows:

1. The results of this study were limited with 60 EFL primary school teachers. Therefore, the findings can not be generalizable to all of the EFL primary schools in Turkey.
2. Perceptions of the participants might be based on the teachers' current knowledge and working conditions which may differ from one teacher to another and can not be generalized.
3. Time allocation was a limitation because; the data collection period took a long time.
4. Two data collection instruments, a questionnaire and a semi-structured interview, were used in this study. In addition to these instruments, observation could also be used to enable the data triangulation.

1.5. Operational Definitions

Computer: "A machine that processes information, usually in the form of numeric data, according to a set of instructions" (Newby, Stepich, Lehman & Russell, 2006, 306).

Computer Assisted Language Learning (CALL): Levy (1997, 1) defines CALL as "the search for and study of applications of the computer in language teaching and learning". In this study, the term CALL includes all applications of computers into English language classes.

World Wide Web: "An internet service that lets you navigate the Internet using hypertext documents" (Sharp, V. 2002, 555).

Technology: "The systematic application of scientific or other organized knowledge to practical tasks" (Galbraith, 1967, 12, cited in Newby, Stepich, Lehman & Russell, 2000, 13).

Internet: "A worldwide network that connects many smaller networks with a common set of procedures (protocols) for sending and receiving information" (Roblyer & Edwards, 2000, 359).

Cd- Rom: (Compact Disc read only memory) “A means of high-capacity storage (more than 600 megabytes) that uses laser optics for reading data” (Sharp, V. 2002, 544).

Software: A program that instructs the computer to perform a specific job (Sharp, V. 2002, 553).

Hardware: The physical components of the computer system. (Newby, Stepich, Lehman & Russell, 2006, 308).

PowerPoint: “Presentation software that allows you to create slides, handouts, notes, and outlines” (www.gslis.utexas.edu/~vlibrary/glossary/).

1.6. Abbreviations

The abbreviations used in this study are as follows:

CALL: Computer assisted language learning

EFL: English as a foreign language

ELT: English language teaching

SPSS: Statistical Package for the Social Sciences

T: Teacher

P: Participant

MNE: Ministry of National Education

CHAPTER 2

LITERATURE REVIEW

Computer Assisted Language Learning (CALL) has gained great importance in recent years. As a result of this, computers have started to be used in English language classes to improve the quality of the English language teaching. The aim of this chapter is to give a short review of the literature on CALL focusing on six topics which include the history of CALL, computer competence of EFL teachers, changing roles of teachers, changing roles of students, advantages of CALL, disadvantages and barriers of CALL, perceptions and attitudes of teachers and finally the MNE and Computer Aided Education studies in Turkey.

2.1. History of CALL

The historical period of CALL started in the 1950s and 1960s. Warschauer (1996) indicated that the development of CALL can be categorized in three phases. These are Behaviouristic CALL, Communicative CALL and Integrative CALL. The three stages of CALL are summarized in Table 2.1.

Table 2.1. The Three Stages of CALL

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

(Based on Kern & Warschauer, 2000; Warschauer, 1996; Warshauer, 2000; Warshauer, 2004)

2.1.1. Behaviouristic CALL

Behaviourism was the dominant theory between 1950s and 1960s and it effected the education between 1960s and 1970s. Well known behaviorists were Watson, Pavlov and Skinner. According to these behaviorists, learning was “a response to an external stimulus” (Duffy, Mc.Donald & Mizell, 2005, 14). Behaviouristic CALL was based on behaviouristic theory. The first example of behaviouristic CALL was “PLATO (Programmed Logic for Automatic Teaching) Project which was initiated at the University of Illinois in 1960” (Levy, 1997, 15) and the role of it was to provide “the more mechanical types of vocabulary grammar drill, thereby freeing class time for more expressive activities” (Hart, 1981 cited in Levy, 1997, 16). The features of behaviouristic CALL are illustrated as:

- Repeated exposure to the same material is beneficial or even essential to learning.
- A computer is ideal for carrying out repeated drills, since the machine does not get bored with presenting the same material and since it can provide immediate non-judgmental feedback.
- A computer can present such material on an individualized basis, allowing students to proceed at their own pace and freeing up class time for other activities.

(Warschauer, 1996, 4)

During the period, several CALL programs were constituted by taking into consideration these features of behaviouristic CALL. These CALL programs mostly included “grammar and vocabulary tutorials, drill and practice programs, and language testing instruments” and also computers were seen as a tutor (Kern & Warschauer, 2000, 6).

Audio Lingual Method was the method that was mostly based on the behaviorist belief. Most common exercises of this method were pattern practice and drills. Teaching and learning process included new vocabularies, structures presented through dialogues, which were learned through imitation and repetition. Drills were mostly based on patterns in dialogues. Apart from these, students' correct responses were positively reinforced. (Larsen & Freeman, 1986). Grammar-translation method also shared some views of behaviouristic theory, “according to which habit formation and imitation” were the basic elements of language learning (Tick, 2006, 5). First CALL software programs

mostly focused on these teaching approaches and also enabled repetitive drills and practices. (Warschauer, 2004; Tick, 2006; Levy, 1997; Lee, 2000).

2.1.2 Communicative CALL

The second stage of CALL was communicative CALL which was conceived in the 1970s and early 1980s (Warshauer & Healey, 1998). “Communicative CALL corresponded to cognitive theories which stressed that learning was a process of discovery, expression, and development” (Warshauer & Healey, 1998, 57). Cognitivists perceived learning as a mental process rather than a stimuli-response process as behaviorists believed. Cognitivists also believed that learning and problem solving were the representators of mental process (Duffy, Mc.Donald & Mizell, 2005). Personal computers started to be commonly used in this period and so, individual work of students increased (Lee, 2000; Tick, 2006; Warshauer & Healey, 1998). The basic features of communicative CALL were listed by Underwood in 1984. Underwood (1984; cited in Warshauer, 1996) indicated that communicative CALL:

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

(Underwood 1984; cited in Warshauer, 1996, 4)

In this phase, the importance of communication was appreciated in language teaching. Skill practice was important and computers were used for this reason. In connection with this, computer programmes were developed focusing on skill practice rather than repetition drill activities “with a greater degree of student choice, control and interaction” (Davies, 2003, 1). These kinds of software programmes enabled students to learn the language in a meaningful context and also allowed learners to construct their own knowledge (Warshauer & Meskill, 2000). Some examples of these kinds of

technologies were “text-reconstruction software, concordancing software, and multimedia simulation software” (Warshauer & Meskill, 2000, 304).

2.1.3. Integrative CALL

The third stage, integrative CALL, emerged with the developments of multimedia computers and the Internet (Warshauer, 1996). In this phase, socio-cognitive view took the place of cognitive view and teachers started to support this view “that emphasizes real language use in a meaningful, authentic context” (Lee, 2000, 2). Four language learning skills (listening, speaking, writing, and reading) and also technology were integrated into language teaching with the help of integrative CALL (Warshauer & Healey, 1998). This period also included the developments of hardware and the development of computer software programmes (Chartrand, 2004). As Warshauer & Healey (1998) stated integrative approaches such as task-based, project-based, and content-based started to be actively used in language teaching environments. Furthermore, the use of these approaches provided authentic learning environments in this period of CALL (Tick, 2006).

Multimedia and the Internet were basic elements of this phase of CALL. CD-ROMs were most widely known examples of multimedia technology (Warshauer, 1996). According to Davies (2003, 1), the basic advantages of multimedia packages were enabling “reading, writing, speaking and listening to be combined in a single activity with the learner exercising a high degree of control over the path that he/she follows through the learning materials”. With these kinds of CD-ROMs and DVDs four language skills were easily integrated into language classes and an authentic environment was created (Tick, 2006).

Internet and World Wide Web also provided important sources and materials into English language teaching environment. Warshauer & Meskill (2000, 4) give examples of how Internet can be used in various ways in language teaching. One of them is “online activities to foster increased opportunities for interaction within a single class”. Another example is “outside-of-class discussions” that can be performed with “e-mail or conferencing systems” (Warshauer & Meskill, 4). Kern & Warshauer (2000, 8) also list the World Wide Web resources for language learning. Some examples

include its providing students plenty of “authentic materials (e.g., newspaper and magazine articles, radio broadcasts, short videos, movie reviews, book excerpts)” that may take students’ interest, enabling students’ easy access to millions of online documents and also to publish their own created materials and share them with others. By the help of the new developments as multimedia and the Internet, the integration of computers into language teaching may reach high standards. As Bax (2003, 24) indicated if language students and teachers start to use computers everyday “as an integral part of every lesson, like a pen or a book”, CALL will be able to be integrated into language classes effectively.

2.2. Computer Competence of EFL Teachers

The term computer competence and computer competency are used interchangeably in the research field. The term computer competency was defined by Lee (2001, 4) as “basic knowledge of how to operate a computer and what the computer can do, familiarity with some computer terminology and some knowledge of dealing with commonly encountered problems”. Albirini (2004, 44) further indicates that the term computer competence is not only related to teachers’ computer knowledge but also “the skills and experience necessary for putting them into use”.

Many researchers stated the importance of computer competency of teachers in the implementation period of computers into class atmosphere. Teachers should have the necessary computer knowledge and skills to be able to teach their classes with computers (Pelgrum, 2001; Lai & Kritsonis, 2006; Wang, 2006). Egbert, Paulus & Nakamichi (2002, 113) supports this idea by stating that teachers “who have more experience in teaching and in technology use, especially in practice, are more likely to integrate technology in their classrooms”. According to these ideas, it can be concluded that computer competent and experienced teachers are better implementers of computers in their lessons.

Hertz (1987, 183; as cited in Levy, 1997) defines four levels of computer competence for language teachers. These levels are as follows:

Level 1: the computer using teacher;

Level 2: the non-programming author of courseware content

Level 3: the user of authoring systems;

Level 4: the teacher programmer.

(Hertz, 1987, 183; as cited in Levy, 1997, 106)

Level 1 includes teachers who have basic computer skills and can use computers in their lessons. At the second level, teachers can use CALL materials, but they can not create their own programs. At the third level, teachers can use authoring systems and can make their own materials. The last level involves teachers who can program their own materials easily.

Lee (2001, 4) also describes a number of features for teachers' effective use of software and the first property is teachers' having "a certain level of computer competency in the use of computers". Lam (2000) additionally investigated the reasons of teachers' not using technology in their lessons. Two of these reasons were related to their computer competence. One of them was the lack of knowledge about teaching L2 with computers and the other one was lack of confidence in computers skills. In the light of these, to be a competent teacher is really important so; most of the researchers indicated the training need of teachers who lack of computer competence before using computers in their lessons successfully. (Chen, 1996; Lee, 2001; Lai & Kritsonis, 2006; Sa'ari, Luan & Roslan, 2005).

There are some studies investigating computer competence of teachers, their perceived competence and also the effect of computer competence on their perceptions and attitudes towards computer use. One example is Albirini's (2004) study. The researcher investigated the factors affecting the attitudes of Syrian EFL teachers towards Information and Communication Technology (ICT). In this study the researcher also investigated the computer competence of Syrian EFL teachers. The results revealed that participants had "Little Competence" in computer use. Abu Samak (2006) also conducted a similar study on Jordanian EFL teachers. The participants of the study reported that they had "Moderate" to "Much" computer competence. Furthermore, some studies conducted in Turkey revealed the computer competence level of teachers. Asan (2003) investigated 252 teachers' technology awareness in Trabzon, Turkey. The

most important problem stated by the participant teachers was the lack of knowledge and skills.

In other studies it was concluded that computer competence and use of computers are related with each other (Berner, 2003; Isleem, 2003). Some studies also revealed that positive and negative attitudes of teachers towards computer use can be related to the teachers' computer competence. Summers (1990) points out that the basic reason of the negative perceptions and attitudes of teachers towards computer use is related to their lack of computer competence. In another study Sa'ari, Luan & Roslan (2005) conclude that teachers having moderate competence level have also positive attitudes towards information technology. In this continuously developing technology age, teachers' using computers effectively has great importance. Duffy, McDonald & Mizell (2005, 400) underline this importance by stating that "using a computer will become as essential as reading" and they additionally indicate that teachers will try to improve their computer competence level in order to use the new technology in a proper and effective way.

2.3. Changing Role of Teachers in CALL Classes

The development of new technologies and student-centered teaching methods loaded new roles to the teachers. English teachers' roles also started to change with "the emergence of learner-centeredness and autonomy initiated by CALL" (Yi-dong, 2007, 60). Kajder (2003) stresses that the change in the role of the English teachers is an obligation with the integration of the new technologies into language class atmosphere. In this technology integration process, some people think that technologies can take the place of teachers, but Duffy, McDonald & Mizell (2005) support that teachers will keep their place even in this "digital age" and the researchers add that technological developments can not replace the place of teachers. With these developments "teachers may find themselves in a new, more challenging role" (Duffy, McDonald & Mizell, 2005, 401).

Most of the researchers report the new role of the English teachers in CALL classes as facilitators (Duffy, McDonald & Mizell, 2005; Carballo-Calero, 2001; Jones, 1999; Kim, 2001; Warschauer & Healey, 1998; Xin, 2006). In addition, some

researchers maintain other new roles of the teachers. Bax (2003) defines historical periods of CALL as restricted CALL, open CALL and integrated CALL and also provides us with the roles of the teachers in each of these periods. The researcher notes that the basic role of the teachers in restricted CALL period is a monitor, in open CALL period their roles are a monitor and a facilitator and lastly in integrative CALL period teachers' roles are a facilitator and a manager. Volman (2005, 22) also provides five new roles of the teachers in CALL classes as "instructor, trainer, coach, advisor, consultant and assessor". Consistent with the integration of new technologies, Baumbard, Bird & Brewer (2004, 64) point out that "teachers need to change their role from a provider of information to coach and, often, fellow-learner". In addition, Kajder (2003, 10) lists the other roles for language teachers who want to implement CALL effectively into their lessons by stating that there is no need of teachers' being an "technology expert". These roles are "instructional designer", "resource manager", "researcher" and "communication specialist" (Kajder, 2003, 10).

Researchers provide some examples of the basic steps that should be followed by the teachers intending to use CALL in their lessons. Calvo (1997, 132) suggests that teachers intending to use CALL in their lessons, at first, should "think about what is taught and what is learnt". At this point, teachers should select the appropriate program according to their students' needs. Calvo (1997) also indicates that teachers should assess their students' performance and arrange group negotiations. Teachers should also be good planners if they want to apply CALL into their lessons in an appropriate way. Pennington's (1996) definition of the first role of the teacher also supports Calvo (1997). According to Pennington (1996, 17), "the role of the classroom teacher is first to determine whether to use a particular piece of courseware, and if that determination is positive, when and how to implement it". During this application period, teachers' previous training is important because teachers who lack computer competence can not be a good facilitator. As Kim (2001) mentions teachers should always learn new information related to new teaching techniques, should be good followers of the new developments, should take their place in educational conferences and also they should read on their own field if they want to be a good facilitator. According to Warshauer & Healey (1998) teachers should take into consideration the needs of the students, design the teaching situations according to these needs and also they should be trained to be able to use technology in the class atmosphere effectively. Apart from these, language

teachers aiming to use CALL in their lessons should both develop their own materials and use these materials appropriately in their lessons (Levy, 1997). This development and implementation can be successful with well trained teachers.

2.4. Changing Role of the Students

As teachers have started to take new roles as a facilitator or a couch, students' roles have also started to change with the integration of technology into classes. According to Smith & Kolosick (1996), the role of the learner changes from passive to active with this integration. In addition, as an inevitable outcome of this integration, classes shift from teacher-centered to learner-centered. Teacher-centered classes are traditional classes, in which students have a passive role; they are mostly receivers of information whereas teachers have an active organizer role and they have all responsibilities to design the lessons, to determine the aim of the lessons to assess and give feedback to students. Consistent with the change of teacher-centered classes to learner-centered ones, both teachers' and learners' role have started to change. Learners have been active participants in the lessons (Weasenfort & Meloni, 2002). Since CALL classes are learner centered, the roles of teachers and learners have also changed accordingly.

The most noticeable change in CALL classes in connection with the role of students has been students' being autonomous learners. To Holec (1981; cited in Blin, 2005, 13) autonomy is defined as the "ability to take charge of one's own learning". As Jones (2001, 2) indicates "it is important to accept that CALL can genuinely lead to autonomy". CALL allows students to study individually and leads to an increase in learner autonomy (Pennington, 1996). In parallel with these, learners have started to take the responsibility of their own learning (Colins & Berge, 1996; Lamy & Goodfellow, 1999; Shetzer & Warshauer, 2000; Madrid, 2005), they have had their own control mechanism (Wilson & Thayalan, 2007; Jones, 2001) and learners have no longer been teacher dependent with the integration of technology in their classes (Jones, 2001). In addition, technology allows students "to learn according to their own style and to apply personal strategies" (Smith & Kolosick, 1996, 148), to "have more freedom and flexibility in their work" (Volman, 2005, 22) and "to experience authentic language and communication opportunities" (Wilson & Thayalan, 2007, 5).

By taking into consideration autonomy and CALL, Madrid (2005) provides new roles of learners in two dimensions. They are “pedagogical dimensions” and “technological dimensions”. Pedagogical dimensions “involves a learner who is aware of all the pedagogical aspects underlying his/her own learning process” (Madrid, 2005, 144). The technological dimensions include a learner who has enough competence or literacy to use new technology in his/her learning effectively. The researcher defines new roles of the learners as shown in Table 2.2.

Table 2.2. New Learners’ role in two dimensions

NEW LEARNER’S ROLE	
PEDAGOGICAL DIMENSION	TECHNOLOGICAL DIMENSION
LEARNER AS AN AUTONOMOUS SUBJECT WHO: • accepts responsibility for his/her own learning process. • makes decisions on all the aspects related to the language learning process.	LEARNER AS A CALL USER WHO: • has computer expertise (builds knowledge at a technical dimension when exploiting functionality and knows the functionality of different computer tools.) • uses the Internet on critical and pedagogical basis. • discriminates CALL and Web resources according to his/her learning necessities. • integrates these resources in his/her own learning plan under pedagogical basis.

As remarked by Madrid (2005), new roles of the learners in CALL classes are closely related with the autonomy of the learners. In order to be able to have the roles as a CALL user, students should be autonomous learners. It is clear from the Table 2.2 that Madrid (2005) also attempts to establish a relationship between computer expertise and CALL use. To be a good CALL user, a learner is expected to have enough competence level to accomplish the effective use of CALL. At this point Madrid (2005) underlines the importance of the need to train learners to make them more computer competent learners. Moreover, as Pennington (1996, 16) states “the learner is end user, the person who is supposed to benefit from the product”. In other words, learners should use the software or other tools appropriately and in order to do this, they should have enough computer expertise and training.

2.5. The Advantages of CALL

Implementation of computer technology into EFL/ESL context offers many advantages both for teachers and students. Motivation has been indicated as one of the most common advantages of CALL. According to Lee (2000), students are motivated with fun and games in a CALL class. Warschauer and Healey (1998, 60) have used the term “fun factor” as a benefit of computers in language atmosphere. This “fun factor” is the key element of students’ motivation. Galavis (1998) has also indicated some advantages of the use of computers. He claims that the use of computers motivates students and helps students’ learning. The effective use of computers as a facilitator in the second language learning atmosphere and the well designed computer assisted activities and lessons are the basic elements of language learners’ motivation (Levy, 1997; Warschauer and Healey, 1998). Kremenska (2007, 1) supports this view by stating that “the availability of technology does not constitute by itself language learning” and the implementation of the technology by EFL teachers is very important for creating autonomous and well motivated learners.

In connection with the motivation, computer technology may also increase language learners’ achievement level (Panourgia, 2000). Lee (2000, 1) further express that CALL can “enhance student achievement” by improving their “linguistic skills”, “positively affecting their learning attitude” and enabling them being more self-confident learners. Additionally, computers in language classes may also improve the language acquisition of the language learners (Galavis, 1998).

While motivating students and improving their learning achievement, CALL activities and programs can reduce learner anxiety (Chapelle, 2001; Levy, 1997; Siskin, 1999), give them a chance for studying at their own pace (Lee, 2000; Siskin, 1999) and enable the language learners to be autonomous and independent learners (Galavis, 1998; Warschauer and Healey, 1998; Gustavsson, 1999; Lai & Kritsonis, 2006). According to Siskin (1999) computers can be helpful review tools for students learning more slowly and also helpful data and exercise tools for students who learn fast. Lee (2000, 3) further points out that “shy and inhibited students can be greatly benefited by individualized, student-centered, collaborative learning”. Halpert (1999) has stated that students are more eager to join the activity if this activity includes working with

computers. As implied from this statement, it can be concluded that students want to be more active in computer-based activities.

In addition to these; some CALL software enable feedback to be given to the students with multimodal practices (Warschauer and Healey, 1998). These features of CALL give more time to the teachers for observing their learners and using their time effectively in the teaching and learning process. In a similar vein, Levy (1997) indicates that the implementation of CALL software programs into language teaching environment makes teachers' works easier. Lai and Kritsonis (2006) supports this view by stating that computer technology allows teachers more time to focus on the more difficult aspects of the language learning such as "pronunciation, work on spoken dialogue, training for essay writing and presentation" (Lai & Kritsonis, 2006, 2). In addition to these; "by letting students work with the computer the teacher gets more time to help the rest of the class" (Gustavsson cited in Rejstrand, 2000, 8).

Computers help both English language teachers and students access to limitless authentic materials and people around the world via the Internet (Galavis, 1998). As Levy (1997, 95) states, "collections of materials or archives can be stored conveniently at local sites for worldwide access" and these materials can be of "a textual, audio, and visual kind, or a subset therein". Students and teachers can access these materials either at school or at home by connecting to the Internet at any time of the day (Lai & Kritsonis, 2006). By the help of authentic materials and CALL programs including audio and video files students can be exposed to the voice and culture of the natural environment of native speakers (Chapelle, 2001; Debski & Gruba, 1999, Lee, 2000). Computer implementation into language context with these different kinds of available resources brings variety and enables "exploratory language learning with large amounts of language data" (Warschauer & Healey, 1998, 58). According to Lee (2000), by using the Internet, EFL students can communicate with people and be in a "greater interaction" and also their "global understanding" improve. One of the examples of this kind of interaction can be electronic pen friends. Lee (2000) further states that two EFL classes from different places of the world can communicate via e-mails with some 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, 66). All of these tools can be helpful both for

EFL teachers and students. Teachers may communicate with other teachers and share their teaching ideas or experiences, and students can interact with some other students and communicate with them.

2.6. The Disadvantages and Barriers of CALL

Despite many advantages of CALL, there are also some disadvantages and barriers of it. These disadvantages and barriers are mostly “economical, educational and technical” (Braul, 2006). High costs and lack of hardware and software, the quality of these software, limited access of the teachers to the computers, lack of teacher competence and training, lack of time for teachers and acceptance of the new technology are some of these disadvantages and barriers.

One of the barriers that teachers encounter while adopting computers into their teaching situation is the lack of hardware and software (Chiero, 1997; Sandholtz, Ringstaff, & Dwyer, 1990). Once a new technology is implemented into the teaching and learning process, it helps the quality of education improve effectively throughout its application period. Although the new technologies bring educational advantages over time, “there are definite startup expenses related to implementing new technologies in education” (Warschauer & Meskill, 2000, 12). For decades, as a startup expense, setting up a CALL lab and buying the hardware and software of the lab has required high costs. Dunkel (1987) has indicated that the cost of hardware and computer equipments have started to decrease in the competitive environment of the computer companies in recent years. Even in this competitive situation, setting up a CALL lab has been really difficult for some schools, companies and also for poor families for many years. Lai & Kritsonis (2006, 3) have supported this view by stating that “low budget schools and low income students usually cannot afford a computer”. In a recent study, Coghland (2004, 3) has also stated that “many teachers do not have the equipment to implement technology into their instruction”. The reason for this is the lack of the hardware in many schools. Chen (1996, 1) has indicated that even Taiwan, “one of the world’s technology manufacturing centers has been slow to adopt computers in its schools”. As implied from these examples, the continuously decreasing cost of hardware has not been enough for some schools and families to adopt computers.

While describing the four barriers, “lack of tools, time, training, and support”, Coghlan (2004, 14) has indicated that although schools have more computer tools in recent years, teachers have still limited access problems. Similarly in his study Hasselbring (1991) have discovered that teachers have computer access problems in school environment for improving their teaching and productivity. Additionally, some schools have mostly purchase new tools that match with the old ones so, these tools can not be used effectively in teaching and learning atmosphere.

The poor quality of some hardware and software has also been stated as one of the disadvantages of CALL. 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). The quality of these hardware and software has not been standardized according to their acceptability and effectiveness (Ariew & Frommer, 1990). As a support of this view, Lai and Kritsonis (2006, 4) have indicated that “the software of computer assisted language learning programs is still imperfect”. One lack of the software, even the current ones, is not being able to focus on the development of four skills equally. Most of the software “mainly deals with reading, listening, and writing skills” (Lai & Kritsonis, 2006, 4). Although some speaking programs exist, these available speaking programs are not adequate totally to improve students’ speaking skill (Lai & Kritsonis, 2006).

Lack of time is another barrier that prevents teachers from implementing CALL. (Coghlan, 2004; Chiero, 1997; Lohman, 2000; Sandholtz, et al., 1990) According to Warschauer and Meskill (2000), CALL implementation has brought some advantages in the long term in terms of saving time and money but, in the short-term, training, planning and implementing sessions are time consuming for the teachers. Ariew and Frommer (1990, 186) have also pointed out that teachers find preparing CALL lessons as “a time-consuming endeavor for which there are few professional rewards and for which released time is rarely available”.

Teachers’ lack of computer competence and lack of training are other mostly stated barriers of CALL implementation. Many researchers have indicated that teachers need to know how to use technology in their lessons, how to integrate computers into their lessons and suggested that they need to get training sessions to improve their

computer competence (Ariew & Frommer, 1990; Chen, 1996; Coghill, 2004; Dupagne & Krendl, 1992; Ely, 1990; Hasselbring, (1991) Lai & Kritsonis, 2006; Schwab & Foa, 2001).

The other barrier is the acceptance of the new technology by the teachers and administrators. While listing the disadvantages of CALL, Galavis (1998, 27) has stated that “many students and teachers reject a change from the traditional classes”. Because of this strict tiedness to the traditional teaching models, teachers, having this kind of point of view, cannot accept the new technologies easily. Similarly, Ariew and Frommer (1990, 186) have pointed out that teachers “may have to change their approach” if they want to use CALL effectively in their classes. For effective use and the maintenance of it, support of the administrators is really important (Dupagne & Krendl, 1992).

From Galavis’ (1998) point of view, misbehaviors of some students in CALL labs, students’ getting accustomed to be autonomous learners, technical problems of the computers at class time, computers’ not providing real communication situations can be stated as some of the other disadvantages of CALL.

2.7. Perceptions and Attitudes of Teachers towards CALL and Other Technologies

Perceptions and attitudes are the terms that are generally considered as interrelated that is they are in relation to each other. According to Brown (1994, 168), “perception involves the filtering of information even before it is stored in memory, resulting in a selective form of consciousness”. Brown (1994, 168) goes on to point out that “attitudes form a part of one’s perception of self, of others, and of the culture in which one is living”. In short, it can be concluded from Brown’s (1994) definitions that our attitudes mostly form our perceptions towards something.

An awareness of the attitudes and perceptions of EFL teachers in the implementation period of CALL is really important. As Woodrow (1991, cited in Shamoail 2004, 149) states “if teachers regard computers negatively or with suspicion, or believe that a new program (as it is being introduced) will not work successfully, the educational utilization of computers will be limited”. According to Koohang (1989) and

Selwyn (1997), teachers' attitudes toward computers are the basic factors in terms of computer technology's initial acceptance and its forthcoming use (cited in Albirini, 2004). With regard to teachers' perception of computer, Asan (2003, 154) claims that "teacher perceptions of computer and technology are closely related to their computer knowledge and computer use". Parr (cited in Ward & Cope, 2002) also maintains the importance of being aware of teachers' perception for integrating learning technologies into class atmosphere successfully. Ward & Cope's (2002) study, which was conducted to reveal the perceptions of experienced high school teachers towards learning technologies, concluded that teachers with "limited development" and "inappropriate perceptions" can not integrate learning technologies into their classes to improve the quality of the learning. In addition, participant teachers' training needs were revealed based on the professional development to integrate technologies into their lessons. In Turkish context, Hızal (1989, 6 cited in Usun 2000, 138) indicates that integration of computers into educational context is a new project and the success of which is based on the positive attitudes and perceptions of teachers towards new developments. Usun (2000) supports this view by indicating the importance of teachers' perceptions, attitudes, beliefs and suggestions towards computers and Computer Assisted Language.

A growing body of research focused on attitudes or perceptions of teachers towards CALL or other kinds of computer implementations. One example is Albirini's (2004) study which was conducted in Syria focusing on the attitudes of EFL teachers towards Information and Communication Technologies (ICT). According to this study, teachers' attitudes and perceptions towards computers were positive and positive perceptions and attitudes towards ICT were related to each other and they can not be separated from the plans of technology implementation and this study also revealed the insufficiency of computer resources and teachers' lack of computer competence. Teachers' perceived barriers based on computer use were also revealed in this study. There was a mismatch between ICT and the existing curricula and the class-time frame, computers' being insufficient in schools and teachers' low level of access to school computers. Tied closely with the study of Albirini, Abu Samak (2006) attempted to reveal attitudes of Jordanian English Language Teachers towards ICT in his study. Results of this study showed that Jordanian EFL teachers had positive attitudes and positive cultural perceptions towards ICT.

Braul (2006) also conducted a study seeking to determine perceptions and future recommendations of nineteen ESL instructors' towards CALL. Findings of this study showed that participant teachers mostly use CALL programs in their lessons and perceive them as useful, but they also indicated that they encounter with some barriers while trying to implement CALL. The most frequent barriers of these teachers were lack of CALL development time, unfamiliarity with CALL software, unfamiliarity with general software and not being certain about whether CALL is useful or not. Participants of this study offered also recommendations for future of CALL such as "additional CALL development time", "pedagogical and technical support" (Braul, 2006, 153) and creation of an encouraging CALL environment. In general, more than half of the participants' (52%) of Braul's (2006) study perceived CALL as valuable for English language teaching. In another study, Suh (2004, 1046), trying to define the needs of Korean teachers for technology training, found the most of the participants' perception of CALL as computers' supplying "good information" and "motivation". To determine the current situation of CALL in four different universities in Saudi Arabia, Al-Kahtani (2001) also conducted a study. In this study, EFL departments' educators were selected as the participants. The findings of this study showed that these four universities' technological equipments were limited or out of date, the access of the both educators and students to these materials were inadequate, there was limited support of the universities for teachers' using CALL, word processing, e-mail, and the World Wide Web were mostly used CALL resources but anyway, most of the participants' attitudes were positive towards CALL. In another study, Wigans, Bender & Maushak (1999) investigated Iowa high school teachers' and students' perceptions towards technology integration in terms of revealing the current situation in this school. The results gave detailed information both about teachers and students in these schools. Most of the teachers (80%) and students (87%) had their own computers at home. Teachers were using computers mostly for word processor and the Internet. Both students and teachers were also using presentation programmes. Many teachers indicated the role of technology in their classes as a tool not as the base of the lessons or not replacers of the teachers. In addition, participant teachers reported the reasons of their motivation for integrating technology. The most frequently stated reasons were teachers' enthusiasm, increasing students' enthusiasm and the importance of technology skills for students' higher education. Another finding of this study was encountered barriers of participant teachers. These barriers were "inadequate technology training,

inadequate access to technology, lack of time for teachers to learn technology and use it in the classroom, and lack of vision by school leaders” (Wigans, Bender & Maushak, 1999, 27). Zheng’s (2003) study also focused on perceptions of teachers towards instructional technology to shed a light on the development of in-service training programs. The analysis of this study revealed three points. They were “(1) the varying levels of expertise in using computers; (2) infrastructure problems; and (3) teacher training in technology” (Zheng, 2003, 2). As a conclusion, it was claimed that these points should be taken into consideration before designing technology training programmes.

Some of the other studies focused on the perceptions of teachers towards only a specific software programme. For example; Shamoail (2004) conducted a study based on the application of a software program (blackboard) into the curriculum and tried to reveal the perceptions of teachers related to this application. Results showed that “time; access; workload; professional development; technical assistance and support; and leadership support” (Shamoail, 2004, 150) were the basic factors stated by teachers. Participant teachers of this study thought that these factors affect the implementation of technology into the classes.

There are also some studies conducted in Turkey based on attitudes and perceptions of teachers towards CALL. Tuzcuoglu (2000) conducted a study at Osmangazi University focusing on teachers’ attitudes towards using computers in classes. The results of this study show that English teachers at Osmangazi University are aware of the term CALL and they have positive attitudes towards using computers in English classes, but they also point out that they should learn much more about CALL. To do so, the teachers believe that they need training programs about how to implement computers into their teaching process. They also assert that computers improve students’ language abilities and they should be used in classes (Tuzcuoğlu, 2000). Another study conducted by Ozsoy (2004) investigated teachers’ and students’ perceptions and attitudes towards the use of computers and CALL at the Preparatory School of Celal Bayar University. There was no difference between the attitudes of teachers and students towards the use of computers and CALL attitudes of both groups were generally positive. Another result of this study was the training needs of teachers and students for effective implementation of CALL. To bring additional light to the

nature of the technology in education, Asan (2003) investigated 252 elementary school teachers' technology awareness in Trabzon/Turkey. The findings of this study demonstrated that "gender, years of teaching, and school statuses have a significant relationship to familiarity with computer technologies in Turkey" (Asan, 2003, 153). This study further explored the problems that participants face in the integration period of the technologies such as "lack of hardware, lack of knowledge and skills about using computers, lack of training or insufficient training opportunities, and crowded classes" (Asan, 2003, 153). A study conducted by Celik & Bindak (2005) provided useful information about the computer attitudes of primary school teachers according to various variables. 261 primary school teachers working in Siirt, Turkey were distributed a questionnaire. The results of this questionnaire illustrated that "computer attitudes of teachers did not change according to gender, branch, and workplace" (Celik & Bindak, 2005, 27) and teachers having their own computer showed more positive attitudes towards computers than teachers not having their own computer.

Another study conducted by Cagiltay, Cakiroglu, Cagiltay & Cakiroglu (2001) also tried to reveal the teachers' perspectives about the use of computers in education. 202 teachers from three Turkish cities were selected as the participants of this study. Most of the participants believed that technology integration could increase the quality of the education. The results also demonstrated that teachers need training and support to be able to integrate technology into their lessons effectively, schools should be supported by experts, teaching programmes should be designed by taking into consideration computer implementation, teachers should be supported with in-service training sessions and also Internet should be used in classes. In a case study conducted by Timucin (2006), CALL implementation was investigated in a Turkish State University's EFL Preparatory school. According to the results of this case study, it can be stated that recognizing the needs of the teachers and also supporting them is important before the implementation period of CALL.

As a conclusion, it is obvious that there is lack of studies focusing only on the perceptions of EFL primary school teachers towards CALL so; this study aims to contribute to the literature by attempting to fill in this gap.

2.8. The Ministry of National Education and Computer Aided Education Studies in Turkey

Kırkgöz (2007) divides the development period of English language teaching in Turkey into three phases. The first one of these periods is “a historical recognition of the introduction of English in Turkish education and its spread in the country”, the starting point of the second phase was “the implementation of a major ELT curriculum reform in 1997, and the third period corresponds to 2005 onwards when a number of changes were introduced in ELT as part of a government policy, in response to efforts to join the EU, seeking to standardize ELT and adapt it to EU standards” (Kırkgöz, 2007, 217).

In the development period of English Language Teaching, technology and its implementation into language teaching process has started to gain great importance particularly after 1980s. Since 1984, some projects have been put into practice to implement Computer Assisted Learning in Turkish schools. The first project based on Computer Assisted Learning started in 1984s. Usun (2000) defines these periods as:

1984-1988 Preparation Period (MEB, 1991, 15-20 cited in Usun, 2000, 216-217): In 1984, Information and Communication Technology studies of the Ministry started. 1111 computers were distributed to 101 secondary schools. In each school 2 teachers were supplied in-service training sessions for 5 weeks. Between 1985 and 1986, 130 computers were distributed to 13 Tourism and trade schools and 3 hours computer lessons were obligatory. Between 1988 and 1989, 805 computers were started to be used with the help of “Industrial Schools Project”

1989-1991 Computer Aided Education Studies: In this period, some changes were made in the curriculum, schools were supplied hardware, software and teacher training, computers were introduced to the teachers and these computers were programmed and also technical repair technicians were trained. (Usun, 2000, 217-218). In addition to these, Orhun (cited in Ekici, 2007) indicated that 6500 computers were distributed to the schools, 250 formateur teachers’ and 5000 applicator teachers’ training were supplied with the project of “Developing the Ministry of Education” (Milli Eğitim Geliştirme Projesi) between the years of 1990 and 1991.

1992-1999 Following Studies: The studies started in 1984 continued between 1992 and 1999. In 1992, curriculum studies based on computer literacy (Bilgisayar Okuryazarlığı Müfredat Çalışmaları) were started and this curriculum was prepared in this time period (Halis cited in Ekici, 2007). In 1996, four new projects were put into practice related to Computer Aided Education. They were “1. Bilgisayar Destekli Eğitim Projesi (Computer Aided Education Project), 2. Endüstriyel Okullar Projesi (Industrial Schools Project), 3. Yaygın Mesleki Eğitim Projesi (Widespread Professional Education Project), 4. Milli Eğitimi Geliştirme Projesi (Developing National Education Project)” (Orkun cited in Ekici, 2007).

In 2000s the MNE also put into practice some other studies. Erdem (2002) indicates the Computer Aided Education studies of the Ministry in 2000s. The MNE started a project named “Eğitimde Çağı Yakalama 2000” (Catching the Era in the Education). With this project, it was aimed to set up “learning centers”. These centers would allow students to be able to access information anywhere. This project also enabled 6200 schools to start Computer Aided Education and it was planned to set up a computer lab at least two primary schools in each city. Another plan was to develop and supply some software programmes to the schools to be used in Turkish, Math, Science, Social Sciences and Foreign Language lessons, but it could not be achieved at planned time (Usun, 2000).

In the adaptation period to the EU standards in 2005, new changes have been made both in the policy and also in the curriculum. Some of these changes were all high schools’ having been standardized in terms of English language teaching by abolishing prep classes in Anatolian and Super High schools, the curriculum of the primary education have been changed towards a more communicative and student-centered type and also alternative assessment techniques such as portfolios have been started to be used (Kırkgöz, 2007). All of these changes are suitable for using technologies in the class for example “the curriculum of Grades 6 to 8 encourages learner autonomy through giving students projects to complete and strategy training so that learners can have opportunities to learn according to their own individual styles and preferences” (Kırkgöz, 224). As indicated by many researchers, CALL is useful for creating autonomous learners (Galavis, 1998; Warschauer and Healey, 1998; Gustavsson, 1999; Lai & Kritsonis, 2006). In this situation, the MNE realized the importance of

establishing Computer Laboratories and Information Technology Classes. For this reason, a campaign named “Bilgisayarlı Eğitime Destek” (Supporting Computer Based Education) was started on 5th June 2005. With this campaign, the Ministry aimed each student to have a computer at school and Turkey’s educational system’s reaching at world standards. In three months period (October, 2005) after the campaign started 99.666 computers were supplied to the educational system and 32 cities’ urgent computer needs were met (from <http://www.bilgisayarliegitedestek.org/haberler.php?id=22>).

This project is also related with the project “The Support of the %100 to the Education” (Eğitime %100 Destek) that was started on 11th September 2003 with the aim of meeting the quantitative, physical and material needs of schools such as supplying new school buildings. To reach this aim, “the law of 4842, was enacted in 24th April, 2003, that was pointed out as expenditure of % 100 for spending to the education. The name of the Project, which has dual meanings, is the Support of the % 100 to the Education. The initial meaning is to be a volunteer supporter of % 100 to the education and the second one is to be increase of the rate of tax reduction from % 5 to % 100” (from <http://www.egitedestek.meb.gov.tr/ednedir.php>). In connection with these projects, Internet Access Project was also started to provide schools “fast, robust and continuous Internet access”. With this project, 20.000 schools were provided Internet access until 31st October 2004 and 29.000 schools were also provided Internet access until the end of 2007 (from http://www.meb.gov.tr/ADSL/adsl_index.html).

In this developing situation, new schools were started to be opened and new computer labs with Internet access were also established. The MNE also took a step to implement CALL with the help of a volunteer support of SANKO holding company. This holding donated DynED interactive software programme to the MNE and the protocol was signed between the MNE and Sanko Holding Company and Future Prints Computer Organization. The Ministry aimed to implement DynED in 11.152 pilot schools in 2007-2008 Educational Term and also plans to start its implementation in all primary schools in Turkey in 2008-2009 Educational Year. DynED is a computer based English Language Education system. This system includes educational and support software and allows students to study both at school and at home and also enables teachers to follow their students and to direct them. (MEB, 2007a, Minister

Certification). At first as a preparation period, coordinator teachers were selected from pilot regions and the training period of them started. Two steps for these training sessions were defined and the Ministry aimed to finish this training sessions until 11th January 2008 (MEB, 2007b, Minister Certification). The plan of these seminars is illustrated in Table 2.3:

Table 2.3. Lesson Plan of DynED Introduction Seminar DynED

Length	Topics
2	-DynED system and theoretical overview -Installation and starting of the programme -Best study methods and role of teachers -Introducing student record manager software
2	-Introduction and implementation of 4th and 5th grade software “First English” -Introduction and implementation of 6th, 7th and 8th grade software “English for Success”
2	-Use of record manager -Use of “Tutor” software -Answer and Questions -Finish

(from: http://mebides.meb.gov.tr/files/dyned_ek_1.pdf)

The main point of DynED implementation is to get a password. Observers, managers, groups and students have different passwords to be able to use DynED. The MNE provides this DynED password distribution and use steps. With these passwords, programme can be observed. Students use their passwords to sign in to the programme, teachers use their passwords to be able to check their students’ lists and direct them, managers use their passwords to manage the programme and observers use their passwords to observe the records in the system. These observers are high level managers (from <http://mebides.meb.gov.tr/files/sifrekullanimdagitimkavramharitasi.pdf>).

These kinds of developing steps brings also training needs because, the basic users of these programmes are the teachers. Apart from basic computer course, the Ministry started to give other training courses. 160.364 teachers actively involved in “Microsoft Eğitimde İşbirliği” (Collaboration in Education) distance teacher education programme and 570.367 teachers got certificates (Aktürk, 2006). In cooperation with Intel, the MNE also initiated Intel Education for Future Teacher Programme and Intel

student programme. Aktürk (2006) gives statistical current outcomes of these programmes. According to these results, 75.987 teachers joined this teacher programme and the target number of the Ministry for 2011 is 600,000. The number of the students who involved in Intel student programme is 9180 and the MNE would like to make it 20.000 at the end of 2000.

In addition to these, the MNE also started to put into practice some other projects. Some of them are E-Examination Project, Automation of Distance Education Services Project, Information and Communication Technology Development Project, Educational Portal, Secondary Education Project, Basic Education Support Project, Basic Education Programme, The Project of Early Childhood Development and Education, Web Question Bank Project, Examination Implementation and Evaluation System Project, E-Automation in Open Education, Open Education Online Information Project (MEB EGITEK, 2004).

The MNE tries to improve the quality of education in Turkey with these projects, developments and new implementations. Teachers are the basic implementers of these developments so; this study focused on the perceptions of EFL primary school teachers who are responsible for implementing CALL in their classes.

CHAPTER 3

METHODOLOGY

In this chapter the methodology of the study is described. The design of the present study, participants, data collection instruments, data collection procedures and data analysis procedures are presented.

3.1. The Design of the Study

This study is a descriptive research study. Ruane (2005, 12) suggests that “descriptive research offers a detailed picture of some social phenomenon, setting, experience, group, etc”. Descriptive research is also defined as a survey research and it is indicated as “a procedure for systematically collecting information about the attitudes, beliefs, background, experiences, and behaviour of a sample of people by using interviews and questionnaires” (Gray, Williamson, Karp & Dalphin, 2007, 146). This study aims to determine perceptions of EFL primary school teachers towards CALL, so descriptive research design was selected as the most appropriate design for the study.

In this study, both qualitative and quantitative methods were used in order to collect data. According to Patton (2002, 558) “qualitative and quantitative data can be fruitfully combined to elucidate complementary aspects of the same phenomenon”. To determine perceptions of participants towards CALL, at first, a questionnaire was used and the results of this questionnaire were analyzed quantitatively. As a supplementary to questionnaire results and to get a broader picture of the perceptions of the teachers, face to face semi-structured interviews were conducted with the teachers, and the results were analyzed qualitatively. In this way, both qualitative and quantitative methods were used.

3.2. Participants and Sampling

In this study, the participants were identified by a purposeful sampling strategy. As Patton (2002, 243) describes, purposeful sampling strategy means to “select information-rich cases strategically and purposefully; specific type and number of cases

selected depends on study purpose and resources”. Criterion sampling method of purposeful sampling was used in the identification phase of the participants. Criterion sampling method includes selecting participants according to a “predetermined criterion” (Patton, 2002, 238). 60 EFL primary school teachers working in Adana or Hatay and using computers in their lessons were selected as the participants of this study. In the selection of these participants, at first, schools located in the center of Adana and Hatay and having computer labs were identified through the Internet. Telephone numbers of these schools were found from the official website of the MNE. Then, headmasters of these schools were contacted, and they were asked whether or not English teachers in their schools had been using computers in their lessons. According to the information given by the headmasters, names of the schools in which English teachers had been using computers in their English lessons were identified. 29 schools were identified from Adana and 8 schools from Hatay. Then, the permission to apply the study to the English teachers of these schools from the MNE District Office was obtained. In addition, permission of headmaster of each school was also taken for conducting the study in their schools and a copy of the Ministry’s permission letter was given to the mentors.

A total of 60 EFL teachers attended to this study, of whom 48 were from Adana and 12 were from Hatay. 53 of the participants were female while 7 of them were male. Moreover, interviews were held with 21 volunteering teachers. Detailed demographic data of the participants is given in data analysis section.

3.3. Research Instruments

In this study, two data collection instruments were used to collect the necessary information. One of them was a questionnaire which included likert-scale, open-ended, closed-ended questions and it was adapted from four other surveys. The other one was a semi-structured interview, developed by the researcher by taking into consideration the research questions. The tables below give detailed information about which data collection instrument and which questions of it are used for why in this study.

Table 3.1. "What for Why" Table for Questionnaire

WHAT	WHY
Part A= Q1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Demographic information
Part B= Q1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Computer competence of EFL teachers
Part C= Q 1, 2, 3, 4, 5, 6	Perceptions towards CALL, computers and role of computers.
Part C= Q 7, 8 Part F= Q1, 2	Implementation of CALL
Part D= Q1	Perceived advantages of CALL
Part E= Q1	Perceived disadvantages and barriers of CALL
Part G= Q1	Recommendations

Table 3.2. "What for Why" Table for Interview

WHAT	WHY
Q3	Computer competence of EFL teachers
Q1, Q2	Implementation of CALL
Q4	Perceived advantages of CALL
Q4, Q5	Perceived disadvantages and barriers of CALL
Q6	Recommendations

3.3.1. Questionnaire

In the development of the questionnaire, Levy's (1997), Brul's (2006), Albirini's (2004) and Aliamat's (2006) surveys were examined and except for Levy, permission for using their survey questions was taken from the rest of the researchers via e-mails.(see Appendix F).

By taking into consideration research questions and participants of this study, a new survey was created by making use of the questions of the examined surveys, but some changes were made to make the questions suitable for the present study. The developed questionnaire included 7 parts. They were:

1. Demographic Data (Open-ended and close-ended questions)
2. Computer Competence of EFL Teachers (Likert Scale questions)
3. Perceptions towards CALL (Likert Scale and close-ended questions)
4. Perceived Advantages of CALL (Close-ended questions)
5. Perceived Disadvantages and Barriers of CALL (Close-ended questions)
6. Implementation of CALL (Close-ended questions)
7. Last Addings and Recommendations (open-ended and close-ended questions)

In research studies, the use of the Likert scales is very common. In these scales, degree categories are defined “generally including the five levels of “strongly agree”, “agree”, “disagree”, “strongly disagree”, or do not know (undecided)” (Baker, 1994, 416). In the questionnaire of the present study, a 12-item Likert scale was used to determine computer competence of the participants and 18-item Likert scale was designed to determine general perceptions of participant EFL primary school teachers towards CALL.

In order to obtain more information related to the pre-determined topics, open-ended and close-ended questions were also asked. Ruane (2005) indicates that with closed-ended questions, a set of pre-determined response alternatives are provided to the participants. With open-ended questions, respondents are free to give their own unique answers to the questions. Open-ended questions were asked to get demographic data and recommendations in the first and last part of the questionnaire. Close-ended questions were also asked to get demographic data, perceptions of the teachers towards CALL, perceived advantages of CALL, perceived disadvantages and barriers of CALL, implementation of CALL and for further recommendation.

After determining the questions, the questionnaire was translated 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. This translated version of the questionnaire was evaluated by two experts to test the translation’s truthfulness and the Turkish version was back translated into English by one of these experts to evaluate its equivalence to the original form.

3.3.1.1. Piloting the Questionnaire

Brace (2004) mentions that piloting the questionnaire is recommended before conducting the main study. While explaining the questionnaire design process in his book, Brace (2004, 163) further states 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”.

In this study, the questionnaire was piloted to test its validity, to determine the average time needed for filling it out and also to reveal, if exists, any unclear parts such as ambiguous words and grammatical mistakes. In addition to these, it was also aimed to check the understandability, clarity of the questions and appropriateness of the questions to the research questions.

This pilot study was conducted with 50 EFL primary school teachers who had been using computers in their teaching situations. 30 of these teachers were found via e-mail groups and EFL teacher forum pages from different regions of Turkey. At first, they were asked whether they are willing to take part in this pilot study and after their consent, questionnaire was sent to them via e-mail. 20 of the participants were from 4 private schools, one of which was located in Hatay while three of them were located in the center of Adana. For conducting the pilot study to the EFL teachers of these schools, permission was taken from the headmasters. All of the participants accepted to join the pilot study voluntarily.

Participants were asked to define the unclear parts, if any, and the time required for filling the questionnaire out. 20 participants working in private schools were met face to face and their recommendations were mostly effective. They mentioned the time needed for filling it out. The average time mentioned by them was between 20 minutes to 30 minutes. Some of the participants indicated unclear words or sentences and then, which were modified to make the questions more clear.

Lastly, the data was analyzed using SPSS statistical program and the reliabilities of two Likert scales were calculated. In SPSS statistical program Cronbach's Alpha was used to measure the internal-consistency reliability. The reliability analysis revealed that

18- item Likert scale's reliability was .6673 while 12-item likert scale's reliability was .9470.

According to these results, the questionnaire was considered to be suitable to be used in this research study. The validity of this questionnaire was not calculated; instead, three experts confirmed this questionnaire as valid by evaluating it during and after its development period.

3.3.2. Interview

The interview provides information transfer between an interviewer and an interviewee (Raune, 2004). According to Patton (2002, 348), "the purpose of qualitative interviewing is to capture how those being interviewed view their world, to learn their terminology and judgments, and to capture the complexities of their individual perceptions and expectations". Patton (2002, 243) also adds that interviews "allow us to enter into the other person's perspective". In this study, as a qualitative data collection tool, a semi-structured in-depth interview was used to collect further data to support the questionnaire results, to provide extra information and to get a broader picture related to research questions. In a semi-structured interview, the interviewer prepares the main topics or questions beforehand, but s/he can change the wording or sequencing of the questions during the interview (Robson, 2000). In this type of interview, the main job of the interviewer is to enable the interviewee talk freely.

The aim of this study was to reveal perceptions of EFL primary school teachers towards CALL. It was thought that interview was a suitable data collection tool along with a questionnaire. The interview questions were designed by taking into consideration the research questions and aims of the study. 6 interview questions were prepared to be asked to 21 interview participants who were selected from 60 participants voluntarily. All of the volunteers were interviewed and interviews were recorded. Interview questions were prepared in English and then, they were translated into Turkish because, it was thought that interview participants could express themselves more freely in their mother tongue. Each question focused mainly on a topic related to the research questions. Questions 1 and 2 in the interview focused on the interview participant's implementation of CALL. Question 3 sought to reveal computer

competence of participant EFL teachers. Question 4 probed the interviewees' perceptions about the advantages of CALL. Question 4 and 5 probed the perceived disadvantages and barriers of CALL. Lastly, question 6 was asked to find out interview teachers' recommendations for effective use of CALL.

3.3.2.1. Piloting the Interview

Piloting the interview is important to help the researcher understand “whether the questions are reasonable, whether they elicit useful information, whether they are clear, and so on” (Grady, 1998, 21). In this study, the interview was piloted on 5 EFL teachers working in a private school located in Hatay. The aim of piloting was to find out any unclear parts, if exists, to learn the average length of the interview, to be prepared for the main study and also to test the recorder and its sound quality as a preparation for the main study. During the interview, a mobile phone having a recording property was used. These 5 teachers were asked their feedbacks related to this interview. Their feedbacks were positive. All of them indicated that it was understandable and they could express themselves openly, so no change was made to the interview questions before the main study. Pilot interviews lasted for between 3 to 5 minutes. During the interview, a recorder was used effectively and there was no problem. Piloting both the questionnaire and the interview lasted for a month.

3.4. Data Collection Procedure

The data were collected through the questionnaires and the interviews. 60 questionnaires were distributed over a period of three months from September to November. Additionally, data collection period took a long time because most of the participants were in Adana and the researcher was working in Hatay, therefore, she was able to go to Adana once a week. In order to access schools, consent letter of the Ministry of Education Adana District Office was used. Each school was visited by the researcher. Participants were met face-to-face and questionnaires were distributed to them. It took a long time for the teachers to fill out the questionnaires on the same day and so; most of them submitted the questionnaires after a week. Before teachers were given the questionnaires, they were asked to fill the consent form. They were also asked whether they would like to join the interview. 21 of the participants volunteered to join the interview.

Interviews were conducted during the break time of the teachers after their submission of the questionnaires in an appropriate room such as the teachers' room or the school headmaster's room. The conducting time of the interviews was arranged according to the teachers' schedules. All interviews were recorded after obtaining teachers' permission. Interviews were conducted in Turkish. A mobile phone having a recording property was used as a recorder during the interviews and a note book was used to take some notes during the interviews. The participants, date and length of the interviews are shown in Table 3.3.

Table 3.3. Interview Participants, Dates and Duration of the Interview

Interview Participants	Date of the Interview	Length of the Interview (min)
T1	27 September 2007	5:25
T2	5 October 2007	3:23
T3	5 October 2007	5:25
T4	26 September 2007	4:24
T5	5 October 2007	3:59
T6	27 October 2007	6:02
T7	26 October 2007	3:13
T8	26 October 2007	4:02
T9	19 October 2007	2:48
T10	26 October 2007	3:14
T11	16 November 2007	2:45
T12	16 November 2007	9:40
T13	26 October 2007	3:47
T14	19 October 2007	3:22
T15	19 October 2007	3:46
T16	9 November 2007	3:23
T17	9 November 2007	5:12
T18	14 November 2007	6:48
T19	9 November 2007	5:27
T20	16 November 2007	4:34
T21	26 October 2007	2:35
Total: 21 Participants	Total: 9 days	Total: 1h 31 min

As can be seen from Table 3.3, 21 participants were interviewed in appointed days; interviews lasted between 2:35 to 9:40 minutes and a total of 1 hour 31 minutes interviews were carried out. All of the interview data were collected in 9 days.

3.5. Data Analysis

“Data analysis involves organizing what you have seen, heard and read so that you can make sense of what you have learned” (Glesne & Peshkin, 1992, 127). In the analysis part of the data, gathered through the questionnaires and the interviews, both qualitative and quantitative analysis techniques were used. The quantitative data, questionnaires were analyzed by using SPSS statistical computer programme. Likert-type scales were entered to the programme easily because they were designed with numeric items. Closed-ended question items were also given some numerics and then, these data were entered into SPSS. Descriptive analysis of SPSS was used to present the frequencies and percentages of the each item of the questionnaire. Then, the results of these data were illustrated in tables.

The qualitative data obtained from interviews were analyzed using content analysis technique to “transform data into findings” (Patton, 2002, 432). According to Patton (2002, 463), after developing a coding scheme, “content analysis, then involves 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, as shown in Figure 3.4.

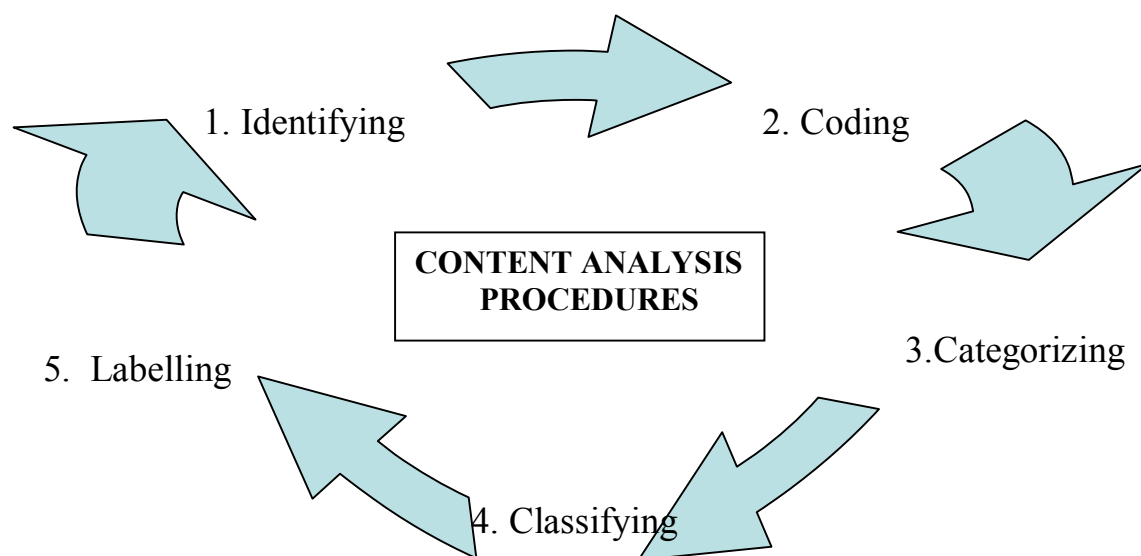


Figure 3.1. The Basic Steps of the Content Analysis

Before starting these analyses, first, raw data of the interviews were downloaded to the laptop with mmc card of the mobile phone used for recording the interviews.

After that, each interview was transcribed to word processing programme and for each interview transcription a specific file was constituted in the computer and then these transcripts were printed for reading several times. After these preparations, content analysis steps defined by Patton (2002) were followed as illustrated below:

1. **Identifying:** In this part of the analysis, the main issues tried to be answered via interviews were identified as a coding scheme. These main issues were computer competence of teachers, perceived advantages of CALL, perceived disadvantages and barriers of CALL, implementation of CALL and recommendations for effective use of CALL.
2. **Coding:** Coding was the second step of the content analysis. Miles and Huberman (1994, 56) define coding as defining “tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study”. Codes can be “chunks of varying size words, phrases, sentences or whole paragraphs, connected or unconnected to a specific setting” (Miles & Huberman, 1994, 56). While defining codes, transcripts were read many times and then, the same themes and issues were selected, and codes were defined from similar themes.
3. **Categorizing/Clustering:** After codes were defined, they were categorized under similar titles and some codes were connected or separated according to the main issues defined in the first step of the content analysis. In this study, the main issues were identified according to the research questions. In categorization step of the content analysis, codes were categorized under these titles. If some of the codes did not fit these categories, new categories were emerged.
4. **Classifying:** After each code was classified, the analyzed data was organized under a related category. In this study, it was designed by classifying each code in a specific word document and each excerpt related to these codes and categories were copied and pasted into these documents and the data was classified. By the help of this classification, needed quotations were able to be accessed easily.

5. **Labeling:** As the last step of the content analysis, the primary patterns in the classified data were labelled and revised for interrelations with each other. As labeling, operational definitions of the codes were also written to clarify their meanings.

In the analysis parts of the interviews, computer, especially word processing programme, was used to record interview transcripts, to organize similar patterns, to define the codes and to classify the defined codes. As Glesne and Peshkin (1992, 143) indicate “computer forces the organization of data, it provides occasion for constant reflection”. In qualitative analysis period, it was thought that computers make the content analysis and data storage easier, so it was used in all phases of the analysis. As Glesne and Peshkin (1992, 143) indicated that “the data stored in computer files are easy to access for preliminary analysis that can further guide data collection”. In the writing period of the data analysis, the specific files for each category and excerpts were really useful for selecting the necessary quotations. In the writing phases of the data analysis, each issue’s table was constituted, codes and their frequencies were written to these tables to make the analysis more concrete in readers’ mind.

CHAPTER 4

DATA ANALYSIS AND RESULTS

This section discusses the analysis of the data collected from the questionnaire and the interview. First, the demographic data was analyzed in order to have an idea about the participants of the study and then, each research question is addressed based on the results of the questionnaires and the interviews. Questionnaires of the study were analyzed with SPSS 10.0 statistical program by calculating frequencies and percentages of each question. Interviews were analyzed qualitatively by coding similar points stated by the participants.

4.1. Demographic Data

This study contains 60 EFL primary school teachers working in Adana and Hatay as the participants; 48 of these participants have been working in Adana and 12 of them in Hatay.

In order to get more information about these participants, some demographic questions including their age, gender, degree, teaching experience, teaching classes, computer trainings, computer ownership and whether having an Internet connection were asked in the first part of the questionnaire. Apart from these, some questions including the participants' CALL experiences were also asked. It is thought that being aware of the teachers' experiences related to CALL is important before analyzing their perceptions towards CALL. The analysis of these demographic data, frequencies and percentages of each item are shown in Table 4.1.

Table 4.1. Demographic Information of the Participants

Variable	Category	Frequency	Percentage %
Age	20-29	13	21.7 %
	30-39	22	36.7 %
	40-49	23	38.3 %
	50-59	2	3.3 %
Gender	Male	7	11.7 %
	Female	53	88.3 %
Teaching experience	1-5 years	11	18.3%
	6-10 years	14	23.3%
	11-15 years	21	35.0%
	16-20 years	9	15.0%
	>20 years	5	8.3%
Education	Grad. of ELT dep.	45	75.0 %
	Grad. of English Lit. dep.	7	11.7 %
	Grad. of Linguistic dep.	2	3.3%
	Grad. of American culture	1	1.7%
	Get a MA degree	0	0%
	Another faculty	4	6.7%
	Other	1	1.7%
Teaching classes	4 th grades	34	56.7 %
	5 th grades	42	70.0 %
	6 th grades	38	63.3 %
	7 th grades	37	61.7 %
	8 th grades	36	60.0 %
Computer at home	Yes	53	88.3%
	No	7	11.7%
Internet Access	Yes	47	78.3%
	No	13	21.7%
Attended any computer training	Yes	51	85.0%
	No	9	15.0%
Experience of CALL	-Joined at least one basic computer course.	41	68.3%
	-Joined at least one CALL course.	4	6.7%
	-Joined at least one CALL seminar or conference.	16	26.7%
	-Read about it.		
	-Examined in detail at least one software programme	2	3.3%
		5	8.3%
Observe the development or implementation of CALL	No	17	28.3%
	Yes	43	71.7%
	1-12 months	4	6.7%
	1 year	10	16.7%
	2 years	8	13.3%
	3 years and over	15	25.0%

Table 4.1

Using CALL in their classes	1-12 months	4	6.7%
	1 year	12	20.0%
	2 years	9	15.0%
	3 years and over	14	23.4%
Developing CALL activities or lessons	1-12 months	0	0
	1 year	0	0
	2 years	8	13.3%
	3 years and over	20	43.5%

60 participants answered the questionnaire; 53 (88.3%) female and 7 (11.7%) male. 21.7 % (n=13) of the respondents ranged from 20 and 29, 36.7 % (n=22) of them were within the 30-39 age range while 38.3% (n=23) were between the ages of 40-49. Only 2 (3.3 %) of the respondents were between 50 and 59. Teaching experiences of the participants were also categorized according to the years that they had been working. 18.3 % (n=11) of the teachers had between 1 to 5 years teaching experience. 23.3 % (n=14) of teachers were with 6 to 10 years teaching experience. Many of the respondents (35.0 % n=21) had 11 to 15 years teaching experience while 15% (n=9) of teachers with 16 to 20 years and 8.3 % (n=5) of the teachers were within 20 or more years of teaching experience.

A large percentage (75% n=45) of respondents had been graduated from the English Language Teaching departments of the universities. 11.7% (n=7) of the teachers responded that they were graduated from the English literature department. Only one (1.7%) of the teachers was graduated from the American Culture and Literature department. 3.3% (n=2) of the participants were graduated from the Linguistics department. 8.4% (n=5) of the teachers reported that they had been graduated from the other departments of the faculties. Participant teachers had been teaching to the classes from 4th grade to 8th grade. The majority of the teachers (70% n=42) had been teaching to 5th grades. 56% (n=34) of them had been teaching to 4th grades and 63.3 % (n=38) to 6th grades. The total participants' 61.7% (n=37) had been teaching to 7th grades while 60.0% (n=36) to 8th grades.

The participants of the study were also asked their computer ownerships. A large number of the teachers (88.3% n=53) indicated that they had a computer at home while 11.7% (n=7) of the teachers responded that they did not have a computer at home.

Participant teachers' responses on their Internet access revealed that 78.3% (n=47) of them had Internet access while 21.7% (n=13) had not. Teachers were also asked whether they had ever attended to any computer training course or not. 85% (n=51) of them had attended to a computer course before. 15% (n=9) of the participants had never attended a computer training program before. Moreover, the participants were asked about their CALL experiences. 68.3% (n=41) of them responded that they had joined at least one basic computer course while only 6.7% (n=4) of them had joined at least a CALL course. 26.7 % (n=16) answered this question by indicating that they had joined at least one CALL seminar and conference. A small percent (3.3% n=2) of the total participants had indicated that they had read about CALL and only 5 (8.3%) of the teachers had examined in detail at least one software program before. Participant teachers' observation or implementation of CALL was also asked. 28.3% (n=17) of them indicated that they did not observe the development or implementation of CALL. A large amount of the respondents (71.7% n=43) answered this question as 'yes' and then 37 of them indicated the time period of this observation. 6.7% (n=4) of them had been observing the development for 1 to 12 months while 16.7% (n=8) of them had been observing for 1 year, 13.3% (n=8) for 2 years and 25.0% (n=15) for 3 years and over. 39 teachers stated that they had been using CALL in their classes. 4 of them had been using CALL in their classes for 1 to 12 months and 12 of them for 1 year. 9 of the teachers had been using CALL for 2 years while 14 of them indicating that they had been using CALL for 3 years and over. Only 28 teachers indicated that they had been developing CALL activities and lessons. 43.5% (n=20) of them had been doing this for 3 years and over while the rest of them (13.3% n=8) for 2 years.

4.2. Perceived Computer Competence of Teachers

Teachers were asked how they perceive their computer competence both in the questionnaire and in the interview. Questionnaire results were analyzed quantitatively and interview results were analyzed qualitatively. Results are given below.

4.2.1. Questionnaire Results

Participants of the study were asked 14-item Likert type questions to obtain their perceptions about their computer competence. They expressed their computer competence for each item as no competent, little competent, moderate competent or

much competent. Frequencies and percentages of each item were calculated and a general idea of participant EFL primary school teachers' perceptions about their computer competence was revealed. The results of the computer competence scale are shown in Table 4.2.

Table 4.2. Percentages and Frequencies of Perceived Computer Competence

Computer Competence Items	Percentages and Frequencies				
	No Competence	Little Competence	Moderate Competence	Much Competence	Mean
1. Install new software on computer	28.3% (17)	35.0% (21)	28.3% (17)	8.3% (5)	2.16
2. Use a printer	18.3% (11)	31.7% (19)	31.7% (19)	18.3% (11)	2.50
3. Use a computer keyboard	5.0% (3)	30.0% (18)	43.3% (26)	21.7% (13)	2.81
4. Operate a word processing program	16.7% (10)	33.3% (20)	35.0% (21)	15.0% (9)	2.48
5. Operate a presentation program	31.7% (19)	46.7% (28)	16.7% (10)	5.0% (3)	1.95
6. Use the Internet for communication	11.7% (7)	30.0% (18)	46.7% (28)	11.7% (7)	2.58
7. Use the World Wide Web to access different types of information	13.3% (8)	30.0% (18)	36.7% (22)	20.0% (12)	2.63
8. Solve simple problems in operating computers	30.0% (18)	48.3% (29)	16.7% (10)	5.0% (3)	1.96
9. Select, evaluate and use an educational software	23.3% (14)	53.3% (32)	16.7% (10)	6.7% (4)	2.06
10. Teaching your students with CALL materials	16.7% (10)	55.0% (33)	25.0% (15)	3.3% (2)	2.15
11. Creating or developing your own CALL materials	38.3% (23)	45.0% (27)	15.0% (9)	1.75 (1)	1.80
12. Maintaining CALL materials that you have developed or published on the Internet (if you have not, do not answer)	5.0% (3)	23.3% (14)	6.7% (4)	1.7% (1)	.78

Scale: No competence= 1, Little Competence= 2, Moderate Competence= 3, Much Competence= 4

According to the overall mean score of the participants' responses based on the 14-item Likert type computer competence scale, it can be concluded that participant teachers' computer competence varies between little and moderate competence with the total mean score 2.28. The last item (item 12) was not included into the overall mean score because; not all of the participants answered this question. As shown in Table 4.2, a large number of the participants have no or little computer competence in some aspects of computers such as installing a new software (63.3% n=38), operating a presentation program, solving simple problems in operating computers (78.4% n=47),

selecting, evaluating and using an educational software(76.6% n=46), teaching their students with CALL materials (71.7% n=43) and creating or developing their own CALL materials (83.3% n=50).

It has been found that half of the participants have no competence or little competence in using a printer, and operating a word processing program (50% n=30). 22 of the total participants answered the question about maintaining their own CALL materials that they have developed or published. 14 of the respondents have little competence and 3 of the respondents have no competence in maintaining their own CALL materials while 4 of them have moderate competence and 1 of them has much competence.

Mean scores and standard deviations of each item were also calculated. Mean scores were between 2.81 and 0.78. According to the mean scores, the participant teachers were most competent at using a computer keyboard (mean= 2.81). The least competent situations were creating and developing their own CALL materials (mean=1.80) and maintaining them (mean=0.78).

4.2.2. Interview Results

As an interview question, teachers were also asked how they perceive their computer competence, what their deficiencies were whether they need training and what type of training they need. The results supported the questionnaire results. As shown in Table 4.3, 7 participants labeled them as sufficient computer users, 10 of them indicated that they are sufficient enough while 4 of them stated that they do not have any computer competence.

Table 4.3. Perceived Computer Competence of the Interview Participants

Level of Competence	Frequencies	Mentioned by
Sufficient	7	T3, T4, T16, T18, T19, T20, T21
Not sufficient enough	10	T1, T2, T5, T6, T7, T8, T10, T12, T13, T15
No competence	4	T9, T11, T14, T17

Below are some quotations related to perceived computer competence of the participants:

“I am sufficient but I cannot use computers appropriately because of inadequate materials.” (T16, sufficient)

“I cannot say that I am sufficient enough, but in the course of time, we can improve our knowledge.” (T2, not sufficient enough)

“I am not sufficient at that topic. If the Ministry of National Education held a course, I would join.” (T9, no competence)

Teachers were also asked their deficiencies. The results of this question are shown in Table 4.4. 14 of the interview participants mentioned some deficiencies related to computer use. Four common codes were constituted according to teachers' answers. These codes include **using some computer programs** such as word, excel, power point (n=9), **using some software** (n=1), **developing appropriate materials** (n=3) and **using projection appropriately**. (n=1) These results also supported the questionnaire results because similar deficiencies were indicated in the questionnaire. In questionnaire results, half of the total participants stated their difficulties while using word processor, 47 of them labeled them as not competent while using power point and also 50 of the participants indicated their deficiencies related to preparing CALL materials.

Table 4.4. Perceived Deficiencies of the Interview Participants

Perceived Deficiencies	Frequencies	Mentioned by
Use of some computer programs (excel, word, ppt)	9	T1(Excel) T4, T8, T11, T12, T16, T10 (Ppt) T5, T6 (General)
Material development	3	T2, T7, T14
Use of software	1	T15
Use of projection	1	T9

The results revealed that 9 of the interview participants have some deficiencies **in using some computer programs** such as excel, word or PowerPoint. T1 indicated that she cannot use excel properly. T4, T8, T11, T12 and T16 mentioned that they have some deficiencies in the use of power point. T6, T10 and T14 stated general deficiencies. T2, T7 and T14 noted that they have some deficiencies related to the **material development** which means creating some materials suitable to be used with computers in English lessons. T15 had some deficiencies on **using some software** while

T9 had some deficiencies in **using a projection**. The following quotations are some samples of perceived deficiencies of the teachers:

“I do not know how to use excel program, I can only create squares and write numbers in it, but I do not know how to use it appropriately.” (T1, use of excel)

“I am insufficient in preparing a power point presentation.” (T10, use of ppt)

“I can not use computer programs in detail.” (T5, general usage)

“I do not know how to use projection and also I do not know how to use computer with it.” (T9, use of projection)

“While using computers, I am sufficient, but; for instance, I cannot stop the CD and ask a question related to the topic at that time.” (T15, use of software)

Teachers were also asked whether they had taken any training or not. T18 and T20 did not take any training before and they stated that they learned by themselves, most of the others (T12, T14, T8, T17, T6, and T11) mentioned that they had attended to the basic computer course of the MNE. But as shown in Table 4.5, 17 of the participants reported that they need a training to be more competent computer users in CALL classes. Only 4 of the teachers expressed that they do not need any training.

Table 4.5. Interview Participants' Training Needs

Need a Training	Frequencies	Mentioned by
Yes	17	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T16, T17, T20
No	4	T15, T18, T19, T21

In connection with these answers, interview participants were asked the type of training they needed. Their answers were presented in Table 4.6. According to the results, 6 of the 21 interview participants (T5, T6, T8, T11, T14, and T16) pointed out that they need a **CALL seminar or a course**. T3 and T20 stated that new developments can be taught at **a course**. T17 reported that a support unit can be established to inform new developments via e-mail. On the other hand, T1 and T13 expressed that they do not need a special kind of training, but they need a **self study** to improve their computer knowledge. Only two of the participants (T4, T10) stated a need of a **power point course** and only T9 indicated his need of a **projection course**.

Table 4.6. Type of Training that Interview Participants Need

Type of Training	Frequencies	Mentioned by
CALL seminar/course	6	T5, T6, T8, T11, T14, T16
A course or a department for new developments (CDs etc.)	2	T3, T17, T20
Self study	2	T1, T13
PowerPoint course	2	T4, T10
Projection course	1	T9

Sample quotations of the participants related to the types of training that they need are illustrated in the following quotations:

“As part of an in-service training, a CALL course containing more practice and more specific information related to English Language Teaching would be better. We were given a more general course and we found it useless.” (T8, CALL course)

“As teachers, we had requested to take a CALL course as an in-service training, but a general computer course was given instead. It was not useful for us at all” (T11, CALL course)

“You know that lots of software is published. To be able to keep up with such developments, seminars should always be held or a special unit should be established to help teachers with their difficulties.” (T17, a course or a department for new developments)

“We could have taken a course related to preparing power point presentations. We mostly attended courses teaching the use of word and excel.” (T10, power point course)

“I should study a lot and be in contact with the computer all the time.” (T1, self study)

“We attended to some courses, but there, the use of projection with computers was not taught.” (T9, projection course)

As clear in the above quotations, participants indicated their training needs explicitly and they were aware of their deficiencies. Besides, they wanted to be more competent in using CALL in their lessons.

4.3. Perceived Advantages of CALL

Participant teachers were also asked what their perceived advantages and disadvantages towards CALL were both in the questionnaire and in the interview. An awareness of perceived advantages and disadvantages of the teachers is important in understanding their points of view towards CALL.

4.3.1. Questionnaire Results

Participant teachers selected the items that they saw as an advantage of CALL from part four of the questionnaire. This part included 10 sentences related to the advantages of CALL. Teachers checked the items that they agree and also they could check more than one sentence. Results of this part are given below in Table 4.7.

Table 4.7. Perceived Advantages of CALL

Items	Frequencies	Percentages
Brings variety into the class	53	88.3%
Suitable for independent study	26	43.3%
Suitable for developing particular language skills	49	81.7%
Provide a flexible learning situation	37	61.7%
Lower students' language learning anxiety	37	61.7%
Increase language learning practice	47	78.3%
Enable to students' learning with authentic materials	33	55.0%
Enable to students' being exposed to other cultures	28	46.7%
Gives more opportunities to communicate	36	60.0%
Other (increase motivation of students)	2	3.3%

According to the results, a large number of the total participants (n=53, 88.3%) agreed that CALL brings variety into the class. Another item that most of the participants agreed was the suitability of CALL to develop particular language skills (n=49, 81.7%). Other sentences that most of the participants selected were CALL's increasing language learning practice (n=47, 78.3%), providing a flexible learning situation and lowering students' language learning anxiety (n=37, 61.7%) and giving

more opportunity to communicate (n=36, 60%). Less than half of the participants chose the rest of the sentences as advantages of CALL. 28 of the teachers indicated that CALL enables students to be exposed to other cultures while 26 of them indicating that CALL is suitable for students' independent study. Only 2 of the participants selected other category and they added their own comments. Both of them wrote that CALL can increase students' motivation.

4.3.2. Interview Results

Interview participants were also asked what the advantages and disadvantages of CALL were. Advantages were analyzed by defining common codes, and disadvantages were analyzed together with the barriers. The perceived advantages of interview participants were coded under 10 titles, which can be seen in Table 4.8.

Table 4.8. Interview Results of Perceived Advantages of CALL

Perceived Advantages	Frequencies	Mentioned by
Takes students' attention and makes learning easy	8	T1, T3, T11, T12, T18, T19, T20, T21
Supply lots of authentic visual and audio materials	7	T4, T6, T7, T8, T10, T16, T17
Enjoyable for students	6	T5, T6, T8, T12, T13, T18
Students learn permanently	5	T6, T8, T13, T15, T16
Motivates students	5	T4, T9, T10, T20, T21
Develop pronunciation	3	T7, T15, T17
Understand the culture of the target language	2	T2, T17
Practical for teachers	2	T3, T18
Students learn implicitly	2	T4, T12
Develop speaking and listening skills	2	T5, T11

The most frequently expressed advantage of CALL is its **taking students' attention and making learning easier**. It means that students are interested in CALL lessons and they can learn the subject easily. 8 (T1, T3, T11, T12, T18, T19, T20, T21) of the 21 participants stated this as an advantage of CALL. Some sample quotations are given below:

“Children know that they are in technology age and therefore, they are more interested in computers and due to this, they can learn English easily.” (T1)

“Children are curious about the Internet and computers, they are more eager exploring things through the computers...Before everything, they look forward to English lessons with eagerness. When there is eagerness, learning gets better.” (T12)

As can be seen in Table 4.8, the second most frequently mentioned advantage is computers’ **supplying lots of authentic visual and audio materials**. It means that teachers can bring into the class lots of authentic audio visual materials by the help of computers. 7 (T4, T6, T7, T8, T10, T16, T17) interviewee stated this advantage. Following excerpts are given as examples of participants’ responses:

“Because of the materials’ being visual, I think that students enjoy vocabulary learning, preparing dialogues and making presentations.” (T7)

“I strongly believe that computer has advantages. To be able to take children’s attention is really difficult at primary schools, but it is easier to motivate them with audio and visual computer materials.” (T10)

As presented in the table, 6 of the interview participants (T5, T6, T8, T12, T13, T18) admitted that CALL is **enjoyable for students**. It means that students learn while they enjoy. Here is a quotation related to this perceived advantage of CALL:

“...children take pleasure in joining English lessons, my lessons pass quickly and students enjoy a lot.” (T6)

One of the other advantages that 5 of the participants (T6, T8, T13, T15, T16) mentioned is that CALL enables **permanent learning**. This item refers to the fact that the new learnt information exists in students’ mind for a long time. In addition, this code is in connection with computers’ supplying visualization; because participants generally stated that if something is visual, it makes learning permanent and students do not forget what they have learned. One sample quotation of this item is given below:

“It is visual and certainly visualization cause students keep information in their mind and they never forget what they see.” (T16)

Motivation is another perceived advantage of CALL as shown in Table 4.8. 5 of the interview participants (T4, T9, T10, T20, T21) reported that CALL motivates students, which means that students are enthusiastic and ready to join the lesson and to learn new information. Here are some sample quotations illustrating this perceived advantage:

“I do not agree that there are disadvantages of CALL, the advantages of it are numerous and it provides both audio and visual support. It also promotes students’ motivation.” (T4)

“When a teacher applies Computer Assisted Language Learning, it takes more attention of the students and they are more motivated towards lesson especially in terms of intrinsic motivation.” (T21)

3 of the interview participants (T7, T15, T17) mentioned that CALL **develops pronunciation** as seen in Table 4. This perceived advantage means that students can pronounce vocabulary of the target language more accurately due mainly to hearing the pronunciation of vowels and consonants from native speakers. A sample quotation related to this advantage is given below:

“There are great advantages of using computers because; children hear directly the native speakers and at least they develop in terms of pronunciation.” (T7)

As a further advantage of CALL, T2 and T17 indicated that students **understand the culture of the target language** by the help of CALL. This perceived advantage means that students can see and hear some specific cultural aspects of the target language and so, they can be familiar with this culture and understand it better. Following excerpts exemplify this advantage as follows:

“Students’ point of view change and they are able to know the culture of the target language more closely.” (T2)

“I think that becoming familiar with the target language through CALL materials is more beneficial for students than the information given them by the teachers because English is a totally different language from Turkish.” (T17)

Another advantage of CALL, as perceived by interview participants, is its **being practical for the teachers**. T18 mentioned this advantage as:

“CALL is thought to be time consuming but in my opinion, it is not. On the contrary, it saves me time for example; I write what I will write in the class to the word program or show it on a power point slide. Children read from there and I do not write to the board. In this way, I get more time and students feel more enthusiastic.” (T18)

2 of the teachers (T4, T12) indicated that CALL allows **students to learn implicitly** which means that students learn something unconsciously without being aware of it. A sample quotation is given below:

“By the help of games and songs, students learn English without being aware of it.” (T4)

The last perceived advantage is CALL’s **developing speaking and listening skills**. T5 and T11 indicated this advantage such as:

“...Children’s speaking and listening skills develop in this way and they get more pleasure.” (T5)

“...especially what our deficiencies are for example; speaking and making dialogues. We can easily develop them with computers and CDs.” (T11)

4.4. Perceived Disadvantages and Barriers of CALL

Another research question concerns with the barriers and disadvantages of CALL perceived by the participants. Disadvantages and barriers were analyzed together as they are interrelated, and the results of questionnaire and interview are given below.

4.4.1. Questionnaire Results

9 items were given to teachers in part F of the questionnaire to arouse participants’ perceived disadvantages and barriers of CALL. Results of the questionnaire are given in Table 4.9.

Table 4.9. Perceived Disadvantages and Barriers of CALL

Items	Frequencies	Percentages
Inadequate computer hardware	45	75%
Inadequate CALL software	42	70%
Inadequate CALL materials	31	51.7%
Lack of technical support	34	56.7%
Lack of teacher training specific for CALL	46	76.7%
The order of the lesson schedule	29	48.3%
Lack of developing CALL activities and lessons	23	38.3%
Unfamiliar with CALL software	45	75%

According to the questionnaire results, the most reported disadvantages and barriers are lack of teacher training specific for CALL (n=46, 76.7%), inadequate computer hardware (n=45, 75%), teachers' unfamiliarity with CALL software programs (n=45, 75%) and inadequate CALL software (n=42, 70%). 56.7% (n=34) of the participants indicated that lack of technical support is another disadvantage or barrier of CALL. On average half of the participants (n=31, 51.7%) expressed inadequate CALL materials as a disadvantage or barrier of CALL. The less indicated disadvantages or barriers are the order of the lesson schedule (n=29, 48.3%) and lack of developing CALL activities and lessons (n=23, 38.3%).

4.4.2. Interview Results

21 interview participants were asked both disadvantages and barriers of CALL. Some of them mentioned that they are similar and can not be separated. Therefore, they are given under the same title. Teachers answered these questions by taking into consideration their own situations. From these results, the current problematic situations related to CALL emerged. While considering the questionnaire and interview results, there are some similar aspects such as lack of hardware, material, competence and order of the schedule. The whole codes can be seen in Table 4.10. Although some of them are related, they were given as different codes.

Table 4.10. Interview Results of Perceived Disadvantages and Barriers of CALL

Items	Frequencies	Mentioned by
Lack of hardware and equipment	10	T2, T4, T8, T10, T13, T14, T17, T18, T19, T20
Crowded Classes	7	T1, T4, T14, T16, T19, T20, T21
Lack of CALL materials	6	T5, T8, T9, T12, T15, T19
Computer Lab or projection access	5	T1, T4, T10, T19, T20, T21
Order of the schedule	4	T13, T17, T20, T21
Classroom management	3	T3, T5, T20
Unexpected technical problems	2	T5, T18
Teachers' lack of computer competence	2	T9, T13
Intensive Syllabus	2	T11, T12
Time deficiency	2	T2, T19
Not suitable for all students	2	T3, T16
Not suitable for all activities	1	T21
Not communicative	1	T1

Half of the interview participants (T2, T4, T8, T10, T13, T14, T17, T18, T19, T20) mentioned that there is a **lack of hardware and equipment** in their schools. This item means that there are lacks of CALL laboratories, computers, projections, Internet connections etc. in participants' schools. All of these items are related to computer equipments and hardware. The following excerpts are given as samples to this code:

“Computers should be renewed and should be fast. They are out of date so I face with some problems.” (T2)

“The current physical situation of the school is a barrier. If there were wireless Internet, it would be very comfortable for us. For example, I would be able to connect to the Internet and allow students to listen to or watch different materials from the Internet.” (T4)

“It can be the insufficiency of computers and the current situation. Actually, we have a computer lab, but we can use it once a week or once in 15 days. If there were a computer in each class, it would be easier for us.” (T10)

“If we had a CALL laboratory, it would be much better. We do not have a CALL laboratory, but we could obtain projection for each class with our own facilities.” (T14)

As shown in Table 4.10, 7 of the interview participants (T1, T4, T14, T16, T19, T20, T21) indicated that **crowded classes** are a barrier or disadvantage for effective CALL implementation. In crowded classes, the numbers of students are more than an appropriate class size; so, teachers can not use computers in these classes effectively. Here are some sample quotations related to this item:

“Now, I can say that classes are crowded...there is a lot of noise. This is almost the biggest problem.” (T1)

“Perhaps this disadvantage is only a situation related to my school. Classes are crowded and because of this, class control sometimes disappears.” (T20)

Lack of CALL materials is another barrier or disadvantage that 6 of the interview participants (T5, T8, T9, T12, T15, T19) mentioned as presented in Table 4.10. Lack of CALL materials includes lack of software, PowerPoint presentations, flash materials and visual or audio CDs etc. Teachers clearly expressed this barrier in their quotations as illustrated below:

“...I get CDs that I use in the class with my own opportunities or I use the CDs that children bring into the class. There is not a special CD, there is nothing to guide us. Namely, I see this as a barrier.” (T5)

“If the MNE sent us some sources, it would be really good. They indicate that they have made changes in the curriculum, but, there is still only a book available. I mean there is still lack of materials. I have not had the CD of the book yet.” (T8)

“If there were a visual CD in 4th and 5th grades, it would be better. There is a CD, but it includes only audio materials.” (T12)

“We do not have materials to use with the computers. You know that software should be installed into the computers and also, in order to be able to use interactive white boards, every document should be installed to the computers beforehand.” (T19)

Mostly in connection with the lack of hardware or equipment and order of the schedule 6 teachers (T1, T4, T10, T19, T20, T21) mentioned **computer laboratory or projection access** problem as a barrier to use CALL. T1 reported that:

...we cannot use the projection whenever we want because, other teachers also use it. (T1)

In a similar way, T10 also expressed that:

“There is only one lab and we use it in turn so, in four hours we can use it only one hour, but it is not sufficient enough.” (T10)

4 of the participants (T13, T17, T20, T21) think that **order of the schedule** is either a barrier or a disadvantage. Order of the schedule includes the order of the lessons in each day of the week. If a school has only a computer lab, using this lab is difficult because of the order of the schedule. Sample quotations related to this item are such as:

“Computer laboratory is only used for computer lessons, arranging the laboratory is really difficult for me so; I can only use twice in a month and only with specific classes because of the order of the schedule. In addition, the number of the laboratories and computers are limited and also there are some technical problems.” (T20)

“...we can not use the computer laboratory, other teachers use it. The order of the schedule is not appropriate for equal use.” (T21)

Classroom management is another disadvantage or barrier of CALL stated by 3 interviewees (T3, T5, T20). This item means that teachers have some class control and management problems while using computers in English classes. Here are some sample quotations related to this item:

“If a teacher sits in front of a computer and leaves children alone, there can be a loss of classroom control.” (T3)

“I live some problems related to classroom control and students make lots of noise.” (T20)

As seen in Table 4.10, T5 and T18 reported that they experience some **unexpected technical problems** while using computers in their classes. This item indicates that there is a problematic situation related to computers or other technical equipments that needs to be solved in the lesson. T5 and T18 reported technical problems that they encounter in their classes such as:

“In some classes, there occurs a problem with a computer in an unexpected time. I do not have time to fix it; it is a loss of time for me.” (T5)

“...the only technical problem happens when electricity goes off...It occurs especially in winters, I encountered with this kind of situation only once.” (T18)

Another frequently mentioned perceived disadvantage or barrier of CALL is **teachers’ lack of computer competence**. This item means that some teachers can not operate computers to use them effectively while teaching. T9 and T13 reported this lack as:

“...some teachers face with some problems in using computers.”(T9)

“...I am not sufficient enough at using computers.” (T13)

According to T11 and T12, **intensive syllabus** is another perceived barrier for implementing CALL. Intensive syllabus means that the subjects, studied throughout the year, include lots of topics and it is difficult to teach all of these subjects for some teachers. T11 expressed this item such as:

...the syllabus is so intensive for 4th grade classes so; it is a problem.

As obvious from Table 4.10, **time deficiency** is another barrier or problem of CALL implementation. The term time deficiency is used here to mean teachers’ not having enough time to plan the lesson or to do some activities. Only two of the interviewees (T2, T19) mentioned this barrier. One of the samples is such as:

“There are some problems due to time deficiency, mostly related to lesson preparation.” (T2)

2 of the teachers mentioned that CALL is not **suitable for all students**. T16 refers to the level of the students while T3 refers to socio economical situations of them:

“...I think that existence of the students with various proficiency levels in a class is a barrier.” (T16)

“...if we are in an undeveloped region of the country CALL can arouse students’ interest, but in a region where everybody is familiar with the computers, it can not take students’ attention.” (T3)

One of the interview participants (T21) mentioned a barrier that was not indicated by any of the others. It is related to CALL’s being **not suitable for all types of activities**. T21 states it as follows:

...Having all the lessons in a computer environment is not useful; because some of the things such as grammar, songs, vocabulary and games should be taught to children in a class atmosphere. (T21)

Another barrier or disadvantage that was not mentioned by any of the participants was CALL’s being **not communicative**. Only T1 expressed it as:

“...especially in CALL labs, because of not having one to one communication, there is a communication break down...children directly focus on the computers and the role of the teachers change, it is a disadvantage.” (T1)

4.5. Implementation of CALL

Participants were asked some questions related to their implementation of CALL into their classes in another research question. Teachers’ perceptions related to implementation of CALL were taken into consideration. They were asked for which skills’ development they use CALL in their classes and which aspects of language are appropriate for CALL; for which reason; they use it in their classes, what kinds of materials they use in these lessons and how they obtain these materials.

4.5.1. Questionnaire Results

As a first question concerning the implementation of CALL, participant teachers were asked which aspects of language are appropriate for CALL. The results can be seen from Table 4.11.

Table 4.11. Aspects of Language Appropriate for CALL

Items	Frequencies	Percentages
Grammar	30	50%
Comprehension	11	18.3%
Speaking	33	55%
Listening	51	85%
Reading	29	48.3%
Pronunciation	50	83.3%
Writing	21	35%
Vocabulary teaching	48	80%
Presentation skills	35	58.3%
Teaching with games	53	88.3%

Almost every aspect of the language was stated as appropriate for CALL. The most appropriate aspect of the language for CALL was defined by 53 of the participants as teaching with games. A large percentage of the participants (n=51, 85%) indicated that listening is another very appropriate skill that can be developed by the help of CALL. Pronunciation is the other most frequently mentioned (n=50, 83.3%) aspect of the language that is suitable for CALL. As a fourth aspect, vocabulary teaching was reported by 48 participants (80%). The other perceived aspects of the language that are most appropriate for CALL are presentation skills (n=35, 58.3%), speaking (n=33, 55%), grammar (n=30, 50%) and reading (n=29, 48.3%). Less than half of the participants mentioned writing (n=21, 35%) and comprehension (n=11, 18.3%) as appropriate aspects of the language for CALL.

As a second question related to implementation of CALL, teachers were asked how they use computers in their English lessons. Results are shown in Table 4.12.

Table 4.12. How EFL Teachers Use Computers

Items	Frequencies	Percentages
To reinforce classroom lessons	53	88.3%
For independent study	6	10%
For developing particular language skills	44	73.3%
As the focus of the course	6	10%
Other	1	1.7%

According to the results, most of the participants (n=53, 88.3%) indicated that they use computers in their lessons to reinforce classroom lessons. It can be concluded from this result that computers are supplementary materials for these teachers' lessons. 73.3% (n=44) of the teachers mentioned that they use computers for developing particular language skills. Two items were defined with the same number of teachers (n=6, 10%). These items are using computers for independent study and as the focus of the course. Only one participant stated as another reason students' preparing their projects by using computers in the lessons.

Participants were also asked what kinds of software and computer applications they use in their CALL lessons. They could choose more than one item and the results of this question are shown in Table 4.13.

Table 4.13. Kinds of Software and Computer Applications Used in CALL Lessons

Items	Frequencies	Percentages
Commercial Language Learning Software (CDs)	44	73.3%
Microsoft Word	19	31.7%
Power Point	22	36.7%
Microsoft Excel	1	1.7%
Web Design Software	6	10.0%
Internet Websites	30	50.0%
Other	1	1.7%

As Table 4.13 illustrates, the majority of the respondents (n=44, 73.3%) indicated that they use commercial language learning software (CDs) in their CALL lessons. It is clear from this result that software is the most widely used materials by participant teachers. Half of the participants (n=30, 50%) reported that they use Internet

websites. 36.7% (n=22) of the respondents stated that they use power point presentations in their CALL lessons. Furthermore, 31.7% (n=19) of them mentioned that they use Microsoft Word. In addition, 6 participants (10%) indicated that they use web design software. Only one of the participants expressed that s/he uses Microsoft Excel in CALL lessons. Apart from these, only one teacher chose other as an answer to this questions and s/he described that s/he uses games and flash cards.

As the next survey question, participants were asked how they get the CALL materials. Results of this question can be seen from Table 4.14.

Table 4.14. How Teachers Get the Materials

Items	Frequencies	Percentages
Buy myself	49	81.7%
Students bring	29	48.3%
School pays and buy them	13	21.7%
Download from the Internet	26	43.3%
Use online websites	15	25%
Create by myself	8	13.3%
Provide the Ministry of National Education	6	10%
Other	2	3.3%

As presented in Table 4.14, it is obvious that a large number of the teachers (n=49, 81.7%) buy the materials themselves. 48.3% (n=29) of them indicated that students bring them while 43.3% (n=26) reported that they download the materials from the Internet. Another way of getting the materials was indicated as using websites by 15 respondents (25%). Additionally, 13 (21.7%) participants' responses also revealed that the schools of these respondents could pay and buy some materials for CALL lessons. Only 8 participant teachers (13.3%) indicated that they could create their materials by themselves. In addition to these, 6 of the participants (10%) stated that the MNE provides materials. The other ways of obtaining materials such as borrowing from colleagues in seminars and preparing them with colleagues were also expressed by two teachers.

4.5.2. Interview Results

Participant teachers were asked how often and how they use computers in their classes to be able to learn how they implement CALL in their classes. These questions were analyzed qualitatively and the defined codes were illustrated in tables. At first, 21 interview participants were asked how often they use computers in their lessons. The answers of the teachers were analyzed by defining three codes which can be seen from Table 4.15.

Table 4.15. How Often Teachers Use Computers in Their Classes

Items	Frequencies	Mentioned by
Very Often	2	T4, T18
Often	9	T1, T2, T3, T5, T6, T9, T10, T14, T15
Rarely	10	T2, T7, T8, T11, T12, T13, T16, T17, T19, T20, T21

As can be seen in Table 4.15, two of the interviewees (T4, T18) stressed that they use computers in their lessons **very often**. **Very often** refers using computers everyday or two or three times at least in a week. T4 states the frequency of using computers such as:

“I try to use computers in my lessons everyday.” (T4)

Secondly, 9 of the interview participants (T1, T2, T3, T5, T6, T9, T10, T14, T15) pointed out that they use computers in their lessons **often**. These participants mean that they use computers at least once a week. Some sample quotations are given below:

“I could use only one hour of four hour lessons’.” (T2)

“I cannot use everyday, but I try to use once in a fortnight or once in a week.” (T5)

“I try to use once in a week.” (T10)

Lastly, 10 of the interviewees (T7, T8, T11, T12, T13, T16, T17, T19, T20, T21) mentioned that they use computers **rarely** in their lessons. Rarely used as a code for defining the less use of computers in the lessons such as using it once a month. Following quotations exemplify this code:

“Because of some lacks of facilities, I cannot often use computers in my lessons. I could sometimes use it.” (T7)

“We cannot use very often. We should use more often, but classes are very crowded so; we cannot... we can only use once in a month.” (T13)

Interview participants were also asked how they use CALL in their lessons. In connection with this topic, they were asked what kinds of materials they use in their lessons. Apart from these, some teachers expressed how they get the materials and for which skills’ development they use CALL in their lessons. Analyses of these data are shown below.

Table 4.16. Type of Materials that the Participant Teachers Use

Items	Frequencies	Mentioned by
Commercial software (CDs)	19	T1, T2, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18, T19, T20, T21
Web Sites	4	T2, T3, T4, T18
Power points	5	T4, T5, T7, T8, T18

As presented in Table 4.16, a large amount of the interviewees (T1, T2, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18, T19, T20, T21) mentioned that they use **commercial software (CDs)** in their lessons. These CDs are included software, video CDs, song CDs; story CDs and special CDs of some books. Following excerpts are given as samples for the CD use of the participants:

“I bring and use educational Cds, related to English Language Teaching, in my classes.” (T1)

“I use CDs and projection; for example, I wanted my students to buy story books and they presented these summaries of the books in the class. Later, we watched

CDs of these stories and the lesson was taught on these CDs. They enjoy these kinds of activities a lot.” (T6).

Four of the interviewees (T2, T3, T4, T18) stressed that they also use **websites** in their lessons. Some of them use websites in the preparation period of the lessons such as downloading some useful songs, PowerPoint etc.; the others indicated that they use them throughout their lessons. Here are some quotations related to the use of websites:

“In addition to CDs, I also use websites with projection.” (T2)

“I usually select useful materials related to my lessons from websites and forum pages and try to use them in my lessons by the help of a projection.” (T3)

“Our school has wireless connection so; I can use websites in my lessons.” (T18)

As shown in Table 4.16, 5 of the 20 interview participants (T4, T5, T7, T8, T18) also expressed that they use **PowerPoint** presentations in their lessons. Some of the teachers stated that they create their own power point presentations while some of them stating that they download them from the Internet. Some sample excerpts are given below:

“I use PowerPoint presentations and also the flash songs, pictures and flashcards downloaded from the Internet.” (T4)

“I use slides that I create by myself.” (T7)

“I use PowerPoint presentations created by me or downloaded from the Internet.” (T18)

Teachers were not asked any other specific question related to the implementation of CALL, but in natural atmosphere of the speech some teachers were asked to express how they get CALL materials and also for which skills' development they use CALL. Because each participant could not express their thoughts, these subjects were not analyzed in a table form. Only here some interview participants' thoughts will be stated.

Some interviewees stated how they get CALL materials. The mentioned items are similar with the questionnaire results. These items are **buying themselves, downloading from the Internet and students' bringing**. Some sample quotations are such as:

"I buy CDs by myself or download them from the Internet." (T1)

"I get CDs, suitable to my students' level, with my own efforts." (T12)

"I use the CD of the book and some commercial CDs according to the suitability to the topics." (T14)

Some teachers also mentioned for the development of which skills they use CALL in their lessons, but not all of the interviewees mentioned it. Therefore, this topic was not analyzed by defining frequencies. The frequently mentioned skills are in connection with the questionnaire results of Aspects of Language Appropriate for CALL. The mostly expressed skills and aspects of the language by some of the interview participants were **listening, speaking, grammar, pronunciation, games and vocabulary teaching**. Some of the quotations related to these aspects of language are such as:

"I use computers for anything; for example, I can use it in a grammar lesson to practice grammar or I could make my students watch a film related to the topic, I use it to develop their listening skills or I can use it to improve their pronunciation. In short, I think that computers are helpful for all aspects of language teaching." (T3)

"I mostly use computers for listening and speaking." (T5)

"I mostly use CDs including games in order to develop their vocabulary knowledge." (T12)

Interview participants were not asked specifically whether they use computers labs or not, but some teachers mentioned how they implement CALL in their classes. Most of the teachers who gave information about this situation mentioned that they could not use computer laboratories whenever they wanted because, computer laboratories are mostly occupied by other teachers. Therefore, they mostly use projections by bringing into classes or some schools have special language classes

where students come when they have English lessons. As teachers described, students are not directly interacted with computers, they can mostly watch and join the activities presented by the teachers using projections. Some of the quotations of these teachers are:

“We do not have a computer for each student...we could only use computer and projection in special language classes arranged by us.” (T2)

“I bring my laptop to my classes...I do not have a chance of using computer lab because, there are computer lessons at that time. I sometimes use only projection.” (T4)

“Because of computer lab’s not being available in my lessons, I could only use computers and projections, supplied to the schools by students’ parents.” (T12)

“I sometimes take my students to computer lab and let them watch CDs.” (T21)

“We do not have a computer lab in our school, but we have a projection and only for this, I bought a laptop and bring it to my classes and set up the projection before the lesson into the classes and use it.” (T18)

It can be concluded that teachers try to use computers in their lessons even they have some difficulties. In addition, interview participants’ thoughts and defined codes largely support the results of the questionnaire.

4.6. Perceptions Towards CALL

Participants were asked several survey questions in order to be able to arouse their perceptions towards CALL. These questions are related to whether EFL primary school teachers are aware of the term CALL and how they define the term CALL, the roles of computers in language classes, how they rate their interest towards CALL and lastly what their general perceptions are towards CALL.

4.6.1. Analysis of the Questionnaire

At first, participants were asked if they came across the term CALL previously. Analysis of this question is given below in Table 4.17.

Table 4.17. First Encountered CALL in This Questionnaire

Items	Frequencies	Percentages%
Yes	20	33.3%
No	40	66.7%

As illustrated in Table 4.17, 66.7% (n=40) of the total participants indicated that they had heard the term CALL previously while 33.3% (n=20) of them stated that they had first encountered with the term CALL in this questionnaire.

In order to get detailed information about how participant teachers defined CALL, they were given 8 different teaching/learning situations and teachers selected the situations which they could describe as CALL or they wrote their own definition. Results are shown in Table 4.18.

Table 4.18.What the CALL Term Means to Teachers

Items	Frequencies	Percentages%
Students learning a language using computers in the presence of a teacher.	52	86.7%
Students learning a language using only computers without the presence of a human teacher.	17	28.3%
Students learning aspects of a language (for example grammar) by only using Internet websites.	8	13.3%
A language lesson when a teacher uses an LCD projector or interactive whiteboard as a teaching aid for part of the time	41	68.3%
Students learning how to write in English by using word processors (for example Microsoft Word).	13	21.7%
Students learning aspects of a language using printed materials that you have designed with a computer program such as a word processor or photo editor.	31	51.7%
Students learning aspects of a language using materials printed from a website.	23	38.3%
Students learning a language by running a program from a CD-ROM.	37	61.7%

According to the results, a large amount of the participants (86.7%, n=52) think that students' learning a language using computers in the presence of a teacher is a

situation that best describes CALL. Moreover, it can be seen from the results that 41 (68.3%) of the total participants defines a teacher's using an LCD projector or interactive whiteboard as a teaching aid in a language lesson as CALL. 37 (61.7%) of the participants also indicated that students' learning a language by running a program from a CD-ROM is an example of CALL. 31 (51.7%) participants stated that students' learning aspects of a language using printed materials that they have designed with a computer program such as a word processor or photo editor is an example of CALL. Similar to this view, 23 (38.3%) of the participants reported that students' learning of a language using materials printed from a website is an example to CALL. Total participants' 28.3% (n=17) defined students' learning a language using only computers without the presence of a human teacher as a CALL situation example. 13 (21.7%) participants defined the situation of students' learning how to write in English by using word processors as a CALL situation example. Only 8 (13.3%) of the participant teachers defined students' learning aspects of a language (for example grammar) by only using Internet websites situation as CALL.

In addition, participant teachers were asked how they perceive the role of computers in their language classes. 7 items were given to participants and they chose the role or roles of computers between these items. The results are shown in Table 4.19.

Table 4.19. Perceived Role of Computers in Language Classes

Items	Frequencies	Percentages%
A tool (e.g. word processor)	39	65%
A surrogate teacher	8	13.3%
A useful provider of mechanical language practice	42	71.7%
A complement to classroom instruction	45	75%
A means to provide visual representations and sounds	49	81.7%
A database of textual and visual materials	35	58.3%
An aid to communication (e.g. e-mail)	32	53.3%
Other	1	1.7%

Most of the participants (81.7%, n=49) defined the role of the computer as a means to provide visual representations and sounds. 75% (n=45) of the total participants indicated that computers complement classroom instruction. One of the other most perceived (71.7%, n=42) role of computers is defined as a useful provider of mechanical language practice. 39 (65%) of the participants expressed the role of computers in language classes as a tool such as word processor. Other most frequently reported roles of computers are their being a database of textual and visual materials (58.3%, n=35) and an aid to communication (53.3%, n=32). Only 8 (13.3%) of the participants indicated that computers are surrogate teachers. It means that they replace the teachers' roles.

Teachers were also asked a question in the questionnaire to find out whether they consider taking their class to a computer is time consuming or not. Table 4.20 shows the results of this questionnaire.

Table 4.20. Taking a Class to a Computer Laboratory is Time Consuming.

Items	Frequencies	Percentages%
Yes	7	11.7%
No	53	88.3%

According to the results shown in Table 4.20, a large amount of the teachers (11.7%, n=53) indicated that it is not time consuming for them to take their students to a computer lab. Only 7 of the participants stated that they find it time consuming. As shown in Table 4.21, 2 of these 7 teachers mentioned in the following question that they do not want their students' use a computer in their language lessons because of this reason, but rest 5 of them do not agree with this thought and they want their students to use computers, but they stated that they only find going to a lab time consuming. 7 teachers' answers to the question related to not wanting their students' to use a computer are also shown in Table 4.21.

Table 4.21. This is Why I do not Want my Students to use a Computer in my Lessons

Items	Frequencies	Percentages%
Yes	2	3.3%
No	5	8.3%

Being aware of participants' rate of interest in CALL is also thought important before defining their perception towards CALL so; participants were asked how they rate their interest in CALL. The results can be seen from Table 4.22.

Table 4.22. How Teachers Rate Their Interest in CALL

Interest in CALL	Percentages and Frequencies			
	Not interested at all	A few interested	Interested	Very interested
How teachers rate their interest in CALL	3.3%(2)	25% (15)	55%(33)	16.7% (10)

More than half of the participants (55%, n=33) stated that they are interested in CALL and 10 (16.7%) of the participants stated that they are very interested in CALL. The rest of the participants rated their level of interest in CALL as a few or not interested. 15 (25%) of them indicated that they are a few interested in CALL while only 2 (3.3%) of them stated that they are not interested at all.

In order to get general perceptions of teachers towards CALL, participants were asked to respond to 18 Likert-type statements related to their perceptions towards CALL. Table 4.23 illustrates the frequencies and percentages of participants' responses to the 18-item perceptions scale.

Table 4.23. General Perceptions of Teachers Towards CALL

Items	Frequencies and Percentages%				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a) Using computers is enjoyable for me.	1.7%(1)	-	8.3%(5)	63.3%(38)	26.7%(16)
b) I like using computers in teaching English.	1.7%(1)	1.7%(1)	11.7%(7)	61.7%(37)	23.3%(14)
c) Computers save time and effort in EFL lessons.	-	1.7%(1)	8.3%(5)	48.3%(29)	41.7%(25)
d) Computers would motivate students to the more study.	-	-	8.3%(5)	53.3%(32)	38.3%(23)
e) I would rather do things by hand than with a computer	-	1.7%(1)	15%(9)	53.3%(32)	30%(18)
f) I do not think I would ever need a computer in my classroom	50%(30)	36.7%(22)	6.7%(4)	5%(3)	1.7%(1)
g) Computers can enhance students' learning English.	-	-	-	56.7%(34)	43.3%(26)
h) Computers can improve education of English language.	-	-	5%(3)	51.7%(31)	43.3%(26)

I) Teaching with computers offer real advantages over traditional methods of instruction.	-	1.7%(1)	8.3%(5)	43.3%(26)	46.7%(28)
j) Computer technology can not improve the quality of students' learning.	50%(30)	40%(24)	8.3%(5)	1.7%(1)	-
k) Using computer technology in the class would make the subject matter more interesting.	-	-	1.7%(1)	55%(33)	43.3%(26)
l) Computers are not useful for language learning.	68.3%(41)	28.3%(17)	1.7%(1)	1.7%(1)	1.7%(1)
m) Computer use fits well into the curriculum.	1.7%(1)	6.7%(4)	30%(18)	46.7%(28)	15%(9)
n) Class time is too limited for computer use.	6.7%(4)	13.3%(8)	6.7%(4)	55%(33)	18.3%(11)
o) Computer use suits my students' learning preferences and their level of computer use.	3.3%(2)	16.7%(10)	26.7%(16)	41.7%(25)	11.7%(7)
p) Computer use is appropriate for many English language learning activities	-	1.7%(1)	3.3%(2)	71.7%(43)	23.3%(14)
r) In my opinion, to implement CALL successfully, each student should be given a separate computer	1.7%(1)	5%(3)	21.7%(13)	35%(21)	36.7%(22)
s) My school has enough personal computers for me to implement CALL.	16.7%(10)	36.7%(22)	13.3%(8)	26.7%(16)	6.7%(4)

Scale: Strongly Disagree: 1, Disagree: 2, Neutral: 3, Agree: 4, Strongly Agree: 5

General perceptions of the participants towards CALL are mainly positive with a total mean score 4.07. The majority of the respondents agreed or strongly agreed that computers can enhance students' learning English (100%, n=60), using computer technology in the class would make the subject matter more interesting (98.3%, n=59), computers can improve education of English language (95%, n=57), the use of computer is appropriate for many English language learning activities (95%, n=57), teaching with computers offer real advantages over traditional methods of instruction (90%, n= 54), computers would motivate students to do more study (91.6%, n=55), computers save time and effort in EFL lessons (90%, n=54), using computers is enjoyable for them (90%, n=54), they like using computers in teaching English (85%, n=51), they would rather do things by hand than with a computer (83.3%, n=50), class time is too limited for computer use(73.3%, n=44), each student should be given a separate computer to implement CALL successfully (71.7%, n=43). More than half of

the participants also strongly agreed or agreed that computer use fits well into curriculum (61.7%, n=37) and suits their students' learning preferences and their level of computer use (53.4%, n=32). Participants were also given negative statements in this scale and their answers were mostly strongly disagree and disagree to these statements. 52 (86.7%) of the participants disagreed or strongly disagreed that they did not think that they would ever need a computer in their classes. 90% (54) of the participants also disagreed or strongly disagreed to the statement j that is computer technology's not being able to improve the quality of students' learning. A large amount of the participants (97.6%, n=58) also disagreed or strongly disagreed that computers are not useful for language learning. Teachers were also given a statement related to how they perceive number of the computers in their schools. 20 (33.4%) teachers agreed or strongly agreed that their school has enough personal computers for them to implement CALL while 32 (53.4%) of them disagreed or strongly disagreed to this statement.

In short, the range of respondents' mean scores was between 4.43 and 2.70. Participants responded most favorably to item G (mean=4.43) and least favorably to item S (mean=2.70).

4.7. Teacher Recommendations for Effective use of CALL

As the implementers of CALL, participant teachers were asked their recommendations for effective use of CALL. In questionnaire, they were asked how they find the works of the MNE and in interview; they were asked their recommendations for effective use of CALL in primary school classes in Turkey. Apart from these, some teachers added their recommendations to the last part of the questionnaire. Interviews and notes were analyzed qualitatively, survey question was analyzed quantitatively.

4.7.1. Questionnaire Results

Participants were asked if the relevant authorities (e.g. the Ministry of National Education) should do more than they have to promote Computer-Assisted Language Learning. Results of the answers were shown below in Table 4.24.

Table 4.24. Should the Authorities do more?

Answers	Frequencies	Percentages
No, they have done as much as they could reasonable be expected to do.	1	1.7%
Yes, they should do a little more.	15	25%
Yes, they should do a lot more.	44	73.3%

According to the results as shown in Table 4.24, a high percentage of the participants (73.3%, n=44) indicated that the relevant authorities should do a lot more to promote CALL. Also, most of the teachers (25%, n=15) reported that the relevant authorities should do a little more. Only a teacher (1.7%) stated that the relevant authorities have done as much as they could reasonable be expected to do. It is clear from the results that a huge number of the participants (n=59) want the relevant authorities to do more things for effective use of CALL.

4.7.2. Interview Results

For taking their recommendations, interview participants were asked what should be done for implementing CALL effectively in primary schools in Turkey. The similar points in their answers were coded and they can be seen from Table 4.25.

Table 4.25. Recommendations for Effective use of CALL

Items	Frequencies	Mentioned by
CALL Materials should be supplied	13	T1, T2, T4, T5, T6, T9, T10, T12, T15, T17, T18, T19, T21
Teacher training	8	T4, T5, T8, T9, T10, T17, T18, T21
Set up Language classes and labs	5	T11, T13, T14, T16, T20
Change of curriculum	3	T4, T7, T19
Increasing hour of English lessons	3	T6, T12, T14
Set up a support center	2	T17, T21
Crowded Classes should be decreased	3	T1, T3, T16
Financial support of parents	1	T15
More Financial budget for CALL	1	T8
Parents and students training	1	T18

According to the interview results, 13 of the 20 interview participants (T1, T2, T4, T5, T6, T9, T10, T12, T15, T17, T18, T19, T21) indicated that **CALL materials should be supplied** to schools and teachers. These materials include hardware, software, projection, Interactive white board, computers and laptops etc. Some teachers mentioned only one of these materials while some of them mentioned more than one. The following excerpts are given as samples for this item:

“The Ministry of National Education should distribute not only books but also CDs to us.” (T2)

“Our school supplies us CALL materials, but each school does not have the same opportunities like us so; the Ministry of Education should supply materials to these schools.” (T6)

“The number of computer labs and hardware should be increased.” (T10)

“The Ministry of National Education should supply CDs or software sets to schools and also they should supply at least a computer to each student.” (T21)

“The Ministry of National Education tried to supply laptops to each teacher with a campaign, but the cost of these laptops was not so reasonable and because of this, this campaign was insufficient. I think that each teacher should be given a laptop with less cost in installments.” (T18)

As presented in Table 4.25, 8 of the interviewees (T4, T5, T8, T9, T10, T17, T18, T21) mentioned that **teacher training** is another recommendation. It refers that teachers should be trained in CALL before implementing it in their lessons. Some sample quotations are such as:

“...CALL program should be introduced to the teachers and they should be given an in service training related to CALL and after that we should be supported with CALL materials.” (T4)

“Last week, we were given a course related to teaching English practically by the Ministry of National Education and it was really useful. I think that we should be given some courses like this including CALL.” (T5)

“At first teachers should be trained to use CALL in their lessons, seminars should be held so that their awareness in this subject can be increased... there are lots of teachers who do not know even how to prepare a PowerPoint slide...” (T18)

5 of the interview participants (T11, T13, T14, T16, T20) indicated another recommendation as **setting up language classes or labs**. This item refers that relevant authorities should set up special language classes or language labs with all of the equipments. Here are some quotations related to this recommendation:

“At first language labs or CALL labs should be established and I think they are sufficient, there is no need to any other thing.” (T11)

“Language labs should definitely be established.” (T14)

“In the Ministry of National Education’s primary schools, there should be at least English language classes or language labs. I should have a suitable environment to use my visual charts, CDs, etc.” (T16)

According to the results, the **change of the curriculum** was mentioned as another recommendation for effective use of CALL by 3 of the interviewees (T4, T7, T19) because; they think that curriculum is not suitable for effective use of CALL. Sample quotations are such as:

“At first, English language curriculum should be suitable to the proficiency level of the students.” (T4)

“The Ministry of National Education should take into consideration English teachers’ thought and they should prepare a questionnaire for this to learn our thoughts and then should change the curriculum accordingly.” (T7)

Increasing hours of English lessons is another recommendation that was expressed by 3 interview participants (T6, T12, T14). This item means that the hour of English lessons is limited for effective use of CALL. The following excerpt illustrates this point:

“To teach English effectively in our country, the number of English lessons should be increased. Even undeveloped countries start their English Language Education from the first years of their education and they have at least 6 or 9 hour English lessons in a week. English language teaching in our public schools starts in 4th grades with 3 hour in a week.” (T14)

2 of the interviewees (T17, T21) stated that **setting up a support center** is needed for effective implementation of CALL. This support center refers a special staff, website or person for teachers’ asking questions or consulting while implementing CALL. A participant’s quotation related to this item is below:

“...there should be a unit to ask questions in case we need help while implementing CALL.” (T17)

As a recommendation, 3 of the participants (T1, T3, T16) mentioned that **crowded classes should be decreased**. These two participants think that decreasing the number of crowded classes is needed for effective implementation of CALL. Here is a sample quotation related to this item:

“There are general problems and they are not only related to CALL but also other teaching situations. For example; crowded classes is one of them and if this problem is fixed, it is better.” (T3)

Other recommendations that were mentioned only by one participant are **financial support of the parents** (T15) for supplying some CALL equipments to the schools, relevant authorities’ defining **more financial budget for CALL** (T8), **parents and students training** (T18) for understanding and applying CALL. The following excerpts are given as samples to these recommendations:

“Schools could be supported by providing projections by parents or charitable organizations” (T15, support of the parents)

“The government should allocate more budgets to CALL implementation.” (T8, more financial budget for CALL)

*“At first teachers should be trained and after that, parents and students should be supplied CALL training in order to make them conscious computer users.
(T18, parents and students training)*

As obvious from the results above, all participants reported their recommendations clearly. In addition to interview results, some of the 60 participant teachers also added some comments to the last part of the questionnaire, mostly recommendations which generally supported the interview results. 21 of the 60 participants noted their recommendations in the questionnaire which were analyzed qualitatively and then, codes were defined. The results are consistent with the interview results. The table of the most frequently mentioned items are below.

Table 4.26. Results of Teachers’ Notes

Items	Frequencies	Mentioned by
Computer and material support	11	P1 P7 P9 P11 P12 P13 P14 P15 P17 P19 P21
Teacher training	7	P2 P6 P7 P10 P16 P19 P20
Increasing hour of English lessons	5	P3 P11 P12 P15 P18
Setting up Language classes or laboratories	4	P5 P8 P10 P16
Supplying a computer to each student	2	P4 P14

P=participant

As obvious from the results of teachers’ notes, all of the items are consistent with the results of the interview so; they will not be defined again. Some sample quotations from these notes are such as:

“Teachers should be supplied computers and materials.” (P1, Computer and material support)

“At first all English teachers should be trained related to CALL.” (P2, Teacher Training)

“The hours of English lessons should be increased and optional English lessons could also be applied.” (P3, Hour of English Lessons)

“I think that each school should have a language lab and all of the materials (computers, projection, OHP, etc) should exist there by this way, we can implement CALL. (P5, Setting up Language classes or labs)

“Each student should be given a computer and lessons should start with students’ starting their computers and the teachers should be facilitators in this situation.” (P4, A computer to each student)

Lastly, it is clear from the overall results that teachers know advantages, disadvantages, barriers of CALL, their deficiencies, lacks and also the current situation of them and their teaching and learning environments. Therefore, both the questionnaire notes and the interview results provide supportive evidence.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter provides conclusion and discussion of the study, implications for ELT and suggestions for further research.

5.1. Conclusion and Discussion

In this study, 60 EFL primary school teachers were administered a questionnaire and a semi-structured interview with 21 teachers were conducted in order to reveal their existing perceptions towards CALL. The following research questions were addressed in this study:

1. How do EFL primary school teachers perceive their computer competence?
2. What are EFL primary school teachers' perceived advantages towards CALL?
3. What are EFL primary school teachers' perceived disadvantages and barriers towards CALL?
4. What are EFL primary school teachers' general perceptions towards CALL?
5. How do EFL primary school teachers implement CALL in their lessons?
6. What are EFL primary school teachers' recommendations for effective implementation of CALL?

In connection with these research questions, the conclusions obtained from the findings are discussed as follows:

Research question 1: How do EFL primary school teachers perceive their computer competence?

The results of the questionnaire and the interview revealed the perceived computer competence of the participants. According to the results obtained from the 12- item Likert scale, the teachers' level of computer competence varies between little and moderate competence with the total mean score 2.28. A large number of the respondents have no or little competence in handling some computer functions such as

installing a new software, operating a presentation program, solving simple problems in operating computers, selecting, evaluating and using an educational software, teaching their students with CALL materials and creating or developing and maintaining their own CALL materials. These results corroborate with the findings of Albirini's (2004) study which revealed that most of the participant EFL teachers in Syria had little or no competence in handling most of the computer functions. Similarly, in Aliamat's (2007) study, only a small percentage of the participants were competent in creating their own CALL materials.

According to the computer competence scale implemented in this study, it was also revealed that the teachers were more competent at using a computer keyboard, a printer, the Internet for communication, the World Wide Web to access some information and operating a word processor programme.

According to the interview results, competence levels of the teachers were revealed as sufficient, not sufficient enough and no competent. Most of the interviewees perceived themselves as not sufficient or no competent in terms of computer competence. Only seven of the interview participants indicated that they are sufficient enough to use a computer in their lessons. The less competent aspects of the interview participants were defined as using some computer programmes, using some software, developing appropriate materials and using a projection. In connection with their computer competence level, most of the interviewees stated that they needed a training to develop their computer skills to be more competent users. This willingness of teachers is similar with the participants of other studies (e.g., Pelgrum, 2001; Albirini, 2004). After the participants indicated the need of training sessions, they also expressed what type of training they need. The types of trainings that teachers wanted to receive include a CALL seminar, a course informing them of the new developments, a self study programme, a PowerPoint course and a projection course.

Research Question 2: What are EFL primary school teachers' perceived advantages towards CALL?

The overall results of the study provide the perceived advantages of teachers towards CALL. In the questionnaire, participants selected the statements that they

perceive as advantages of CALL. The most agreed advantages are computers' bringing variety into the class atmosphere; CALL's being suitable for developing particular language skills, CALL's increasing language learning practice, providing a flexible learning situation and lowering students' language learning anxiety and giving more opportunity to communicate. These findings corroborate with the findings of Braul (2006). Participants in Braul's study also selected the advantages of CALL from the survey by taking into consideration their applications. The most frequently selected items were computers' bringing variety into the class atmosphere; CALL's being suitable for developing particular language skills and CALL's being suitable for independent study. As obvious from these results, the most frequent two items are the same with the results of this study, but the last item, CALL's being suitable for independent study was not perceived as a basic advantage of CALL in this study. Less than half of the participants only selected this item as an advantage of CALL.

Apart from the advantages revealed through the questionnaire, interview participants also provided their perceptions about the advantages of CALL. The most frequently expressed advantages were CALL's taking students' attention and making learning easier, supplying plenty of authentic visuals and audio materials, its being enjoyable for students, motivating students, enabling permanent learning to take place and developing students' pronunciation.

Research question 3: What are EFL primary school teachers' perceived disadvantages and barriers towards CALL?

With regard to the third research question, perceived disadvantages and barriers of participants towards CALL were revealed. In the questionnaire, all of the participants stated their agreement to specific statements related to disadvantages and barriers of CALL. As concluded from the results, lack of teacher training specific for CALL, inadequate computer hardware, software and CALL materials, the unfamiliarity of teachers with CALL software programmes and lack of technical support were the most frequently reported disadvantages and barriers of CALL. Regarding these results, it is obvious that teachers perceive lack of teacher training and lack of CALL competence as the most prominent disadvantage or barrier. In connection with this result, Braul's

(2006) study also revealed that a lack of professional development is one of the most indicated barriers of teachers in a specific CALL programme.

Findings from the interview supported the results of the questionnaire in terms of disadvantages and barriers of CALL. The defined codes were similar with the disadvantages and barriers stated in the questionnaire. Interview findings revealed that the most frequently perceived disadvantages and barriers of CALL were lack of hardware and equipment, crowded classes, lack of CALL materials, computer lab or projection access, the order of the schedule, classroom management problems, unexpected technical problems and teachers' lack of computer competence.

Research Question 4: What are EFL primary school teachers' general perceptions towards CALL?

To find out the general perceptions of teachers towards CALL, participants were asked several survey questions based on the awareness of CALL, perceived definition of CALL, roles of computers in language classes, the interest level and lastly their general perceptions towards CALL. According to the findings, it can be stated that most of the teachers have heard the term CALL before, but 33.3% of the total participants have not heard this term previously. Regarding the definition of the term CALL, the results showed that a considerable majority of the teachers perceive CALL as students' learning a language using computers in the presence of a teacher. In other words, most of the participants believe that CALL should be performed in the presence of a teacher. A small number of teachers indicated that CALL means students' learning a language using only computers without the presence of a teacher. The other most frequently reported CALL definitions of the participants were CALL's being a language lesson when a teacher uses an LCD projector or interactive whiteboard as a teaching aid for part of the time, students' learning a language by running a program from a CD-ROM and students' learning aspects of a language using printed materials that teachers have designed with a computer program such as a word processor or photo editor. The results of Aliamat's (2007) study also revealed a similar finding (see Appendix F) in terms of teachers' perception of CALL as a learning experience with printed materials. To sum up, participants perceive CALL from different perspectives and their CALL perceptions

may differ from each other. Such different perceptions may stem from their teaching situations, their students or their current attitudes.

In this study, perceptions of the teachers towards the role of computers in a CALL class were also revealed. As clear from the results, most of the teachers perceived computers as a means of visual and audio materials provider, a complement to classroom instruction or a useful provider of mechanical language practice. Participants of this study also expressed how they rate their interest in CALL. In parallel with this, most of the teachers perceived themselves as interested or very interested in CALL. 28.3% of the participants considered themselves as little or not interested at all.

In addition to these, responses of the teachers to the 18-item Likert scale focusing on the general perceptions towards CALL showed that teachers generally have positive perceptions towards CALL. Regarding the results of this Likert scale, it can be concluded that a large number of participants agreed or strongly agreed to the statements related to the advantages of CALL. All of the participants of this study agreed or strongly agreed that computers can enhance students' learning English. A large number of participants also agreed or strongly agreed that using computer technology in the class would make the subject matter more interesting; computers can improve English language education; computer use is appropriate for many English language learning activities; teaching with computers offer real advantages over traditional methods of instruction; computers would motivate students to do more study; computers save time and effort in EFL lessons; using computers is enjoyable for the teachers, teachers like using computers in teaching English and that they would rather do things by hand than with a computer. It is also obvious from the findings that most of the participants find class time too limited for computer use; they also think that each student should be given a separate computer to implement CALL successfully. More than half of the participants also strongly agreed or agreed that computer use fits well into the curriculum and suits their students' learning preferences and their level of computer use. In addition, the findings indicated that most of the participants disagreed or strongly disagreed to the negative statements of this scale, such as computer technology's not being able to improve the quality of students' learning and computers' not being useful for language learning. Results also revealed that a large percentage of

the participants believe the need of a computer in their classes and most of the teachers noted that their schools did not have enough computers for them to implement CALL.

Research Question 5: How do EFL primary school teachers implement CALL in their lessons?

With regard to fifth research question, participants were asked some questions including their implementation of CALL. According to the perceptions of teachers, as revealed from the questionnaire, it may be concluded that almost every aspect of language is appropriate for CALL. Teaching with games is revealed as the most appropriate aspect of language for CALL. The other most frequently mentioned aspects are listening, pronunciation, vocabulary, presentation and speaking skills. In addition, a majority of the teachers indicated that they use computers to reinforce classroom lessons and to develop particular language skills. Only a small number of teachers stated that they use computers in their lessons for independent study or as the focus of the lesson. Through the interview, it was also revealed that some teachers use CALL in their lessons often while others use it rarely. Only a few of them stated that they could use CALL very often in their lessons due to several reasons, such as the computer lab's being inadequate or teachers' of mostly computer lessons using computer labs. As a result, labs are not readily available for the use of English teachers. The results of Aliamat's study (2007) also revealed a similar result. According to the findings of Aliamat's study, most teachers mentioned that they can not use computer labs because the labs are generally used by the teachers of other subjects mostly related to computer studies.

Although most of the teachers indicated that they can not use computers in their lessons very often because of some lacks, it may also be concluded from the results of this study that some schools have their own opportunities to implement CALL. For instance; some schools have a projection and a computer in their classes obtained with the support of the students' parents. But, it is also clear from the results of this study that some schools do not have any additional opportunities. Despite the lacks of their schools, some teachers who are eager to use CALL in their lessons, try to do their best by bringing their own laptops or materials into their classes.

In the present study, the materials that participants use in their CALL lessons were also identified. Many teachers expressed that they use commercial language learning software (CDs) in their CALL lessons. Internet websites and PowerPoint presentations were the other mostly used materials. In line with this, most of the participants stated that they buy these materials themselves or their students bring them. Downloading the materials from the Internet, using some websites and their school's providing them were the other ways of getting CALL materials. Only 8 teachers pointed out that they are able to create their own materials, and a few teachers commented that the MNE provides them the materials.

Research Question 6: What are EFL primary school teachers' recommendations for effective implementation of CALL?

At the end of the study, participants reported their recommendations for effective implementation of CALL. At first, teachers expressed how they perceive the works of relevant authorities. Almost all of the participants indicated that authorities, e.g., the Ministry of National Education, should do a lot more to promote CALL. Only one participant noted that they have done as much as they could reasonable be expected to do. Data gathered through the interviews and the additional notes of students revealed the recommendations of teachers for effective implementation of CALL. The most frequently mentioned recommendations are the supply of CALL materials and teacher training, setting up language classes or labs, change of the curriculum, increasing the number of English lessons, decreasing the size of crowded classes, setting up a support center and the provision of more financial budget for CALL.

Some of these recommendations are similar to the results obtained by Braul (2006). Need for CALL teacher training and the provision of new resources are the recommendations that are corroborate with this study.

As a conclusion, it is clear from the results of this study that participant EFL primary school teachers mostly have positive perceptions towards CALL even they are not totally competent with computers. They are aware of the advantages of CALL and they would like to use CALL in their lessons; for this reason, some of them also try to use their own facilities. In the implementation period, they face with some

disadvantages and barriers, such as lack of hardware, software, materials, technical support or teacher training. Participants also expressed some recommendations for effective use of CALL in primary school classes, such as the supply of CALL materials and teacher training, setting up language classes or labs, change of the curriculum, increasing the hour of English lessons, decreasing the size of crowded classes, setting up a support center and the provision of more financial budget for CALL. It is assumed that disadvantages and barriers of CALL, stated by the participants, mostly shaped their recommendations; because, the recommendations of teachers for effective implementation of CALL were mostly related to them. These recommendations may guide the MNE in the integration period of computers into English language classes at primary schools in Turkey.

5.2. Implications for ELT

This study aimed to explore the perceptions of EFL primary school teachers towards CALL. The results of the study have several implications for educational authorities and for the teachers.

At first, it was revealed that perceptions of teachers towards CALL are generally positive and most of the teachers are aware of the advantages of CALL. The MNE can take into consideration positive perceptions of teachers and their recommendations for effective implementation of CALL. These teachers are more eager to use CALL in their lessons and authorities can provide the appropriate teaching situation for these teachers. At first, the MNE should supply adequate hardware, software and CALL materials to the schools. Language labs or CALL labs can be established in each school as recommended by the teachers because, some teachers do not even have a special room for implementing CALL and also some teachers bring their own laptop and can use only projection in some of their lessons. In addition, the class size needs to be decreased to enable the effective CALL implementation. Teachers need to be motivated with different CALL materials and for this reason; a special budget for CALL implementation and development can be allocated.

In addition, pre-service training such as special CALL lessons can be offered to ELT students in ELT departments of the universities. Teacher trainees can be educated on CALL implementation before they enter their professional life.

Finally, it can be stated that the MNE should provide in-service teacher training focusing mainly on the implementation of CALL in English language classes. Related with this, professional development of teachers related to CALL can be promoted. With competent teachers and technologically well equipped classes, CALL can be implemented in Turkish primary schools more successfully.

5.3. Recommendations for Further Research

The results of this study can constitute a base for further studies. This study was conducted with a small group of EFL primary school teachers in Turkey. In future studies, a larger number of participants can be used to verify the results of this study. In this study, the working conditions, age or gender of the participants were not taken into consideration. Some participants had very good conditions of CALL implementation while others had only very limited facilities. In further studies, these different features can be taken into consideration; participants can be selected having common characteristics in terms of the working conditions or having the same age, and the effect of these variables on the perceptions of teachers can be investigated.

To collect data in this study a questionnaire and a semi-structure interview were used. It is recommended that further studies can add other data collection techniques such as observation and diary into the data collection procedure of their studies in order to get more detailed information.

Since this study is one of the first that was conducted with EFL primary school teachers in the Turkish education system, similar studies can be conducted to get a broader picture in this area. The MNE supports the integration of computers in EFL context and further research may be done in this integration period to reveal the current situation in the adaptation period of CALL in primary schools.

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APPENDICES

APPENDIX A

QUESTIONNAIRE (ENGLISH VERSION)

A. PERSONAL INFORMATION

1. Gender ☐ Male ☐ Female

2. Age ☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60 and over

3. I have been teaching English for ☐ 1-5years ☐ 6-10 years ☐ 11-15 years
☐ 16-20 years ☐ over 20

4. Academic degree ☐ BA in ELT ☐ BA in English Literature ☐ BA in Linguistics
☐ BA in American Culture ☐ BA in an other department(please specify) ☐ MA degree ☐ Other.....(Please specify)

5. Currently, I have been teaching English at
☐ 4th grade ☐ 5th grade ☐ 6th grade ☐ 7th grade ☐ 8th grade

6. Have you ever attended any training course, workshop, or seminar on using computers?
☐ Yes ☐ No
 If yes please specify the type(name, duration, etc.) of the seminar.....

7. Computer at home:
☐ Yes ☐ No

8. Internet Access of your computer:
☐ Yes ☐ No

9. Have you been observing the development or implementation of Computer Assisted Language Learning (CALL)?
☐ Yes ☐ No

If your answer is Yes, How many years have you been

a) observing the development or implementation of CALL(Computer Assisted Language Learning)?.....years.

b) using CALL in your EFL classes?.....years.

c) developing CALL activities and lessons?.....years.

10. If you had an experience with CALL, please check the box(es) below that best describe(s) your experience.

- ☐ I have joined at least one computer course.
- ☐ I have joined at least one CALL course.
- ☐ I have joined at least one CALL seminar or conference.
- ☐ I have read about it.
- ☐ I have examined in detail at least one software programme.

B. COMPETENCE OF TEACHERS

Please indicate your current computer competence level (both your knowledge of and skill in using computers) regarding each of the following statement.

	<u>No Competence</u>	<u>Little competence</u>	<u>Moderate Competence</u>	<u>Much Competence</u>
1. Install new software on a computer.	1	2	3	4
2. Use a printer.	1	2	3	4
3. Use a computer keyboard	1	2	3	4
4. Operate a word processing program.(e.g. Word)	1	2	3	4
5. Operate a presentation Program.(e.g. Powerpoint)	1	2	3	4
6. Use the Internet for communication.(e.g. e-mail, chatroom	1	2	3	4
7. Use the World Wide Web to Access different types of Information.	1	2	3	4
8. Solve simple problems in operating computers	1	2	3	4

	<u>No Competence</u>	<u>Little competence</u>	<u>Moderate Competence</u>	<u>Much Competence</u>
9. Select and evaluate educational software	1	2	3	4
10. Teaching your students with readily available CALL materials.	1	2	3	4
11. Creating or developing your own CALL materials. (if you have not prepared a CALL material before do not give answer to this question)	1	2	3	4
12. Maintaining CALL materials that you have developed or published on the Internet.	1	2	3	4

C. PERCEPTIONS TOWARDS CALL

Please select the most suitable item for you

1. How do you rate your interest in CALL?

Not interested at all	A few Interested	Interested	Very Interested
1	2	3	4

2. Please select your agreement to these sentences

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
a)Using computers is enjoyable	1	2	3	4	5
b)I like using computers in teaching English	1	2	3	4	5
c)Computers save time and effort in EFL lessons	1	2	3	4	5
d)Computers would motivate students to the more study	1	2	3	4	5
e)I would rather do things by hand than with a computer	1	2	3	4	5

	<u>Strongly disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
f) I do not think I would ever need a computer in my classroom	1	2	3	4	5
g)Computers can enhance students' learning	1	2	3	4	5
h)Computers can improve education of English language	1	2	3	4	5
i)Teaching with computers offer real advantages over traditional methods of instruction	1	2	3	4	5
j)Computer technology can not improve the quality of students' learning	1	2	3	4	5
k)Using computer technology in the class would make the subject matter more interesting	1	2	3	4	5
l)Computers are not useful for language learning	1	2	3	4	5
m)Computer use fits well into the curriculum	1	2	3	4	5
n)Class time is too limited for computer use	1	2	3	4	5
o)Computer use suits my students' learning preferences and their level of computer use	1	2	3	4	5
p)Computer use is appropriate for many English language learning activities	1	2	3	4	5
r) In my opinion, to implement CALL successfully, each student should be given a separate computer.	1	2	3	4	5
s) My school has enough personal computers for me to implement CALL.	1	2	3	4	5

3. This is the first time I encounter the concept of Computer-Assisted Language Learning.

☐ Yes

☐ No

4. What does the term 'CALL' mean to you? Here are 10 teaching/learning situations.

Please decide for each one whether you (personally) would describe it as 'CALL' or not.

If it is an example of 'CALL', check it. (You can check more than one box)

- ☐ Students learning a language using computers in the presence of a teacher.
- ☐ Students learning a language using only computers without the presence of a human teacher.
- ☐ A language lesson when a teacher uses an LCD projector or interactive whiteboard as a teaching aid for part of the time.
- ☐ Students learning a how to write in English by using word processors (for example Microsoft Word).
- ☐ Students learning aspects of a language using printed materials that you have designed with a computer program such as a word processor or photo editor.
- ☐ Students learning aspects of a language using materials printed from a website.
- ☐ Students learning a language by running a program from a CD-ROM.

If you have other answer(s), please write them here.

CALL in your own words:

.....

.....

.....

5. Choose the term(s) that best describe(s) the role(s) you see the computer taking in language learning. You may select more than one:

- ☐ A tool (e.g. word processor)
- ☐ A surrogate teacher
- ☐ A useful provider of mechanical language practice
- ☐ A manager of tasks
- ☐ A complement to classroom instruction
- ☐ A means to provide visual representations and sounds
- ☐ A database of textual and visual materials
- ☐ An aid to communication (e.g. e-mail)
- ☐ Other (please specify).....

6. Going from a classroom to a computer laboratory with my students is time consuming.

☐ Yes ☐ No

This is why I do not want my students to use a computer in my language lessons.

☐ Yes ☐ No

7. In your opinion, which aspects of language are appropriate for CALL.

- ☐ Grammar ☐ Comprehension ☐ Speaking ☐ Listening
- ☐ Reading ☐ Pronunciation ☐ Writing ☐ Vocabulary teaching
- ☐ Presentation skills ☐ Teaching with Games ☐ Other.....

8. How do you use CALL materials in your EFL lessons?

- ☐ To reinforce classroom lessons
- ☐ For independent study
- ☐ For developing particular language skills
- ☐ As the focus of the course
- ☐ Other.....(Please specify)

D. ADVANTAGES OF CALL

1. What do you think CALL's greatest potential advantages/benefits are? (Check all that apply)

- ☐ Brings variety into the class
- ☐ Suitable for independent study
- ☐ Suitable for developing particular language skills
- ☐ Provide a flexible learning situation
- ☐ Lower students' language learning anxiety
- ☐ Increase language learning practice

- ☐ Enable to students' learning with authentic materials
- ☐ Enable to students' being exposed to other cultures
- ☐ Gives more opportunities to communicate
- ☐ Other (increase motivation of ss)

E. DISADVANTAGES AND BARRIERS OF CALL

1. What do you consider to be the most significant disadvantages/barriers encountered in the implementation period of CALL to EFL primary school classes?

- ☐ Inadequate computer hardware
- ☐ Inadequate CALL software
- ☐ Inadequate CALL materials
- ☐ Lack of technical support
- ☐ Lack of teacher training specific for CALL
- ☐ The order of the lesson schedule
- ☐ Lack of developing CALL activities and lessons
- ☐ Unfamiliar with CALL software

F. IMPLEMENTATION OF CALL MATERIALS

1. If you want to use CALL (CD-ROM, etc) in your classes, how do you get the materials?

- ☐ Buy myself
- ☐ Students bring
- ☐ School pays and buy them
- ☐ Download from Internet
- ☐ Use online websites
- ☐ Create by myself
- ☐ Provide Ministry of National Education
- ☐ Other.....(Please specify)

2. When you develop CALL activities and lessons, what kinds of software or computer applications do you use most often? Please check the appropriate boxes. (You may select more than one)

- ☐ Commercial Language Learning Software (CDs)
- ☐ Microsoft Word
- ☐ Power Point
- ☐ Microsoft Excel
- ☐ Web Design Software
- ☐ Internet Websites
- ☐ Other

G. LAST ADDINGS

1. Should the relevant authorities (e.g. Ministry of National Education) do more than they have to promote Computer-Assisted Language Learning.

- ☐ No, they have done as much as they could reasonable be expected to do.
- ☐ Yes, they should do a little more.
- ☐ Yes, they should do a lot more.

2. Do you have anything to add to this survey that you think can contribute to successful CALL implementation in EFL primary school context in Turkey? (For examples, missing points, suggestions, comments, etc).

.....

.....

.....

.....

.....

THANK YOU FOR YOUR PARTICIPATION

GÜLSÜM ÖZEROL

APPENDIX B
QUESTIONNAIRE (TURKISH VERSION)

A. KİŞİSEL BİLGİ

1. Cinsiyet ☐ Erkek ☐ Kadın

2. Yaş ☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60 ve üzeri

3. İngilizceyi kaç yıldır öğretiyorsunuz? ☐ 1-5 yıl ☐ 6-10 yıl ☐ 11-15 yıl
☐ 16-20 yıl ☐ 20 yılın üzerinde

4. Eğitim Düzeyiniz ☐ İngiliz Dili Eğitimi Lisans mezunu ☐ İngiliz Dili ve Edebiyatı
 Lisans mezunu ☐ Dil bilim Lisans mezunu ☐ Amerikan Kültürü ve Edebiyatı
 lisans mezunu ☐ Farklı bir anabilim dalı mezunu (lütfen belirtiniz.....)
☐ Yüksek lisans mezunu ☐ Diğer.....(Lütfen belirtiniz)

5. Bu yıl itibariyle, İngilizce derslerini hangi sınıflarda öğretiyorsunuz? (Birden fazla
 şık işaretleyebilirsiniz)
☐ 1. sınıf ☐ 2. sınıf ☐ 3. sınıf ☐ 4. sınıf ☐ 5. sınıf ☐ 6. sınıf ☐ 7. sınıf ☐ 8. sınıf

6. Şimdiye kadar hiç bilgisayar kullanma ile ilgili bir seminer ya da eğitim programına
 katıldınız mı?

☐ Evet ☐ Hayır

Eğer yanıtınız evet ise lütfen seminerin çeşidini(adını, süresini vb.)
 belirtiniz.....

7. Evde bilgisayarınız var mı?

☐ Evet ☐ Hayır

8. Bilgisayarınızın internet bağlantısı var mı?

☐ Evet ☐ Hayır

9. Bilgisayar destekli İngilizce öğreniminin gelişim ve uygulanışını gözlemliyor, takip ediyor musunuz?

☐ Evet ☐ Hayır

Eğer yanıtınız evetse, Kaç yıldan beri

a) Bilgisayar destekli İngilizce Öğreniminin gelişim ve uygulanışını takip ediyorsunuz?
.....yıl.

b) Bilgisayar destekli dil öğrenimini kendi İngilizce derslerinizde kullanıyorsunuz?
.....yıl.

c) Bilgisayar destekli dil öğrenimi aktiviteleri ve dersleri geliştiriyorsunuz?
..... yıl.

10. Eğer şimdiye kadar Bilgisayar Destekli Dil Öğrenimi ile ilgili herhangi bir deneyiminiz olduysa lütfen, deneyiminize uygun olan şıkları işaretleyiniz:

- ☐ En az bir kez bilgisayar kursuna katıldım.
- ☐ En az bir kez bilgisayar destekli dil öğrenimi kursuna katıldım
- ☐ Bilgisayar destekli dil öğrenimi ile ilgili araştırma yapmıştım(hakkında okudum vb.)
- ☐ En az bir kez bilgisayar destekli dil öğrenimi ile ilgili bir seminer ya da konferansa katıldım.
- ☐ En az bir tane bilgisayar destekli dil öğrenimi software(yazılım) programını detaylı bir şekilde inceledim.

B. ÖĞRETMENLERİN YETERLİLİKLERİ

Lütfen şu an ki bilgisayar yeterlilik seviyenizi (hem bilgi hem de bilgisayar kullanma becerisi açısından) her cümleyi tek tek dikkate alarak belirtiniz

	Hiç yeterli değilim	Biraz yeterliyim	Yeterliyim	Çok yeterliyim
1.Yeni bir yazılım programını (cd vb) bilgisayara kurma konusunda	1	2	3	4
2. Yazıcı kullanma	1	2	3	4
3. Klavye kullanma	1	2	3	4
4. Word yazı programını kullanma	1	2	3	4

	<u>Hiç yeterli değilim</u>	<u>Biraz yeterliyim</u>	<u>Yeterliyim</u>	<u>Çok yeterliyim</u>
5. Bir sunum programını kullanma da(örneğin power point)	1	2	3	4
6. İletişim için interneti kullanma (örneğin e-mail, chat)	1	2	3	4
7. Dünya çapındaki internet ağını farklı bilgilere erişmek için kullanma	1	2	3	4
8. Bilgisayar çalışırken oluşan basit problemleri çözebilme konusunda	1	2	3	4
9. Bir eğitim yazılımını seçme, değerlendirme ve kullanma konusunda	1	2	3	4
10. Öğrencilerinize bilgisayar destekli dil öğrenim materyalleri ile öğretmek konusunda	1	2	3	4
11. Kendi bilgisayar destekli dil öğrenim materyallerini oluşturma ve geliştirme konusunda	1	2	3	4
12. (Eğer daha önce bilgisayar destekli dil öğrenim materyali hazırlamadıysanız bu soruyu <u>yanıtlamayınız.</u>)				
Geliştirdiğiniz ya da internette yayınladığınız bilgisayar destekli Dil öğrenim materyallerini Sürdürmek konusunda	1	2	3	4

C.BİLGİSAYAR DESTEKLİ DİL ÖĞRENİMİNE KARŞI ALGILAR

Lütfen size uygun olan seçeneği işaretleyiniz.

1. Bilgisayarlı Dil Öğrenimine karşı ilginizi nasıl oranlarsınız?

Hiç ilgim yok	Biraz ilgiliyim	İlgiliyim	Çok ilgiliyim
1	2	3	4

2. Lütfen bu cümlelere katılımınızı oranlayınız

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
a)Benim için bilgisayar kullanmak eğlencelidir.	1	2	3	4	5
b)İngilizce öğretirken bilgisayar kullanmayı seviyorum	1	2	3	4	5
c)Bilgisayarlar İngilizce derslerinde zaman ve güçten tasarruf sağlar.	1	2	3	4	5
d)Bilgisayarlar öğrencileri İngilizce öğrenmek için daha çok çalışmalarını konusunda motive edebilir	1	2	3	4	5
e)Derslerimle ilgili bazı şeyleri elle yapmaktansa bilgisayarla yapmayı tercih ederim	1	2	3	4	5
f)Hiçbir zaman kendi sınıflarımda bir bilgisayara ihtiyacım olduğunu düşünmemişimdir.	1	2	3	4	5
g)Bilgisayarlar öğrencilerin İngilizce öğrenmesini arttırabilir	1	2	3	4	5
h)Bilgisayarlar İngiliz dili eğitimini geliştirebilir	1	2	3	4	5
i)Bilgisayarlarla öğretmek geleneksel metotlarla dil öğretmeye karşılık bir çok avantaj sağlar	1	2	3	4	5
j)Bilgisayar teknolojisi öğrencilerin İngilizce öğrenme kalitesini arttıramaz	1	2	3	4	5

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
k)Sınıfta bilgisayar teknolojisini kullanmak konuyu daha ilginç hale getirir.	1	2	3	4	5
l)Bilgisayarlar dil öğrenmek için yararlı değildir	1	2	3	4	5
m)Bilgisayar kullanımı müfredat programına uyum sağlar	1	2	3	4	5
n)Ders saatleri bilgisayar kullanmak için çok sınırlı	1	2	3	4	5
o)Bilgisayar kullanımı öğrencilerimin öğrenme biçimlerine ve bilgisayar kullanma seviyelerine uygundur.	1	2	3	4	5
p)Bilgisayar kullanımı bir çok İngilizce öğrenme aktivitesi için uygundur	1	2	3	4	5
r) Bana göre, Bilgisayar destekli dil öğrenimini başarılı bir şekilde uygulamak için, her öğrenciye ayrı bir bilgisayar verilmeli.	1	2	3	4	5
s)Benim okulum bilgisayar destekli dil öğrenimini uygulayabilmem için yeterli kişisel bilgisayara sahip.	1	2	3	4	5

3. Bilgisayar destekli dil öğrenimi (BDDÖ) tanımıyla ilk kez bu ankette karşılaşıyorum

☐Evet ☐Hayır

4. Bilgisayar destekli dil öğrenimi terimi size neyi ifade ediyor? Aşağıda 10 adet öğretme/öğrenme durumu belirtilmiştir. Lütfen aşağıdaki durumlardan bilgisayar destekli İngilizce öğrenimine örnek olarak gördüklerinizi işaretleyiniz.(birden fazla seçenek işaretleyebilirsiniz)

- ☐ Öğrencilerin öğretmenleri eşliğinde bilgisayar kullanarak bir dili öğrenmesi
- ☐ Öğrencilerin bir öğretmen olmadan bilgisayar kullanarak bir dili öğrenmesi
- ☐ Öğrencilerin bir dilin bir yönünü (örneğin dilbilgisini) sadece internet sitelerini kullanarak öğrenmesi
- ☐ Öğretmenin LCD projektör ve akıllı tahtayı dersin belli zamanlarında derse yardımcı olarak kullandığı bir dil dersidir
- ☐ Öğrencilerin word programını kullanarak İngilizce nasıl yazı yazacaklarını öğrenmeleri
- ☐ Öğrencilerin dilin farklı yönlerini word ya da resim yöneticisi gibi bilgisayar programlarıyla hazırlanmış ve yazıcıda çoğaltılmış materyaller kullanılarak öğrenmesi
- ☐ Öğrencilerin bir dilin farklı yönlerini web sitelerinden çıktısı alınmış materyaller kullanılarak öğrenmesi
- ☐ Öğrencilerin bir Cd den bir programı çalıştırarak dili öğrenmesi

Eğer farklı cevap ya da cevaplarınız varsa, lütfen buraya yazarak belirtiniz

Kendi cümlelerinizle Bilgisayar destekli dil öğrenimi:

.....

.....

5. Size göre bilgisayarların dil öğrenmedeki rol ya da rollerini en iyi tanımlayan ifadeleri seçiniz. (Birden fazla şık işaretleyebilirsiniz)

- ☐ Bir araç (örneğin yazma aracı word programı vb)
- ☐ Öğretmenin yerine geçen araç
- ☐ Faydalı bir dil pratiği sağlayıcısı
- ☐ Sınıf öğretiminin tamamlayıcısı
- ☐ Bir anlamda görsel ve işitsel öge sağlayıcı
- ☐ Görsel ve yazılı materyal veritabanı
- ☐ İletişim, haberleşme yardımcısı (örneğin e-mail)
- ☐ Diğer (Lütfen belirtiniz).....

6. Öğrencilerimle beraber bir sınıftan bilgisayar laboratuvarına gitmek zaman kaybı

- ☐ Evet
- ☐ Hayır

Eğer yanıtınız evetse lütfen aşağıdaki soruyu da yanıtlayınız,

Bu sebepten dolayı öğrencilerimin benim derslerimde bilgisayar kullanmasını istemiyorum.

☐ Evet ☐ Hayır

7. Size göre dilin hangi yönleri, bilgisayar destekli dil öğrenimine uygundur(birden fazla seçenek işaretleyebilirsiniz.)

- ☐ Dilbilgisi ☐ Yorumlama
- ☐ Konuşma ☐ Dinleme ☐ Okuma
- ☐ Telaffuz ☐ Yazma ☐ Kelime öğretimi ☐ Sunum becerileri geliştirme
- ☐ Oyunlarla öğretim ☐ Diğer.....

8. Bilgisayar destekli dil öğrenim materyallerini İngilizce derslerinizde nasıl kullanıyorsunuz? (birden fazla seçenek işaretleyebilirsiniz.)

- ☐ Sınıf derslerini desteklemek için
- ☐ Bağımsız çalışma yapmak için
- ☐ Belirli dil becerilerini (dinleme, okuma vb) geliştirmek için
- ☐ Sınıfın odak noktası olarak kullanırım
- ☐ Diğer.....(Lütfen belirtiniz)

D. BİLGİSAYAR DESTEKLİ DİL ÖĞRENİMİNİN AVANTAJLARI

1. Sizce Bilgisayar destekli dil öğreniminin en büyük fayda/yararları nelerdir? (Birden fazla seçenek işaretleyebilirsiniz.)

- ☐ Sınıf ortamına çeşitliliği getirir.
- ☐ Öğrencilerin bağımsız çalışmasına uygundur.
- ☐ Belirli dil becerileri geliştirmek için faydalıdır.
- ☐ Esnek bir öğrenme ortamı sağlar.
- ☐ Öğrencilerin dil öğrenme kaygılarını azaltır.
- ☐ Dil öğrenme pratiğini artırır.
- ☐ Öğrencilerin otantik materyallerle öğrenmesine imkan tanır.
- ☐ Öğrencilerin diğer kültürlerle maruz kalmasına imkan tanır.

- ☐ İletişim için çok fazla fırsat sunar.
- ☐ Diğer.....(Lütfen belirtiniz)

E. BİLGİSAYAR DESTEKLİ DİL ÖĞRENİMİNİN DEZAVANTAJ VE ENGELLERİ

1. Size göre ilköğretim İngilizce sınıflarında bilgisayar destekli dil öğrenimini uygularken karşılaşılan en büyük engeller/dezavantajlar nelerdir?(birden fazla seçenek işaretleyebilirsiniz)
- ☐ Yetersiz laboratuvar erişimi
- ☐ Yetersiz donanım
- ☐ Yetersiz bilgisayar destekli İngilizce öğrenimi yazılımı
- ☐ Yetersiz BDDÖ materyali
- ☐ Teknik destek eksikliği
- ☐ Bilgisayar destekli dil öğrenimi ile ilgili öğretmen eğitim programı eksikliği
- ☐ Ders programının düzeni
- ☐ BDDÖ aktivite ve dersleri geliştirme yetersizliği
- ☐ Öğretmenlerin BDDÖ yazılım programlarına karşı aşina olmayışı
- ☐ Diğer.....(Lütfen belirtiniz)

F. BİLGİSAYAR DESTEKLİ DİL ÖĞRENİM MATERYALLERİNİN UYGULANIŞI

1. Bilgisayar destekli dil öğrenimi uygulaması uygulamak istediğinizde, BDDÖ materyallerini (Cds vb)nasıl elde ediyorsunuz?

(birden fazla seçenek işaretleyebilirsiniz)

- ☐ Kendim satın alıyorum
- ☐ Öğrenciler getiriyor
- ☐ Okul parasını ödüyor ve satın alınıyor
- ☐ İnternetten indiriyorum
- ☐ İnternet üzerindeki web sitelerini kullanıyorum derslerde
- ☐ Kendim oluştuyorum
- ☐ Bakanlık sağlıyor
- ☐ Diğer (lütfen belirtiniz).....

2. Bilgisayar Destekli Dil Öğrenim aktivite ve dersleri geliştirirken, ne çeşit yazılım ve bilgisayar uygulamalarını daha sık kullanıyorsunuz? Lütfen size uygun olan seçenekleri işaretleyiniz. (Birden fazla seçenek işaretleyebilirsiniz.)

- ☐ Ticari dil öğrenme yazılımlarını (cdler)
- ☐ Word yazı programı
- ☐ Power Point sunum hazırlama programı
- ☐ Microsoft Excel hesaplama ve tablo oluşturma programı
- ☐ Web sitesi tasarım programları (Frontpage vb)
- ☐ İnternet siteleri
- ☐ Diğer (lütfen belirtiniz).....

G. SON İLAVELER

1. Size göre ilgili otoriteler (örneğin Milli Eğitim Bakanlığı)Bilgisayar Destekli Dil Öğrenimini uygulamak için daha çok şey yapmalı mı?

- ☐ Hayır, zaten onlardan beklenen kadarını yaptılar.
- ☐ Evet, biraz daha bir şeyler yapmaları gerekir.
- ☐ Evet, daha çok şeyler yapmaları gerekir.

2. Sizce, Türkiye'deki ilköğretim okullarında İngilizce sınıflarında Bilgisayar Destekli Dil Öğreniminin daha başarılı uygulanması için; bu ankete ekleyeceğiniz herhangi bir şey var mı? (örneğin, gözden kaçan noktalar, öneriler, yorumlar, vb.)

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KATILIMINIZ VE İLGİNİZ İÇİN TEŞEKKÜR EDERİM
GÜLSÜM ÖZEROL

APPENDIX C**CONSENT FOR PARTICIPATION IN INTERVIEW**

I consent to participate in the interview of this research study voluntarily. The researcher of this study has informed me about the purpose and the procedure of this study.

Finally, I state that I sign this consent form freely with my own voluntariness and my own decision.

Date:

Name:.....

Signature:.....

APPENDIX D**INTERVIEW QUESTIONS (ENGLISH VERSION)**

1. How often do you use CALL materials in your lessons?
2. How do you usually use computers in your English lessons?(with CDs, websites, powerpoints etc.)
3. How do you perceive your computer competence? What are your deficiencies? Do you think that you need any training? What kind of training do you need?
4. What are the advantages and disadvantages of implementing CALL in EFL primary school classes?
5. Are there any problems or barriers that negatively effect the implementation of CALL in your classes? If exists, what are they?
6. What should be done in order to implement CALL effectively in EFL primary school classes in Turkey?

APPENDIX E**INTERVIEW QUESTIONS (TURKISH VERSION)**

1. Bilgisayar Destekli Dil Öğrenimini derslerinizde ne kadar sıklıkla kullanıyorsunuz?
2. Genelde bilgisayarları ingilizce derslerinizde nasıl kullanıyorsunuz? (cdler mi, slaytlar mı, web siteleri mi kullanıyorsunuz?)
3. Kendinizi Bilgisayar destekli dil öğrenimini uygulayabilme konusunda ne kadar yeterli görüyorsunuz? Sizce eksikleriniz nelerdir? Bir eğitime ihtiyacınız olduğunu düşünüyor musunuz? Ne çeşit bir eğitime ihtiyaç duyuyorsunuz?
4. Sizce İlköğretim okullarındaki ingilizce derslerinde bilgisayar destekli dil öğrenimi yapmanın faydaları ve zararları nelerdir?
5. Sizce bu sınıflarda bilgisayar destekli dil öğrenimi ile eğitim yapmayı etkileyen bazı engeller ve problem teşkil edecek durumlar var mı varsa nelerdir?
6. Sizce Bilgisayar destekli dil öğrenimini etkili bir şekilde ülkemizdeki ilköğretim okullarında uygulayabilmek için neler yapılmalı?

APPENDIX F

PERMISSION E-MAILS FOR ADAPTATION OF THE SURVEYS

The following messages are the e-mail correspondances with Aliamat, Omar Ali; Bryan, Brault and Albirini, Abdulkafi in regards to using and adapting their survey and questionnaire questions.

In a message dated February 17, 2007, 5:30 AM, aliamat@shbie.ubd.edu.bn writes

Dear Gülsüm ÖZEROL,

I just read your email. As for the questionnaire, you can use the questionnaire that i developed for your research but you have to cite it properly. As for the findings, I only can share with you some of the them as it is impossible for me to send a copy of it (I am sorry as this will make it hard for you to cite the study).

Some key findings:

Suprisingly, 26.42% of teachers perceived CALL as a learning experience with printed materials (produced with a computer) either materials designed by the teachers or materials that are printed from a website (in other words, computers are not used during the learning experince but rather used in the lesson preparation).

Only 26.42 teachers said they can use ICT lab meanwhile 79.25% can not use it because the labs are fully used by subjects related to ICT (Computer Studies etc) and 20.75% said the School Administration made a policy saying that priority are given to ICT related subjects.

71.7% said they dont have time to prepare CALL materials
only 5.66% are very confident in creating own CALL materials.

I hope we can share the findings and maybe one day we can do a parallel research on this. please contact me via this email.

Regards,

Aliamat Omar Ali,
Department of Language Education

In a message dated February, 12, 2007 8:49 PM, bryan.braul@ualberta.ca writes

Dear Gulsum Ozerol,

You have permission to use my survey questions from my thesis research. All I ask is to please reference it in your thesis. As mentioned, so of the questions came from, or were adapted from Mike Levy's survey (Levy, M. (1997). *Computer Assisted language learning: Context and conceptualization*. Clarendon Press: Oxford.)

His work was very valuable when designing and carrying out my research; however the group of teachers I worked with (and probably the group that you will be working with) is very different from Levy's sample. This was the main reason that the questions had to be changed.

Good luck with your research. If you get a chance let me know how it is going. I would be interested in your results

Bryan Braul
Assistant Academic Coordinator
English Language Program
Faculty of Extension
University of Alberta

In a message Jan 17, 2007 5:14 AM, albirini@uiuc.edu writes

Dear Gülsüm ÖZEROL,

You may certainly use my questionnaire for your study and you may adapt it as well. Insofar as help is concerned, please let me know if you have any specific questions in mind.

Best
Abdulkafi

APPENDIX G

**CONSENT FROM THE MINISTRY OF NATIONAL EDUCATION DISTRICT
OFFICE**

T.C.
ADANA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

SAYI :B.08.4.MEM.4.01.00.05.040/60972
KONU: Tez

24.09.2007

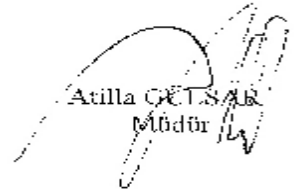
VALİLİK MAKAMINA
ADANA

Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı Müdürlüğünün 21.09.2007 tarih ve 3251 sayılı yazılarında;

Fakültelerinin, Yabancı Diller Eğitimi Anabilim Dalı Yüksek lisans öğrencisi Gülşüm ÖZEROL'un danışmanı Yrd. Doç. Dr. Yasemin KIRKGÖZ yönetiminde uygulamak istediği "İlköğretim Okullarındaki İngilizce Öğretmenlerinin Bilgisayar Destekli Dil Öğrenimine Karşı Tutum ve Algıları" konulu Tez çalışması için izin istemekte bulunmaktadır.

Söz konusu Tez çalışmasının ilimize bağlı ekli listedeki ilköğretim Müdürlüklerinde Eğitim-Öğretim aksatılmadan uygulanması, Müdürlüğümüzce uygun görülmektedir.

Makamlarınıza da uygun görüldüğü takdirde olurlarınıza arz ederim.


Atilla ÇETİSAK
Müdür

OLUR
24/09/2007
Resat ÖZDEMİR
Vali a.
Vali Yardımcısı

