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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**TEACHERS' PERCEPTIONS AND PRACTICES IN INTEGRATION OF  
INFORMATION AND COMMUNICATION TECHNOLOGY WITH ENGLISH  
LANGUAGE TEACHING: A CASE STUDY IN A TURKISH PREPARATORY  
SCHOOL**

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**MASTER OF ARTS**

**MERSİN / JANUARY 2021**

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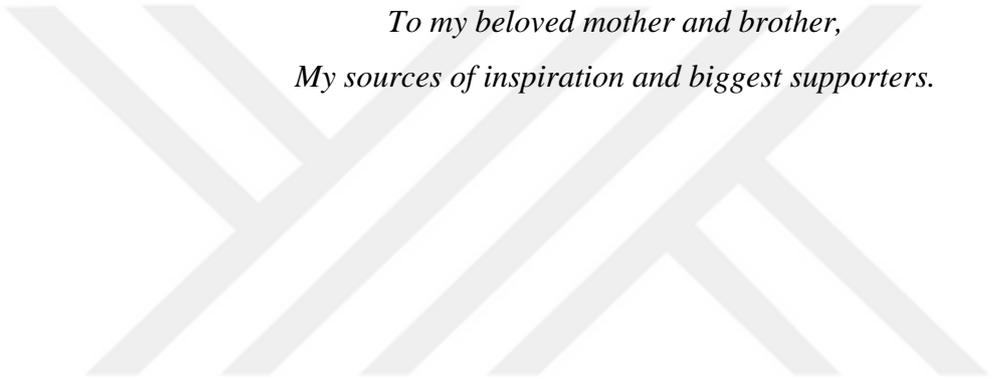
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**DEDICATION**

*To my beloved mother and brother,  
My sources of inspiration and biggest supporters.*

**ETHICS DECLARATION**

Students'

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I hereby declare that,

I prepared this master thesis in accordance with Çağ University Social Sciences Institute Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

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Cemre Nur KUŞCU

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**ABSTRACT****TEACHERS' PERCEPTIONS AND PRACTICES IN INTEGRATION OF  
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LANGUAGE TEACHING: A CASE STUDY IN A TURKISH PREPARATORY  
SCHOOL****Cemre Nur KUŞCU****Master of Arts, Department of English Language Education****Supervisor: Dr. Senem ZAIMOĞLU****January 2021, 79 Pages**

The world, which is constantly developing through technology, reflects all innovations upon education field especially language teaching and shapes 21<sup>st</sup> century's learner profile. EFL instructors bridge over these two variables as initiators and guides regarding the coherence between language acquisition and Information and Communication Technology (ICT) as a dynamic tool. To create a modern teaching environment, language instructors need to acquire awareness about their own perceptions in order to make use of ICT aids and networks, and these perceptions lead them to appropriate practices for their own contexts. The main aims of this case study are to gain insight language teachers' perceptions about integration of ICT into English language lessons and to find out their practices. Within the scope of this research, this case study involves 15 EFL instructors by using purposive sampling. The transitioning to online education because of the pandemic (Covid-19) enabled all participants utilise and experience ICT materials and settings. The data were gathered through a semi-structured interview and pre and post questionnaires based on ICT training process. All procedure was introduced to participants through online meetings in advance and then, training sessions were conducted after the pre-questionnaire. After the training and instructors' practices in their online classrooms, post questionnaire and the semi-structured interview were implemented. Moreover, the qualitative data of the interviews were analysed through content analysis in parallel with the questionnaires' outcomes. The quantitative data were analysed via non-parametric tests of Statistical Package of Social Sciences (SPSS) and compared with each other in order to obtain differences.

The results were concluded holistically considering ICT trainings, pre and post questionnaires and the interviews in a post method point of view.

Key Words: *ICT, 21<sup>st</sup> century skills, language teaching, teacher perceptions*



**ÖZ****ÖĞRETMENLERİN BİLGİ VE İLETİŞİM TEKNOLOJİSİ İLE YABANCI DİL  
ÖĞRETİMİNİN ENTEGRASYONUNA İLİŞKİN ALGILARI VE  
UYGULAMALARI: BİR TÜRK HAZIRLIK OKULUNDA VAKA ÇALIŞMASI****Cemre Nur KUŞCU****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Senem ZAIMOĞLU****Ocak 2021, 79 Sayfa**

Teknolojiyle sürekli gelişen dünya, başta dil öğretimi olmak üzere tüm yenilikleri eğitim alanına yansıtmakta ve 21. yüzyılın öğrenci profilini şekillendirmektedir. İngilizce'yi yabancı dil olarak öğreten öğretmenlerin, öncüler olarak bu iki değişken üzerinde köprüler kurarlar ve dinamik bir araç olarak dil edinimi ile Bilgi ve İletişim Teknolojisi (BİT) arasındaki tutarlılığa ilişkin kılavuzlar sunar. Dil öğretmenleri modern bir öğretim ortamı oluşturup, BİT araçlarından ve ağlarından yararlanmak için algıları hakkında farkındalık edinmeleri gerekir. Bu algılar onları kendi bağlamları için uygun olan uygulamalara yönlendirmektedir. Bu vaka çalışmasının temel amaçları, dil öğretmenlerinin BİT'in İngilizce derslerine entegrasyonu hakkındaki algılarını anlamak ve uygulamalarını ortaya çıkarmaktır. Bu araştırma kapsamında bu vaka incelemesi, amaca yönelik örnekleme yöntemi kullanılarak 15 İngilizce'yi yabancı dil olarak öğreten öğretmenleri kapsamaktadır. Pandemi (Covid-19) nedeniyle çevrimiçi eğitime geçiş tüm katılımcıların BİT materyallerini ve ortamını kullanmalarını ve deneyimlemelerini sağladı. Veriler, BİT eğitim sürecine dayalı olarak yarı yapılandırılmış bir görüşme ve ön ve son anketler yoluyla toplanmıştır. Tüm prosedür, katılımcılara önceden çevrimiçi toplantılarla tanıtılmış ve ön anketin ardından eğitim oturumları gerçekleştirilmiştir. Eğitim ve öğretmenlerin çevrimiçi sınıflarındaki uygulamalarından sonra, son anket ve yarı yapılandırılmış görüşme uygulandı. Ayrıca görüşmelerin nitel verileri, anketlerin sonuçlarına paralel olarak içerik analizi yoluyla incelenmiştir. Nicel veriler, Sosyal Bilimler İstatistik Paketi (SPSS) parametrik olmayan testleri ile analiz edilmiştir. Sonuçlar; BİT eğitimleri, ön ve

son anketler ve yapılan görüşmeler yöntem sonrası bakış açısıyla değerlendirilip bütünsel olarak sonuçlandırılmıştır.

*Anahtar Kelimeler: BIT, 21. Yüzyıl becerileri, dil öğretimi, öğretmen algıları*



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## ABBREVIATIONS

<b>CALL</b>	: Computer Assisted Language Learning
<b>EFL</b>	: English as Foreign Language
<b>ELT</b>	: English Language Teaching
<b>ICT</b>	: Information and Communication Technology
<b>LLAs</b>	: Language Learning Applications
<b>MALL</b>	: Mobile Assisted Language Learning
<b>PC</b>	: Personal Computer
<b>SPSS</b>	: Statistical Package of Social Sciences
<b>TAM</b>	: Technology Acceptance Model
<b>The WST Model</b>	: The Will-Skill-Tool Model

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## 1. INTRODUCTION

This chapter gives a general outline of Information and Communication Technologies (ICT) integration with English Language Teaching (ELT) to demonstrate its significant points with references by prominent researchers in the field. It encompasses the <background, purposes, research questions and limitations to illustrate how this case study contributes to the literature.

### **Background of the Study**

English as a global language is one of the unifying power behind developments and innovations overcoming lingual borders (Abdalgane, 2020). Keeping abreast of all reforms and adjustments is in the nature of English language despite its challenges to teach. EFL (English as Foreign Language) teachers meet the challenges by utilising technology.

Technology gained momentum as a consequence of people's need of fast information flow and their wish of effortless accessibility to everything without any limitation. It took place in science, business, transportation and communication and eventually reflected upon education. Societies have become more technology-preferred over the past years and technology has become priority. Given the contributions of the technology, English language teachers, policy makers and scholars empower English language learning through several modern practices (Ulla, Perales & Tarrayo, 2020). Consequently, governments and private institutions channel their sources to integrate technology with education and organize their curriculums based upon Information and Communication Technology (ICT).

Information and Communication Technology represents a worldwide platform including technological devices, networking components and systems that enable people interact with each other or necessary data (Rouse, 2019). To meet the challenges of contemporary world, people need to be adapted to relevant competencies to function in a target language. Utilizing ICT provides a connection between target language and 21<sup>st</sup> century learners and instructors in education as well as almost all fields. In other words, ICT can be accepted as a powerful and dynamic tool to teach English language considering the interplay between learners and today's world. Therefore, it is important to identify the process of ICT use in language in terms of instructors from the beginning. Finding out ICT conceptions of EFL teachers and their practices give

opportunity to improve available teaching methods and to support learners' language learning efforts.

As noted by Kumaravadivelu (2006, p. 170) when foreign language teachers entitle themselves as enlightened eclectic, it means they have an understanding which classroom settings, teaching methods and materials are revised according to the post methodology era. In addition, Information and Communication Technology is inseparable part of this era especially in the aspect of fast-paced growing and spreading technology. Indivisible unity of ICT and language teaching arise from teachers' notion about technology and their openness to new and current experiences.

A considerable amount of literature has been published on teachers' conceptions about integrating information and communication technology with foreign language lessons, however, very few studies can be found about how they form their perceptions throughout the implementation regarding practices. Thus, teachers' perceptions and practices in integration of ICT and language teaching require to be investigated in detailed together. This study will explore how ICT has become an inseparable part of EFL, how EFL teachers or instructors perceive ICT and the factors within their perception processes, and finally ICT practices emerged and were implemented in EFL lessons.

### **Problem Statement**

ICT is currently one of the main constituents of English Language Teaching (ELT) in respect to previous studies and struggles for modernization of education over the past two decades (Ramya & Clement, 2020). It may facilitate learning and provoke constructive attitudes towards language or cause anxiety and difficulty in operating devices. The achievement of the integration of ICT with English Language Teaching is now parallel with teachers' perceptions as a result of teachers' tendency to keep their perceptions as the main agent of their in-class implications (Lai, Prett & Trewern, 2001; as cited in Atteh et al., 2020). The way they perceive ICT is the determinant of the integration's success or failure (Can & Çağiltay, 2006, as cited in Atteh et al., 2020).

EFL learners are generally introduced with ICT in their formal settings as the teachers take side with utilizing. Compared to traditional EFL classrooms, EFL learners surrounded with ICT materials and instructions acquire competences and advanced skills to use in their life (Ramya & Clement, 2020). That is to say, ICT integrated EFL settings empower learners' self-trust, autonomy, motivation and proficiency to produce

English in other settings, and accordingly, learners' perceptions towards English language with ICT are reinforced affirmatively. Moreover, ICT- based lessons can be conducted on online platforms, which are called as distance education.

Briefly, modern EFL settings are formed under the consideration of teachers' perceptions which bring learning opportunities out. Information-based societies make a great deal of effort to get rid of conventional methods in education and to embrace technologic innovations in order to take advantage of best opportunities. Thus, EFL teachers' perceptions and ICT are remarkably important to investigate. This case study will focus on the combination of these two factors and the relationship between them in a context of Turkish preparatory school in accordance with the literature.

### **Purposes of the Study**

Research focusing on foreign language teachers' perceptions and ICT-mediated lessons are generally used as reinforcement because of development on students' sub-skills or encouraging impact on students (Young, 2003). On the other hand, most of the foreign language instructors' ICT practices in their lessons are utilized according to advantages or disadvantages of technological aids, activities and so on (Ammanni & Aparanjani, 2016). Contrary to common outcome-oriented research, this study focuses on the process of teachers' perceptions about integration of Information and Communication Technology into language lessons. Likewise, ICT-based practices are analysed considering their relationship between language teachers' perceptions.

### **Research Questions**

This case study consists of a group of EFL instructors that had passed through both formal education and distance education process integrated with ICT. Their perceptions about ICT in English language teaching and practices are taken as bases. Lastly, how their experiences and ICT practices are associated in an EFL context is determined to explore. More specifically, the following questions are attempted to answer:

1. What are the impacts of Information and Communication Technology (ICT) training on the perceptions of EFL instructors?
2. How do the EFL instructors describe their perceptions of ICT after receiving the training?

### **Significance of the Study**

In English Language Teaching field, it is not possible to ignore ICT's role since technology is inevitable in today's world. Utilizing ICT depends on EFL teachers' attempts in educational settings and requires training for successful implementation (Hismanoglu, 2012). In this study, other concerned researchers and instructors are provided how they can embed ICT into their EFL classrooms by creating positive perceptions.

Instructors developing professionally and learning lifelong pay attention to their observations, colleagues' experiences or research. This case study aids instructors who are struggling within their setting so as to benefit from ICT and demonstrates examples from current century by aiming leaving a positive impression on their academic standing.

This case study aims to present teachers' pre and post perceptions and their practices about integration of ICT and language teaching for the autonomous teachers to enlighten. To create a modern teaching environment, language instructors need to acquire awareness about their own perceptions in order to make use of ICT aids and networks in their lessons and these perceptions lead them to appropriate practices.

Finally, this study illuminates a Turkish EFL context from a developing country perspective. The perceptions about ICT in ELT contribute to literature since such a local example enables policy makers to compare with their own conditions. Likewise, witnessing to the power of ICT prompts people to invest in technological resources and empowers instructors to adopt ICT as bridge between them and EFL learners of 21<sup>st</sup> century.

### **Literature Review**

This part exhibits major research studies that concentrate on Information and Communication Technology (ICT), and EFL teachers' perceptions and practices about lessons integrated with technology. More specifically, it encompasses ICT's process into language teaching field throughout years, teachers' mental process of acceptance and several implementations to teach English regarding today's world and rising generation in a post method era. That is to say, this part provides a considerable amount of literature emphasising factors emerging from blended lessons with ICT, circumstances occurring due to time, and settings and learners forming teachers' perceptions and practices.

The literature given below needs to be taken into account based on three categories: conceptions, practices and profession. Each title in this part touches upon the significance of these categories on ICT integration with EFL lessons since the researcher determined to illuminate the subject and represent the data clear and profoundly. For instance, Boling (2008) built her analysis on teachers' conceptions by characterising them as the necessity for the link between daily life and learners in 21<sup>st</sup> century. Teachers' conceptions, practices and professions were embedded into this part and also detailed in following chapters in-depth.

### ***ICT's Process into English Language Teaching***

The term of 'ICT' is used by Karim (2011) to refer to 'the use of electronic machines and programmes for the processing, storage, transfer and presentation of information' and emphasizes that interaction of information through technology comes into prominence in contrast with Information Technology (IT). Nowadays, ICT becomes increasingly important area in foreign language teaching and manifests itself in practices through applications, electronic devices, networks, telecommunication systems and so on. Hereby, it is significant to take into consideration ICT's process into education, specifically English language teaching.

Technological innovations reflect upon every sphere of our lives through social interactions. There is a consensus among some authors (Kroeker, 2010; Yonck, 2010) that the basis of how organizations and communities function is the use of technology and technologic devices. Looking over past years exposes how digital forms have been intertwining with education. According to Jang, individuals who were closely and directly associated with information flow thanks to technology were in need of an alignment for education as well (2014). Their increasing demands and emergence of computers with the Internet marked an important milestone in the history of education in 1996 since desktop PCs (Personal Computers) opened a new window into teaching by bringing multimedia contents into use. Jang (2014) also indicates that the Internet PCs achieved a remarkable breakthrough in terms of e-learning and strengthening learner-centered approaches. Furthermore, this progress has been accelerated many times via new devices such as notebook, smartphone and advancements in environment and timing. He concludes that ICT has become a dedicated application for learners who have unique competencies and individualities.

European Commission's last survey report on ICT in education (2019) covers twenty-eight European countries along with Norway, Turkey and Iceland and demonstrates ICT's current and updated status with its overall influences. The data gathered from teachers, learners and parents concluded that ICT promotes not only teachers professional development but also students' problem solving and analytical skills through digital skills thanks to supportive head teachers and parents. It is also believed that the Internet connection will be supplied and used to all educational institutions by five years.

It is inevitable to integrate ICT with language teaching, as technology is an inseparable part of today's society and connected with education as well (Daniels, 2002). In this circumstance, conventional foreign language lessons and curriculum went through changes regarding current needs most particularly in English language due to its global position and significance (Alkamel & Chouthaiwale, 2018). Nowadays, technology's role in teaching is accepted as determinant for a successful lesson; hence, researchers' attention draws on ICT along with English teachers or instructors' acceptance. Alkamel & Chouthaiwale points to the most likely reason of this assumption that is the function of ICT as a tool to teach a language; ICT constitutes a widespread platform around the world to teach and learn English, and provides accessibility for people unable to attend lessons physically (2018). Besides relying on Moursund's statements (2005) about how progress of ICT in education radically promotes and enhance innovations, Obahiagbon and Osahon (2014) point out that countries' vision of being '*knowledge based and globally competitive society*' depends on ICT integrated curriculums. Utilizing ICT as a tool to teach English comprises both individual and national status.

Commenting on language teaching and practitioners in post method, Allwright (2003) claims that '*local thinking and acting*' have deep connections with '*global principles*'; in other word, having a global awareness and understanding based on real life roots from teachers' practices in their own settings. The world embracing technology as a way to evolve also leads English language practitioners to observe their context and to comprehend worldwide advancements. Synchronizing an EFL classroom with today's world depends upon technological devices.

Technologic devices, to begin with, have a wide range from handheld devices to output devices that can be clearly seen in everyday life. ICT tools are the instruments for integration and interaction with information and stimulate learners' visual, audial

and kinaesthetic perceptions as well (Pourhossein Gilakjani, 2011). In order to match teaching objectives with source and learners, teachers create an atmosphere that includes collaboration and communication between learners using technologic tools (Wang, 2008). These tools can be listed as information systems, software, hardware, and recorders under the scopes of web based and non-web based learning suggested by Alkamel and Chouthaiwale (2018). Enhancing quality of an English language lessons, instructors make use of applications, the Internet, projectors, smart phones, computers, blogs, audiotapes, DVDs, books' software, digital materials, social media and so on.

Liu et al. (2009) inform that ICT tools constitute a potential information source wherever users are regardless of any conventional settings. For instance, learners are equipped with quick and easy access for necessary documents through personal computers or are engaged with the target language for their purposes by collaborating with classmates or instructors through mobile phones. Moreover, their attention is directed to the content through projector and interactive whiteboard. It is quite important that teachers are responsible for initiating and maintaining the use of devices to enhance language learning (Gikas & Grant, 2013). However, EFL teachers' role is not restricted with the device usage; they develop many insights to boost learning.

In an EFL classroom, teachers' roles vary from an initiator to a guide or a mentor and there is no delimitation to perform these roles unlike the method era. As stated by Can (2009), the input given in the classroom must guide learners when they need to express themselves in English. EFL teachers, being renovated and adopting ICT, guide learners consciously or unconsciously in their individual modern lives since they eventually encounter with technology in daily life. On the other hand, Kumaravadivelu (2001) suggests that maximising learning opportunities needs to go beyond available classrooms and show itself outside. In English language teaching, ICT tools require to be implemented in not only formal education settings but also informal settings such as meetings, houses, online courses. That is, benefitting from the tools as sources of language teaching expands and advances learners' practices considering that English language's areas of usage in real. On the contrary to broad efforts for spreading ICT's development in education, some institutions fall even further behind the use of ICT tools (Obahiagbon & Osahon, 2014). However, drawing on ICT tools in lessons promotes EFL learners' language competencies like communication skills and encourages their autonomy in their own learning (Jorge et al., 2003). Samuel and Bakar

link the non-use of the tools with the underlying reason of “growing concern about the level of English proficiency” (2006, p. 4).

Richards (2006) highlights the constructive and productive contributions of ICT developing day by day and globalization to English language teaching. English language teachers who equipped with ICT tools for technology-mediated lessons ensure professional improvement for themselves and authenticity for their learners so as to use English actively in intended contexts.

### ***EFL Teachers’ Perceptions about integration of ICT with Language Teaching***

Efron (1969) defines the perception word as “primary form of cognitive contact with the world around”. Papadakis and Kalogiannakis (2020) narrow down the subject into educational aspect in terms of teachers’ perception by referring to “the thoughts or mental images which teachers have about their professional activities and their students, which are shaped by their background knowledge and life experiences and influence their professional behaviour”. In a study that set out to reveal the importance of teachers’ perceptions, Cristina-Corina and Valerica reported that adaptation to changes is a satisfactory issue for both teachers and learners (2012). Concerning these descriptions, English language teachers perceive innovations, which the world around them brings into their milieu, analyse and accept or reject these changings or reforms through a mental process conceiving their experiences, professions and learners’ backgrounds.

EFL teachers are the bridge between learners and the language in a context including recent developments. Their perceptions shed light on upcoming changings in a classroom. In this respect, Information and Communication Technology constitutes an essential role for educational purposes particularly foreign language teaching since it provides many chances for users and meets needs of modern knowledge society (Ammanni & Aparanjani, 2016). A teachers’ acceptance and implementations of ICT open a contemporary way to the world for learners and meet their possible needs related with English language and technology.

Previous studies have focused on English language learners’ perceptions in order to observe the success of ICT integration, yet the initiator agent of the integration, teachers, has been neglected mostly. As a matter of fact, they are the common factors of foreign language acquisition throughout each learning phase regarding the quality of learning outcomes (Cope & Ward, 2002).

Teachers' perceptions about new adjustments for the lessons comprise a basis for efficient teaching. In this case, English language teachers' cognition and understanding about integration of ICT and foreign language teaching are the main frames to be shaped and adapted according to conditions such as learners preferences, classroom setting, curriculum, pedagogic approaches and so on. Trigwell, Prosser and Waterhouse (1999) have explained this situation by referring teachers' perceptions as sources of new experiences in a classroom. Besides, some instructors perceive the integration of ICT with language teaching as a profound change in their educational settings that eventually ends up with improvement of quality (Yusuf, 2005).

The key role of EFL teachers is to embed 'educational innovation' into curriculum (Vanderlinde & van Braak, 2011). Teachers' perceptions related with ICT in language lessons are crucial backgrounds for learners' own understandings and their language acquisition (Parr, 1999). Furthermore, utilization of ICT in instruction enables language teachers to enhance their professional development and helps them establish a bond with learners and collaborative colleagues (Hutchison & Reinking, 2011). Their conceptions about ICT are the foundation of further attempts. Learners who become autonomous in technology are the signs of teachers' acceptance and positive perceptions (Šumak et al., 2011).

Recent studies conducted in various countries have revealed that post method pedagogy's core component is the teachers' unique perceptions that lead activities, material use, curriculum, interactions in a classroom. It is unquestionable that even learners' independent use of ICT originates from teachers' perceptions (Mac Callum, 2010). Paudel (2018) stresses that English language teachers are able to adapt available sources to contexts for the setting and EFL learners, since they are the designers of their own local context and the agents of global education. In furtherance to Paudel's research, Fianni and Syaprizal (2018) state that autonomous EFL teachers reinforce learners' autonomy; thereby, their perceptions and desires about being competent guide learners to become motivated persons and to strengthen their self-efficacy. The findings shed light on how post methodology foster EFL teachers' versatility that ends up with willingness to incoming innovations. These contributions to a large extent have deep connections with technology gained a place in education system.

Attractiveness of technology has reached an unignorable level in English language teaching. Post methodology promotes different learning and teaching styles, independent learning, rich sources by ensuring qualified outcomes matching with 21<sup>st</sup>

century's needs when an English language teacher or instructor perceptions allow himself or herself to include technology in lesson (Almaktary & Al-Kadi, 2017). Moreover, emerging of technology has brought some factors, challenges and benefits to light and has still laid emphasis on teachers' perceptions. EFL teachers' perceptions about integration of technology rely on their *technology acceptance* also called *ICT acceptance* nowadays.

Researchers have noticed that ICT acceptance, involving teachers' perceptions as one of the fundamental components, is the indicator of technology awareness and internalization, utilization of tools and advanced competences in the combination of teaching and technology (Davis, Bagozzi & Warshaw, 1989).

Davis (1989) conducted two longitudinal studies on 152 active users of technology to measure how they had come to accept it and designed an advanced model of TRA (Theory of Reasoned Action; Ajzen and Fishbein, 1975) to demonstrate their thinking process phase by phase. As shown in Figure 1 below, Davis's Technology Acceptance Model (TAM; 1989) depends on users' perceptions deriving from usefulness and easiness and these two determinants were emphasized as 'distinct variables'. Davis (1989) entitled these factors as Perceived Usefulness (PU) and Perceived Ease of Use (PE) and explains that PU is activated when ICT increases people's productivity with qualitative performance and PE is when ICT makes their struggles or jobs easier. Concisely, the reasons of accepting or rejecting ICT source from people's considerations about effects on their goal or their expectations about benefits and simplicity.

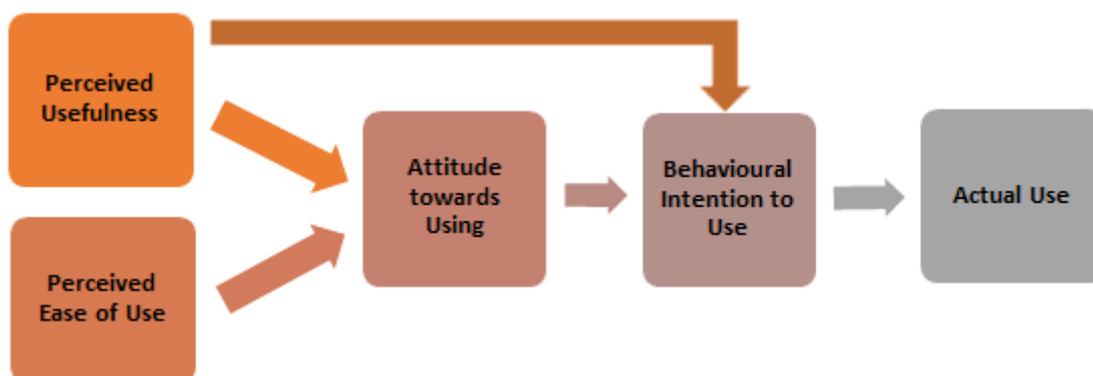


Figure 1. Technology Acceptance Model of Davis (1989)

Technology Acceptance Model asserts that users come to phase of ‘Actual Use’ as long as ICT presents them better job outcomes in an effortless way because this perception develops positive behaviours. TAM is still validity in EFL contexts and tested by many researchers especially for ICT integration (Yi & Hwang, 2003; Teo et al., 2008).

On the contrary to TAM, Knezek, Cristensen, Hancock and Shoho (as cited in Bish, 2017) approached ICT integration from a detailed perspective and focussed on classrooms in 2000. They designed the Will-Skill-Tool Model (The WST Model; see Figure 2) on the basis of factors related with teachers’ readiness such as environmental circumstances, technic supplies, individual and pedagogic issues.

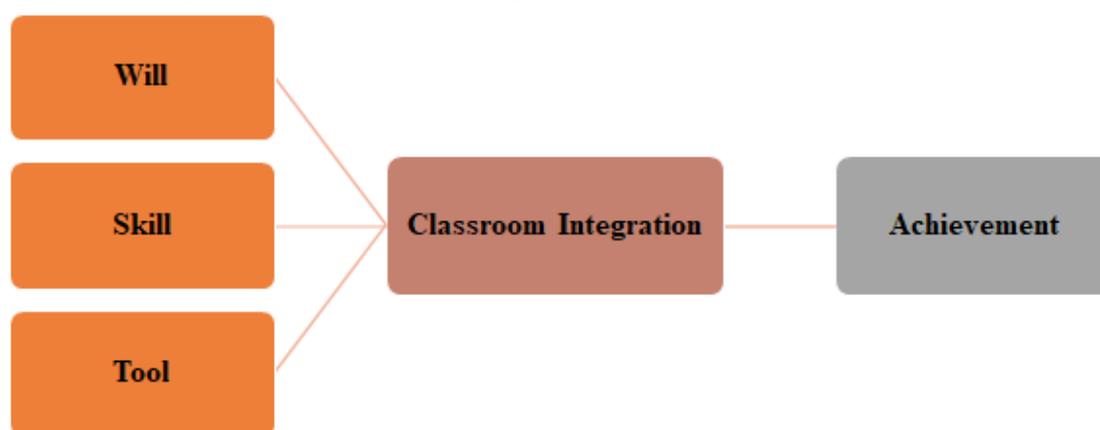


Figure 2. The Will, Skill, Tool Model (Knezek, Cristensen, Hancock & Shoho, 2000)

Velázquez (2006) describes Skill as ‘the perceived proficiency of technology use’, Tool as ‘teachers’ point of view on access to technology in educational settings and at home’ whereas Will as ‘beliefs, perceptions, attitudes towards technology’. It is also mentioned that teachers’ perceptions assigns ICT’s role in a classroom. Knezek et al. stress the importance of these three elements and believe that technology integration will be achieved with the constructive perceptions and positive attitudes of teachers (as cited in Velázquez, 2006).

### ***Teachers’ Practices in Integration of ICT with English Language Teaching***

Teachers’ practices were identified as instructions given in a real classroom by İncikabı and Kaçar (2017), and then Hunter and Rasmussen (2018) added that activities involve in practices as well. Nevertheless, these descriptions welcome another one and

broaden day by day due to Technology and Information Age we live in. ICT integrated language lessons enable learners to attend lessons actively thanks to its attractive options, which offer practices for different learning styles (Dudeney & Hockly, 2012). EFL teachers observe learners and adapt lesson plans based on their learning styles. Galanouli, Murphy and Gardner (2004) put forward the idea of teachers' ICT practices that arise from their positive perceptions.

EFL teachers' positive perceptions foster constructive interferences to challenges of English language learning. In order to deal with the challenges, teachers' facilitator role comes to the forefront of and the practices including ICT are chosen, prepared or revised (Zhao, 2001). ICT practices cover a wide range of materials and implications derived from these materials. Following parts contain ICT practices supported with real experiences from EFL teachers' life, existing studies and research.

### ***Materials (Devices and Apps)***

Concannon et al. assume that investment in technology gains popularity among universities for more qualitative learning (2005). Actually, even since EFL teachers have been utilizing ICT tools, applications, devices and networks for teaching purposes, these materials create difference on learners' language productivity.

Firstly, Calvo Benzies (2017) found out what happens when EFL teachers benefit from some applications (Say It Out, Sounds, English File Pron Demo), websites, recording programs (WavePad, Dragon Dictation), blogs (teachers' own blogs or other people's like John Wells), tutorials, social networks as resources to teach and exercise English pronunciation. The findings showed that technology-based tools encourage EFL learners and motivate them while promoting their autonomy while learners' pronunciation gets more accurate. Encountering creativity and variety in their pronunciation lessons was an unexpected finding for the researcher teacher. Speaking of creativity and communication, Tu, Blocher and Ntoruru referred Web 2.0 tools as "a Web technology aims to enhance creativity, information sharing and collaboration among users" (2008, p. 336). Web 2.0 tools are the interactive digital materials of ICT such as Padlet and Vialogues. These materials are conducive to make technology more authentic for EFL learners.

Guaqueta and Castro-Garces (2018) carried out a study in Spain and acted on the gap between conventional English language teaching and today's learners. The researcher instructors investigated Language Learning Apps' (LLAs) impact on

vocabulary learning through a computer lab connected to the Internet. Their commitment to technology guided the study to learners' perspectives which were shifted from reluctance to eagerness. Kahoot and Duolingo triggered learners' curiosity to some pre-determined English language vocabularies; moreover, the learners demanded collaboration and more interaction with their classmates thanks to Web 2.0 tools' attractiveness. Online and face-to-face feedback sessions encourage learners practice English more. As concluded by Guaqueta and Castro-Garces in this study, the results showed that all the ICT practices they have used match with post method approaches, especially particularity-practicality-possibility pedagogies proposed by Kumaravadivelu (2001, as cited in Guaqueta and Castro-Garces, 2018). Guaqueta and Castro-Garces declared that LLAs managed to build vocabulary and even motivated to read in English in spite of unwilling learners and difficulties.

Qindah (2018) pointed out that computer labs are one of the suitable places for EFL learners of 21<sup>st</sup> century to keep up with grammar lessons and for EFL teachers to teach grammar without facing reluctance. Most of all, immediate feedback and online quizzes were a great opportunity for the learners as the author and also Bikowski (2018) mentioned in their studies.

### ***Computer Assisted Language Learning***

Computer Assisted Language Learning (CALL) is defined as 'the use of technology in the form of computers and a transformation process in the institution where the implementation actually take place' (Timuçin, 2016, p. 262). An ICT-mediated classroom is quite suitable for Computer-Assisted Language Learning. CALL has gained immense popularity with emerging technology in language teaching in the early 1980s (Almaktary & Al-Kadi, 2017, p. 136). Since then, CALL has been upward trend in EFL.

Computers serve for both learners as individuals and a whole class as a group without any dependency to time and place (*Interact, Integrate, Impact*, 2003, p. 179). A recent case study, conducted by Ghufon and Nurdianingsih (2009), concentrated on CALL for a writing class and EFL learners got through a process of CALL in-class and out-of-class activities. The findings revealed that the learners have become more autonomous and motivated for writing because of the attractiveness of CALL media.

According to Helm (2015), teachers who make use of software's course books gather learners' attention on target language since it offers audial and visual supports

and enables learners to participate in activities, games, and tasks or follow instructions to practice the language in pairs or groups. Thus, integration of ICT and language teaching provides various practice options surrounded by tech-innovations and foreign language.

### ***Mobile Assisted Language Learning***

ICT's wealthy scope has gradually expanded in education and hand-held tools' convenience allows learning and teaching a language almost everywhere comparing to computer-based lessons. For Franklin, these tools are the mobile devices used by 'technologically mobile' people and they exemplify with any kind of portable devices connected with the Internet such as smartphones, tablets, laptops, netbooks, digital cameras, iPads (2011, p. 261). Foreign language lessons integrated with the mobile devices form the basis of Mobile Assisted Language Learning (MALL) and it eliminates contextual boundaries (Oz, 2015).

MALL ultimately got ahead of CALL in the light of a specific development, mobility at the beginning of 21<sup>st</sup> century (Almaktary & Al-Kadi, 2017). Nowadays mobile apps are the efficient tools to practice a language independent from time and place (Godwin-Jones, 2011). EFL instructors orient their students on the process and procedures of education through several apps; for instance, Supermemo software for vocabulary teaching (Yang & Park, 2012), mobileblogging for observation of learners' progress (Hsu, Wang & Comac, 2008) and SMS for learners' adaptation to daily and cultural interactions (Li & Erben, 2007). Teachers' positive perceptions and attitudes matching with 21<sup>st</sup> century technology increase the quality of activities, instructions, feedbacks and materials.

### ***Distance Education***

Traditional classrooms are not the only settings to teach or learn a language; ICT includes virtual classrooms online that can be used through lots of applications. ICT devices offer many applications to use language in an authentic way, which stimulates learners' motivation and autonomy (Ammanni & Aparanjani, 2016). Distance education is the communication between learners and teachers via technologic devices and the Internet in an online context (Rahman, 2014). Online education is a timesaving instrument for the variability of sources and quick feedbacks (Ammanni & Aparanjani, 2016). It divides into three virtual environments: synchronous, asynchronous and

hybrid. Perveen (2016) suggested that synchronous environment offers real time interaction, asynchronous environment offers concurrent participants' attendance and hybrid environment offers optional plan for participants. Perveen (2016) also explained that both synchronous and asynchronous lessons enabled EFL learners to collaborate and saved time for learners and the teacher. Moreover, learners' participation increased in asynchronous online lessons and this enhancement assists students to independent learning phase. In a longitudinal study conducted in Turkey, distance education is considered as a stimulator of learner autonomy indicating whether teaching goals are accomplished or not (Dönmez, 2018).

The internet-mediated platforms vary with many different perspectives, for example, *telecollaboration* addresses the foreign language learners from different cultures (Helm, 2015). Acquiring telecollaboration into a curriculum leads learners to practice language with native or non-native speakers of target language and they become socially interactive. Anikina et al. (2015) contributed this field with an international study between the universities in USA, Canada, Ukraine, Russia, Finland and Switzerland. EFL learners increased their intercultural awareness and English language proficiency, expanded their vocabulary knowledge, and motivated to break language barriers to socialize thanks to the study.

## **2. METHODOLOGY**

Societies advancing drastically take technology as a privilege to update their educational status (Garcia Botero et. al, 2018). Emerging of new technology devices accelerate the process of assisting education with ICT and additionally long quarantine periods due to pandemic Covid-19 has been affecting this process (Allo, 2020). This case study hereby seeks to find out EFL teachers' perceptions about integrating ICT with English lessons, their ICT practices during the outbreak and the relevance between their professional experiences and the practices. This chapter elaborates the tools, the participants, the setting and the implementation of the study in line with the research questions.

### **2.1. Research Design**

This thesis is designed as a case study aiming to gain insight into teachers' perceptions about integration of ICT practices with language teaching into lessons and also how they blend ICT within the language lessons in. Drawing upon the case study design enlightens the realities of research subject and its process with a postmodern perspective (Flyvbjerg, 2006). Since the ultimate purpose of this study is to demonstrate EFL teachers' ICT perceptions in every aspect, it is planned to enrich the outcomes through both qualitative and quantitative data. Pre and post questionnaires provided quantitative data and descriptive statistics were employed to observe and to gain information about the instructor's considerations before and after online teaching. To verify the gathered data, semi-structured interviews were conducted with the same instructors and content analysis was utilized for the quantitative data.

### **2.2. Setting and Participants**

Within the scope of this research, this study involves 15 EFL instructors by using purposive sampling. Deliberate decisions on sampling uncover rich and extensive information (Patton, 2002). All participants have been practicing their profession at a preparatory school of a private university in Turkey. Their work experiences range between one and 16 years in English teaching field. They were informed about the research content by the researcher. In addition, a consent form was presented to the instructors before questionnaires and interviews. The consent form was adapted from Plain Language Statement of Melbourne University (see Appendix A). All instructors

agreed to participate and share their knowledge and perspectives. They contributed to the research three times during the spring term of 2019-2020 academic years.

### 2.2.1. Teachers' Demographic Information

Firstly, demographic information questionnaire (Işık, 2009) was used to obtain participants' background, which may affect their ICT practices. The questionnaire (see Appendix B) was transferred into Google Forms that help researchers create surveys and apply them online. Demographic variables focus on the participants' age, gender, years of experience, ICT training at both university and in-service, levels of education and graduated departments (Table 1).

Table 1.  
*Demographic Information Questionnaire*

Variables	Categories	<i>n</i>	%
Age	21-25	3	20
	26-30	5	33.3
	31-35	3	20
	36-40	2	13.3
	41-45	1	6.7
	46+	1	6.7
Gender	Female	10	66.7
	Male	5	33.3
Education Level	Bachelor of Arts	5	33.3
	Master of Arts	8	53.3
	Doctor of Philosophy	2	13.3
Graduated Department	English Language Teaching	12	80
	English Language and Literature	1	6.7
	American Language and Literature	1	6.7
	Other	1	6.7
Years of Teaching Experience	1-5	8	53.3
	6-10		
	11-15	4	26.7
	16-20	3	20
	21+		
ICT Training at University	Yes	8	53.3
	No	7	46.7
ICT Training at In-service Teaching	Yes	8	53.3
	No	7	46.7

### **2.3. Data Collection**

In this study, two instruments were utilized so that the research questions could be result in consistent data. As a requirement of individual and public health measures, all instruments were implemented through online applications. The interview provides qualitative data whereas the questionnaire delivers quantitative data.

#### ***2.3.1. Questionnaire for EFL Instructors' ICT Perceptions***

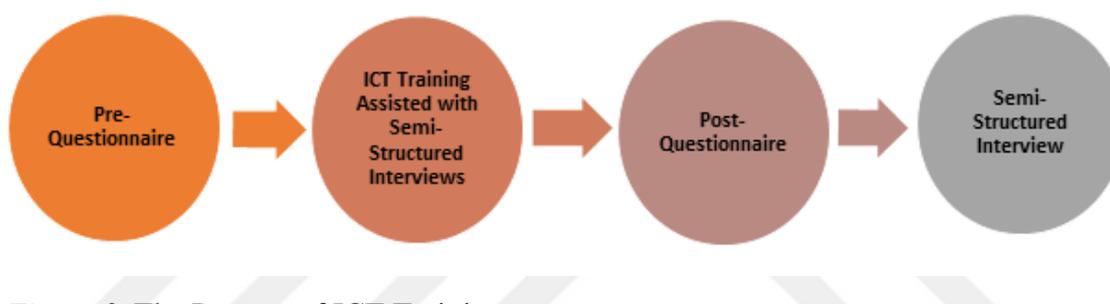
The questionnaire for 'EFL Instructors' ICT Perceptions' questionnaire was carried out twice and this questionnaire (see Appendix C) includes 15 items adapted from different sources (Baş, Kubiato & Sünbül, 2016; Hismanoglu, 2012; Shin, H. & Son, J., 2007). The essential goal of implementation in different times is to take advantage of distance education period. Instructors' changeable and permanent perceptions before and after online teaching are meant to be displayed. Distance education, in which the ICT usage is at maximum, has been accepted as a process and questionnaire statements have been categorized accordingly. In addition to these, the questionnaire is 5-point Likert Scale and ranked according to agreement degrees (1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree).

#### ***2.3.2. Semi-Structured Interviews***

As Dörnyei highlights, a semi-structured interview is the middle ground letting interviewees detail their ideas while being guided by interviewers (p. 136, 2007). The point of using this type of interview in this study is to listen to EFL teachers' perceptions from their voice, perspective and expression. Therefore, semi-structured interviews were conducted just after the training and also after the distance education period for each instructor so as to obtain their own practices integrated with ICT in lessons. Herewith, the study aims to collect the instructors' immediate perceptions, and subsequent perceptions developed by experiences to gain a wealth of data about the impacts of ICT trainings. The interview questions (see Appendix D) were adapted from Cope and Ward (2002) and, Park and Son (2009) regarding related content of this study. The interview consists of six open-ended questions. This interview took place during the distance education.

## 2.4. Procedure

It was decided to set only one group up, to obtain the necessary data from pre and post questionnaires as tests, and also to support the data with an additional source, semi-structured interviews. In the grand scheme of this study (see Figure 3), the ICT training is the fundamental agent, and both questionnaires are incorporated into the process to evaluate previous and afterward perceptions of the training, for that matter. It is also assisted with brief semi-structured interviews after each session to obtain immediate effects of new conceptions on the participants. Even the main semi-structured interview is placed to end with the aim of gaining in-depth information about ICT perceptions and practices after the training.

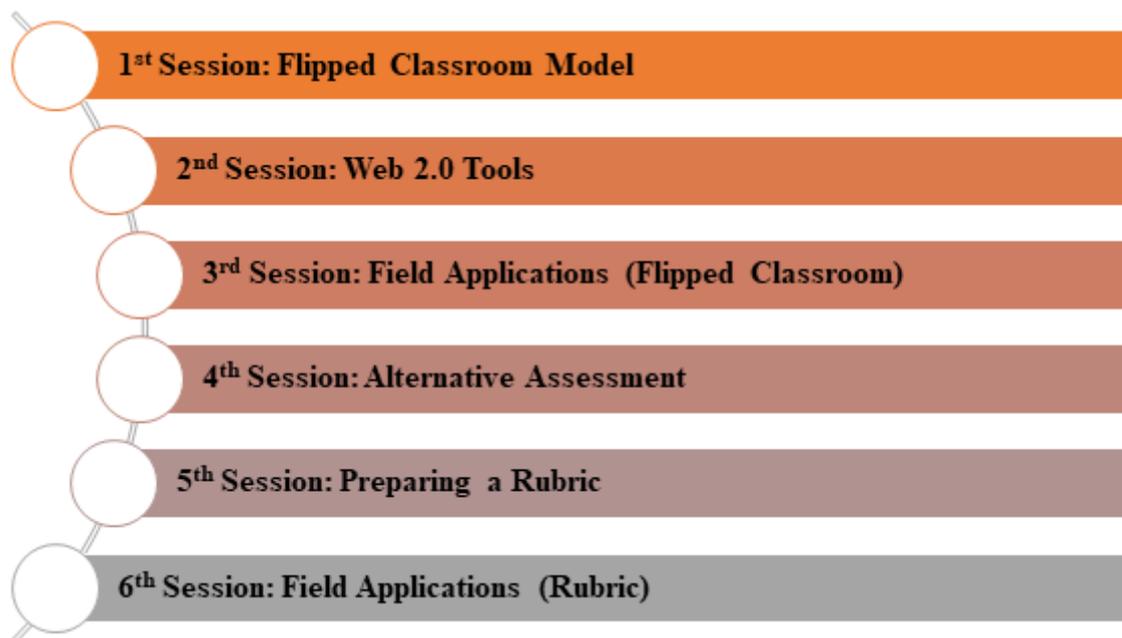


*Figure 3.* The Process of ICT Training

First of all, all participants were asked to join the study; they accepted and then the Pre-Questionnaire for EFL Instructors' ICT Perceptions was implemented to get their pure perspectives. Their available thoughts at that time let the study illustrate any differences compared to their final knowledge gained by experiences.

A training process is of vital importance to scientific research. It needs to be systematic and needs-oriented for language teachers to make feel them competent in using ICT along with the equipment (Dang, 2011). Abuhmaid noted that "Teacher training courses, both pre and in-service, can help teachers who are tentative to move faster and adopt technology while they show more enthusiastic teachers new way in implementing ICT into their profession." (2011, p. 195). Several sessions of ICT training for the instructors were implemented by IT workers and other instructors qualified at information and communication technology. These sessions were planned according to common and special needs of all instructors by the administration of the

university. The participants of this study joined each training session and educated based on six different ICT concepts (see Figure 4).



*Figure 4.* Session Topics of the ICT Training

The first session constituted an introduction of ICT to EFL instructors. After ICT was introduced, its branches were described and also exemplified with a lot of use in language classrooms. The focus was shift into distance education, especially flipped classrooms since it was an unusual times for everyone. Developing familiarity between the new model and the instructors showed them the outline of what they were supposed to do in online classes. Therefore, ICT equipments were presented at the next session including previews of implementations. In the third session, all instructors were divided into groups and asked to prepare a lesson plan with necessary Web 2.00 tools. Each group was monitored and guided when they needed support.

As a last step, trainers explained how to evaluate learners' progress. This evaluation based ICT trainings encompassed three sessions. They enlighten the instructors with alternative assessments on online platforms. The middle session was about preparing a rubric for different learning goals. The instructors practiced what they were taught once again, but individually this time. Their performances and rubrics were observed and provided feedbacks from experienced instructors, trainers. Furthermore, the sessions included a short interview for each participant. They were asked how the

training left a mark on their perceptions and also how they were going to utilize new conceptions into their teaching contexts during the distance education.

Two months of distance education in pandemic enabled the participants make use of ICT and practice it as much as possible. The procedure continued with the Post-Questionnaire for EFL Instructors' ICT Perceptions after two months. In order to gather their fresh ideas about ICT and to learn their practices, the semi-structured interview was conducted right after the post-questionnaire as a final phase. The outcomes of two questionnaires were taken into account based on the differences and similarities of the instructors' ICT perceptions.

## **2.5. Data Analysis**

Demographic Information Questionnaire and the questionnaire for EFL instructors' ICT perceptions, as quantitative data collection tools, were analysed by Statistical Package of Social Sciences (SPSS). Demographic Information Questionnaire's data were analysed through Kruskal Wallis H Test and Mann-Whitney U Test to interpret objectively. The results of the perspective and practice questionnaire were examined utilising descriptive statistics and focused on the differences or/and similarities of perceptions at the results of pre and post questionnaires. The semi-structured interviews, as a qualitative data collection tool, were recorded and transcribed. The data of the interview were analysed through content analysis by using emergent coding considering practices of instructors.

## **2.6. Reliability and Trustworthiness**

The questionnaire were analysed by using SPSS and Cronbach Alpha were provided for consistency in order to prevent any reliability threats. The Cronbach Alpha value of the questionnaire was found 0.80 being reliable at an acceptable level. The interview questions and the items of questionnaire are based on scientifically proven studies. To ensure a bias-free study, variety between the participants were the primary goal of the researcher and participants from different age groups and experience years were provided. In addition, the participants were informed the purpose of the study in detail to ensure their privacy by both the researcher and the consent form for the trustworthiness of the study.

### 3. FINDINGS

#### Introduction

The primary objectives of this study are to identify EFL instructors' ICT perceptions and demonstrate how these perceptions designate their practices. The literature review gave a scope to instruments' contents to gather relevant data and guided for implementation. In this chapter, all results are provided by two parts below based on each research question. Answers of the first research question were analysed through descriptive statistics and added into the first part. Second part brings forth participants' backgrounds as an essential component through Demographic Information Questionnaire for general comprehension of the case. Findings of pre and post questionnaires about instructors' ICT perceptions and practices were compared with each other to discover differences regarding the training. The semi-structured interview's data is presented in the last part.

#### Findings of the 1<sup>st</sup> Research Question

The Questionnaire for Instructors' ICT Perceptions and Practices is directly linked to the first research question which is "What are the impacts of Information and Communication Technology (ICT) training on the perceptions of EFL instructors?" The questionnaire comprising 15 items targets the scores given by the participants to assess their perspectives. These items were grouped under three factors considering main topics and the research questions (Table 2). These groups were provided as general outline of items' relevance with the case.

Table 2.

*Questionnaire for EFL Instructors' ICT Perceptions*

<b>Factors</b>	<b>Conceptions</b>	<b>Practices</b>	<b>Profession</b>
Item Number	2, 3, 4, 5, 10	7, 8, 9, 11, 12, 13	1, 6, 14, 15

The same questionnaire was conducted twice; before and after the training of distance education during the pandemic. All participants responded to the statements according to the agreement levels by thinking of their present perceptions and practices, and then their considerations after the training process.

Table 3.

*Descriptive Statistics of the Questionnaire for EFL Instructors' ICT Perceptions*

<b>Questionnaire Items</b>	<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
1. Knowing how to use the ICT equipment to teach a language is a worthwhile and useful skill.	Pre-test	15	4.33	.90
	Post-test	15	4.66	.81
2. ICT equipment could enhance remedial instruction.	Pre-test	15	3.80	1.08
	Post-test	15	4.26	1.09
3. Computers could increase both teachers' and students' productivity.	Pre-test	15	4.00	.84
	Post-test	15	4.06	1.09
4. Working with computers would be enjoyable and stimulating.	Pre-test	15	4.00	1.00
	Post-test	15	4.06	1.03
5. Changing the curriculum to integrate ICT is possible.	Pre-test	15	3.93	.90
	Post-test	15	4.13	1.06
6. ICT can really improve my teaching practice.	Pre-test	15	3.80	.80
	Post-test	15	4.33	1.04
7. Using technology in the classroom enhance students' interaction with their classmates, instructors or native speakers of English.	Pre-test	15	3.60	.83
	Post-test	15	4.06	.96
8. Online sources provide non-native speakers of English with a rich learning environment.	Pre-test	15	4.13	.92
	Post-test	15	4.26	1.16

9. Students are easily motivated by the use of ICT devices and sources in the classroom.	Pre-test	15	3.86	.83
	Post-test	15	4.20	.94
10. Students can improve their English skills through using the Internet.	Pre-test	15	3.80	.94
	Post-test	15	4.26	1.09
11. Thanks to ICT related language lessons, students communicate by emailing or chatting with native speakers of English online.	Pre-test	15	3.53	1.18
	Post-test	15	4.20	1.20
12. Students are more attentive in Internet-assisted English language teaching classes.	Pre-test	15	3.40	.82
	Post-test	15	3.73	1.22
13. Students use ICT devices for language learning purposes during an in-class activity.	Pre-test	15	3.40	.82
	Post-test	15	4.06	.96
14. Using an ICT device saves a considerable amount of time for my own studies of the English language.	Pre-test	15	3.46	.99
	Post-test	15	4.00	1.13
15. Preparing and presenting a language lesson integrated with ICT saves a considerable amount of time.	Pre-test	15	3.20	1.26
	Post-test	15	3.66	1.17

The Pre-Questionnaire were utilized to gain a deeper insight for instructors' ICT perceptions and practices. Standard deviation, mean, and both minimum and maximum are presented in Table 3 above. The first item resulted in the highest mean value ( $M=4.33$ ,  $SD=.89$ ). It describes the perception about how advantageous of being able to use ICT in language teaching. It can be said that most of the instructors agreed on ICT's contributions to their teaching context while their responses ranged from disagree to strongly agree. Another item, 15, indicates that the instructors stayed neutral against ICT's time-saving quality considering their professional experiences. It also has the lowest mean ( $M=3.20$ ,  $SD=1.26$ ) among all item means.

On the other hand, there were a few common results of mean between Item 3 ( $M=4.00$ ,  $SD=.84$ ) and Item 4 ( $M=4.00$ ,  $SD=1.00$ ), and between Item 12 ( $M=3.40$ ,  $SD=.82$ ) and Item 13 ( $M=3.40$ ,  $SD=.82$ ). Item 3 and 4 were found as the point of agreement among the instructors which were unaware of each other. The agreement was based on the ICT as productivity booster and attraction source for both them and their students. Item 2 ( $M=3.80$ ,  $SD=1.08$ ), Item 11 ( $M=3.53$ ,  $SD=1.18$ ) and Item 15 ( $M=3.20$ ,  $SD=1.26$ ) have the most varied answers from strongly disagree to strongly agree.

The post-questionnaire were utilized to reveal the changing or permanent perceptions and practices of ICT use in language teaching contrasting to the pre-questionnaire and also to observe how the training affected. Table 3 demonstrates mean, standard deviation, and minimum and maximum values of the post-questionnaire to collate every single item in pre-questionnaire with the items above. All of the means has increased that it can be inferred as instructors developed some positive perceptions towards ICT and the training process reflected upon their practices. Moreover, Item 11 ( $M=4.2000$ ,  $SD=1.20$ ) which is about lesson goals and ICT materials matching, and Item 13 ( $M=4.06$ ,  $SD=.96$ ) which is about increasing communication through online ways had the most progress in terms of means of changing perceptions. The total rise in their means is 6.66.

Further to pre-questionnaire, Item 1 had the highest mean ( $M=4.66$ ,  $SD=.81$ ) whereas Item 15 resulted in the lowest mean ( $M=3.66$ ,  $SD=1.17$ ) in the post-questionnaire. It is also shown in the Table 3 that the variety of the participants' responses got diversified from strongly disagree to strongly agree for each item except Item 1 ( $M=4.66$ ,  $SD=.81$ ), Item 9 ( $M=4.20$ ,  $SD=.94$ ) and Item 13 ( $M=4.06$ ,  $SD=.96$ ).

The first question was also addressed to common outcomes of pre and post questionnaires. Together they represent what extent the instructors' perceptions affected

by the ICT training in terms of item values. Their evaluations shed light onto advancing conceptions of technology in ELT context. Keeping each questionnaire in a comparative perspective allow to comprehend all changes. The Wilcoxon Signed Test, hence, was employed to identify whether there is a difference between the questionnaires or not.

Table 4.

*Significance Values of Pre and Post Questionnaire*

	Time Interval	N	Mean	Std. Deviation	Wilcoxon Signed Rank	
					Test (z-value)	Sig.
Study Group	Pre-test	15	3.75	0.67	-1,905 <sup>b</sup>	,04
	Post-test	15	4.13	.90		

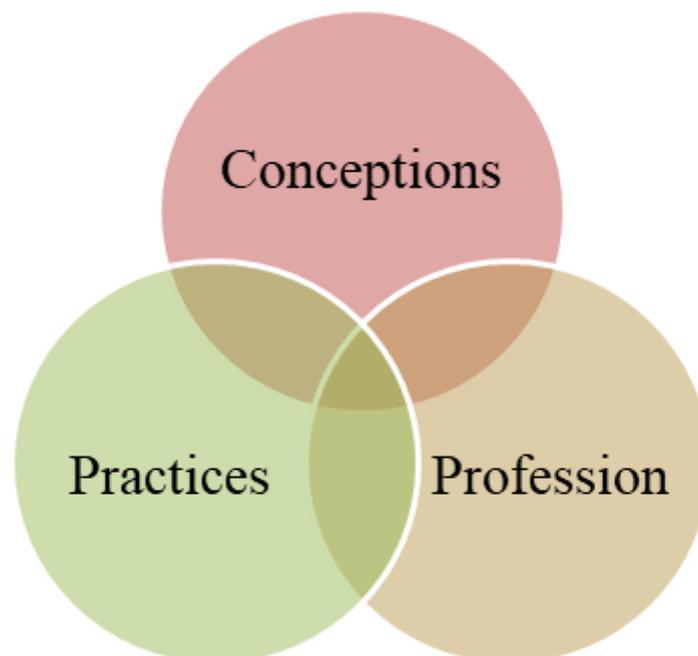
The results in the Table 4 show that there is a significant difference (.04) between the pre and post questionnaire that means the ICT trainings and the training of six sessions achieved their objective and became successful. The training had an impact upon 15 EFL instructors, and their perceptions and practices in integration of ICT and English teaching during the training affected positively.

### **Findings of the 2<sup>nd</sup> Research Question**

In the light of the last question of this case study, instructors were asked seven questions. It is necessary to remind this substantial question: “How do the EFL instructors describe their perceptions of ICT after receiving the training?” for both phases of interview. Semi structured interviews were conducted during and at the end of the training process so as to obtain the participants’ instant thoughts and first impressions about ICT integration. After six training sessions, every instructor took a part in this study were asked a basic question: “How does the ICT training session affect your thoughts about teaching English through technology?” It is generally reported that they have learnt so many sources comparing to before: *“They just showed us a wealth of ICT tools. I used to think I was an English teacher following trends. Flipped classroom is quite new for me now. I look forward to learn more about it.”* One of the instructors (Interviewee 5) also said that *“Planning a lesson with technology is familiar to me because our syllabus has video, listening parts. We always project online course book onto wall. But that was all. I can’t help thinking about how limited we were at the*

*lessons especially after the training.*” On the other hand, some instructors underlined that they learn by doing and 8<sup>th</sup> Interviewee explained this situation by saying *“The field application helped me practice lesson planning and learner assessment. Only theory was not enough for us.”* while others’ talking about convenience provided by technology; for example, Interviewee 11 stated that *“You have to prepare rubrics according to every level or need and this is really difficult. However, it is easier to do with a few clicks!”* When it comes to assessment, the instructors criticized the technology regarding reliability issues and 2<sup>nd</sup> Interviewee asserted that *“Actually I trust traditional exam styles by using papers and pencils and being face to face. But in trainings I have learnt many options that we can apply in an exam.”* An instructor (Interviewee 6) suggested a positive idea *“Since the reliability is at a minimum level in online exams, we leave the responsibility to the students and develop their autonomy.”*

The main interview sessions took approximately fifteen minutes with each interviewee. Their answers were transcribed, just like the brief interviews, and also classified under three categories (see Figure 5) which were created according to the interview questions (see Table 5). The categories were determined through a content analysis.



*Figure 5. Categories for Interview Questions and Their Responses*

Table 5.

*Categories of the Interview Questions*

<b>Categories</b>	<b>Interview Questions</b>
<b>Conceptions</b>	What do you think about the use of ICT materials in language teaching process?
<b>Practices</b>	Do you think ICT contributed to learners' language development? If yes, how? If no, why not?
<b>Profession</b>	What ICT materials did you utilize in your classroom?
	What factors do you think influenced your use of ICT practices?
	How did your professional experiences affect this process?
	How did the process of integration ICT and language teaching influence your profession?

### **Conceptions**

Analysing all participants' answers to six interview questions contributed to the case study a lot; more specifically, descending to particular of their perspectives with their own words provided one of the most efficacious data. This category was formed on the behalf of the second and the forth interview questions.

According to some interviewees (Interviewee 5, 6, 9 and 14), making use of ICT materials can be seen as stimulator and motivator for learning English, and what is more ICT materials increases language productivity in four skills. One of the participants (Interviewee 9) described her experience that *"Something was missing all that time but not anymore. ... I used to get angry when my students used their phones in class. I met some new apps at the training sessions. I used them for teaching and my students can still use their smart phones. Their favourite is a word game -because I introduced it as a competition- we play it every week. They have become more careful and eager for learning English more than I imagined. I wish I knew such beneficial games a long time ago"*. It can be inferred from her expressions that technology was the tool she was looking for without knowing it exactly; moreover, technology helped her build a safe and competitive environment to teach English. However, Interviewee 3 stressed that *"The more technology we integrate into our teaching the more support we need."* and then she clarified this expression *"I think using ICT materials have both cons and pros. We need contingency plans in case of any problems"*. Acquiring new methods means leaving traditional ones so this instructor was worried about the potential situations out of her control.

Every new way to teach a language makes teachers interrogate it how beneficial can be for students and how it can contribute students' learning. Generally, participants answered the forth question with a positive point of view. They listed ICT's contributions such as promoter of autonomy, conscious learning and engagement, appealing to all senses and attractive, as they had observed in four weeks. 7<sup>th</sup> Interviewee added that *"Thanks to ICT, my students got quick feedbacks and they learnt from their mistakes without any bad feelings. Also I learnt a lot from those feedbacks and revised the points they get confused"*. Interviewee 1, an experienced instructor, told that *"I don't have a bias against technology because it accelerates learning. Especially when I open videos or records of native people, my students are all ears. Even if they are unwilling to learn English, they become willing. Their positive attitudes for English make me feel like on the right track. That's why I try to use almost every technological*

*device in my class. At this point, my innovative approach have crucial efficacy on students' motivation and eagerness to learn the language.*" This instructor have obviously gained self-awareness about his own perceptions and used the ICT training as reinforcement since he sorted his new sources out by saying *"I am good at technological devices in real classrooms but I didn't know what to use in online classes. The informative meetings helped me a lot. It expanded my knowledge and taught technology is not limited with devices, there are many materials."*

### **Practices**

Practices are the acts of one's internal thoughts and perspectives. To obtain teachers' practices straight from them made this research valuable in regards to data richness. The first and the third interview questions' responses and analysis were given within this category.

Information and Communication Technology contains a large scope of teaching material such as devices, network and systems. All of fifteen interviewees stated lots of materials and most of the materials were the same, yet there were a few different materials. During the main interview sessions, each material was noted and also recorded:

- software of the course books, PowerPoint presentations and Moodle of the department (sources),
- smart board and projector (classroom devices),
- computers, laptops, and smartphones (both classroom and distance education devices),
- Quizizz, Quizlet, Padlet, Voscreen, ThingLink, YouTube, Duolingo, Kahoot! and Discord (applications and Web 2.0 tools for practice), and
- Zoom, Microsoft Teams (applications for video conferencing).

In other respects, the materials on use may affect from some issues; herewith, the participants were asked to explain the factors that they faced in ICT-mediated English lessons. One instructor (Interviewee 7) said *"I try to use the suggestopedia method as much as I can because I really care about my students' mood. I saw they were relaxed when I used technologic materials in activities. So I can say my attitude*

*towards new things was the most powerful factor for my teaching*". Describing his perceptions as a factor was one of the most unexpected feedbacks. He put whole external factors away and gave his internal factor priority as a main reason of his ICT practices. This answer could have been analysed under 'the perceptions' category; nevertheless, his motive was correlative the practices. Aside from this factor, other instructors talked about accessibility, time management, matching goals between lessons and ICT materials, experience, feedback and readiness to use ICT materials.

There are also instructors referring the ICT training as an important factor for their practices to teach English during the distance education. According to their statements, they made use of the training as sources of different kind of activities and assignments. Interviewee 2 who used to describe herself as an incompetent in technology articulated her development in details; *"I had minimized use of computer and other technologic things. I had no choice but to use them due to the outbreak. We were familiarized to a lot of tools, activities and games. The more practice I learnt, the more modern I felt as a teacher. Only course books were not enough so I chose the most suitable activities for my online classes and assigned tasks. I care about their collaboration and peer feedback. Breakout rooms were great for my students. I gave students decision-making situations, put them in the rooms. After five or six minutes of brainstorming, each group shared their ideas on wall of a safe website – Padlet – anonymously. In the end, whole class discussed those ideas and listed pros and cons together. This is just an example of my practices. I combined different activities to have interactive lessons."* It can be easily observed that this instructor stuck with limited sources of materials and in-class tasks before the ICT training. Compulsory online courses were the milestone for her teaching. Different in-class tasks and non-class assignments were practiced by her through technologic devices and the Internet. She fostered a new perspective for English language practices thanks to the training and prepared more interactive activities from various tools.

As Interviewee 14 also commented on both ICT practices and factors that affect ICT practices, time and learners need to be prioritized. This instructor gives importance to the relationship between EFL learners and teachers, and decides her own practices to teach target language according to learners' life outside the educational contexts. The instructor broadens her ideas through these examples from her teaching *"There are free tools to integrate into a well-equipped learning environment. We make use of the interactive white boards and smart phones. I utilize online quizzes now. Thus, I feel*

*abridged to my learners' generation and they feel more contented with what we do in teaching. Also, they appreciate interactive apps and games. I assign them to progress in Duolingo or Voscreen for the betterment of their pronunciation. The reason why I use these apps is that they offer language learning as it is in real life. Therefore, they can develop both linguistic and pragmatic competences In English. For instance, they learn new phrases for expressing their feelings by means of small videos from movies".* Furthermore to her practices, the instructor also answered to the third question saying the training and the pandemic: *"To be honest, I did not care much about utilizing educational technologies in my teaching before the ICT training and the Covid-19 outbreak. Then, I become more informed about how to convert my teaching practice into more enjoyable and interactive one. Now, I appeal to different learning styles and I feel more capable of doing things by using means of technology."*

Some participants expressed the factors by stressing the training and the time period we live in currently. Interviewee 10 responded that *"Well, before the training of ICT, I could not feel myself as catching the trends of technology. Now that I am a 21<sup>st</sup> century teacher, I should feel myself capable of adapting my teaching in accordance with educational technology. In today's world, we have inseparable links with what we use. It has already become our routine such as checking mails, updating status and benefitting from various resources both for teaching and learning. The trainings showed me how to integrate the routine into lessons. Technology integration has made a big difference on my teaching practices."* The participant thereby underlines the responsibilities of being a post-modern era teacher which adjusting English courses with the updates in the world.

### ***Profession***

ICT and teachers' profession are interactive and dynamic conceptions that they strengthen each other in time. The interplay between ICT integration into English lessons and academic profession of instructors were exemplified through the fifth and the sixth interview questions.

First of all, there were two instructors (Interviewee 5 and 12) claiming they were aware of ICT and its contributions, but they did not have enough opportunity before. Then, the training provided them a context surrounded with technology. They expressed that they had the chance to put their knowledge into practice. Hence, their experience in a limited environment and the information they had guided their ICT practice in

language teaching. Besides, more than half of instructors mentioned that they were anxious and felt under stress when they encountered technology that intensively. Their teaching experiences relieved them, and help them take control within a short time.

It is also possible to observe instructors who describe themselves as autonomous teachers meeting the educational needs of this century. Contributions of ICT from their perspectives are fundamental bases of their contemporary teaching and academic qualities. In response to the last interview question, an 15<sup>th</sup> Interviewee said that *“I progress better in terms of professional development. In the era of post methodology when learners and teachers are suggested to become autonomous decision-makers, I can call myself like this as I try to keep the track of EFL teaching by the most important phenomenon, namely technology. I believe that I have successfully managed to adapt most of the materials –from the training- to distance education process.”* Commenting on the same question, another interviewee (4<sup>th</sup> Interviewee) indicated that *“I now make use of free online courses to learn new sources to integrate into my teaching. I professionally share what I learnt and heard about my colleagues and their useful practices. By doing so, I feel as a part of the team which offers a mutual win-win relationship. Although it was challenging at first, I became modifier of my teaching in an informed why. I decide on what to include and exclude, per se.”*

Considering the mutual effect from an opposite angle highlights the importance of integration of ICT and English lessons on profession. For instance, one of the participants (11<sup>th</sup> Interviewee) said that *“Being a young teacher helped me adapt distance education programme easier. I also felt like a learner in the first place. I took a bit time to learn new things but I figured out. I was both a teacher teaching English and a student learning technology”*. Another one (Interviewee 13) shared his experience with these words: *“After some time of online teaching, I realized I was in need of more updates for my job and for myself. Online games, quizzes, and activities established a bound between me and my students. And technology improved my teaching; I became more open to innovations”*.

## 4. DISCUSSION AND CONCLUSION

### **Introduction**

This chapter essentially addresses both research questions and the data collected to reveal the impacts of ICT integration in English language lessons. To begin with, all quantitative and qualitative analyses are explicated objectively and interpreted correspondingly research purposes. Also, possible studies that may provide new perspectives and significant outcomes have been proposed for further attempts. The chapter concludes the contributions of EFL teachers' ICT perceptions to their practices and to the field. Moreover, it summarizes how the training process in their teaching and professional life briefly.

### **Discussion of the Results with Reference to Research Questions**

The research questions were set to examine EFL instructors' perceptions within the frame of ICT integration. Benefitting from compulsory distance education, all instructors had to experience technology. The participants were trained as before online lessons. Hereby, they implemented ICT into their practices to the extent of perceptions already existed and shaped by the training. To identify their perceptions, two tools were employed in different times of the study. The raw data given in the methodology chapter are expounded in this part.

### ***Discussion of the 1<sup>st</sup> Research Question***

The first research question "What are the impacts of Information and Communication Technology (ICT) training on the perceptions of EFL instructors?" was answered through the Questionnaire for EFL Instructors' ICT Perceptions. The preliminary utilization of the questionnaire was before the ICT training and online lessons so that the instructors' available perceptions were accumulated and analysed. Baş, Kubiak and Sünbül (2016) stated that teachers' attitudes and beliefs towards technology specify ICT usage in a classroom. Considering the total means of both pre and post questionnaires, it was found that most of the participants in this case study has developed their perspectives in regard to technology.

In terms of the questionnaire, items are categorized under three segments; conceptions, practices and profession. All of them are mainly based on teachers' perceptions and their contents also include intense effect of ICT on teachers' academic

backgrounds, points of view and the efforts to teach English. From this point of view, the results of the items in each category both pre and post questionnaire need to be taken into consideration comparatively.

### ***Conceptions***

Teachers' efficacious ICT conceptions and willingness promote learners to make use of educational technology in a progressive way; because technology and digital sources enhance learning after all (Geer & Sweeney, 2012). One of the benefits of ICT is the materials appealing to different learning types, yet every learner can face with some obstacles and the materials can help learners overcome them. The instructors were more than neutral to ICT materials as additional learning opportunity, in general. After the ICT training and two months of active technology usage, the instructors' conceptions had changed with an increasing rate of average (from  $M=3.80$  to  $M=4.26$ ). A recent study conducted in Indonesian context set out on a technology based teaching with remedial strategy to upgrade EFL learners' writing skill (Sujito et al., 2018). After technology administered in the training, it was found that writing lessons through technology became learners' priority based on experimental results. Sujito et al. (2018) address not only outcome-oriented reasons but also process-driven ones as they highlight the importance of both rising motivation to write for learners and remedial instruction to awaken learners' cognitive process for teachers.

Computers were used in traditional classrooms to open software of the course books before the quarantine and they have been still used after the quarantine to join lessons, to share screen and so on. It was implicitly expected the instructors to compare both of those time periods being separated as prior and afterwards of the training. The instructors' first conceptions ( $M=4.00$ ) indicated that most of them perceive ICT equipment, especially computers (both desktops and laptops), fruitful and convenient for teaching English. So, it can be inferred that computers have already been considered as productive and they expand the use of English more. Cheon (2003) attributes to verbal and written communication as a production; moreover, Galavis (1998) refers to the same concept as creativity from the perspective of EFL teachers. In a same similar manner, the instructions observed production that their attitudes towards computers, as a tool to teach English and to advance in profession, developed in a more positive point view ( $M=4.06$ ).

Along with productive characteristic of computers, it is obvious that they are also stimulating and enjoyable for both students and teachers. To function in a language, both teachers and learners need to internalize and perceive it sentimentally. Klimova and Poulouva (2014) presented a detailed study about one of the ICT's roles called as a motivator in foreign language education and also reported that a teacher should not neglect their own emotional motive to teach a foreign language. Almost half of the instructors in this study didn't take ICT training in university and in service; hereby, their conceptions about computers' motivational and cognitive gaining to their efforts based on their observations and attempts up to that time ( $M=4.00$ ). Afterwards, they were treated through ICT training intended to guide their practices. The instructors using ICT devices in distance education proved that computers are fun and stimulating by scaling the average rate up, about strongly agree ( $M=4.06$ ). They also managed to create an affective and cognitive bond between the learners and English language despite the absence of face to face interaction. Thus, the instructors have become proficient at ICT integration as a result of positive experiences.

Being exposed to more ICT than usual eventually urges teachers to think critically. In an extensive context, teachers' thoughts, which are perceived as positive, may create a movement into the innovation like a chain reaction. As emphasized by Lombardi (2013), language teachers' roles have varied throughout the combination of language teaching and technology. Lombardi also questions the consequences of digital age to education field and stands up for 'techno-educators' instead of plain 'educators' or 'edirectors' which is composition of educator and director. Actualizing all language teachers equipped as a techno-educator matches with the goals of post methodology. The training sessions aiming to surround the instructors with ICT attained this goal; the instructors have leant towards ICT integration into curriculum by increasing gradually (from  $M=3.93$  to  $M=4.13$ ). Mindfulness of acquired new technological competences can affect other colleagues and then the institution and so on.

Preliminary results show that some of the instructors believe the power of technology on learners' language competences ( $M=3.80$ ). ICT has an extensive span of educational materials, like the Internet as a vast network with a global system. The Internet arouses learners' interests on a topic and they acquire an intended skill to experience. Communicative competence (Kumaravadivelu, 2001, p.551) is evoked by post method teachers through the Internet as well as cultural competence (Kumaravadivelu, 2008, p. 222). Post method teachers are responsible from having

positive perceptions towards technology to get qualified about utilizing the Internet actively so that they accelerate learners' language acquisition assisting 21<sup>st</sup> language skills (Samancı & Arıkan, 2010, pp. 87-88). On account of rising agreement ( $M=4.26$ ), the instructors generally observed the success of their students' language skills thanks to the Internet. The virtual context of lessons during the pandemic has made both teachers and students competent in using the Internet while preparing and conducting lessons, adopting Web 2.00 materials, giving assignments, searching information for tasks, communicating, watching visual and listening audial sources, playing games, and evaluating. ICT training taught the instructors how to help learners acquire new language skills or improve the ones already exist through reflecting beneficial sides of the Internet.

### ***Practices***

Learner interactions can be the most apparent indicator of the language acquisition. Nonetheless the interactions can be occurred in different ways, written or verbal; this case study has investigated learners' interaction with their classmates, instructors or native speakers of English from the perspectives of the participants blending technology with lessons. Their responses were almost neutral to this statement before the ICT training ( $M=3.60$ ). The instructors reflected their positive constructed perceptions to the scale and they were quite above in the post-questionnaire ( $M=4.06$ ). So, they observed the benefits of ICT as a feedback of their endeavours during the lessons. It shows that technology can become a trigger for written or verbal learner interaction when foreign language lessons include more technology as real life does.

Thanks to English language lessons integrated with ICT, students are able to communicate by emailing and chatting with native speakers of English online. As discussed above, communication can be verbal or written. Before the training, the instructors demonstrated a neutral approach to benefits of socialiser role of ICT ( $M=3.53$ ). The subject highlighted in here is the formal or colloquial language during a conversation. While talking to native speakers, learners activate their pragmatic competence unconsciously. In this case, the instructors guided their students by choosing a context and exemplifying possible situations. The learners were told some apps which provide volunteer natives to speak or write in English and to help learners analyse their own language use. The instructors, hereby, make learners active users of language and authority of their personal production. It is possible to observe highly

developing perceptions of the instructors ( $M=4.20$ ) when they supply ICT platforms for independent practices and teach learners how to take advantages.

Native speakers do not only help learners practice English in terms of structure but also transmit this language's environment through communication. Surrounding an EFL learners' environment with authentic language and its speakers is possible now without considering location thanks to online sources. Godwin-Jones (2013) has given the utmost importance to authentic use of language with cultural and linguistic background because according to the researcher's point of view "groups of native speakers" offers the best opportunity to move beyond the textbook" (p. 4). The researcher also introduces online sources as a bridge between the second language and learners when it is provided by teachers (p. 2). Now that the learners have the opportunity to interact with native speakers as their skill teachers, the instructors are aware of its benefits ( $M=4.13$ ). Additionally, online sources were tapped into practice, during the lessons at the pandemic, in order to accelerate learners' language production by native speakers of English from an authentic and rich learning environment. The instructors' perceptions were affected by digital materials provided by the trainers ( $M=4.26$ ).

Although each learner's language learning motivation is different, the current century's learners meet on a common ground, technology. Regardless of whether EFL teachers use technology or not, they know that learners' interest in a lesson is shaped by the modern world, and they utilize ICT eventually. Azmi (2017) declares that ICT urges language learners' inner drive and emotions to focus on English willingly. The way of ICT use through devices and online sources impacts motivation's quality. The instructors' perceptions about learners' motivation ( $M=3.86$ ) has changed positively ( $M=4.20$ ) as much as their ICT use. This interdependent system occurred as a result of their ICT practices so the constructive perceptions affected learners' motivation to participate English lessons mediated with ICT sources and devices. The training has nurtured the instructors about technology's functions in learners' cognitive and affective attitudes towards English.

The instructors conveyed one of the least agreements on impacts of Internet-assisted teaching to arouse learner attention ( $M=3.40$ ). It was important and vital that the instructors needed to foster an understanding about learners' roles which they bring into classes with. Later on the training, their negative perceptions have changed into positive as they practice educational technology by integrating real life conditions

( $M=3.73$ ). It can be inferred that learners' social identities, one of the most efficacious roles, accelerates learning a language if it is activated. For instance, any informal contexts learners engage with technology leave a mark on their mind. When learners encounter technology nested in lessons, they benefit from experiences of social identities. Hence, learners perform language more willingly and focused. Allowing language learners to establish a bond between their social and student roles through the Internet result in more attention because they built on what they are already familiar.

Learners use ICT devices for language learning purposes during an in-class activity. While gathering learners' attention can be achieved to some extent, maintaining their attention can be challenging. Especially technologic devices which are the connection with the real world can go beyond language learning. Therefore, the participants of this study reported that their experience increased ( $M=4.06$ ) as they used ICT more, and thanks to these experiences, it enabled the language students to focus more on the targeted subject during in-class activities whether it is conventional or online. However, their first opinions indicate that the students used ICT devices for both learning and other reasons ( $M=3.40$ ).

### ***Profession***

ICT is dramatically expanding into every sphere of people's lives. Fields embracing innovation become authorities which have a valuable voice for future generations. Teachers have the opportunity to influence them using technology in first place. Aside from developing an understanding for digital age's learners, EFL teachers also need to raise their professional awareness in the light of recent reforms. The instructors' perceptions were neutral against technology's profits on their teaching ( $M=3.80$ ); however thinking globally is completed with acting locally so the training displayed many ways to practice technology in their own teaching context. This attempt resulted in more agreement ( $M=4.33$ ) because they have experienced ICT continuously at the maximum level and observed that their teaching can be improved more with updates in the field. A case study conducted by Aprianti concluded that EFL teachers should be in a consistent progress of professional development independently of their previous ICT knowledge acquired by personal efforts or trainings (2017, p. 16).

In another respect, constant usage of ICT makes EFL teachers competent in employment of equipment. The instructors stated that they found acceptable utilizing ICT materials as a valuable and an advantageous competence ( $M=4.33$ ). Then, the rate

of increase was found 0.33 in the post-questionnaire. Most of the instructors' perceptions about educational technology have gone forward regarding application of ICT components after the ICT training ( $M=4.66$ ). Without 'Actual Use' of ICT, the instructors would not notice the difference between their own points of views changing gradually. Also, the distance education involved them in a period that reveals the significance of teaching English in a context based on modern world.

EFL teachers, as decision makers, design language lessons by spending a considerable amount of time. Even though it is still questionable whether technology saves or consumes time, getting professional in ICT materials buys time. The instructors have been well trained about educational devices and were asked how these materials impacted their valuable time for their own studies and in-class activities. The instructors' perceptions approve technology's profits on saving time. They consider ICT devices more helpful for their professional developments ( $M=4.00$ ) compared to the ideas they had before ( $M=3.46$ ). Moreover, they stated neutral views about the last statement that ICT saves time while preparing and presenting English lessons ( $M=3.20$ ) and it is the lowest scaled item in the pre-questionnaire. Afterwards, they have changed their minds ( $M=3.66$ ) as they utilize ICT materials in online lessons. Even this slight rise in value demonstrated that they need to integrate ICT more into the language lessons regarding the limited time of practice.

### ***Discussion of the 2<sup>nd</sup> Research Question***

The last question of this longitudinal case study, "How do the EFL instructors describe their perceptions of ICT after receiving the training?" aimed to explore the participants' practices blended with ICT and mainly the way of their perceptions get affected after the ICT training. The semi-structured interviews were applied after each ICT training session and at the end of two months of individual ICT practice. All in all the results were discussed under three categories determined in the results chapter: conceptions, practices and profession so that both of the questionnaires and the interviews' data can be taken into account in a consensus.

Prior to the main interview sessions, the training interview was conducted to be able to observe the very first impression of technology on the instructors. Some of them were trained about technology before the research; however, none of them experience technology as much as they made use of in this academic year. The trainings partake of an introduction to ICT. That is why an essential interview question "How does the ICT

training session affect your thoughts about teaching English through technology?” was employed to understand their perceptions about ICT integration with language lessons after the training but before the distance education. In fact, the trainings including theoretical background left most of the instructors in different states of mind; curious ones waiting for the implement what they have learnt, confused ones lost in new information and techniques and so on. Their feedbacks about the first and second sessions were taken as general perceptions about ICT integrated lessons, and a few of them encompass bias against technology because dealing with technology can be seen as challenging or impossible to operate devices. As a solution-oriented approach towards this prejudgement, the underlying reason should be distinguished and be treated like a phase of learning (Pourhossein Gilakjani & Leong, 2012, p. 630). Then, it was realised that the ICT training helped the instructors through practice sessions. They felt more comfortable and competent after many tries on computers and phones. The main reason was determined as lack of interaction with technologic materials and their feedbacks became optimistic in the next interview session after the training. This semi-structured interview encountered other type of reactions and excitement against ICT materials was one of them. People usually think of electronic devices such as smart phones, tablets and computers yet the materials comprises devices, tools, systems, applications, network and digital sources. In a context of language teaching, these materials’ integration does not only carry an authentic learning environment into class but also assists teachers prepare, conduct and evaluate a lesson.

### ***Conceptions***

By increasing amount of technologic materials like Web 2.0 tools, EFL teachers’ perceptions towards ICT has showed diversity, and challenging issues in material usage are decreasing day by day because of trainings and field applications. The instructors’ first impressions were neutral or negative at first since they were worried about the usage and managing the class on a digital platform which is unusual for them. The training contributed them a new perspective about the educational technology and presented a rich collection of materials by letting them experience in advance. They agreed that ICT equipment is helpful to deal with English learning difficulties after the training and at the end of distance education. For example, some instructors asserted that ICT materials have accelerated feedbacks and make them constructive in terms of online, teacher and peer responses. So, this may be interpreted like a relationship for

profits; materials are one of the important factors affecting their conceptions. Besides, the results contain all instructors' gradual change which can be listed as conceptions at the beginning, during the training, during the lessons, and final. At the beginning, most of the instructors stuck with their traditional methods, even the instructors using technology did not evaluate new techniques positively in the pre-questionnaire. As they were informed about the ICT in the training, they became interested in the integration in time. It can be extrapolated from the instructors' extracts that they began to question their teaching and noticed that technology is not a difficult option as much as they thought. Drawing upon the last questionnaire's results, the instructors practiced ICT and took advantages of its materials, yet the qualitative findings from the final interview shed light into their inner conceptions. The more they profit from the ICT the more they become eager to use technology, prepare lessons for a flipped classroom, and conduct activities blended with Web 2.0 tools. That is to say, they developed positive perceptions gradually after they were introduced with ICT in the training sessions. To build a profitable conception, the trainings should be well designed by the institutions to equip language teachers with accessible technological tools (Redecker, 2009).

The trainings provided by the institutions contribute learners' language development as well as their teachers' professional development (Redecker, 2009). When teachers are trained on a specific field, they convey new information to learners by practicing them through various methods. Burns (2011) points out the requirement of the adaption that new methods matching with contemporary contents and participants are essential for learners in distance education, and the institutions are responsible for supporting teachers by educating them on methods, tools and technology. Thus, language teachers become drivers of change with modern qualifications; practitioners of theories in the trainings and decision makers of their own web-based contexts. Now that this case study built its framework on ICT training, it can be concluded that the university supports language teachers' ICT skills and therefore learners' language development regarding 21<sup>st</sup> century. The instructors explained the ICT training's contributions on learners with rising motivation and new materials' impact to English lessons. They also mentioned that they put a lot of information from the training into practice in their lessons and that made a change both in their methods and learners' language development.

### ***Practices***

In the interview sessions, all instructors exemplified their conventional use of computers with a lot of activities like listening to records or songs, watching videos, brainstorming about pictures, mostly opening the course book on the screen through a projector. However, ICT practices are not limited with computers, a projector and multimedia. The training demonstrated teachers an extensive scope of ICT materials that they can employ for teaching. Beyond that, whole class can take place in a virtual platform and teachers were informed about it as well. Transmitting an available classroom setting into the digital world was exhausting and hard to deal with for them. After the English lessons started online, the instructors found out that the ICT materials are not the challenge; facilitators to adapt them to innovations and components to optimize learners' language production as the trainers expressed. All instructors shared that they have started to utilize computers for not only activities but also teaching grammar, monitoring group works and giving tasks since they informed about ICT equipment in the training. Some of them were already proficient in using technology but ICT practices maximized their interaction and also had more time to extra activities for learners.

In addition to ICT materials which are given in the results chapter, there are efficient factors which were determined by the instructors. Each instructor asserted that accessibility to technology impacted their teaching. One of them did not have enough material to conduct a lesson for distance education while others encountered learners' material lacks. Time management was another issue discussed by the instructors. Preparing a lesson integrated with ICT can be time consuming for new users of technology however more practice brings experience. As it can be seen in this process, the instructors were neutral to the time management and then they fostered awareness towards this issue. Their last statements about time allocation were more positive and conscious.

### ***Profession***

In this research, the profession is handled in interrelated aspects so that the interview questions were arranged accordingly. The first perspective explores potential impacts of EFL teachers' professional experiences on ICT use after the training whereas the other seeks impacts of the ICT training on their professions. In regard to reflective practice, both perspectives are mutually complementary for professional development.

According to Burhan-Horasanlı and Ortaçtepe's survey (2016), ICT is the prominent promoter of reflective practice among in-service EFL teachers concentrating on academic improvements.

ICT presents an innovative area for reflective teachers. Development of teaching via various and modern tools provides a valuable experience for EFL teachers. However, the effects of previous experiences are too important and crucial to be ignored. Benefitting from a new area and utilizing its tools start with teachers' prior perceptions by accepting them. Some instructors reasoned their acceptance with their young age; being young helps them improve their profession through technology. Other instructors stated that they accepted ICT because their openness to innovation led them to use ICT to establish a bond with their students. It can be inferred that age is a possible factor in the use of technology, but it is the cognitive acceptance of new implementation that enables innovation at all ages.

Professional experiences root from practical and academic advancements and is one of the most valuable outcomes of reflective practice system (Soodmand Afshar & Farahani, 2018). The process of ICT integration influenced the instructors' perceptions about professional development in terms of adaptation, autonomy and collaboration. First of all they found themselves generally successful. Although their use of technology is different, witnessing the progress at the end of distance education pleased them. Also, the EFL instructors said they are more autonomous now about technology to tackle with problems individually because the administration had a bigger role in face-to-face education system. Another issue that also contributes to this autonomy development is that they take on the role of researcher to prepare lesson content. Finally, sharing their knowledge with other instructors throughout their practice reinforced the colleague collaboration. This constructive communication made them feel like they are valuable parts of a great whole in education field integrated with technology. Thus, innovation in ELT has spread to a wide scope through individual and reflective experience. Thus, this collective professional development among the EFL instructors has become one of the important outcomes of ICT.

### **Implications of the Study**

Education is an innovative field dramatically evolving out of knowledge and trends around the world. Constant components have always been teachers and learners despite the information flow. Teachers transmitting the world into class are the keys of

authentic and reflective learning for learners so their perceptions are the fundamental basis of learning contents. Given the fact that English is the most widely spoken language of the world, it can be seen as a tool to convey educational updates. Therefore, English language and technology have become an indivisible concept supported by constructive teacher' perceptions.

This research focused on EFL teachers' perceptions of ICT integration and inquired the impacts of technology training on teachers' practices. Following the pandemic, it was designed as a case study because all educational institutions proceed to distance education which maximise the use of ICT in teaching. Hence, the instructors discover new concepts and utilize them while teaching English. The gap between not only English language and the current generation but also their language teaching and post methodology were bridged by the instructors. However, the integration of ICT with English language lessons does not need to await such a compelling circumstance. Both private and public institutions from every level of education can adapt technology into the curriculums. It is inevitable to raise positive perceptions which lead EFL teachers' profession and teaching to development.

On the other hand, this longitudinal study encompasses 15 EFL instructors, an ICT training and distance education process. The instructors made use of training while they were preparing and conducting lessons. This can be understood clearly with the improving findings of the questionnaires and their responses to the interview questions. Even the ones engaged with the Internet and some electronic devices before the training developed more positive perceptions due to the utmost interaction with technology. Consequently, ICT trainings need to take place in pre-service and in-service teacher education because innovative language teaching begins with teachers' positive perceptions.

### **Limitations of the Study**

The findings of this study have to be seen in light of some limitations. This study is planned to conduct in a private university in Turkey; therefore, the results may not be completely generalizable. Teachers from different contexts can offer more comprehensive results for English Language Teaching field.

ICT-based classrooms are not the only settings to mediate lessons with technology and new circumstances that people are faced bring different options into light. Any kind of limitation to formal education can be made up with the distance

education. In parallel with this issue, another potential limitation is the pandemic (Covid-19), which caused inaccessibility to sufficient data. This condition turned out as an opportunity to investigate the subject matters with 15 participants because of the transitioning to online education. However, more EFL teachers would have contributed to the study if the status did not entail any health risks.

### **Suggestions for Further Studies**

This case study was set out to reveal the impacts of the training on EFL instructors' perceptions of ICT integrated language lessons and these instructors' descriptions about their ICT perceptions after the training. It brings positive and negative perceptions of ICT in EFL lessons to light in a digital era. Considering the limitations, it is suggested that different locations can be included to give more instructors voice and to gain more insight of their perceptions after a brief training. On the other hand, this study can be conducted through different quantitative instruments in various educational institutions and then the results can be analysed in a comparison to see whether there is a difference between their perceptions or not.

### **Conclusion**

Based on process-oriented characteristic of this study, EFL instructors' perceptions about integration of Information and Communication Technology into language lessons are accepted as the core and given utmost importance. Therefore, their perceptions were collected in every step of the research. The data was analysed through both qualitative and quantitative to present an objective study. All in all, it was found that the instructors are capable of alter and improve their perceptions since they are the only authority in their own context to implement innovations which surround the world profoundly. The training has impacted each of them and leads their practices by demonstrating the necessary basis of ICT such as tools, in-class activities, lesson plans, and evaluation types and so on. The instructors have started to develop positive perceptions towards ICT integrated lessons when they embrace technology as an inseparable part of real world and learners as innovative people of information age. The results of questionnaires and interviews proved that the instructors are the initiator agents of advancements both in their professional development and language learners' language learning.

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## APPENDICES

## Appendix A: Ethic Committee Approval of Çağ University

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Cemre Nur KUŞCU
ÖĞRENCİ NO	20188053
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi Anabilim Dalı
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez Aşaması
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2019 / 2020 - Bahar Dönemi Kaydını Yeniledim
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Öğretmenlerin Bilgi ve İletişim Teknolojileri ile Yabancı Dil Öğretiminin Entegrasyonuna İlişkin Algıları ve Uygulamaları: Bir Türkçe Hazırlık Okulunda Vaka Çalışması
TEZİN AMACI	Bu çalışma yabancı dil öğretmenlerin Bilgi ve İletişim Teknolojilerinin dersler ile bütünleşmesi hakkındaki algılarına ve BİT tabanlı dersler süresince kullanılan uygulamalarına odaklanacaktır. Aynı şekilde, öğretmenlerin demografik bilgileri ile algıları arasındaki ilişkinin anlaşılması hedeflenmektedir
TEZİN TÜRKÇE ÖZETİ	Teknoloji yoluyla sürekli gelişen dünya, özellikle dil öğretimi olmak üzere tüm yenilikleri eğitim alanına yansıtır ve 21. yüzyılın öğrenci profilini şekillendirir. Yabancı dil öğretmenleri, dil edinimi ile Bilgi ve İletişim Teknolojisi (BİT) arasındaki uyum konusunda, başlatıcılar ve kılavuzlar olarak bu iki değişken üzerinde köprü kurarlar. Bu vaka çalışmasının temel amacı, dil öğretmenlerinin BİT'in dil derslerine bütünleşmesi hakkındaki algılarını kazanmak, uygulamalarını öğrenmek ve demografik bilgilerin algıları ve uygulamaları üzerindeki etkisini analiz etmektir. Bu araştırma kapsamında, bu çalışmada amaçlı örnekleme kullanılarak on EFL öğretmeni yer alacak ve veriler ön ve son anketler ve yarı yapılandırılmış bir görüşme yoluyla toplanacaktır. Nicel veriler İstatistiksel Sosyal Bilimler Paketi (SPSS) ile analiz edilirken, nitel veriler içerik analizi ile analiz edilecektir.

<b>ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI</b>	<p>Çağ Üniversitesi / Yabancı Diller Yüksek Okulu</p>
<b>İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)</b>	<p>Çağ Üniversitesi / Sosyal Bilimler Enstitüsü / Mersin / Yenice</p>
<b>YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER</b>	<p>Çağ Üniversitesi, Yabancı Diller Yüksek Okulu'ndaki 10 öğretim görevlisine bu çalışmaya katılımlarını gösterecek olan Rıza Formu ve sonrasında derslerini Bilgi ve İletişim Teknolojileri ile entegre etme algılarına dair bir anket uygulanacaktır. Veri toplama sürecine ek olarak, katılımcılarla bireysel uygulanmak üzere yarı yapılandırılmış görüşmeler yapılacaktır.</p>
<b>UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI</b>	<p>1)Rıza Formu. 2)Yabancı Dil Öğretmenlerinin BIT Algıları Anketi. 3)Görüşme Soruları</p>
<b>EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)</b>	<p>1)Bir (1) Sayfa Rıza Formu. 2)İki (2) Sayfa Yabancı Dil Öğretmenlerinin BIT Algıları Anketi. 3)Bir (1) Görüşme Soruları</p>

<b>ÖĞRENCİNİN ADI - SOYADI:</b> Cemre Nur KUŞCU		<b>ÖĞRENCİNİN İMZASI:</b> Enstitü Müdürlüğünde evrak aslı imzalıdır <b>TARİH:</b> 06/ 05/ 2020		
<b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>				
<b>1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.</b>				
<b>2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.</b>				
<b>1.TEZ DANIŞMANININ ONAYI</b>	<b>2.TEZ DANIŞMANININ ONAYI (VARSA)</b>	<b>SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI</b>	<b>A.B.D. BAŞKANININ ONAYI</b>	
Adı – Soyadı: Senem ZAIMOĞLU	Adı - Soyadı: ...	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	
Unvanı: Prof. Dr.	Unvanı: .	Unvanı: Doç. Dr.	Unvanı: Prof. Dr.	
İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: ...	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	
/ / 20	/ / 20	/ / 20	/ / 20	
<b>ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER</b>				
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN (Y.)	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN
Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.
İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası:	İmzası:
/ /	Dr. Öğr. Üyesi Şenol KANDEMİR	/ / 20	/ / 20	/ / 20
<b>Etik Kurulu Jüri Başkanı - Asıl Üye</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>	<b>Etik Kurulu Jüri Asıl Üyesi</b>
<b>OY BİRLİĞİ İLE</b>	<input type="radio"/>	<b>Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 12/06/2020-30 /07/ 2020 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.</b>		
<b>OY ÇOKLUĞU İLE</b>	<input checked="" type="radio"/>			
<b>AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.</b>				

## Appendix B: Consent Form

Institution: Çağ University

Researcher: Cemre Nur KUŞCU

Email:

Name of the Participant:

Date of Birth: \_\_\_ / \_\_\_ / \_\_\_

Email:

### Introduction

Thank you for your interest in participating in this research project. The following will provide you with further information about the project, so that you can decide if you would like to take part in this research.

Please take the time to read this information carefully. You may ask questions about anything you do not understand or want to know more about.

Your participation is voluntary. If you do not wish to take part, you do not have to. If you begin participating, you can also stop at any time.

1. I consent to participate in this project, the details of which have been explained to me, and I have been provided with a written plain language statement to keep.
2. I understand that the purpose of this research is to investigate the role of socio-cultural environment on my English language learning and strategies developed by me.
3. I understand that my participation in this project is for research purposes only.
4. I acknowledge that the possible effects of participating in this research project have been explained to my satisfaction.
5. I understand that my interviews may be audio and/or video-taped.
6. I understand that my participation is voluntary and that I am free to withdraw from this project anytime without explanation or prejudice and to withdraw any unprocessed data that I have provided.
7. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements; my data will be password protected and accessible only by the named researchers.
8. I understand that after I sign and return this consent form, it will be retained by the researcher.

Participant's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix C: Demographic Information Questionnaire

EFL Instructors' Perceptions and Practices in Integration of Information and communication Technology with Language Teaching

Dear participants,

This online demographic information form has been prepared to gain more insight into your teaching. It will approximately take your 3-5 minutes. All personal information will be kept strictly confidential and will be used only for research purposes. Thank you all for your contributions.

Cemre Nur KUŞCU

1. Name (Last, First)

\_\_\_\_\_

2. Gender

Male  Female

3. Date of Birth

\_\_\_/\_\_\_/\_\_\_

4. Graduated Department

- English Language Teaching  
 English Language and Literature  
 American Language and Literature  
 English Translation and Interpreting  
 Other

5. Years of Active English Language Teaching

\_\_\_\_\_

6. Level of Education

- Bachelor Degree (B.A.)  
 Master of Arts (M.A.)  
 Doctor of Philosophy (Ph.D.)

7. I have taken ICT training at university.

- Yes  
 No

8. I have taken ICT training at in-service-education.

- Yes  
 No

### Appendix D: Questionnaire for EFL Instructors' ICT Perceptions

With this survey, I hope to collect data about the perceptions of EFL instructors' at integration of ICT (Information and Communication Technologies) and language teaching. The questionnaire consists of 15 statements related with the issue. You are requested to read the statements below and then rank the items between 1 (strongly disagree) to 5 (strongly agree). Your responses will be processed without any identifying details, and is therefore completely anonymous.

(1=strongly disagree, 2= disagree, 3= neutral (no strong opinion), 4= agree, 5= strongly agree)

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Knowing how to use the ICT equipment to teach a language is a worthwhile and useful skill.					
2. ICT equipment could enhance remedial instruction.					
3. Computers could increase both teachers' and students' productivity.					
4. Working with computers would be enjoyable and stimulating.					
5. Changing the curriculum to integrate ICT is possible.					
6. ICT can really improve my teaching practice.					
7. Using technology in the classroom enhance students' interaction with their classmates, instructors or native speakers of English.					

8. Online sources provide non-native speakers of English with a rich learning environment.					
9. Students are easily motivated by the use of ICT devices and sources in the classroom.					
10. Students can improve their English skills through using the Internet.					
11. Thanks to ICT related language lessons, students communicate by emailing or chatting with native speakers of English online.					
12. Students are more attentive in Internet-assisted English language teaching classes.					
13. Students use ICT devices for language learning purposes during an in-class activity.					
14. Using an ICT device saves a considerable amount of time for my studies of the English language.					
15. Preparing and presenting a language lesson integrated with ICT saves a considerable amount of time.					

Thank you very much for your collaboration.

## **Appendix E: Semi-structured Interview Questions**

### ***The Interview Question for Trainings***

How does the ICT training session affect your thoughts about teaching English through technology?

### ***The Interview Questions for the Main Interview Session***

1. What ICT materials did you utilize in your classroom?
2. What do you think about the use of ICT materials in language teaching process?
3. What factors do you think influenced your use of ICT practices?
4. Do you think ICT contributed to learners' language development? If yes, how? If no, why not?
5. How did your professional experiences affect this process?
6. How did the process of integration ICT and language teaching influence your profession?

## Appendix F: Approval Request from the Institute of Social Sciences



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : 23867972-000-E.2000001336

13.06.2020

Konu : Cemre Nur KUŞCU'nun Tez Anket  
İzini Hakkında

### REKTÖRLÜK MAKAMINA

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20188053 numaralı) **Cemre Nur KUŞCU**, “**Öğretmenlerin Bilgi ve İletişim Teknolojileri ile Yabancı Dil Öğretiminin Entegrasyonuna İlişkin Alguları ve Uygulamaları: Bir Türkçe Hazırlık Okulunda Vaka Çalışması**” konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi olan **Dr. Öğr. Üyesi Senem ZAIMOĞLU** danışmanlığında yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğünde halen görev yapmakta olan on öğretim görevlisini kapsamak üzere** kopyası Ek’lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulanabilmesi için gerekli iznin verilmesini arz ederim.

Doç. Dr. Murat KOÇ  
Sosyal Bilimler  
Enstitüsü Müdürü

Ek : 3 sayfa tez etik kurul izin formu, 3 sayfa anketler, 8 sayfa etik kurul izin onay yazıları.

E-Posta: aycankol@cag.edu.tr

Evaluation  
Version



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

DoÄYrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - DoÄYrulama kodu: 68607EA

**Appendix G: Approval from the Preparatory School of Çağ University**

T.C.  
ÇAĞ ÜNİVERSİTESİ  
Yabancı Diller Yüksekokulu

Sayı : E-12345678-000-2100003998  
Konu : Öğr. Gör. Cemre Nur KUŞÇU

03.06.2021

**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE**

İlgi : 13.06.2020 tarihli ve 23867972-000-E.2000001336 sayılı belge.

İlgi yazınız kapsamında adı geçen öğrencinin müdürlüğümüzdeki tüm öğretim görevlisi personelimize bahse konu tez anketini uygulaması müdürlüğümüzce uygundur.

Saygılarımla arz ederim.

Öğr. Gör. Hamdi ÖNAL  
Yabancı Diller Yüksek Okulu Müdürü



E-Posta: gokcenaydogan@cag.edu.tr



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

Doğrulama adresi: <https://ubs.cag.edu.tr/BelgeDogrulama> - Doğrulama kodu: 2A0B821