

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**AN INVESTIGATION OF EFL INSTRUCTORS' PERCEPTIONS
AND ATTITUDES ON DEPLOYMENT OF TECHNOLOGY AT
PREPARATORY SCHOOLS IN TURKEY**

MASTER'S THESIS

Seda ELİTAŞ

**Department of Foreign Languages Education
English Language Education Program**

FEBRUARY, 2024

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English Language Education Program**

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FEBRUARY, 2024

THESIS EXAM REPORT

Istanbul Aydın University Institute of Graduate Studies Board of Directors
..... date and The thesis of
....., whose thesis defense exam was held on
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.....* and** decision was made.

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(**) Acceptance decision will be written in writing.

DECLARATION

I hereby declare in regard to the study “An investigation of EFL instructors’ perceptions and attitudes on deployment of technology at preparatory schools in Turkey”, which I presented as a Master thesis, is written independently in violation of scientific ethics and traditions throughout the entire process from the project step to the result of the thesis and that the works I have gained are from those indicated in the References. (17/02/2025)

Seda ELİTAŞ

FOREWORD

Firstly, I would like to thank my thesis advisor Prof. Dr. Veysel KILIÇ that I was always welcomed by him whenever I encountered an obstacle or wanted to ask a question about my research study. His guidance, valuable support and encouragement assisted me during the process of writing this thesis.

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February, 2024

Seda ELİTAŞ

AN INVESTIGATION OF EFL INSTRUCTORS' PERCEPTIONS AND ATTITUDES ON DEPLOYMENT OF TECHNOLOGY AT PREPARATORY SCHOOLS IN TURKEY

ABSTRACT

This research aimed at examining the perceptions and attitudes of EFL instructors at preparatory schools in Turkey toward deployment of technology considering the factors of teachers' gender, nationality and perceptions of cultural relevance of computers. The data were gathered from 100 EFL instructors currently educating in preparatory classes of several Universities in Turkey. The current data were collected utilizing the Teachers' Attitudes toward Information and Communication Technologies (ICT) Scale. This scale was organized by employing a 5-point Likert scale that extended from strongly disagree to strongly agree. The acquired quantitative data were shaped by the analyzing through the Statistical Package for Social Sciences (SPSS 26.0) software. A one-sample t-test was conducted to evaluate the given mean score on ICT scale. The findings of the present study revealed that instructors' attitudes toward computer usage were considerably more positive than the test value. Subsequently, female and male educators' attitude scores toward computer usage were not significantly different based on gender. On the other hand, Turkish instructors' attitudes were substantially more positive than non-Turkish ones. In addition, the educators' perceptions of computer attributes are high. Lastly, instructors perceived the usage of computers in preparatory classes as culturally relevant. Regarding the results of the study, some restrictions and suggestions for further investigations were introduced.

Keywords: perceptions, attitudes, on deployment of technology, preparatory schools, EFL instructors.

TÜRKİYE’DEKİ HAZIRLIK OKULLARINDA İNGİLİZCE OKUTMANLARININ TEKNOLOJİNİN KULLANIMINA İLİŞKİN ALGI VE TUTUMLARININ İNCELENMESİ

ÖZET

Bu araştırma, Türkiyedeki hazırlık okullarında yabancı dil olarak İngilizce öğreten okutmanlarının bilgisayarların kültürel öneminin algıları, uyruk ve cinsiyet faktörleri göz önünde bulundurularak teknoloji kullanımına karşı algı ve tutumlarını incelemeyi amaçlamıştır. Veriler, Türkiyedeki birkaç Üniversitenin hazırlık sınıflarında halihazırda eğitim veren yabancı dil olarak İngilizce öğreten 100 okutmanlardan toplanmıştır. Şimdiki Veriler, “Öğretmenlerin Bilgi ve İletişim Teknolojilerine (ICT) karşı Tutumları” anketi kullanılarak toplanmıştır. Bu anket, “kesinlikle katılmıyorum ve kesinlikle katılıyorum” arasında uzanan 5 puanlı Likert ölçeği kullanılarak düzenlenmiştir. Elde edilen nicel veriler, SPSS 26.0 yazılımı aracılığıyla analiz edilerek şekillenmiştir. Bilgi ve İletişim Teknolojileri ölçeğinde verilen ortalama puanı değerlendirmek için tek örneklem t-test yürütülmüştür. Mevcut çalışmanın sonuçları öğretmenlerin bilgisayar kullanımına karşı tutumlarının test değerinden daha fazla pozitif olduğunu ortaya çıkarmıştır. Ardından, kadın ve erkek öğretmenlerin cinsiyete dayalı bilgisayar kullanımına karşı tutum puanları kayda değer biçimde farklı değildir. Öte yandan, Türk öğretmenlerin tutumları Türk olmayanlardan önemli derecede daha pozitifdir. Buna ek olarak, eğitimcilerin bilgisayar özelliklerine yönelik algıları yüksektir. Son olarak, öğretmenler hazırlık sınıflarında bilgisayar kullanımını kültürel açıdan uygun olarak düşünmüşlerdir. Çalışmanın sonuçları göz önünde bulundurularak, gelecek çalışmalar için bazı kısıtlamalar ve öneriler sunulmuştur.

Anahtar Kelimeler: algılar, tutumlar, teknolojinin yayılmasına ilişkin, hazırlık okulları, yabancı dil olarak İngilizce öğreten okutmanlar.

TABLE OF CONTENTS

DECLARATION	iii
FOREWORD	iv
ABSTRACT	v
ÖZET	vi
TABLE OF CONTENTS	viii
LIST OF ABBREVIATIONS	ix
LIST OF TABLES	x
LIST OF FIGURES	xi
I. INTRODUCTION	1
A. Background of the Study.....	1
B. Statement of Problem.....	6
C. Significance of the Study	7
D. Research Questions	8
E. Operational Definitions.....	9
II. REVIEW OF LITERATURE	10
A. Technology use and Language Learning and Teaching.....	10
1. Computer-Assisted Language Learning.....	12
2. Mobile-Assisted Language Learning	15
B. The Use of Technology in Teaching Four Skills	16
1. Use of Technology in Reading Comprehension	17
2. The Use of Technology in Writing	18
3. The use of Technology in Speaking.....	19
4. The use of Technology in Listening	19
C. Perceptions and attitudes of ELT Instructors Towards Use of Technology ..	20
III. METHODOLOGY	24
A. Introduction	24
B. Research Design.....	24
C. Variables of the Study.....	25

1. Dependent Variables	25
2. Independent Variables.....	25
D. Setting & Participants of the Study	25
1. Setting of the Study.....	25
2. Participants of the Study	26
E. Data Collection Tools	26
1. Teachers' Attitudes toward ICT Technologies Survey	26
F. Data Collection Procedure	27
G. Data Analysis Procedure	28
IV. RESULTS AND DISCUSSION	29
A. Demographic Information.....	29
B. The Attitude toward ICT (ATICT) Scale Analyses	30
C. Computer Attributes Scale Analyses	32
D. Cultural Perceptions Scale Analyses.....	33
E. Reliability & Validity Check	33
F. Discussion in Relation to the Research Questions.....	34
V. SUMMARY AND CONCLUSION.....	38
A. Summary of the Study.....	38
B. Limitations of the Study.....	38
C. Suggestions for Further Studies	39
VI. REFERENCES.....	40
APPENDICES	51
RESUME.....	57

LIST OF ABBREVIATIONS

CALL	: Computer-assisted Language Learning
EFL	: English as a Foreign Language
ICT	: Information and Communication Technologies
M	: Mean Value
MALL	: Mobile-assisted Language Learning
SD	: Standard Deviation
SPSS	: Statistical Package for Social Sciences

LIST OF TABLES

Table 1. Skewness and Kurtosis Values of the Research Variables	28
Table 2. Participants' Demographic Information.....	29
Table 3. Descriptive Statistics of Attitude Toward Technology Scores	30
Table 4. Descriptive and inferential statistics regarding research variables	31
Table 5. Distributions of Mean Scores on the Computer Attributes Scale	32
Table 6. Cronbach's Alpha Values of the ICT Scale Used in the Research	34



LIST OF FIGURES

- Figure 1. Female and Male EFL Instructors' Computer Attitude Means 31
- Figure 2. Turkish and non-Turkish Instructors' Computer Attitude Means 32
- Figure 3. Wilcoxon Test Result of Perception of Cultural Relevance of Computers 33



I. INTRODUCTION

Modern improvements in technology have minimized traditional language teaching methods' reputation. This study delves into EFL (English as a foreign language) teachers' perceptions and attitudes on deployment of technology at preparatory schools in Turkey. For this thesis, this section primarily focuses on background of the study and a statement of the problem. Then it presents the significance of the study. Finally, it explains research questions, and operational definitions.

A. Background of the Study

The unification of technology in language teaching and learning originated in the 1960s. According to Richards (2017), this unification has meaningfully altered the field of language instruction. Before the use of technology, classrooms, books, and audio tapes were the primary resources in language education. However, thanks to the integration of technology into language learning, mobile phones, computers and the internet have become indispensable facts of the language teaching and learning process (Çobanoğlu, 2020). Brown and Lee (2015) pointed out that using and benefiting from innovative technologies in the language learning process is natural and routine, just like eating and drinking. Making use of technology has turned into a complementary vision rather than a supplementary one for our daily routines.

Within most language teaching and learning environments, working by computers with comprehensive software and accessing the Internet are routines of our common life as note-taking supplies. Using of Technology altered the qualifications of the classroom setting and the bond between teacher and student by including the roles of teachers and students. Besides, another beneficial side of technology for educators has been explained that it provides the instructor to carry more communicative and purposeful material to the learning environment and supports English as a Foreign Language (EFL) learners by variable source of real-life

materials. (Mihai and Purmensky, 2016, p.302). Mihai and Purmensky (2016) also explained that use of technology influences our living approaches and educational methods and in future, language learning process will maintain to have evolution due to innovative technologies and EFL teaching and learning process will extend to have progress with the advancements of these technologies. Various research studies have been carried out about technology usage in language learning and teaching. This context has had a lot of concentration in recent decades. Ismail et al. (2010) pointed out that the achievement of incorporating educational technology within language teaching and learning is highly based on the behaviors and assistance of the instructors. Usage of technology has a variety of benefits as Alsied and Pathan (2013) emphasize in their research. Alsied and Pathan (2013) implied that foreign language educators and measurement consultants utilize technology for creating educational process of a foreign language as English more creative, progressive, communicative, engaging and student oriented.

In recent times, digital tools are more accessible for language instructors and learners than prior to now. Each digital tool is likely to have a distinct task in language learners' education. For instance, vocabulary procedure and e-mail can enhance conversational skills; record-keeping systems and calculation tools can develop management skills; utilizing computer programs mostly proliferates comprehension of science and math notions. (Onaiba, Braiek, and Alatresh, 2019) Sağlam and Sert (2012) investigated that instructors consider that digitally integrated English Language Teaching enrich students' language learning process. The underlying reason for this is that technology validates motivation, usability, experiential learning, quick teacher feedback, get an opportunity to convey academic improvements, and it points diverse learning methods.

Çobanoğlu (2020) found out in his investigation that in general, ELT instructors own notably positive perceptions considering technology usage in ELT. Even though his result is parallel to the results of other investigations in the publications, some studies recommended that instructors from older age groups are not inclined to utilize modern innovation. In contrast, his study demonstrated that older instructors can also be enthusiastic and driven to make use of technology in ELT specifically while they are instructing in appropriate cases with sufficient substructure.

Digital tools like personal computers and particularly mobile devices play an important role in our casual life. Considering their routines, studying can be formed according to learners' daily routines and therefore the property of learning and instructing can be developed by considering learners' requirements (Zengin and Aksu, 2017). In this regard, primarily Computer-Assisted Language Learning (CALL) has appeared as one of the quickest enhancing streams in the current educational landscape (Weinstein and Palmer, 2002).

The unification of technology influenced language learning productively by tendering variable tasks, which can be performed in any suitable environment like a classroom for each skill. For Instance, by the agency of benefiting from digital content platforms, learners could ameliorate writing by digital tools. As well as such enhanced usage of technology, the extensive usage of mobile tools such as digital audio players, smart phones, tablets, etc has brought about a new attempt instead of CALL, which is called Mobile-Assisted Language Learning (MALL).

Learning via mobile gadgets tends to multiply options to bring instructing and learning into being further than a conventional classroom as Li (2008, p.694) declares that "it focuses on the mobility of the learning practice and emphasizes the interaction between the learner and the learning content, peers or the instructors which can improve effectiveness, flexibility and convenience of learning." With respect to the rapidity to obtain information, academic institutions should also alter delivering of information as it is a situation just like from instructor to student within a specified duration (Tinio, 2003).

When it is used properly and efficiently, Information and Communication Technologies (ICT) could assist us to reach education, to consolidate the conformity of education to the progressively digital working area, and advance academic life quality through making learning and teaching more captivating, dynamic period to be attached to real life. Many studies in literature have clarified that effective implementation of educational technologies principally depends on the behaviors of instructors, who can control how these digital tools and software are employed during each lesson. Bullock (2004) claimed that teachers' attitudes are an essential determinant in the practice of technology.

In parallel, Kersaint et al. (2003) argued that instructors who have positive mindset for technology have the capability of making use of technology more smoothly and integrating it into their curriculum.

Based on this importance of instructors' attitudes, Albirini (2006) investigated a study to reveal EFL instructors' attitudes toward ICT at high school in Syrian education context, and to investigate the relationship among instructors' behaviors and qualifications that are relied on to be influencing them, which contain well-known qualities of computer, sociocultural perspective, established computer proficiency and acknowledged personal computer employment. The point of his research was based on EFL teachers because they were the initial individuals to reach computers in the Syrian education context. Albirini (2006) claimed that the investigation's participants had affirmative attitudes towards technology when studying a language. The educators precisely put faith in the notion of integrating digital tools into schools, and learners could reduce their unfavorable feedback. This indicates that a significant number of teachers believe that technology is a convenient teaching supplement which can carry numerous improvements in their educational facilities and learning environments.

Another finding of this research indicated that there is an intense relationship between instructors' attitudes considering usage of digital tools in teaching and their beliefs of technology. On the other hand, educators' beliefs in the appropriateness of technology for their existing instructional applications were not enthusiastic. A variety of instructors were hesitant about whether modern technology is satisfactory for their academic accomplishment. One of the most unexpected findings of Albirini's (2006) research was about the cultural ideologies of the instructors. The findings of the investigation point out that cultural ideologies were the other most important indicator of technological behaviors in this study. This presumption signifies that investigations applied in developing countries should take cultural beliefs into account. A great deal of participants regarded technology as appropriate to Syrian educational facilities, and to the society.

In parallel with the enhancing attention and significant investment in instructional technology, a few studies were conducted for the purpose of investigating incorporation of technology in Turkish educational setting. Besides, some studies associated with the technology's integration for language education

were also performed to detect the deployments of technology into foreign language learning (Karakaya, 2010).

Şimşek (2008) also facilitated a study on learners' attitudes for deployment of ICTs in a reading lesson context. A questionnaire to evaluate learners' attitude and an interview were utilized to gather necessary data from thirty first-year learners in English Language Teaching (ELT) department at Middle East Technical University, Ankara. The finding part of the study indicated that learners had optimistic attitudes on ICT blended lesson. It was also revealed that ICT blended lessons attracted learners' attention as they were able to study at their convenience and were more flexible to use time effectively in ICT blended lessons when contrasted with classroom-based instruction.

The other main finding of the research was that learners take part in ICT blended lessons more than conventional physical lessons. One remarkable outcome of the study was that most of the students pointed out that ICT blended lessons advance their reading proficiency. The results of the investigation also demonstrated that learners were the most pleased side with the response given through the instructor and it was noticed by the learners that the quick response had a contribution on learners' encouragement and participation for the lesson.

Timuçin (2006) conducted a case survey about CALL for EFL preparatory schools on Turkish context. Within the context of this research, instructors were deployed to pre-test and post-test surveys, and they also had an interview. The results of the investigation declared that instructors themselves took an important part in providing CALL for their teaching and they were regarded as a main element that can influence the usage of technology in language syllabus. The findings also displayed that school management impresses benefiting of CALL for instructors' classes.

Furthermore, Akcaoğlu (2007) also had a survey about approaches of technology integration. Three main factors of technology integration were explored as a part of the study. At the beginning teacher candidates and experienced teachers' computer competence and levels of utilization were perused. Second, the elements influencing teachers' combination of technology and method were studied. Finally, teacher candidates and experienced teachers' sensations about technology were detected. With respect to the findings of this study, teachers benefit from technology

more like teachers' instructing instrument rather than learners' studying instrument which can enable independent learning and higher cognitive skills. Besides, it was examined that several variables such as gender, age and the educational foundations at which teachers actively take part in are effective for use of teachers' computer.

As it was considered before, there have been a variety of investigations to research the processes of use of technology in Turkey. Hence, it was specified in the studies discussed above, Turkey has significantly grown in relation to integration of technology since the early 2000s, and expenditures in uniting technology with schools have extended (Akkoyunlu, 2002). On the other hand, one general finding of the noted studies previously was that ICT was not experienced as productively as it was anticipated for educational setting in Turkey (Akbaba-Altun, 2006; Özdemir and Kılıç, 2007).

Furthermore, it was notified by Özdemir (2010) that there are several common issues that obstruct the influential technology utilization in Turkey. Sustained obstructions were detailed by Özdemir (2010) accordingly: (1) the deficiency of sufficient instructional software, (2) inadequacy of teacher training for employees (i.e., teachers, directors and examiners), (3) deficiency of pecuniary, technical and educational assistance to schools, (4) unsatisfactory financing for staff training, (5) reactions and behaviors of policymakers for ICT.

All in all, even though technology use supplies a great deal of materials that instructors can readily acquire, an English language instructor has a critical role for utilizing computer appropriately and taking advantage of each sight of technology. In this context, this research intends to investigate EFL instructors' perceptions and attitudes about deployment of technology in Preparatory school context.

B. Statement of Problem

The utilization of digital tools has become more vital today, and it is an indisputable fact that it is also quite necessary for EFL instructors. Although technology with its full hardware for language teaching is not entirely used, it is a primary factor for education worldwide and it is turning into a huge portion of learners' and instructors' educational process and their communication. Carrier (1997) delivered research on the topic of Internet-based instruction and explored that

computer-blended lessons were highly engaging for learners. Gardner and Lambert (1972) put into words that by developing the quality of digital tools' usage educators can also alter their learners' perceptions, drive up their motivation, and enhance their enthusiasm to study. In this investigation, it will be analyzed whether English as a foreign language teachers utilize technology in an influential way, what they consider about technology-blended education, and whether educators benefit from them educationally suitable.

Investigations about EFL teachers' perceptions and attitudes on the technology and computer use at preparatory schools in Turkey are very limited. Therefore, the findings of this research can offer a general structure about the existing views considering the influential technology usage in foreign language teaching and bring to light a route map for shaping ongoing policies about deployment of technology effectively by considering EFL instructors' perceptions and attitudes in Turkey.

Comprehending how educators perceive technology use in language teaching can offer perspectives into their perceptions and attitudes. This can guide the development of effective technology use strategies and practices in EFL classrooms.

C. Significance of the Study

A significant portion of research has been accomplished to detect instructors' perceptions regarding computer-based tasks in their foreign language teaching process (Arkın, 2003). Likewise, other numerous studies have also examined challenges that instructors can come across during their instruction (Muir-Herzig, 2003). On the other hand, any investigation that examines foreign language instructors' attitudes toward computer technology usage is restricted at the preparatory schools in Turkey.

This research is conducted at preparatory schools in Turkey. The aim of this research is to examine the perceptions and attitudes of EFL instructors toward the deployment of technology at preparatory schools in Turkey. In a term where technology accesses covertly the learning and teaching field day by day, comprehending how instructors perceive and react to these kinds of digital aids is vital to improve influential teaching and learning experiences. This investigation

aims to present some observations in several conditions: common attitudes of EFL instructors towards use of technology, the impact of demographic components such as gender and nationality on these behaviors, and the perceptions involving the attributes of computers and cultural relevance of computers in the EFL context. The research took advantage of a quantitative research design, utilizing 43 questionnaire items to gather data by a random sample method of variety of EFL instructors educating at preparatory schools.

This investigation is purposeful as it not only maintains the current knowledge for technology utilization in language instruction but also offers valuable outcomes for improving professional development and encouragement for EFL instructors. By indicating these aspects, the research sets a goal to arouse more efficient and culturally relevant technology integration in English language education, ultimately enriching learning outcomes for learners.

D. Research Questions

This research has a purpose to investigate perceptions and attitudes of English as a Foreign Language (EFL) instructors toward the usage of technology at preparatory school context. To conduct this study, the subsequent questions were applied:

1. Do EFL instructors have positive attitudes toward the use of computers at preparatory schools?

- 1a: Are there any differences among EFL instructors' attitudes toward use of computers in terms of gender at preparatory schools?

- 1b: Are there any differences among EFL instructors' attitudes toward use of computers in terms of their nationality at preparatory schools?

2. Do EFL instructors have positive perceptions of computer attributes at preparatory schools?

3. What are the instructors' perceptions of Cultural relevance of computers to preparatory schools in Turkey?

E. Operational Definitions

CALL: “CALL, an abbreviation for Computer Assisted Language Learning, is an interactive method of instruction that helps learners achieve their goals of learning, at their own pace and ability. In this method, computer technology is used in teaching/learning procedures at all stages such as presentation, practice, and feedback.” ((Kumar and Sreehari, 2009, pp. 3-14)

ICT: “Teachers and administrators define ICT (Information and communications technology) as a content to be learned and as a skill to be mastered.” (Hismanoğlu, 2012, p. 1)

MALL: “Mobile-assisted language learning (MALL) is language learning that is assisted or enhanced through the use of a handheld mobile device” (Chinnery, 2006)

II. REVIEW OF LITERATURE

The major purpose of this research is to explore EFL instructors' perceptions and attitudes on the deployment of technology for preparatory school context. Within this context, technology use and language learning and teaching, utilization of technology in four language skills and finally; perceptions and attitudes of ELT instructors towards use of technology will be examined in this chapter.

A. Technology use and Language Learning and Teaching

Technology has been globally altering the lives of individuals as it progresses with time. Nearly entire conditions of life are influenced by extended technology usage all over the world. Education plays a vital role in every significant dimension of life that is impressed by the remarkable expansion of technology. Utilization of technology has significantly fostered teaching and learning in the world. It transformed a supplementary side of education as it puts forward improvements and mutual effect for both learners and educators. In this regard, nations have expended significant amounts of money to arrange institutions and instructional areas with modern digital resources to improve the quality of education (Brown and Warschauer, 2006).

It is currently considered that technological advancements have assisted individuals' lives with the recent digital tools. Countries and policymakers pay attention to the deployment of technology in educational context as an inevitable primacy. It was pointed the impact of technology that in a progressively globalized digital world, policymakers, instructors, and the society identify the value of computer proficiency and skills to the routines of people and for international economic performance (Scheffler and Logan, 2000).

English language teaching with unification of technology passed through vital modifications in the last three decades. Primarily, it was limited to basic word procedure and missing word exercises, however the improvement of big opportunity

to utilize the internet, the discovery of Web 2.0 tools and sections, and the look of the websites which support individuals to interact and technological tools which are blended with mobile technology recently provide language teachers and learners to get into touch globally and aid them to take global education. Information about technology blended learning and its status in the context also evolved over time. Computer-assisted language learning (CALL) turned into blended language learning with technology and at the present time it is transformed into information and communication technologies (ICT) (Dudeney and Hockly, 2012).

In this context, Kingsley (2007) highlighted that the use of technology and computers contain favorable effect for our daily life as well as for foreign language education. Regarding that digitalization became popular in academic setting, this provides educators to make use of virtual tools which encourage classroom-based learning. A great deal of investigators has dredged for the deployment of the technology in foreign language classrooms. Kiraz and Özdemir (2006) mainly focused on instructors' impression, as Gabriel et al. (2012) paid attention to learners' perspective about the issue. It was discussed in the study that the Online network supports a distinctive area for students who are separated from the native speakers and utilize the second language in uncommon situations. Students can reach native language expression via Internet, and they can work on target language in online network (Warschauer and Meskill, 2000). Garrett (1991) also examined the objective of technology towards language education. The investigation recommended that personal computers and ICT instruments brought written context such as duplicates, dictionary assistance, and support tools to follow audio-based activities. Garrett (1991) specified that merging the listening with narrative components enabled the advance level of language learning where information of academic language has a major impact in apprehension

Moreover, Young (2003) administered research in order to explore the impact of combining ICT with a language learning atmosphere in a high school for Taiwanese context. The investigation occurred with twenty-nine learners and a male English teacher. To acquire the aim of the study, Young benefited from a mixed methods research methodology, and the required information were gathered by learners' online conversations, interlocutions and email interactions onto interpretations of their virtual classroom tasks, official and spontaneous meetings

with their teacher as well as from an end of class assessment. Based on the results of the research, online is considered as beneficial and attractive vehicle by language learners and benefiting from ICT allows students to convey their ideas and take part in the discussions in a more pleasant environment.

Furthermore, Chen (2008) analyzed EFL instructors' digital engagement for language education. The research methodology of mixed method was implemented in this exploration to investigate for how extensively EFL instructors in the north part of Taiwan take advantage of the Internet in their teaching areas in addition to pick out the obstacles that they come across in the procedure of blending the Internet with language teaching syllabus. The data were obtained from 311 EFL instructors and 22 of them were conducted a meeting to confirm the findings. The results of the research delivered that instructors were noteworthy at mail, digital dictionaries and search tools; Yet they were facing challenges in engaging with MOO (Multi-object Orientation) and e-Portfolio.

To exemplify, Gülbahar (2007) carried out an exploratory study that had both quantitative and qualitative research methods about ways to incorporate technology effectively in educational context. The initial attention of her study was to demonstrate what extent an educational institution can arrange a situated technology scheme that considers all responsible individuals in a school environment for successfully incorporation of technology. The results of the survey put forward that instructors should be able to reach easily to digital tools and computing facilities should be established for the influential usage of students and teachers at educational institutions. Another significant finding of the investigation was that instructors should be presented with continuous professional development in order to become capable digital users.

As learning foreign language and digital tools' usage are considered, CALL and MALL have been the most recognized terms, and they have improved considerably over the past three decades.

1. Computer-Assisted Language Learning

Revealed by the swift improvement of technology since 1980s, computers have recently played an efficient role for foreign language learning education. Instructors identify that deploying technology of computer and Computer Assisted

Language Learning (CALL) applications can be practical and useful to generate both self-directed and communicative instructional atmosphere and support learners with linguistic exposure as they make progress by the numerous steps of second language learning (Lai and Kritsonis, 2006).

CALL programs have been comprehensively practiced in language schools. CALL can be operated as an instructional supply that is utilized for strengthening communication, motivating learners, presenting educational work and assessing language materials. Investigations indicate that computer-based improvements contain a significant influence on enhancing educators' instructional language implementations and they build up learners' advancing skills. Because language learners encounter the use of computers, they incidentally acquire various related vocabulary. With the help of CALL programs, learners experience foreign language in more natural settings. Due to multiple advantages of CALL, English language teaching has been supplemented by technology of computer (Al-Awidi and Ismail, 2014).

It can be thought that multiple senses with technology integration should play a meaningful role in language education. CALL has been represented as "implementation and explorations on computers for language instruction process (Levy, 1997). In addition to this perspective, Arslan and Adem (2010) pointed out that as various senses engaged in the language learning process rises, the retention of that learning also increases correspondingly. In this context, the most influential technique in language learning is to be dynamic by learning; that is, learning by means of activity and experience. Based on this, Arslan and Gürdal (2012) stated that Considerable attention is paid to the practices of multiple intelligences in educational language process. A language instructor Nesrin Bilkan stresses that the ones with verbal intelligence enjoy vocabulary practices, the ones with visual intelligence acquire language quicker with visual aids, and the ones with musical intelligence comprehend better by receptive skills.

The positive sides of CALL in published studies are as listed below (Gleason, 1981; Sarıçayır, 2007): (1) ICT encourages learners to be dynamic in the process. The learner must be continuously included to respond the questions created by the computer and to progress toward the subsequent pace by considering about this context, (2) It supplies each learner by a learning in their own progress (3) In this

strategy, each learner can obtain answers for the inquiries about the subject learned. Learners may not be delivered inquiries for causes such as congested classrooms, inadequate time and personal differentiations. For computer-supported instruction, learners can engage with computers and request inquiries about the context whenever necessary, acquire their responds, and recap the topic as often as they wish, (4) Topics associated with computer-supported education can be instructed to learners in a briefer and organized way, (5) In spite of the learners' own study, the educator can often be examined and supported when it is required, (6) bodily or psychologically students with special needs can move on based on their personal learning progress in an extraordinarily created computer-supported learning atmosphere, (7) Teachers recapping the course, giving feedback for assignments, etc. they exempt themselves from their tasks, supply them with an advantage to interact with learners more attentively and time to work in an efficient way.

As well as the overall advantages of Computer-based Instruction, it also includes positive sides especially in language education. According to Hubbard (2017, p.167), In language education, learners can absorb by observing, listening and performing information. Therefore, Computer technologies deliver knowledge as auditory, visible and written-based method. In this perspective, necessary information is conveyed to learners bounding up with each learning category, and a more persistent learning appears than the learning that happens in traditional language course education. In the traditional system of learning, the knowledge is conveyed to the learners theoretically and the learners gain this knowledge derived from their past knowledge and lifetime practices from their concerns. Influenced by a technology-assisted system, it can be inferred that the information is more constant owing to the technology utilization. Additionally, learning through images and sounds provides learners to absorb a subject constantly with the help of applicable surroundings. Therefore, learners will be more engaged, the lectures will be more effective, and the language topics will be more indelible by language teaching tasks directed using computer and technology products.

In light of studies in the field of education, competency raises by 10-90%, learning appears 60% quicker than classroom setting, and remembrance time enhances by 25-60% through CALL (Ünal, 2006). This information shows that the computer should be precisely included in the educational process. Because language

is a theoretical framework in foreign language instruction, it is essential to educate learners about language with computers as far as possible, specifically in adolescent age groups. In the same way, it has been analyzed that it is useful for educators and language learners to utilize it in the declaration of variable of subjects in high age groups.

2. Mobile-Assisted Language Learning

Over the 21st century, innovative methods in teaching and learning have appeared to compensate for the growing instructional needs in light of innovations in technology. Initially, distance learning, which supports instruction by gathering student and instructor in distinct atmospheres, has arisen as another option to conventional face-to-face learning. Subsequently, internet-based learning which enables the improvement of students' communication and achievement and differentiation of educational tasks, began to be applied in consequence of the perception of instruction by the internet. (Gündüz, Aydemir, and Işıklar, 2011).

According to Kukulska-Hulme et al. (2011), another digital learning that gives an opportunity for learners to reach information whenever and wherever is to learn over mobile tools. Mobile operating and computer systems such as Android, iOS and Windows 10 are getting more developed and since their improvements they have built up language education. These discoveries which we can bring in our purses encourage individualized and mutual learning and give a chance for improving technologies which will assist language learners to gain information at any time and in any place. Mobile-based learning refers to the utilization of mobile devices for instructional aims. These devices supply instructional opportunities that are spontaneous, comprehensive, movable, widespread, global, and unique. To put it another way, Mobile-assisted Language Learning (MALL) is an instructional system and obtaining information method which utilizes mobile gadgets or other devices that can be grasped by hand with internet, such as smart phones and tablets, together with diverse tools. MALL is an influential act that facilitates learning in any case, and the enhancing interest by the large number of operators of smart phones and movable tools (Pilar, Jorge, and Cristina, 2013).

Egbert et al. (2011) mentioned that new mobile devices that bring the capability for learning a language have reduced the instructional limits between

classroom and house, with frontiers between the context of computer and mobile tools. Furthermore, current mobile software has obviously modified how we make use of computers. MALL is an intensely expanding component of computer supported education.

Godwin-Jones (2011) analyzed the current requirements of mobile software for language training, which contain context identified learning tool that comprise Global Positioning System (GPS) and information storage between 'cloud' and mobile innovations. According to Godwin-Jones (2011), distinguishable indication of mobile tool software contained programs which enable learners to acquire vocabulary and word-information card' software. Besides, considering vocabulary learning, since usage of mobile phones is growing and supporting Internet connection, implementations about phones which assist learning had transformed diverse and mixed to education stronger than before. Brief Message Employment is a component of the MALL which instructors are taking advantage of for teaching language. Especially, Brief Message Employment is one of the mobile technology properties that encourage communicative language learning. Kennedy and Levy (2008) implemented a study which the members took Italian words, phrases, and idioms through participants' mobile phones via SMS. The study displayed that learners had positive manners towards getting short messages.

B. The Use of Technology in Teaching Four Skills

The study has currently indicated that combination of technology with a learning program can raise the student's capability to study and learn (Owens, Hester, and Teale, 2002). The main occasion is that using technology is an excellent encouragement for learners. Yet, educators must be alert that they are not utilizing digital applications that handicap learning (May, 2003).

Certainly, the spread of digital applications has considerably promoted contemporary facilities in language teaching. In these days, virtual communication is constantly pushed in language learning since it supplies variety of chances for learners to work language skills via some digital tools such as personal sites, wikis and digital lexicons (Abrams, 2006)

CALL is particularly vital for gaining vocabulary in foreign language

(Stockwell, 2011). The research was carried out about technology usage in studying vocabulary and instructing hypermedia footnotes by researchers containing 80 foreign language educators. The study indicated that language teachers didn't realize the benefits that technology assures to them and vocabulary lists and flashcards are the commonly beneficial supplementaries till now (Kılıçkaya and Krajka, 2010).

Technology has been recently used in the context of instructing and learning a foreign language especially the four language skills, and This section will focus this perspective.

1. Use of Technology in Reading Comprehension

Practitioners in the context of instruction consider that utilizing technology in the lesson is more than taking notes digitally. Technology should be hand portable and profited by students in the learning environment. May (2003) claims that because reading and technology usage are two distinct elements in the instructional context, they can be joined as an influential teaching tool.

In the investigation of Tracey and Young (2005) where the investigators analyzed a Web-based reading program in which learners study reading passages and accomplish post-event activities. The researchers realized the deficiency of exceptional research in this field considering technology-enriched learning. Their investigation tried to discover the impacts of such a learning program on learners' reading and computer skills. Most of the evaluations in the research point more especially on improvements in reading skills with the dispensation of one study, distorting the results moderately for reading.

The reading passages are related to recent cases in the fields of technology, science, new tendencies, sports and other public or global conditions. The ongoing tasks diversified among understanding and vocabulary inquiries and textual replies. With the enhancement of iPads and e-books as the Kindle, individuals have started to be familiar with a more communicative reading experience, which is an excellent quality for English learners. Features such as selecting to explain, word development resources, and downloading entire passages with one click are all advantageous for a student seeking an entertaining and influential way to develop their reading skill. It can assist in contributing readers' enhanced vocabulary knowledge and display them diverse sentence structures. Improving extensive vocabulary is based on establishing

connections between vocabulary and improving itemized networks of meaning (Boulware- Gooden, Carreker, Thornhill, and Joshi, 2007).

2. The Use of Technology in Writing

Extensive programs are effective to aid learners correct the errors in their written works and can provide feedback in whole writing process when they need. Learners can utilize the assessment to modify before submitting it in a paper and can have it in parts that are more practical and controllable so that it may not feel devastating. While similar applications like these are still developing, they will certainly get a practical tool to assist educators instruct learners in written works over the next decades (David, Keaton, Morris, Murphy, and Stapley, 2008).

Additionally, innovative tools facilitate learners to cooperate on anything, containing writing assignments. Even non-cost items, for instance Google Drive serves learners to study together on an assignment or to give constructive criticism that can be beneficial in the task's process. Educators can also trace files as soon as they send. As there are plentiful tools that provide cooperation, Google has essentially built instructive and some functional supplies in collaborator with Writing for adolescents, for educators and learners to operate, so as to bring the team-oriented writing with the web-assisted program as simple and efficient. An English instructor can enhance the level of the learners' writing skill in target language by motivating them to write and swap emails and convey their opinions by chat rooms. Furthermore, learners can be urged to send posts for some reasons like felicitations or official letters through some companies to demand about their goods. Therefore, composing an English message for sender and receiver will improve their capability to write in that language (David et al., 2008).

Writing in addition to communication is another language skills for which technology gives variety of advantages. Tools like Web 2.0 technologies enable the users to read & write, watch & listen and share & download web programs, in which individuals compose content simply with tools such as blogs and wikis (Shank, 2008). Blog is an application for individuals who ask to form a digital journal. However, it does not require any necessary technical knowledge. Each person can produce and sustain a blog simply and update it whenever they want via their own terms, views, and reflections by basic digital interface (Campbell, 2003). Blogs were

not essentially planned for the instructing purpose. But still, their utilization in the EFL classes has enlarged recently as they include extensive potential as an immensely beneficial tool for the education of foreign language writing (Johnson, 2004).

3. The use of Technology in Speaking

Learners may gain information from each other by interactively attending in the learning process, especially during presentations (Chonko, 1993). Verbal presentation abilities can be described as the capability to success tone of speaking, quickness, and body language, to attract the attention of the viewers, to keep sufficient eye contact and to answer the questions appropriately (Magin and Helmore, 2001). On the subject of technology, Özad and Kutoğlu, (2004) inferred that language learners may choose to benefit from visual materials like power points or VCD during their presentations to simplify to convey their thoughts, to gain the attention of the spectators or to feel more self-assured and comfortable. For this reason, as reported by Jones (2003), the incorporation of video recording of assigned presentations in the educational context includes a possibility to develop learners' verbal presentation skills. Because in foreign language education, speaking is the most indispensable skill since it is the fundamental necessity for learners' contact and interaction.

Chats make actual-time communication possible and deeply encourage learners, maintaining dialogue with other utilizers of English and initiating their language (LeLoup and Ponterio, 2001). Applications stimulating virtual communication such as Skype have eased the way for learners to communicate with each other smoothly (Chun, 2011).

4. The use of Technology in Listening

Listening skill is regarded to be an ability immensely comprehensive and, therefore it is all important in acquiring a foreign language, as well as of great assistance in obtaining other language capabilities. Listening is the language technique that is practiced most often. It has been anticipated that grown-up individuals allocate nearly half their interaction time listening, and learners may gain large amount of the academic information by listening to educators and peers. All listening is not similar; daily greetings, for instance, request a distinct sort of

listening comprehension than academic purposes. Learning a language calls for purposeful listening that exploits tactics for recognizing voices and creating meaning from them (Ramirez-Verdugo and Belmonte, 2007).

Likewise, listening contains a sender (an individual, radio, or television), an information, and a receiver (the listener). Oral or visual presentation of speech is reflected as an efficient and encouraging tool in the educational process. In her study, Jones (2003) analyzed to what extent digital annotations can reinforce listening apprehension in a foreign language. The investigator points students' perspectives on the influence of digital annotations (visual and oral) in supporting them in their understanding and acquirement of vocabulary from auditory materials. The findings indicated that learners recalled vocabulary meanings and called to mind the text best when they had chosen both oral and visual annotations while listening. Learners' words externalized these results and brought to light that they should have choices for examining material in both a visual form and an oral form in an interactive listening apprehension context and hence the researcher suggested that the presence and the selection of visual and oral memos in listening comprehension tasks augment learners' capabilities to internalize the material and to gain vocabulary (Jones, 2003, p.41).

To finalize, it is obvious from related literature that technology is not only an implementation for educating listening in foreign language, but also for instructing the remainder of the language skills and their complementarians (Vandergrift and Goh, 2012). Therefore, the members of the school administrators are demanded to supply the necessary technological gadgets and facilities, and instructors as well as learners should be motivated to incorporate deployment of digital tools during the education process in order to ease, develop and make teaching more efficient and learning more creative.

C. Perceptions and attitudes of ELT Instructors Towards Use of Technology

Many investigations in the field of education point out how teaching manners include a vital role when teaching syllabus topics through technology (Ertmer, 2005). Some researchers have emphasized the research of teachers' attitudes by considering the deployment of innovative technologies in learning areas. The results recommended exceptionally optimistic manners and technology's deployment will

be entirely expanded by instructors soon. (Cüre and Özdener, 2008). Except from this, it is obvious that new generation of educators possesses optimistic attitudes and perceptions about the incorporation of digital tools at schools (Aduwa-Ogiegbaen, 2008) since they have more experience of instructing with technology and for this reason, they are regarded to be more dependent on innovations including technology than educators of previous generation (Hammond et al., 2009). Askar and Olkun (2005) had indications that both educators' age and the period of their usage of innovative tools have an influence on their property of instructing.

In many situations, instructors play a crucial role in maintaining the deployment of computers in classrooms influentially. Hence, it is essential to comprehend their perceptions and considerations that affect computer utilization in their teaching environments. How to apply technology of computer for education is based on the accountability of instructors. When an innovation in the learning environment requires to be analyzed, educators' perceptions and attitudes about teaching, learning and application of computer are to be perused. To manage entire utilization of computers into the instructional frameworks, it turns out to be significantly important to grasp what makes educators benefit from computers. While the deployment of technology in teaching areas seems to be demanding, investigations indicate that instructors' optimistic beliefs and attitudes can surpass these difficulties. (Gilakjani and Leong, 2012).

Instructors' attitudes are perceived as one of the most significant determinants that impress the utilization of digital tools in academic settings as educators directly influence the education processes in large. Thus, in order to confirm productive technology consumption for academic purposes, instructors' perceptions should be taken into account diligently (Becker, 2001; Hermans, Tondeur, van Braak, and Valcke, 2008). Devoid of detecting the attitudes of educators toward digital usage, it is arduous to figure out engaging adoption of technology in education. As a consequence, a wide range of literature has intensified on instructors' attitudes and perceptions for technology, and several investigations are presented in this chapter' section.

Zhao and Frank (2003) carried out research to explore the technology consumption in academic environments. To accomplish this, researchers gathered observational data about recent technological innovations in teaching areas and they

identified the impressions that could influence deployment of technology. As stated by Zhao and Frank, educators are the major representatives of digital usage in educational context, and their behaviors are fundamentally impressive in the consumption of technology. One of the findings that they evaluated demonstrated that instructors benefit from computers in ways that point their most immediate requirements, bring them greatest advantages, do not request extra time to learn, and do not want them to readjust their ongoing teaching strategies.

Another investigation was presented by Tondeur, Hermans, Braak and Valcke (2008) in order to peruse the connection between educators' academic beliefs and their usual perspective to computer deployment in the learning area. The participants of the investigation were 574 elementary school educators. The findings of the research demonstrated that the perceptions of teachers and their instructing beliefs immediately shaped their lecture use of computers. Tondeur et al (2008) declared that educators use computers in ways that are harmonized with their ideology, a wider scope of instructional beliefs may lead to a more flexible use of ICT. Concerning this, it was encountered that teachers who apply conventional teaching strategies are less likely to make use of computers as data tools as such utilization of computers requires a more independent and learner-focused education, which obstructs the conventional perspective of teaching. The similar results were also detected by Judson (2006), who mentioned that instructors make use of digital supplementary according to their situated way of education and they face challenges in implementing to innovative tools and making the education more learner oriented.

Further study on the perceptions of instructors about technology adoption was investigated by Wozney, Venkatesh and Abrami (2006) to examine the manners of teachers towards computer deployment and their computer utilization procedures among 764 educators from private and public secondary schools in Quebec. The result of the investigation pointed that educators make use of computers commonly for didactic purposes and illustrative purposes (i.e., Word Processing). Additionally, the research also expressed that a significant portion of instructors did not benefit from personal computers for didactic or illustrative purposes. It was also explored that educators who use this digital tool except from school for individual aims have a tendency to integrate computers more in the teaching environment. Al-Zaidiyeen, Mei and Fook (2010) looked into the manners and beliefs of secondary school

educators towards ICT deployment for teaching goals. The data for this research were obtained by the usage of quantitative data with 650 Jordanian educators. As indicated by the results of the investigation, a considerable number of the instructors had fairly limited degree of computer utilization for academic aims. Instructors are partial to use digital supplementaries such as the Internet, Digital disc, Text editing that do not impose educators to administer superior level programs via technology.

Regarding instructors' perceptions, an investigation was conducted with in-service educators. Stansberry and Kymes (2007) demanded instructors to generate online portfolios for whole semesters and later review the teachers' enthusiasm while utilizing online portfolios for their own instruction. They discovered that in contrast to learners' discomfort at the portfolio, some educators assisted the process pointing out that technology integration could convert the learning environment into an active setting. In a latest study by Asri Siti and Santiana (2017), the learner-instructors' perceptions for the implementation of digital media tools were examined. The findings of this investigation presented that they were enthusiastic about taking advantage of such innovations for teaching. Furthermore, by making use of those technologies, they felt secure to teach and those multimedia tools supported them to compose efficient studying experience for the pupils which could enhance learners' determination. Ouk-Jeong (2017) ran a study, which experimented to analyze the influence on applying ICT for a learner-teacher academic program to initiate CALL in Korean EFL setting. For this research, a lecture was organized which aimed to lead learners and educators to figure out gains of deploying CALL for their forthcoming English classrooms. By supporting future educators with purposeful and enlightening experience, this lecture tried to assist them to be prepared for their future digital-age learners.

III. METHODOLOGY

A. Introduction

This chapter of the study epitomizes the introduction part of this investigation's methodological design, which principally follows the research design, the context, and the participants of the study. Subsequently, the data collection tools and procedures are also elucidated.

B. Research Design

The essential focus of this investigation is to analyze EFL instructors' Perceptions and Attitudes about Technology at Preparatory School context. Together with qualitative research, quantitative research methodology contains its own benefits and drawbacks. While qualitative research can clarify deeply complicated cases, quantitative research cannot expose the causes for changing circumstances. Since it is concentrated in numbers, the results of quantitative research are strong. In qualitative research methodology, it is problematic to conclude as it investigates with limited sample of participants (Dornyei, 2007). To administer this descriptive research, the quantitative method was deployed. Sukamolson (2007) asserts that Quantitative research is the statistical illustration and management of considerations for the aim of defining and expressing the events that those considerations review. On the contrary to other research methods, the quantitative approach emphasizes more precise, impartial, and extensive data (Guo, 2013). For this reason, running the quantitative method will be a well-considered decision for this study.

This study is descriptive with an investigative approach. As stated by Gay and Airasian (2000), observational data are generally obtained by survey, interview, phone, or observation. A survey design has been used in this investigation to gather the requisite data. Fetterman (1989) recommends that surveys are a functional method of comprehensive data acquisition. In this study, the digital survey form has been performed. In this aspect, a questionnaire which was developed by Albirini

(2006) by including “Attitudes toward ICT Scale (ATICT), Computer Attributes Scale and Cultural Perceptions Scale” has been analyzed in order to gain necessary data according to research questions.

C. Variables of the Study

1. Dependent Variables

These variables are the factors that the current study asks to evaluate or comprehend, affected by independent variables. The dependent variables are EFL instructors' attitudes toward computer usage, EFL instructors' perceptions of computer attributes and instructors' perceptions of the cultural relevance of computers.

2. Independent Variables

These variables are the factors that may impress or clarify modifications in the dependent variables. The independent variables of this investigation are Gender and Nationality of the EFL instructors. The variable of gender represents whether the gender of the instructors affects their attitudes or perceptions on utilizing computers. Variable of nationality points whether instructors' nationality impresses their attitudes or perceptions on deployment of technology for the classroom.

D. Setting & Participants of the Study

1. Setting of the Study

The initial purpose of this research is to analyze Preparatory school instructors' attitudes and perceptions about technology in terms of computers. Numerous schools and classrooms in Turkey have projectors, smart boards, smart desks or computers. State and private schools have merged these innovations with their academic systems together with technological advancements. Hence, it is completely voluntary for instructors to make use of these technological improvements during foreign language instruction. There is a great deal of foreign language educators in Turkey. In preparatory schools, CALL programs are not mostly carried out in laboratory. Every classroom is supplied with technology-based tools. Although learners carry their own coursebooks, instructors share digital book

with the board so that language learners can follow videos and take other additional exercises. Instructors have been utilizing computers or smart desks in classrooms for a whole year. Thus, application of technology is vital in this context.

2. Participants of the Study

In this investigation, participants were EFL instructors presently instructing preparatory schools in Turkey in the 2023-2024 academic year. For a sampling technique, random sampling was applied. Thus, instructors at preparatory schools have been selected spontaneously because of reaching more common results and enhancing existing research on their attitudes and perceptions about technology usage.

E. Data Collection Tools

While gathering the required data, the “Teachers’ Attitudes toward Information and Communication Technologies (ICT) Scale” developed by Albirini (2006) was utilized. It was adopted for this study by obtaining consent from Professor Abdulkafi Albirini.

1. Teachers’ Attitudes toward ICT Technologies Survey

In Albirini’s study (2006), 326 questionnaires were shared during a three-day period in 2004. The questionnaires were dispersed to the school administrators for each participant. The administrators of six institutions where some educators did not fulfill the questionnaires were requested for additional three days for gathering the left of the questionnaires from instructors. Totally 320 questionnaires were assembled from the participants. The reply percentage was 98.16%. The rate was acceptable to prevent additional survey dissemination. Six from a total of 320 were not accessible for data analysis because they were not carried out. Only 314 questionnaires were examined, standing for a reliable response percentage of 96.32%. In his article, Albirini (2006) originally generated five different scales to bring to light the Syrian EFL teachers’ perceptions and attitudes on ICT. Sections of Attitudes toward ICT, Perceived Computer Attributes, Cultural Perceptions, Perceived Computer Competence, Perceived Computer Access were included in his study.

Twenty attitude-related questionnaires enclosed the Attitude toward ICT (ATICT) Scale. The ATICT was composed of three subscales: (a) Affective domain (items 1-6), (b) Cognitive domain (items 7-15), and (c) Behavioral domain (items 16-20). The attitude toward computer technology, as the dependent variable, was calculated by the score of the 20 items utilizing a 5-point, Likert-type scale, ranging from strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5).

For the section of computer attribute, participants were asked to give answer to 18, Likert-type items focusing on teachers' perceptions about the comparative benefit of computers (items 1–5), their suitability for teachers' existing methods (items 6–10) their clarity (items 11–14) and their recognizability (items 15–18). This scale evaluates teachers' perceptions of the familiarity with which they can apply ICT technologies in their instruction. It concentrates on how practical or complex educators consider it is to combine technology with their education.

The scale of Cultural Perceptions comprised sixteen Likert-type statements. The items reflected on the educators' perceptions on the cultural significance, suitability, and effect of ICT as it refers to both Syrian educational and national values. This scale examines teachers' beliefs about the functionality and significance of ICT in improving educating and learning. It delves into how teachers interpret the significance of ICT tools on their teaching techniques, student involvement, and the general impact of education.

Computer competence was illustrated by a mean score on a 4-point scale ranging from 1 (no competence) to 4 (much competence). The scale included fifteen items.

Participants were invited to rate their degree of access to possible computer locations: at home, educational institutions and other places. Computer access of EFL instructors was expressed by a mean score over a 5-point scale ranging from 1 (Never) to 5 (Daily).

F. Data Collection Procedure

To analyze EFL instructors' perceptions and attitudes on the deployment of technology at preparatory schools in Turkey, the formal requirements were effectively met. Primarily, consent was received from Professor Abdulkafi Albirini,

the designer of the inventive instrument, via a mail. Subsequently, the instrument including questionnaires was delivered to the Ethics Committee of Institute of Educational Science of İstanbul Aydın University, to complete the necessary investigation permission for data collection tool. The data collection procedure occurred in randomly chosen institutions at the end of May 2024. This process took approximately three months. As a component of the study, the investigator sent a Google Form link including digital survey to teachers currently instructing in preparatory classes, which was obtained permission. Before beginning the survey, each participant had been enlightened about the study's content and aim of the research and necessary contact information of the researcher were presented in case participants had any subsequent questions about the investigation. The online survey took approximately 5-7 minutes to complete, making the data collection accessible for each participant. In this process, the participants were kindly demanded not to pass over any question due to reliability and validity concerns.

G. Data Analysis Procedure

SPSS 26.0 was conducted to present the section of data analyses in the investigation. For assessing the normality assumption, Skewness and kurtosis degrees were measured (Table 1). As kurtosis and skewness values were included in ± 2 range, parametric tests were selected (George and Mallery, 2010). For dependent variables that exceeded the range, logarithmic scaling was utilized to allow the usage of parametric tests. When the skewness and kurtosis degrees were still out of ± 2 range after logarithmic conversion, non-distributional tests were preferred.

Table 1. Skewness and Kurtosis Values of the Research Variables

Variable	Group	Skewness	Kurtosis
Computer attitudes	All	-1.62	4.40
	Female	-1.24	2.93
Computer attitudes	Male	-2.41	7.20
	Turkish	-.21	-.98
Computer attitudes	Non-Turkish	-2.32	5.29
Computer attributes	All	-1.26	3.57
Cultural relevance	All	-.08	2.78

IV. RESULTS AND DISCUSSION

This section of the investigation introduces the data analyses and relevant findings. This chapter displays a broad view of the research's results, particularly discussing previous research questions. Based on these findings, the implications will be reviewed with the aim of pointing out the research questions.

A. Demographic Information

In this part, the demographic characteristics of EFL instructors are provided, including their nationality, gender, age and years of teaching experience. The investigation included a total of 100 survey takers, with 55 of them (55%) were female and 45 of them (45%) male.

Table 2. Participants' Demographic Information

Variable	Group	N	%
Nationality	Turkish	41	41
	Arabic	24	24
	Persian	15	15
	Other	20	20
Gender	Female	55	55
	Male	45	45
Age	20-29	42	42
	30-39	33	33
	40-49	23	23
	50+	2	2
	1-5	28	28
Teaching experience	5-9	33	33
	10-20	37	37
	20+	2	2
Total		100	100

As considered in the table 2, 41 of the instructors (41%) were Turkish, 21 of them (21%) Arabic, 15 of them (15%) Persian and 20 of them (20%) were from different nationalities.

The age of the participants extends from 20 to 50 and more. Forty-two instructors (42%) were between 20-29 years old. This indicates that most of them are

young teachers in their field. Thirty-three of them (33%) were between the ages of 30-39 while twenty-three of them (23%) were between the ages of 40-49. Only two participants (2%) were 50 or older.

Their years of teaching experiences range from 1 year to 20 and more. Thirty-seven teachers (37%) had 10-20 years of teaching experience, which indicates most of them are not new educators in the field. Thirty-three had 5-9 years of educating experiences (33%) and 28 of them had 1-5 years of experience. Lastly, two participants (2%) had 20 or more years of instructing experience, which means there is a significant number of EFL instructors seen as experienced in the field.

B. The Attitude toward ICT (ATICT) Scale Analyses

To detect an idea about the question “*Do EFL instructors have positive attitudes toward the use of computers at preparatory schools?*”, the items including 1-20 about teachers’ attitudes toward computer technology were analyzed within 3 subscales; a) Affective (items 1-6), b) Cognitive (items 7-15) and c) Behavioral (items 16-20) Domains. In Albirini’s study (2006), these three elements mentioned respectively to (a) an instructor’s emotional reaction or appreciation to technology utilization in education, (b) his/her informative knowledge about technology usage, and (c) his/her visible behavior pointed toward technology.

Table 3. Descriptive Statistics of Attitude Toward Technology Scores

Scale	Mean	SD	Minimum	Maximum
Affective	4.10	.59	1.83	5.00
Cognitive	4.10	.50	2.22	5.00
Behavioral	4.08	.60	2.00	5.00
Overall	4.09	.51	2.15	5.00

The instructors’ mean scores on attitude toward computers in teaching environment was 4.09 on the ATICT scale (Table 3). To determine whether this rating was higher than the neutral attitude point (i.e., 3), a one-sample t-test was conducted (Table 4). The findings demonstrated that EFL instructors’ attitudes toward computer technologies ($M = 4.09$, $SD = .51$) was considerably more affirmative than the test evaluation, $t(99) = 19.53$, $p = .000$. The measure of impact, as calculated by Cohen’s d , was 2.13, showing a highly large effect (Cohen, 1988).

A Mann-Whitney U test was preferred to identify the differences on the attitude scores between female and male EFL instructors (Table 4). The data illustrated that female instructors' ($Mdn = 4.25$), and male ones' ($Mdn = 4.15$) evaluations were not notably different, $U = 1020.50$, $z = -1.51$, $p = .13$. The finding implies that there was no variation between instructors' attitudes for computer technology in terms of gender.

Table 4. Descriptive and inferential statistics regarding research variables

Variable	Group	M	SD	Statistic	p
Computer attitude	All	4.09	.51	$t = 19.53$.000
	Female	4.16	.52		
Computer attitude	Male	4.01	.49	$U = 1020.50$.13
	Turkish	4.27	.45		
Computer attitude	Non-Turkish	3.97	.53	$U = 846.50$.01
Computer attribute	All	4.03	.58	$t = 16.00$.000
Cultural relevance	All	3.65	.43	$W = 4753.00$.000

$p < .05$, M = mean, SD = standard deviation

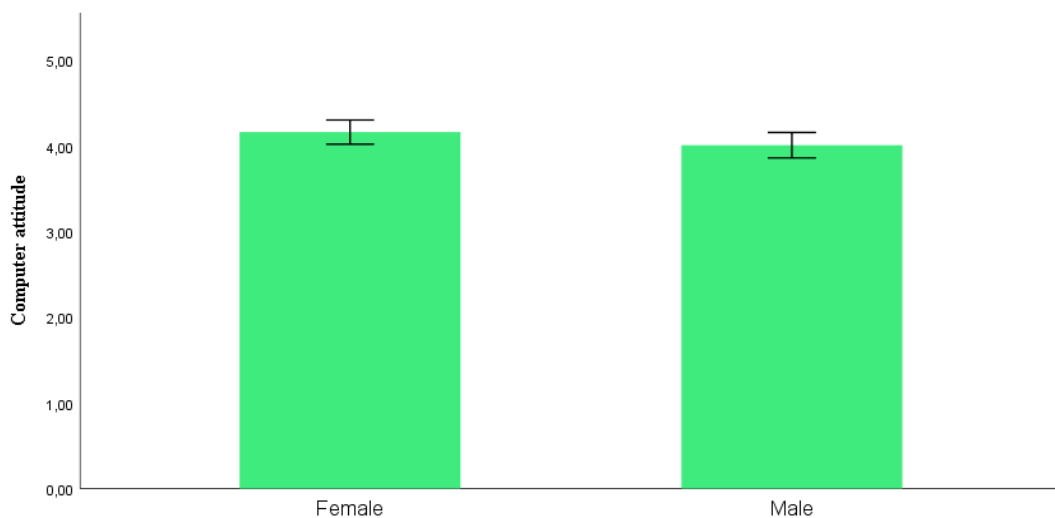


Figure 1. Female and Male EFL Instructors' Computer Attitude Means

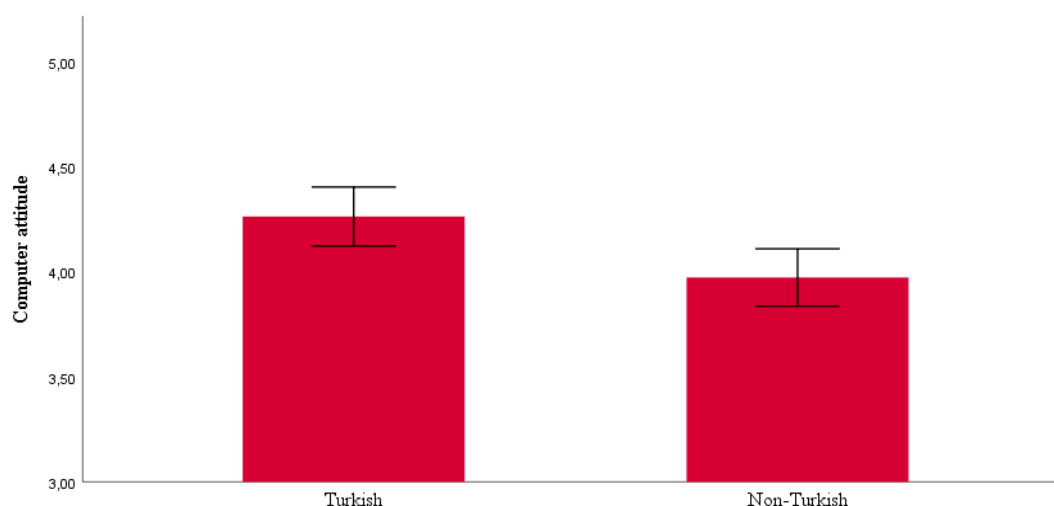


Figure 2. Turkish and non-Turkish Instructors' Computer Attitude Means

Another Mann-Whitney U test was implemented to observe the attitude scores between Turkish and non-Turkish EFL instructors (Table 4). The results indicated that Turkish instructors' attitudes ($Mdn = 4.30$) were considerably more positive than non-Turkish educators ($Mdn = 4.10$), $U = 846.50$, $z = -2.55$, $p = .01$. In essence, Turkish instructors engaged with the computer technology in teaching environment more positively than their non-Turkish colleagues.

C. Computer Attributes Scale Analyses

Table 5. Distributions of Mean Scores on the Computer Attributes Scale

Subscale	Percent (%)					M	SD
	SD	D	N	A	SA		
Advantage	0.6	4.2	3.4	59.6	32.2	4.19	.60
Compatibility	1.6	9.6	10.4	56.4	22.0	3.88	.65

Note. SD = strongly disagree, D = disagree, N = neutral, A = agree, SA = strongly agree

The statements were presented to analyze EFL instructors' perceptions of the comparative advantage of computers (statements 21-25), and their suitability for educators' usual practices (statements 26-30). A one-sample t-test was completed to evaluate whether instructors' computer attribute scores were different from the neutral scores, 3, on the ICT scale (Table 4). It was pointed out that the mean computer attribute score for the model ($M = 4.03$, $SD = .58$) was statistically meaningfully higher than the average, $t(99) = 16.00$, $p < .001$. The size of impact, as

calculated by Cohen's d , was 1.78, demonstrating a very high impact. The outcome proves that instructors' computer attributes are above average. All in all, they have a positive perception of computer attributes. (Table 5).

D. Cultural Perceptions Scale Analyses

A one-sample Wilcoxon signed rank test was utilized to assess whether the median perception of cultural relevance score was higher than the hypothesized neutral value of 3 (Table 4). The findings displayed that instructors' cultural relevance scores ($Mdn = 3.60$) were importantly higher than the value of 3, $W = 4753.00$, $z = 7.97$, $p < .001$. The impact proportion measured as r was .80, pointing to a major impact. In other words, EFL instructors perceived the deployment of computers in academic environments as culturally relevant (Figure 3).

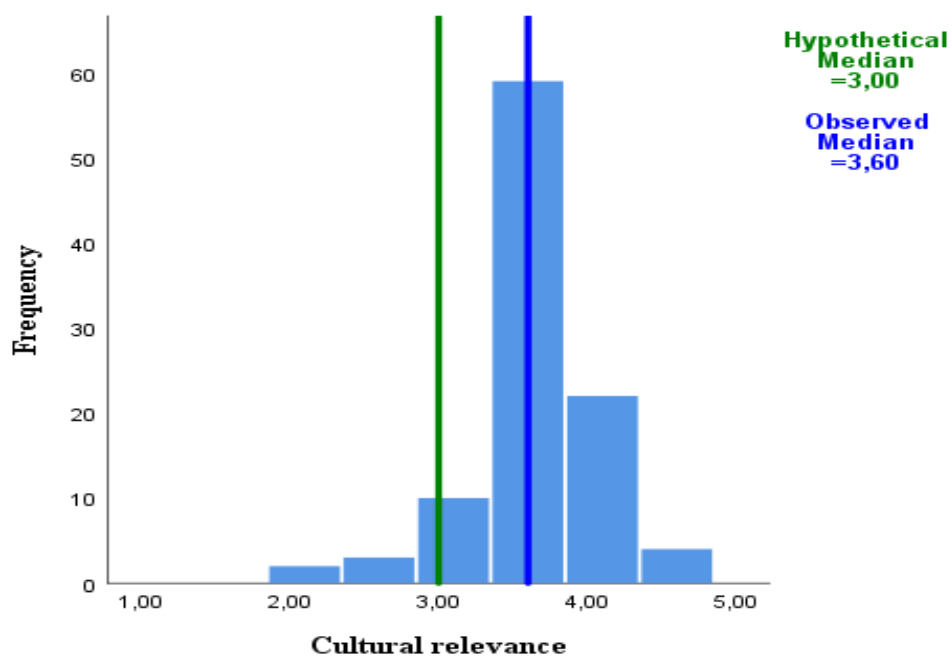


Figure 3. Wilcoxon Test Result of Perception of Cultural Relevance of Computers

E. Reliability & Validity Check

The scores of the reliability analyses are given in Table 6. As indicated in the table, all scales had strong reliability scores apart from the teachers' perception of cultural relevance of computers scale. The primary Cronbach's alpha score for the

scale was 64. To approach this issue, 3 items that included item-all correlations less than 20 were excluded from the analysis.

Table 6. Cronbach's Alpha Values of the ICT Scale Used in the Research

Scale	Cronbach's alpha
Computer attitude	.92
Computer attribute	.89
Cultural relevance	.72

F. Discussion in Relation to the Research Questions

Question 1. *Do EFL instructors have positive attitudes toward the use of computers at preparatory schools?*

Participants in the survey were demanded to answer 20, Likert-type statements coping with their attitudes toward use of computer in instructing. Table 3 demonstrates the rate of participants' reactions to the ATICT scale of 20 items. In the initial part, six items were organized to determine affective domain for computer attitude. The following nine statements were created to analyze the cognitive domain. The rest five statements were developed to assess the behavioral domain. Computer usage attitudes of EFL instructors were exemplified by a mean score via a 5-point scale, which number of 5 (Strongly Agree) symbolizes the highest score in the scale and number of 1 (Strongly Disagree) stands for the lowest score in the scale. Higher points demonstrate more optimistic attitudes, and lower points display less optimistic attitudes. The results of the study conveyed that EFL instructors' attitudes for computer usage were substantially positive.

Albirini's (2006) doctoral dissertation findings demonstrated that overall, educators' attitudes for ICT usage were affirmative by a general mean score of 4.05. After inverting the adversely pointed items, the most frequent score for the Attitude Scale of ICT usage was "Agree".

According to Güneş's (2015) findings, language teachers at preparatory school of Ufuk University have affirmative approaches toward computer technologies and it also indicates that educators consider computers as helpful and influential tools in teaching. Yet, they have some doubts about whether the course time is suitable for influential usage of computers, or not. In her research, the results of the findings also demonstrate that the instructors regard that computers assist them

gain knowledge fast. They also confirm the idea that computers minimize duration and energy. While English language teachers have optimistic behaviors toward computer usage in most cases, they do not give priority to incorporate computers into their instructional techniques. They do not also consider that learners should utilize computers in all topics.

Moreover, in Karakaya's (2010) thesis study, the findings disclosed that English language educators have generally affirmative approaches for ICT. To clarify, more than half of the participants pointed that they desire computers in their teaching environment while instructing English language based on item 13. In the same way, item 3 indicates the survey takers strongly agree that they are pleased with the attainability of computers. Besides, a greater part of the contributors of survey feels at ease to utilize computers and they do not believe a school environment without this digital tool in line with Statement 8.

Question 1a. Are there any differences among EFL instructors' attitudes toward use of computers in terms of gender at preparatory school?

In this section, instructors' attitudes for usage of computers were interpreted according to gender. The results of the investigation illustrated that female, and male educators' scores did not remarkably differ. Ahmadova (2021) found out that there was no notable disparity in terms of gender in the points of the educators attending in the research from the aspects of attitude.

For Karakaya's (2010) study, it was detected that both male and female contributors have parallel rates for their attitudes toward computer technologies. As reported by the results of the t-test, factor of gender did not vary in the attitudes of English instructors about the internalizing of computers in academic settings, primarily in learning environment. Both female and male survey takers have nearly the similar behaviors for taking advantage of computers in instructional contexts.

Question 1b. Are there any differences among EFL instructors' attitudes toward use of computers in terms of their nationality at preparatory schools?

It was found out that Turkish instructors approached utilization of computer in preparatory schools more affirmatively than their non-Turkish colleagues. In the article by Williams (2015), the research about K-12 educators' attitudes toward deployment of computer pointed out the results by regarding ethnicity. There is no

meaningful difference between computer applicability influenced by ethnicity. His study revealed that dimension of nationality is not relevant to teachers' manners toward computers.

Question 2. Do EFL instructors have positive perceptions of computer attributes at preparatory schools?

Computer Attributes Scale is the second part of the questionnaire, and it assesses how English language instructors perceive the consumption of computer technologies for their educating practices. Participants were demanded to react to 10, Likert-type statements addressing their perceptions on attributes of computer. Ten components were organized to evaluate instructors' perceptions of the relative benefit of computers (items 21-25), their suitability with instructors' recent methods and strategies (items 26-30). The finding depicted that the mean score for computer attribute was statistically notably higher than the average point.

According to Güneş's (2015) investigation, English language instructors have constructive manners towards computer properties in general. They approve that computers develop the standart of education. Albirini (2006) determined in his study that educators had affirmative perceptions of the comparative benefit of computers, with an average value of 4.04. Instructors' perceptions of the suitability of computers with their existing methodologies were at the midpoint between objective and optimistic.

Furthermore, Karakaya (2010) discovered in his thesis that English language teachers have positive manners in total towards computers attributes. They consider that computer technologies strengthen the dimensions of education. Statements 1 and 3 affirm that computers are recognized as a helpful tool in teaching by instructors.

Question 3. What are the instructors' perceptions of Cultural relevance of computers to preparatory schools in Turkey?

Respondents were requested to answer the last thirteen statements coping with their perceptions about computers' cultural relevance to and effect on society and schools. This part expresses the rates of contributors' replies to Cultural Perceptions scale. The result pointed out that instructors' cultural relevance scores were significantly greater than 3 as a hypothesized value. In this aspect, EFL instructors apprehend application of computers in universities as culturally relevant.

In Albirini's (2006) study, the finding brought to light that educators' perceptions of the cultural relevance of computers were at a point in between impartial and optimistic.



V. SUMMARY AND CONCLUSION

A. Summary of the Study

This study intended to analyze how EFL instructors at preparatory schools in Turkey perceive and approach technology usage. The investigation utilized a quantitative approach while gathering the data. The instructors' perceptions and attitudes about utilization of technology were explored using a survey titled the “Teachers’ Attitudes toward Information and Communication Technologies (ICT) Scale”. The survey takers contained 100 instructors educating in preparatory school classes at variety of universities during the academic term. The investigation intended to convey a general presentation of instructors' perceptions and attitudes on deployment of technology. Quantitative research technique of the investigation’s responses was accomplished by including PASW Statistics 20 (previously known as SPSS). To evaluate the reliability of the research, Cronbach's Alpha coefficient was computed for each item. SPSS 26.0 was benefited to analyze data. Skewness and kurtosis degrees were determined to examine the assumption of normality. Parametric tests were preferred. Log transformation was operated to allow the utilization of parametric tests. Non-parametric tests were also chosen in necessary cases.

B. Limitations of the Study

The current investigation concentrated on a focused population comprising of 100 EFL instructors who are actively instructing at preparatory classes of several universities in Turkey. A restricted sample size including teachers established certain constraints that require to be kept in mind when regarding the investigation and its contributions. This situation could lead to generalization and operational issues in the field. Another restriction considering this research is that quantitative research techniques were utilized to collect and interpret the data, but the lack of any qualitative study technique might set a limitation.

C. Suggestions for Further Studies

A further study can be directed as extended research. After acquiring data about the attitudes of English language teachers via quantitative research methods, the next stage of the research can be carried out at educational institutions. EFL Teachers can be monitored. In other words, observing educators in a real teaching environment can support the investigator with more visible concrete technology adoption practices of instructors. The examiner may also examine teachers' comments to survey with implementations of their physical teaching environment.

This study also paid attention to the factors such as gender and nationality influencing the deployment of technology for English teachers. Another investigation may be developed to investigate the various factors impacting the attitudes of EFL teachers comprehensively. As attitudes are shaping technology consumption of educators, it may be effective to delve into details of perceptions and attitudes of teachers.

Provided considerable value of computer attributes to instructors' attitudes toward deployment of technology in academic field, prospective studies need to reflect on the role of one computer attribute (e.g., relative advantage, complexity, etc.) in anticipating attitudes. Investigations also require analyzing computer traits other than those discussed in this research (e.g., trialability, adaptability, etc.).

Further investigations might be administered with instructors from different cities in Turkey, and the received results could be compared to determine diverse attitudes and perceptions of instructors at preparatory schools.

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APPENDICES

APPENDICES 1. Scale

APPENDICES 2 Ethic Committee Approval



APPENDICES 1. Scale

1. An Investigation of EFL Instructors' Perceptions and Attitudes on Deployment of Technology at Preparatory Schools in Turkey

1.1. Demographic Info

This survey focuses on EFL instructors' perceptions and attitudes toward the use of technology in preparatory schools. Please note that you do not need to disclose any personal information for this research. Your responses will be kept anonymous and will solely be used for research and publication purposes. There are no right or wrong answers, so it's important to answer each question honestly. Thank you for your participation!

A) Gender (*Tick one only*)

Female

Male

B) Nationality (Write down please)

.....

C) Age (*Tick one only*)

20-29

30-39

40-49

50 +

D) Total number of years teaching English (*Tick one only*)

Less than 5 years

5 to 9 years

10 to 20 years

More than 20 years

EFL Instructors' Perceptions and Attitudes on Deployment of

Technology at Preparatory Schools

1.2. Teachers' Attitudes toward Information and Communication Technologies (ICT) Scale

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Computers do not scare me at all	1	2	3	4	5
Computers make me feel uncomfortable	1	2	3	4	5
I am glad there are more computers these days	1	2	3	4	5
I do not like talking with others about computers	1	2	3	4	5
Using computers is enjoyable	1	2	3	4	5
I dislike using computers in teaching	1	2	3	4	5
Computers save time and effort	1	2	3	4	5
Schools would be a better place without computers	1	2	3	4	5
Students must use computers in all subject matters	1	2	3	4	5
Learning about computers is a waste of time	1	2	3	4	5
Computers would motivate students to do more study	1	2	3	4	5
Computers are a fast and efficient means of getting information	1	2	3	4	5
I do not think I would ever need a computer in my classroom	1	2	3	4	5
Computers can enhance students' learning	1	2	3	4	5
Computers do more harm than good	1	2	3	4	5
I would rather do things by hand than with a computer	1	2	3	4	5
If I had the money, I would buy a computer	1	2	3	4	5
I would avoid computers as much as possible	1	2	3	4	5
I would like to learn more about computers	1	2	3	4	5
I have no intention to use computers in the near future	1	2	3	4	5

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Computers will improve education	1	2	3	4	5
Teaching with computers offers real advantages over traditional methods of instruction	1	2	3	4	5
Computer technology cannot improve the quality of students' learning	1	2	3	4	5
Using computer technology in the classroom would make the subject matter more interesting	1	2	3	4	5
Computers are not useful for language learning	1	2	3	4	5
Computers have no place in schools	1	2	3	4	5
Computer use fits well into my curriculum goals	1	2	3	4	5
Class time is too limited for computer use	1	2	3	3	5
Computer use suits my students' learning preferences and their level of computer knowledge	1	2	3	4	5
Computer use is appropriate for many language learning activities	1	2	3	4	5
Computers will not make any difference in our classrooms, schools, or lives	1	2	3	4	5
Students need to know how to use computers for their future jobs	1	2	3	4	5
Students prefer learning from teachers to learning from computers	1	2	3	4	5
Knowing about computers earns one the respect of others	1	2	3	4	5
Computers are proliferating too fast	1	2	3	4	5
People who are skilled in computers have privileges not available to others	1	2	3	4	5
Computers will increase our dependence on foreign countries	1	2	3	4	5

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
There are other social issues that need to be addressed before implementing computers in education	1	2	3	4	5
The increased proliferation of computers will make our lives easier	1	2	3	4	5
Computers dehumanize society	1	2	3	4	5
Working with computers does not diminish people' relationships with one other	1	2	3	4	5
Computers encourage unethical practices	1	2	3	4	5
Computers should be a priority in education	1	2	3	4	5



APPENDICES 2 Ethic Committee Approval

Evrak Tarih ve Sayısı: 13.11.2024-137182



T.C.
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