

T.C.

SELÇUK ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

İNGİLİZ DİLİ VE EDEBİYATI BÖLÜMÜ

**The Levels of EFL Teachers' Computer Literacy, their
Perceived Self-confidence in Integrating ICT, and Attitudes towards
ICT Use in their Classes**

**İngilizce Öğretmenlerinin Bilgisayar Okuryazarlık Düzeyleri,
BİT Entegrasyonuna ilişkin Özgüven Algıları ve Derslerinde
Teknoloji Kullanımlarına İlişkin Tutumları**

Aybüke KARADAYIOĞLU

Yüksek Lisans Tezi

Danışman

Prof. Dr. Arif SARIÇOBAN

KONYA 2023

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to everyone who provided invaluable support and assistance throughout this work. First of all, I sincerely thank my supervisor Prof. Dr. Arif SARIÇOBAN. His expertise and experience in his field were instrumental in the successful completion of this thesis.

I would like to express my gratitude to the faculty members of Selcuk University Social Sciences Institute English Language and Literature Program, who conveyed their knowledge during my graduate studies and helped me develop as a researcher and become a better teacher.

Also, I am grateful to Egem ZALOĞLU, who did not spare her support and help when I needed it most.

I would like to express my sincere thanks to all the participants who took the time to answer the questionnaire and share their opinions. This work would not have been possible without their valuable contributions.

I am also grateful to my family for their continued support, help, and encouragement. I would not be where I am today if it weren't for my family's faith, support, and unconditional love. Their belief in my abilities and their unconditional love has been a constant source of motivation for my whole life.

Finally, I would like to express my deepest gratitude to my dear one Muhammet ÇELİK, whose valuable love and support are my driving force. Without his presence, help, guidance, and encouragement, this thesis would not have come to fruition.

T. C.



SELÇUK ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü Müdürlüğü



Öğrencinin	Adı Soyadı	Aybüke KARADAYIOĞLU
	Numarası	204208001020
	Ana Bilim / Bilim Dalı	İngiliz Dili ve Edebiyatı / İngiliz Dili ve Edebiyatı
	Programı	Tezli Yüksek Lisans
	Tez Danışmanı	Prof. Dr. Arif SARIÇOBAN
	Tezin Adı	İngilizce Öğretmenlerinin Bilgisayar Okuryazarlık Düzeyleri, BİT Entegrasyonuna ilişkin Özgüven Algıları ve Derslerinde Teknoloji Kullanımlarına İlişkin Tutumları

ÖZET

Teknoloji hayatımızı değiştirdiği gibi dil öğrenme ve öğretme sürecini de etkilemiş ve değiştirmiştir. Günümüzde hayatımızı kolaylaştıran teknolojinin etkisi eğitim alanına da yansımıştır. Türkiye, gelecek nesli 21. yüzyıla hazırlamak için dünyadaki eğitim teknolojilerindeki gelişmeleri yakından takip etmekte ve bu uygulamaları eğitim sistemine entegre etmek için büyük bir çaba harcamaktadır. Dil eğitiminde başarılı bir teknoloji entegrasyonu için öğretmenlerin bilgisayar kullanım bilgisi, BİT araçlarına yönelik tutumu ve bunları kullanmadaki özgüveni ve okullarındaki destek ve teknolojik alt yapı önemli bir rol oynamaktadır. Veri toplamak için, nicel araştırma yöntemleri kullanılmıştır ve Türkiye'deki farklı okul seviyelerinde çalışan İngilizce öğretmeni grubuna 5'li Likert tipi bir anket uygulanmıştır. Araştırmaya toplam 135 İngilizce

öğretmeni katılmıştır. Bu çalışma Türk İngilizce öğretmenlerinin bilgisayar yazılımı bilgilerini, kişisel bilgisayar kullanımlarını, dil öğretiminde bilgisayar kullanımına yönelik tutumlarını, BİT'i entegre etme konusundaki algılanan özgüvenlerini, dil becerilerinin ve bileşenlerinin entegrasyonunu ve okul iklimi ve desteğinin önemi gibi geniş bir alanda önemli sonuçlar sağlamaktadır.

Anahtar Kelimeler: Teknolojiye Yönelik Tutumlar, Bilgisayar Teknolojisi, BİT entegrasyonu, BİT kullanımında özgüven, Teknoloji Entegrasyonunda Okul İklimi ve Desteği, Öğretmenlerin Teknoloji Yönünden Yeterlik Düzeyleri



T. C.
SELÇUK ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü Müdürlüğü



Öğrencinin	Adı Soyadı	Aybüke KARADAYIOĞLU
	Numarası	204208001020
	Ana Bilim / Bilim Dalı	İngiliz Dili ve Edebiyatı / İngiliz Dili ve Edebiyatı
	Programı	Tezli Yüksek Lisans
	Tez Danışmanı	Prof. Dr. Arif SARIÇOBAN
	Tezin İngilizce Adı	The Levels of EFL Teachers' Computer Literacy, their Perceived Self-confidence in Integrating ICT, and Attitudes towards ICT Use in their Classes

ABSTRACT

Technology not only deeply changed our lives but also affected and transformed the language learning and teaching process. The impact of technology, which makes our lives easier today, is also evident in the field of education. In order to prepare the next generation for the 21st century, Türkiye closely follows global developments in educational technologies and makes significant efforts to integrate these practices into the education system. The successful integration of technology in language education relies on factors such as EFL teachers' computer software knowledge, personal computer usage, attitudes towards computer usage in language teaching, perceived self-confidence in integrating ICT, integration of language skills and components, and the influence of school climate and support. Quantitative research methods are employed to collect data, and a 5-point Likert-type questionnaire is administered to a group of EFL teachers working at different school levels in Türkiye. A total of 135 EFL teachers participate in the study. This study provides important findings in various areas, including Turkish EFL teachers' computer software knowledge, personal computer usage, attitudes towards computer use in language teaching, perceived self-confidence in integrating ICT,

integration of language skills and components, and the significance of school climate and support.

Keywords: Attitudes toward Technology, Computer Technology, ICT integration, self-confidence in ICT use, School Climate and Support in Technology Integration, Teachers' Technology Proficiency Levels



TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
ÖZET	iii
ABSTRACT	v
LIST OF TABLES	xii
CHAPTER 1	1
INTRODUCTION	1
1.1. Background of the study	1
1.2. Purpose of the Study	3
1.3. Statement of the Problem	4
1.4. Significance of the Study	5
1.5. Research Questions	6
CHAPTER 2	8
LITERATURE REVIEW	8
2.1. Presentation	8
2.2. Technology and Language Teaching	8
2.3. A short overview of the historical progression of Computer Assisted Language Learning	9
2.3.1. Structural or Behavioristic CALL	10
2.3.2. Communicative CALL	11
2.3.3. Integrative CALL	12
2.4. EFL teaching in Türkiye	13
2.5. Technology Integration in Turkish education system	17

2.6. The Periods of Development of Educational Technology Use in Turkish Education	19
2.7. Teachers' Attitudes towards Technology	23
CHAPTER 3	27
METHODOLOGY	27
3.1. Presentation	27
3.2. Research Questions	27
3.3. Research Design	28
3.4. Participants	29
3.5. Data Collection Instrument	31
3.5.1. The Questionnaire	31
3.5.1.1. Reliability of the Questionnaire	33
3.6. Data Analysis	34
CHAPTER 4	37
DATA ANALYSIS AND RESULTS	37
4.1. Presentation	37
RQ1. The levels of knowledge of computer software among English language teachers	38
RQ2. The frequency of the participants' use of computer for personal purposes	40
RQ3. The Participants' Levels of Attitudes towards Computer Integration in Education	43
RQ4. Perceived self-confidence levels of EFL teachers in integrating ICT	47
RQ5. The Levels of Integration ICT Tools by EFL Teachers in their Classes ..	49

RQ6. The Views of EFL Teachers about the School Environment, Availability of Technological Devices, and Support from Administration and Colleagues	53
RQ7. The examination of EFL instructors' perceptions towards the integration of educational technology in language classrooms in terms gender, school type, and experience	56
Gender	57
School category	58
Experience	60
CHAPTER 5.....	62
DISCUSSION and CONCLUSION	62
5.1. Presentation	62
5.2. Summary of the Study	62
5.3. Computer knowledge and computer usage for personal usage of Turkish EFL teachers	65
5.4. Attitudes of English language teachers towards computer integration in Education	67
5.5. Perceived self-confidence of EFL and integration of ICT tools in language skills and components	68
5.6. The school environment, availability of technological devices, and support from administration and colleagues	70
5.7. The examination of EFL instructors' perceptions towards the integration of educational technology in language classrooms according to gender, institution, and experience	71
5.8. Limitations and Suggestions for Further Research	73
REFERENCES	74

APPENDICES **Hata! Yer işareti tanımlanmamış.**



ABBREVIATIONS

ANOVA	Analysis of Variance
CALL	Computer Assisted Language Learning
EBA	Education Informatics Network
EFL	English as a Foreign Language
FATİH	Movement of Enhancing Opportunities and Improving Technology
HEC	Higher Education Commission
ICT	Information and Communication Technology
MONE	Ministry of National Education
OGM	General Directorate of Secondary Education
SPSS	Statistical Package for the Social Sciences
TEGM	General Directorate of Primary Education

LIST OF TABLES

Table-1:Warschauer’s three stages of CALL.....	11
Table-2: Reliability Statistics of the Questionnaire	36
Table-3: The Mean Score of Computer Software Knowledge.....	38
Table-4: The Level of Computer Literacy	39
Table-5: The Level of Computer Use for personal Purposes	40
Table-6: The Level of Computer Use for personal Purposes	42
Table-7: Mean Score of Attitudes	44
Table-8: Levels of Attitudes towards Computer Integration in Education	45
Table-9: The Mean Score of Perceived Self-Confidence in Integrating ICT.....	48
Table-10: The Levels of Perceived Self-Confidence in Integrating ICT	49
Table-11: The Levels of Integration ICT Tools by EFL Teachers in their Classes	52
Table-12: The mean score of the EFL Teachers’ Views about the School Environment, Availability of Technological Devices, and Support from Administration and Colleagues.....	53
Table-13: The mean score of the EFL Teachers’ Views about the School Environment. Availability of Technological Devices, and Support from Administration and Colleagues	55
Table-14: Descriptive Statistics for Computer Attitudes	57
Table-15: Independent T-Test Result for Computer Attitudes	58
Table-16: Descriptive Statistics for Computer Attitudes among School Categories	59
Table-17: ANOVA for Computer Attitudes among School Categories.....	60
Table-18: Descriptive Statistics of Teaching Experience	61

CHAPTER 1

INTRODUCTION

In this chapter, the background of the study is presented. It provides an overview of the technological advancements in our daily lives and the advancements in educational technology. A concise description of the theoretical background concerning technological changes and their impact on our lives and education is provided. Furthermore, the overall purpose, significance, and research questions of this study are discussed.

1.1. Background of the study

Technological developments in recent years not only affected people's daily life, and working style, but also changed their perceptions of education, and learning styles. Humanity has witnessed rapid technological changes in the last decade, and such changes also affected the behaviors and attitudes of people accordingly. For example, people used to write letters to communicate, but now many prefer to email, SMS or connect through social media as they are instant and fast. Until very recently many people have home phones but today they use mobile phones which cause mobility and flexibility in communication. Technological advancements made people's life easier. Before the advancement of technology, it was relatively difficult to process data. It used to require a lot of room for storage and labor force till the invention of computers. When the first computer Eniac was designed it was of room size and could only perform calculations and store limited data. Now many people have personal computers, tablets, or smartphones which bring everything to the tip of their fingers.

Technology, which has had an impact on practically every aspect of life, has also provided several options for education. Those changes lead educators to look for ways to facilitate teaching with technology. Keating, (2005) stated that technology integration in education might be regarded as the most recent educational change movement, and like

with earlier reforms such as the agricultural revolution and industrial revolution, school change movements are inextricably tied to societal needs and expectations. In today's world, technology plays a critical part in the evolution of the learning process for learners. Thanks to technology, learning is not restricted to the four walls of the classroom, where teachers are the primary resource for students; it becomes available for everyone from everywhere. During the COVID-19 pandemic, schools were closed in order to stop infection of the disease, and many countries started to continue education through video call meetings or TV broadcasting. On the other hand, technological devices and tools make language learning more experiential, and create opportunities for more natural language learning or acquisition. Educators started to integrate technology to boost students' motivation (Zengin & Aksu, 2017; Fatimah & Santiana, 2017). They allow both teachers and students to explore, practice and even communicate with different learners, and teachers from various places. Today both teachers and students can share their experiences, challenges in learning, learning resources, and useful learning tips on the internet. The use of technology also allows students and teachers to collaborate on projects and instantly communicate with native speakers, to improve their language skills.

According to the OECD (2010), the integration of technology is crucial for developing 21st Century Skills and being a productive member of society. The effectiveness of technology in education largely relies on how teachers incorporate it into their teaching practices. Teachers play a critical role in organizing, developing, adapting, and delivering language learning materials, making them key figures in the integration of technology in EFL teaching. However, the process of integrating technology into language education has not been without its challenges and complexities. Numerous studies have been conducted on technology integration in different subject areas and various grades. Although many teachers have positive attitudes toward technology integration, many studies have shown that true technology integration is still far from being executed efficiently (Karakaya, 2010; Akçaoğlu, 2008). According to some research, most teachers use technology for administrative tasks like

taking attendance, communicating with parents, or keeping track of student successes (Mccannon & Crews, 2000; Önalın & Kurt, 2020).

In today's modern world, technology has become deeply ingrained in our everyday lives, bringing about profound transformations and streamlining countless activities. Its importance and influence cannot be underestimated, as it holds tremendous promise for improving productivity and efficacy across diverse fields. Language instruction is no different, and it is crucial for educators to harness the potential of technology in order to cultivate enriching learning environments for their students.

1.2. Purpose of the Study

This study aims to comprehensively understand English teachers' computer literacy, personal computer use, attitudes towards computer use in language teaching, perceived self-confidence in ICT integration, integration of language skills and components with ICT, and various aspects of school climate. Furthermore, it investigates teachers' attitudes about educational technology in relation to characteristics such as gender, teaching experience, and school type. Through an in-depth examination of these factors, this research aims to provide valuable insights and contribute to the existing knowledge in the field. The data for this study were obtained from a diverse sample of English language teachers employed in both public and private schools, with a particular focus on the region of Konya and extending to various locations throughout Türkiye. The quantitative questionnaire method was used in this research, and it consists of six parts. The first part is about descriptive features like gender, experience, and school type. Secondly, their knowledge of computer software was investigated, and then their frequency of computer usage was gained. The fourth section of the study involved an investigation into the participants' perspectives and viewpoints concerning ICT (Information and Communication Technologies) and the attributes associated with computers. In part five the perceived self-confidence of EFL teachers in integrating ICT, and how ICT was integrated into language skills were explored. In the last part, school climate and support were studied.

1.3. Statement of the Problem

Since the 1980s, the integration of computers into education has been widely recognized and prioritized. This emphasis originates from the understanding that future job opportunities will necessitate computer literacy among the younger generation. By incorporating technology, the potential for enhanced learning outcomes is increased, benefiting both students and teachers. According to Azmi (2017), using ICT in language classrooms has a variety of benefits, including the promotion of self-directed learning, the facilitation of targeted objectives, performance enhancement, and learner motivation. Leveraging technology in language instruction can also address challenges related to authenticity and real-life contexts, enabling EFL learners to engage with native speakers and enhance their reading skills.

Despite the acknowledged importance of integrating ICT in EFL teaching, successful implementation has yet to be fully realized. Alemu (2015) highlights various factors that obstruct the effective utilization of ICT, including limited access to ICT resources, overcrowded classrooms, and insufficient technical support. Merç (2015) identifies a mismatch between teacher training programs and the practicalities of technology integration in EFL instruction. Furthermore, challenges such as teacher hesitancy, limited time availability, and insufficient infrastructure pose obstacles to the smooth incorporation of ICT in the educational setting (Raman & Yamat, 2013; Bingimlas, 2009). Consequently, the primary objective of this research study is to comprehensively investigate and explore the current attitudes and perspectives of instructors toward the integration of information and communication technology (ICT) in language teaching. This investigation will delve into various aspects, including the instructors' proficiency and competence in utilizing software and technology tools, their understanding of the purposes and motivations behind incorporating ICT in their teaching practices, their self-confidence in effectively integrating technology into language instruction, and the potential impact of ICT integration on language skills development.

Moreover, this study aims to examine the various instructional components and strategies employed by instructors when integrating ICT in language teaching, such as the use of digital resources, online platforms, interactive learning activities, and multimedia tools. Additionally, the research will explore the relationship between ICT integration and language skill development, including reading, writing, listening, and speaking, with a focus on how technology can enhance and support the acquisition and improvement of these language competencies.

Furthermore, the study seeks to investigate the level of support and climate provided by educational institutions, schools, and administrations in facilitating the effective integration of ICT in language teaching. It will explore the availability of technological resources, infrastructure, technical support, and professional development opportunities provided to instructors to enhance their skills and knowledge in utilizing technology in the classroom.

By conducting comprehensive interviews, administering surveys, and analyzing the collected data through quantitative research methods, this study aims to provide valuable insights and recommendations for educators, policymakers, and educational stakeholders to enhance the integration of ICT in language teaching practices. The findings of this research endeavor can contribute to the ongoing efforts to harness the full potential of technology in language education and promote innovative and effective teaching methodologies that meet the needs and expectations of modern learners in today's digital era.

1.4. Significance of the Study

The perspectives of EFL instructors about the use of educational technology in language classrooms, as well as their attitudes toward technology usage in EFL teaching are studied in this study using a quantitative questionnaire approach.

This study is especially significant since it investigates English instructors' opinions of computers and ICT, and gives information on their technology use in

language teaching techniques. There are several useful researches on the use of ICT and computers in education. However, this study was done after the COVID-19 epidemic, and as a result of the pandemic, EFL teachers had to learn about ICT and Web 2.0 technologies in order to carry out teaching language. Also, MoNE started to put emphasis on the introduction of ICT and web 2.0 tools and their integration into language teaching settings. MoNE encourages EFL teachers to learn more about technology integration and organizes online seminars about it. So it can be hypothesized that those changes may affect teachers' perceptions and usage of technology. This research aims to explore the perspectives of English as Foreign Language (EFL) instructors in Turkey regarding the integration of educational technology in language classrooms. It delves into their competence, perceptions, and utilization of technological tools in their instructional practices. Moreover, it investigates how they perceive educational technology in relation to various variables, including gender, teaching experience, and school type. By doing so, the study provides a comprehensive overview of EFL instructors' understanding and utilization of educational technology in the Turkish context, yielding a wealth of invaluable insights and a substantial amount of data.

1.5. Research Questions

In order to meet the study's goal, the following research questions were developed:

1. What are the levels of knowledge of computer software among English language teachers?
2. How often do the participants of this study use computer for personal purposes?
3. What are the participants' levels of attitudes towards computer integration in education?
4. What are the perceived self-confidence levels of EFL teachers in integrating ICT?

5. What are the levels of integration ICT tools by EFL teachers in their classes?
6. What are the views of EFL teachers about the school environment, availability of technological devices, and support from administration and colleagues?
7. Is there any statistical difference between the EFL instructors attitudes towards the integration of educational technology in language classrooms in terms of :
 - a) gender,
 - b) teaching experience, and
 - c) school category they are working

CHAPTER 2

LITERATURE REVIEW

2.1. Presentation

This chapter explores the advancements and approaches in the application of educational technology in the field of education. It provides a concise overview of the Turkish National Education System and traces the historical integration of technology within the Turkish education system. Furthermore, it investigates the utilization of technology specifically in English language classrooms. Lastly, the chapter sheds light on the benefits, drawbacks, and obstacles associated with the use of educational technology in language teaching. By addressing these aspects, a comprehensive understanding of the subject matter is achieved.

2.2. Technology and Language Teaching

Humanity has witnessed rapid technological changes, especially after the industrial revolution. These changes have affected people's lives in many aspects from industry, production, education, health, daily life, and customs. Technological advancements made it easier to reach information sources, communicate, travel, and produce. Today each day a new thing enters our lives. Eventually, those novelties require changes in every aspect of our lives.

Technology has undoubtedly revolutionized the lives of individuals, offering them convenient and practical solutions. The numerous innovations in technology have brought immense benefits to people across various aspects of life. When today is with twenty years ago, many differences can be spotted in almost every area of life. For example, traveling by plane wasn't widespread because of plane ticket prices and the rareness of airports, but today it is more convenient and cheaper.

People have been more closely linked to one another as a result of globalization. International contacts have become more common. All of these new advances in the

world were accomplished by computer technology, notably the World Wide Web (www). The advancement of new technologies has increased the number of chances for supporting language learning at all levels of education, particularly via the use of Web 2.0 tools and various educational appliances. In reality, technology is extensively utilized nowadays to improve education at all levels, which implies that its effective usage, when paired with professional learning, may encourage and strengthen cooperation in foreign language teaching.

Thanks to the Internet and computers, language learning has become limitless and that helped learners to obtain a large amount of resources, exposed them to both authentic and modified learning materials, and created an environment where they can interact with other learners. Information and Communication Technology (ICT) should be incorporated into language instruction since it is a necessary component of modern society and is connected with education. ICT is becoming a more significant field in the teaching of foreign languages and shows itself in practices through applications, electronics, networks, telecommunications systems, and other areas. The growing use of PCs (Personal Computers) has given language learning a new, more flexible and learner-centered dimension. Various ICT applications enable language learning outside of the classroom and have developed into specialized applications for students with particular talents and personalities. Those applications make learning more personalized and allow language skills to be used both receptively and productively. The technological developments and changes urged educators to create new methods which center technology in language teaching.

2.3. A short overview of the historical progression of Computer Assisted Language Learning

There has been a great interest towards using computers in language teaching in recent years. With the introduction of the Internet, the use of computers in language training has now elevated to a significant global concern for a significant number of language educators. According to Levy (1997), the term Computer-assisted language

learning (CALL) refers to the exploration and investigation of computer applications in the context of language teaching and learning. The utilization of computers for educational purposes began to gain attention in the 1960s, even though computers were being employed in various fields. The initial instances of CALL emerged in the form of computer-based introductory courses, known as Computer Assisted Instruction (CAI) (Gündüz, 2005). The 1980s witnessed a significant increase in the prevalence of computers both in households and educational institutions, prompting educators to develop new software specifically tailored for language education.

Warschauer (2000) divides CALL into 3 sections; structural or behavioristic CALL, communicative CALL, and integrative CALL.

2.3.1. Structural or Behavioristic CALL

The first phase, 'Structural/Behavioristic CALL', prevailed between the 1950s and 1970s. Built upon the principles of the behaviorist learning model, the early manifestations of Computer-assisted language learning (CALL) followed a pedagogical approach that emphasized repetitive language drills, grammatical explanations, and periodic translation exercises (Warschauer & Healey, 1998). At this stage, the computer assumed the role of a "tutor," serving as the primary deliverer of instructional content to language learners. This behaviorist approach to CALL was influenced by the belief that learners acquire language proficiency through a process of habit formation and rote memorization. The computer, programmed to deliver specific language content and exercises, aimed to facilitate the establishment of these language habits by providing learners with a controlled and structured learning environment. Consequently, learners engaged with the computer as an instructional tool, receiving direct guidance and reinforcement throughout their language learning journey.

Table-1:- Warschauer's three stages of CALL

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

Note adapted from The stages of CALL by Warschauer, 1996; by Kern & Warschauer, 2000, p. 64.

2.3.2. Communicative CALL

During the early 1980s, there was a significant shift away from behavioristic approaches in language teaching, as communicative language teaching (CLT) models gained acceptance. The rejection of behavioristic approaches occurred on both theoretical and pedagogical levels, coinciding with the widespread availability of personal computers that greatly influenced language instruction (Warschauer & Healey, 1998; Gündüz, 2005).

Communicative language teaching emphasizes the interactive use of language both within and outside the classroom. In the context of computer-assisted language learning (CALL), communicative approaches were influenced by cognitive theories that highlighted the importance of discovery, expression, and development in the learning process (Warschauer & Healey, 1998). In communicative CALL, the focus shifted from

what learners did on the computer to what they did with each other while engaging with computer-based activities (Gündüz, 2005, p. 199).

According to proponents of communicative CALL, computer-based activities should emphasize the application of language forms, teach grammar indirectly rather than overtly, encourage students to create their own sentences, and prioritize the use of the target language, sometimes exclusively (Jones & Fortescue, 1987; Phillips, 1987). During this period, popular CALL software included text reconstruction programs, which allowed students to rearrange words and texts individually or in groups to identify patterns of language and meaning, also simulations that facilitated discussions and group work were also widely utilized (Yang, 2010, p. 909).

The shift to communicative CALL marked a departure from behavioristic approaches, as language instruction became more interactive, student-centered, and focused on real-life communication. The incorporation of computer-based activities aimed to promote meaningful language use, foster collaboration, and encourage students to actively engage in language learning. This evolution in CALL methods not only aligned with the principles of communicative language teaching but also leveraged the capabilities of technology to create dynamic and interactive learning environments.

2.3.3. Integrative CALL

In the 1990s, communicative CALL was criticized as the new language teaching approaches and socio-cognitive views started to emerge. Language teaching became more student centered, authentic and interactive. Also task-based language teaching and content based language teaching approaches influenced. Those new approaches presented a new language teaching way where learners were exposed to authentic sources and used the language in social environments, and integrated their various skills of language learning in use. Warschauer and Meskill (2000 p. 306) defined language learning as a process of apprenticeship or socialization into particular discourse communities”. Shortly, language learning was planned to be achieved by interaction

among students. The advent of Interactive CALL brought about a significant transformation in language learning approaches, allowing learners to engage not only with computer-based tutors but also with a global community of peers, teachers, and individuals from diverse backgrounds (Ozkan, 2011, as cited in Singh, 2015). This interactive paradigm empowered students with access to an array of technological tools, enabling them to participate in collaborative learning experiences and interact with authentic audiences. Unlike the traditional practice of limited computer lab visits for isolated exercises, learners were now immersed in continuous interaction, fostering comprehension and production skills (Gündüz, 2005; Singh, 2015; Warschauer & Healey, 1998).

2.4. EFL teaching in Türkiye

The Turkish language holds a significant position in Turkey as it serves as the mother tongue, official language, and medium of instruction. The educational system in Turkey has a multi-faceted objective, aiming to enhance the well-being and happiness of Turkish citizens and society, while also promoting economic, social, and cultural development within a framework of national unity and integration. The ultimate goal is to position Turkey as a constructive, creative, and distinguished participant in the modern civilization of the global community (MoNE, 2001 as cited in (Goktas & Orenturk Aybat, 2014).

In addition to formal education, non-formal education plays a crucial role in Turkey, encompassing various educational and vocational-technical programs, training initiatives, guidance services, and practical activities tailored to individuals of all ages. To ensure effective organization and management of education at all levels, two key institutions are responsible: the Ministry of National Education (MoNE) and the Higher Education Council (HEC). While MoNE takes charge of developing, implementing, monitoring, and managing educational services for students and educators in all educational institutions, excluding colleges and universities, HEC focuses on overseeing higher education institutions and their academic programs. It is also in charge of

establishing all types of formal and non-formal education institutions, as well as granting permission to other ministries, institutes, and organizations to establish education institutions other than higher education. HEC is in charge of higher education scheduling, coordinating, and monitoring, and it collaborates with MoNE about teacher training, and determining the demand for instructors. There are state schools, which are free of charge, but also there are private schools where families pay tuition fee. The textbooks are provided free of charge by the government in both private and state schools. It is compulsory to use those books in state schools but there isn't such an obligation in private schools.

English holds the status of a foreign language in Turkey, as it is a non-English speaking country. It is widely taught in schools and finds predominant usage in the government and commercial sectors, particularly in written communication. English is recognized as the Lingua Franca of the modern world and serves as the international language of communication. The growing significance of English education in Turkey can be traced back to the 1950s when the country began establishing closer ties with NATO and the United States (Kırkgöz, 2007).

The Ministry of National Education (MoNE) of Turkey has highlighted the country's political and economic ambitions, as well as the nation's desire to maintain relations with foreign countries, particularly European Union countries, as the driving forces behind the decision to introduce English to young learners (MEB, 1997, p. 606). Recognizing the global relevance of English learning, the MoNE implemented new regulations in 1997, making English a compulsory subject in both public and private schools. Prior to this change, compulsory education in public primary schools lasted for five years, with no provision for foreign language teaching. With the enactment of Law 4306 in 1997, compulsory education was extended to eight years (MEB, 2005). Consequently, students now have the opportunity to start learning English as a foreign language in the fourth grade and obtain primary school diplomas.

Further modifications were made in 2012 through Law 6287, dividing compulsory education into primary (4 years), lower secondary (4 years), and upper secondary education (4 years). Additionally, in 2013, another change was implemented, lowering the age at which English as a foreign language is introduced to the second grade (Ministry of National Education-MoNE, 2013). In summary, these strategic changes aim to provide young learners with increased exposure to English as a foreign language (Kırkgöz, 2007). As per the current curriculum, students in the second and third grades receive two hours of compulsory English per week, while fifth and sixth graders have three hours, and seventh and eighth graders have four hours (Tuzcu Eken, 2021). The Turkish school year is divided into two semesters, each lasting 19 weeks. By the time students graduate from the eighth grade, they will have completed 836 hours of English instruction, which surpasses the average in other European countries (Tuzcu Eken, 2021).

Studies examining the effectiveness of the revised English language teaching (ELT) curriculum implemented in 1997 revealed shortcomings in achieving the goals of enhancing students' communication skills and promoting their psychomotor, affective, and cognitive development (Erdoğan, 2005; Mersinligil, 2002; Büyükduman, 2005; İnceçay, 2011). Consequently, the ELT curriculum underwent a revision in 2005 to address these concerns and improve the teaching techniques advocated by the previous curriculum (Sönmez & Köksal, 2022). Both the Elementary and Secondary ELT curricula were updated in 2005 (MEB, 2006). The revised curriculum incorporated additional Western educational practices, placing greater emphasis on the communicative aspects of language teaching and bringing about a significant pedagogical shift in classrooms (Sönmez & Köksal, 2022).

According to Kırkgöz (2007), the 2005 curriculum introduced a "constructivist approach" to teaching and learning, emphasizing "active learning," the "use of tasks," the "multiple intelligences theory," and "content and language integrated learning." This allowed students to learn non-language subjects such as geography, music, and sports

using English, fostering a more comprehensive and integrated learning experience. Furthermore, a performance-based assessment was implemented to align with the evaluation methods recommended by the European Union (Kırıkgöz, 2007, 2012).

As a result of these developments, the revamped curriculum in 2005 aimed to prioritize the communicative aspects of language acquisition while also emphasizing the importance of a constructivist approach to education. This was an evident effort to align Turkey's ELT curriculum with the language teaching criteria set by the European Union. In line with these changes, the Ministry of National Education (MoNE) decided to discontinue the one-year English language preparation program (ELPP) offered in Anatolian and Super English Language High Schools, as well as in many private schools with intensive English language programs. To ensure consistency in ELT across different types of schools, the duration of secondary education was extended from three to four years, and English language instruction was expanded across the curriculum (Kırıkgöz, 2007).

The obligatory education system changed in 2012. The 8-year compulsory school period was extended to 12 years as "4+4+4". Educational programs were modified as a consequence of this structural shift. As a result of this language planning goal, the beginning age for English instruction was reduced from grade 4 to the present grade 2. It can be concluded that the changes in 2012 created room for adaptivity and flexibility in teaching English, and it provided an environment where English can be taught in meaningful and real-life contexts (Kırıkgöz et al., 2016). On the other hand, as this change was relatively rapid and there was little time to prepare for this change and there were arguments before it was legalized (Gün & Atanur, 2014).

Although the curriculum of 1997, and 2006, were grounded in communicative methods, their implementation of them remained traditional and grammar-based. Those two curriculum were great ideally but they failed in implementation as there were repeating the same problems rather than solving them. The most recent curriculum appears to have resulted in a lot of breakthroughs in the way it handles language; yet, the

program's ultimate goal has not been fully realized. These deficiencies may be the consequence of the MoNE's top-down program design rules, inadequate teacher training, or a lack of physical characteristics in schools (Tuzcu Eken, 2021; Gün & Atanur, 2014). In order to solve problems in curriculum, to bridge the divide between policy aspirations and actual classroom practices, it is imperative that foreign language teachers possess high levels of professional competence and undergo comprehensive training (Sarıçoban & Sarıçoban, 2012). Language policy makers should ensure that curricula, textbooks, teaching methods, and approaches align with the desired objectives of English medium instruction, providing the necessary support for effective language learning (Sarıçoban & Sarıçoban, 2012).

2.5. Technology Integration in Turkish education system

Widespread of the internet has changed people's lifestyles and perceptions. Today many people work and learn from home especially after the pandemic. They express themselves through the internet, and online shopping has become more popular and convenient than actual shopping. In today's world the internet is considered as the basic need. In the 21st century accessing information and things became easier. According to Harris (1996), individuals in the information age are required not only to acquire the skills of accessing information but, more significantly, to develop the abilities to effectively manage, analyze, critically evaluate, cross-reference, and transform information into practical knowledge (p.15). Also, in the knowledge society, ICT is considered as a key factor for economic growth, and enrichment (World Bank 2004, as cited in Yıldırım, 2007). To prepare the next generations for the 21st century, countries have started to change their education systems and looked for more ways to integrate technology. In this new perspective, students are expected to process the new information and be responsible for their learning. On the other hand teachers are considered as facilitator or guide rather than the provider of the information as everybody can reach information effortlessly thanks to the internet. After those changes, the role of the teacher has become more vital as they are the key for implementing this new approach and ICT technologies in the education system. The Ministry of National

Education (MoNE) has been striving to keep up with the latest trends in integrating information and communication technology (ICT) in education by providing internet and computer access to all schools, conducting training for both pre-service and in-service educators, and ensuring that students have access to internet and web technologies. The effectiveness and efficiency with which these technologies are used at the school level determines the success of technology investments made in the field of education, and the success of technology at the school level is correlated with the capability to integrate technology into the classroom (Hoffman, 2001; Yılmaz, 2011). Innovative approaches to and models of teaching, which have been suggested by the trends and findings of the time, caused extensive investigation and modification on teacher training education in Türkiye. The modification that was made created a gap between theory and practice as schools didn't have enough equipment to implement the theory. The adaptation to using advances in technology takes time as it requires people's familiarity and knowledge of using that new technology. According to the new curricula, pre-service teacher education programs at both the primary and secondary levels must include mandatory courses in Computer Applications in Education and Instructional Technology and Material Development. Uzun (2016) emphasizes the importance of integrating teaching skills and technical skills in teacher training programs. Failure to do so would result in the field of education falling behind other scientific disciplines, leading to a paradoxical situation. For example, although teachers received seminars and courses during the FATİH project, which was applied all around Türkiye in 2011, pre-service teachers didn't take any training during this project. Pre-service teachers should have taken this training to close this gap.

The Ministry of National Education (MoNE) has implemented diverse training programs for in-service personnel to enhance their knowledge and skills in integrating information and communication technology (ICT) into education. These training initiatives are available through universities, institutions, and non-governmental organizations. MoNE offers comprehensive in-service training courses that encompass a wide range of topics, such as computer operation, Microsoft Windows, internet usage,

Adobe Authorware, Macromedia DreamWeaver, web design, Adobe Premier, Adobe Photoshop, database management, Microsoft PowerPoint, Microsoft Word, Microsoft Excel, and ILSIS software. The aim is to foster the adoption of computer-assisted education practices, effectively utilize technology in teaching, learning, and administrative tasks, and facilitate communication between central and provincial organizations and institutions (MoNE, 2001 as cited in Goktas & Aybat, 2006, p.10). MoNE There has been studies about in-service staff and pre-service teachers. It has been determined that the biggest problems in ICT integration are deficiency in teacher training, unfamiliarity with web tools and software, and school facilities (Sahin 2003; Goktas et al., 2006; Yıldırım, 2007; Gülbahar, 2007; Kurt, 2010). Sahin (2003) emphasizes the significance of incorporating technology into teacher training, stating that it is crucial for student teachers to acquire knowledge about technology and its impact on education (p. 73). Gülbahar (2007) stated that teachers and administrative personnel felt competent in using the school's ICT, but they noted a lack of guidelines that would lead to successful integration. Gülbahar (2007) suggested that to implement technological educational policies, teachers should take training to become competent technology users.

2.6. The Periods of Development of Educational Technology Use in Turkish Education

Technological changes in education have been followed by countries in order to raise qualified generations. MoNE is in charge of designing curriculum, and implementation. The Turkish education system aims to equip students with “thinking skills” (such as the ability to learn, to reason, to think creatively, to make decisions and to solve problems) for the information society, so MoNE encourages the technology integration in all educational levels (Akkoyunlu, 2002). Türkiye is a developing country, and there have been some attempts to bring ICT into educational institutions as well as other aspects of daily life so far. In the 1950s Türkiye started incorporating cutting-edge technologies into learning environments, such as audiovisual educational aids, as well as relevant radio and television (Kaleci & Cihangir, 2019). In the 1980s the implementation

of new technologies in the education system needed to arise, and MoNE started to develop new policies according to this need (MoNE, 1982). Turkish educational policies started using computers in the classroom in the 1980s. Computer classes were provided as an elective in secondary schools. The aim of this class was to familiarize students with word processing programmes like Microsoft office. In 1984 MoNE started the Computer Aided Education (CAE) project then in 1989; computer labs were established for 58 more schools (Yedekcioglu, 1996 as cited in Alev, 2003). In the early 1990s, the internet became more widely available, and computers and the internet provided multimedia, video and audio transmission, and technologies such as laser discs enabled the development of learning environments envisioned by constructivist learning understanding through the use of ICT resources (Kaleci and Cihangir, 2019).

After the 1990s, the integration of Information and Communication Technologies (ICT) gained momentum within the Turkish educational system. Notably, Türkiye received a significant financial contribution of \$90.2 billion from the World Bank in 1990 as part of the National Education Development Initiative, an initiative led by the Ministry of National Education (Kaleci & Changir, 2019). Subsequently, in line with the extension of compulsory education from five to eight years, the Ministry of National Education (MoNE) took the initiative to establish computer laboratories in nearly every city and town for the academic year 1998-1999. This strategic move led to a notable increase in the use of computers in classrooms. Furthermore, MoNE proactively implemented the establishment of ICT laboratories and made ICT classes compulsory in primary education, reflecting their commitment to embracing the potential of ICT in education.

After 2000 the world has witnessed dramatic improvements in technology. A new period began in Türkiye with the Catching the Era in Education 2000 Project. To prepare the nation for the 21st century, MoNE made some changes in the curriculum, and prepared Basic Education Project (BEP). With the Basic Education Project (BEP) a series of developments happened in the primary education system. To

implement the new education system compulsory education was extended from five years to eight years. Also, MoNE made some collaboration with HEC to educate pre-service teachers and run some projects for training educational staff about ICT integration.

The National Education Network (MEN) initiative was created in 2003 to provide internet connectivity to all Turkish schools. This was an important step forward in upgrading the ICT infrastructure in schools and opened the door to future programs to incorporate technology into teaching.

In November 2010, the government initiated the FATİH (Movement of Enhancing Opportunities and Improving Technology) project, which aimed to provide interactive whiteboards, tablet computers, and other ICT equipment to all schools in Türkiye. The pilot applications for this project commenced in 2012. The FATİH project encompasses five main components, focusing on various aspects of ICT integration in education. Firstly, it involves the establishment of hardware and software infrastructure in educational institutions. Secondly, it focuses on the management and distribution of educational e-content. Thirdly, the project aims to effectively integrate information technology (IT) into the curriculum. Fourthly, it prioritizes providing in-service training to teachers, equipping them with the necessary skills to incorporate technology into their teaching practices. Lastly, the project emphasizes the careful, reliable, and measurable use of IT, ensuring that technology implementation adheres to established guidelines and standards.

The comprehensive components of the FATİH project seek to enhance the ICT infrastructure in schools, promote the utilization of digital content and e-learning platforms empower teachers to integrate technology effectively, and ensure that technology usage follows predetermined protocols. As part of the project, digital materials and e-learning platforms are being created, and teachers are being trained on how to effectively utilize these resources in their classrooms. The successful implementation of the FATİH project has resulted in the widespread availability of

computer labs, interactive whiteboards, and high-speed internet connections throughout Türkiye.

The Ministry of National Education (MoNE) in Türkiye has implemented a comprehensive ICT curriculum that has been incorporated into the regular curriculum for all grade levels. Alongside this, numerous online tools and digital content have been developed to facilitate the teaching and learning process across a range of subject areas, including Education Informatics Network (EBA). This network provides teachers nationwide with access to a vast array of appropriate, high-quality materials, thereby eliminating the need to search the internet extensively for suitable resources. Currently, many educators are integrating EBA, OGM material, and TEGM material into their lessons. MoNE's overarching objective is to provide both students and teachers with maximum exposure to technological advancements. In this regard, teacher training continues via the Teacher Information Network (ÖBA), and certain training sessions are mandatory for newly appointed teachers. However, it is worth noting that these trainings are not currently available for pre-service teachers.

Türkiye has made significant efforts to integrate technology into its educational system since the beginning of the new millennium, resulting in positive outcomes in teaching and learning. The General Directorate of Secondary Education has created OGM materials, which include interactive versions of course books, question banks, summaries, presentations, and other content. These materials are also available for primary education. This initiative has overcome barriers to equal opportunities in education, as all content is accessible to anyone with an internet connection free of charge. Moreover, EBA TV was launched during the COVID-19 pandemic and reached millions of individuals who lacked internet access or were unable to attend online classes. The service remains active to this day.

Despite ongoing efforts over the past 12 years, certain challenges persist, particularly in terms of ensuring that all educators possess the requisite skills to use technology effectively in the classroom, as well as in the development of reliable

assessment and evaluation instruments for technology-based instruction. In the current era of information and communication technology (ICT), education must be regarded as a dynamic process that necessitates regular updates, not only to keep pace with the latest technological trends and innovations, but also to cater to the needs, interests, and preferences of new generations (Uzun, 2015). Although there are teacher training programs aimed at improving ICT competencies and integrating technology into teaching practices, additional steps need to be taken to ensure that all educators possess the essential skills required for effective utilization of technology in the classroom.

2.7. Teachers' Attitudes towards Technology

In Türkiye, the government has allocated significant resources towards integrating ICT into the education system. However, the effective implementation of this technology relies heavily on the attitudes and knowledge of teachers, who are responsible for implementing the government-prepared curriculum. It is therefore crucial to understand teachers' attitudes towards technology in order to achieve successful integration of ICT in education. The existing literature has emphasized the importance of investigating teachers' attitudes towards technology, and this chapter provides an overview of several studies on this topic.

Integrating technology in education is a critical step towards improving the educational system. However, the success of technology integration largely depends on teachers' willingness to embrace it and incorporate it into their teaching practices. Teachers' attitudes and knowledge regarding Information and Communication Technology (ICT) are significant determinants of the effectiveness of implementing government-prepared curriculum that emphasizes ICT integration in education. To ensure the successful integration of technology, it is essential to understand and explore teachers' attitudes towards technology.

Numerous studies have explored teachers' perspectives on technology, highlighting the significance of positive attitudes towards technology in order to avoid resistance towards its use (Watson, 1998). Rogers (1995) argues that attitudes towards

technology play a crucial role in its dissemination. The diffusion of innovation framework is particularly applicable to the examination of ICT diffusion, as Rogers (1995) employs the terms innovation and technology interchangeably (p. 12). Based on the Innovation Decision Process theory, an individual's adoption of an innovation progresses through various stages, starting from initial awareness of the innovation, developing an attitude towards it, making a decision to adopt or reject it, implementing the new idea, and finally confirming the decision (Rogers, 1995, p. 161). During the initial phase of knowledge acquisition, users are expected to develop a comprehensive understanding of the innovation, including its functionalities, implementation processes, and underlying rationale. As highlighted by Rogers (1995), possessing practical knowledge of how to effectively utilize the technology becomes a pivotal factor influencing its adoption. Similarly, Seemann (2003) emphasizes the significance of users' knowledge, encompassing both practical expertise and theoretical understanding, in successfully integrating the technology into their practices. It is evident that a well-rounded comprehension, combining practical "know-how" and theoretical "know-why" knowledge, plays a crucial role in facilitating seamless technology integration.

The persuasion stage, which immediately follows the knowledge stage, is related to users' attitudes towards innovation. An individual's level of knowledge influences their attitude and both these stages together eventually affect the user's decision to adopt or reject the innovation. The persuasion stage is a crucial phase where users begin to form an opinion on the innovation, and their attitude can either facilitate or hinder technology adoption. The successful adoption and implementation of innovative technologies in educational environments are largely dependent on the attitudes and knowledge of users towards the innovation. In this regard, the diffusion of innovation framework highlights the significance of the stages that precede the decision stage, particularly the knowledge and persuasion stages (Rogers, 1995).

To ensure the successful adoption of new technologies in education, it is imperative to guarantee that users have a comprehensive understanding of the innovation

and its potential benefits. Furthermore, educators and policymakers should strive to address any negative attitudes towards the technology and promote positive perceptions. By focusing on the knowledge and persuasion stages, educators and policymakers can help facilitate the adoption and integration of new technologies in education, leading to improved teaching and learning outcomes.

The significance of comprehending teachers' perspectives on the integration of technology has been extensively recognized in scholarly works. In a comprehensive research conducted by Albirini (2006), a random selection of 326 English teachers from Syrian high schools was examined to assess their attitudes towards incorporating information and communication technology (ICT) in language instruction. The findings of the study indicated that while the teachers demonstrated favorable attitudes towards utilizing ICT, they faced constraints in terms of computer proficiency and accessibility. Additionally, the study found that the teachers had limited use of technology in their language classes, indicating a need for in-service training on ICT integration. To address this, Albirini (2006) suggested that offering additional training opportunities to teachers is essential for fostering their professional growth and addressing the needs of their students. By providing ongoing training and support, teachers can enhance their skills in utilizing technology effectively, ultimately improving their instructional practices and facilitating enhanced learning experiences for their students.

Samak's (2006) study aimed to examine the factors impacting EFL teachers' attitudes towards the adoption of ICT in Jordan. Employing the Diffusion of Innovations theory, the researcher explored the attributes influencing teachers' attitudes and their usage of ICT. The sample consisted of 363 EFL teachers. The study revealed that teachers held a positive attitude towards ICT, with observability, relative advantage, complexity, and compatibility of computer attributes significantly influencing their attitudes. Additionally, the study indicated a negative correlation between age and teaching experience with attitudes, while qualification showed a positive correlation. Gender and teaching methods, however, were found to be insignificant predictors of

teachers' attitudes towards ICT. These findings underscore the importance of understanding the factors shaping teachers' attitudes towards technology integration and highlight the need for effective strategies to promote technology adoption in educational environments.

In a study conducted by Kızıl (2011), the attitudes and usage of ICT among a sample of 76 Turkish EFL teachers were examined. The research aimed to explore the relationship between teachers' attitudes towards ICT and two factors: computer attributes and perceived computer competence, which are known to influence attitudes towards technology. By adopting a discipline-based approach, the study investigated the implementation of ICT in EFL teaching and the overall attitudes of teachers. The findings revealed that a majority of the participants demonstrated positive attitudes towards ICT, despite the limited utilization of educational technologies. The study emphasized the importance of considering teachers' expressed interest in acquiring further knowledge of ICT for educational purposes, suggesting that this need should be taken into account when developing ICT integration policies. In-service training opportunities were identified as a potential avenue to facilitate the diffusion of ICT usage. Additionally, the study underscored the significance of addressing the barriers reported by teachers in order to actively involve them in the process of ICT integration.

CHAPTER 3

METHODOLOGY

3.1. Presentation

This study aims to comprehensively understand English teachers' computer literacy, personal computer use, attitudes towards computer use in language teaching, perceived self-confidence in ICT integration, integration of language skills and components with ICT, and various aspects of school climate. In order to gather data, quantitative research methods were employed, and a questionnaire was administered to a diverse group of EFL teachers working at different levels of schools in Türkiye. The primary method of data collection is the questionnaire, which is deployed to elicit responses from participants. The collected data was analyzed using descriptive and inferential statistics, as well as content analysis, to extract meaningful insights and draw conclusions. By exploring these research questions, the study aims to provide insights into the computer software knowledge, use of computers for personal purposes, attitudes towards computer usage in language teaching, perceived self-confidence in integrating ICT, language skill and components integration, and school climate and support.

3.2. Research Questions

The present study aims to investigate Turkish English as Foreign Language (EFL) instructors' attitudes towards technology integration in language teaching and their actual usage of technology in their classrooms. The research questions that were developed to achieve the objective of the study are as follows:

1. What are the levels of knowledge of computer software among English language teachers?
2. How often do the participants of this study use computer for personal purposes?

3. What are the participants' levels of attitudes towards computer integration in education?
4. What are the perceived self-confidence levels of EFL teachers in integrating ICT?
5. What are the levels of integration ICT tools by EFL teachers in their classes?
6. What are the views of EFL teachers about the school environment, availability of technological devices, and support from administration and colleagues?
7. Is there any statistical difference between the EFL instructors attitudes towards the integration of educational technology in language classrooms in terms of :
 - a) gender,
 - b) teaching experience, and
 - c) school category they are working

3.3. Research Design

This research employed a quantitative research method to investigate the perceptions, technological knowledge, and frequency of use among Turkish EFL teachers, as well as the ways in which they integrate technology in their instructional practices. The use of a quantitative approach allowed for the collection of numerical data, which was subsequently analyzed using descriptive statistics. Through the administration of questionnaires, participants were able to provide their responses, which were then quantified and subjected to statistical analysis. Descriptive statistics were used to summarize and present the data in numerical form, enabling the researcher to identify patterns, trends, and frequencies within the dataset. This quantitative analysis facilitated the generation of numerical values that quantified the responses and provided insights into the attitudes and behaviors of Turkish EFL teachers regarding technology

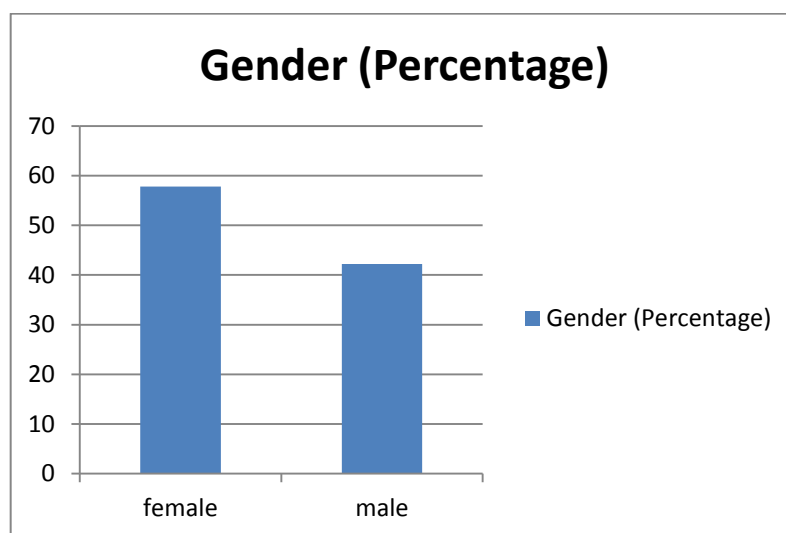
integration. By employing quantitative research methods and utilizing descriptive statistics, this study aimed to provide a comprehensive overview of Turkish EFL teachers' perceptions, technological knowledge, and frequency of use. The numerical values obtained through the analysis of the collected data allowed for a more systematic and objective examination of the participants' responses.

3.4. Participants

This study focused on English teachers (N=135) employed in primary and secondary schools affiliated with the Ministry of National Education in Türkiye. Prior to conducting the research, the necessary permissions were obtained, including authorization from the MONE District Office and the headmasters of each participating school. Although the researcher resides in Konya, the survey was disseminated online to reach a broader sample of EFL teachers across Türkiye.

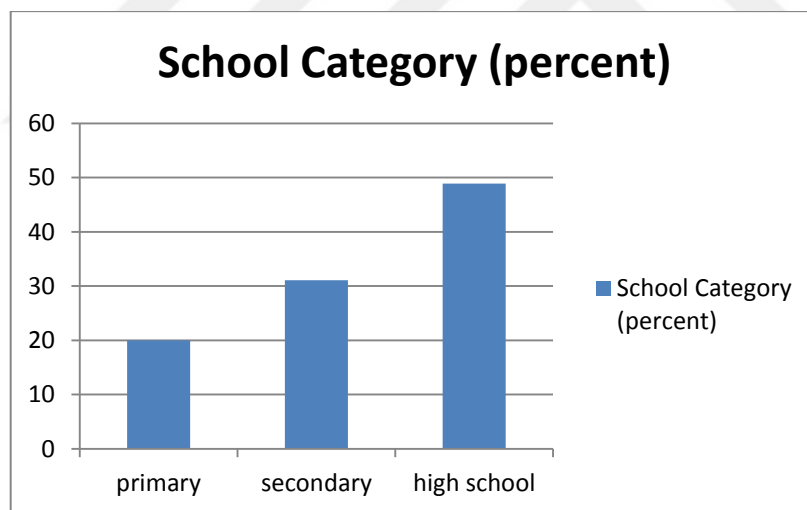
An analysis of the participants' gender distribution reveals an imbalance. Among the respondents, 78 were female EFL teachers (57.8%), while 57 were male EFL teachers (42.2%). This disparity in gender representation within the study sample should be taken into account during the analysis and interpretation of the data.

Figure: 1- Gender Statistics of the Participants



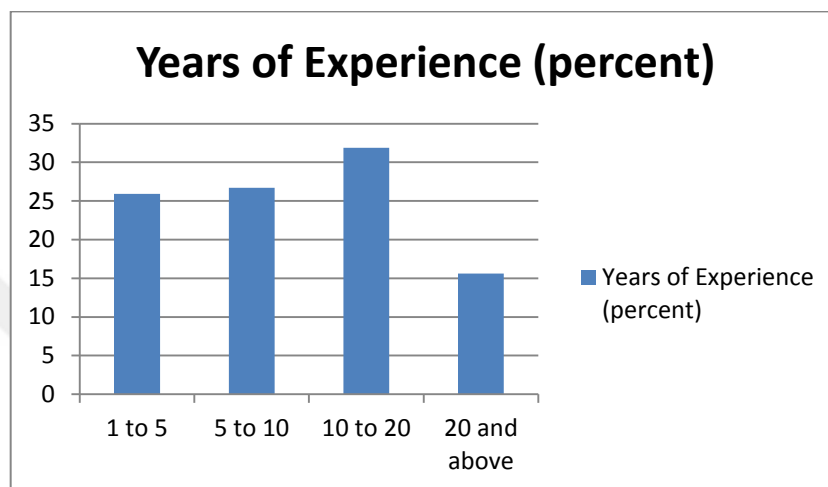
To explore potential variations across different school levels, the survey was conducted in both primary and secondary educational institutions. The findings indicate that a majority of participants work in high schools (48.9%), followed by middle schools (31.1%), and primary schools (20%). This uneven distribution may be attributed to the greater number of English class hours typically assigned in high schools. For instance, the first grade of high school and the 10th, 11th, and 12th grades typically have 5 or 4 hours of English class per week. In contrast, 5th grade has 3 hours, while 7th and 8th grades have 4 hours of English class. In primary schools, 2nd, 3rd, and 4th grades usually allocate 2 hours of English class per week. Therefore, it is evident that high schools generally offer more English class hours compared to other school levels.

Figure: 2- Institutional Distribution of the Participants



Regarding teaching experience, the statistics indicate that the majority of teachers (31.9%) have between 10 and 20 years of experience. Furthermore, the distribution of teaching experience among the participants in the study showed that 15.6% of teachers had accumulated 20 or more years of experience, 26.7% had 5 to 10 years of experience, and 25.9% had less than 5 years of experience. The distribution of teaching experience appeared to be fairly evenly dispersed across the various categories.

Figure: 3-Teaching Experience Statistics of the Participants



By considering the demographic characteristics, such as gender, school level, and teaching experience, this study presents an overview of the participant sample. These factors can potentially influence the attitudes, practices, and perspectives of English teachers concerning the integration of technology in language teaching. Understanding these demographic patterns can contribute to a more comprehensive analysis of the data and facilitate the identification of potential relationships and variations within the study findings.

3.5. Data Collection Instrument

A quantitative research approach was employed in this study to analyze the data gathered from English as Foreign Language (EFL) teachers in Turkey. The research utilized a questionnaire as the data collection instrument, specifically the Likert-type items questionnaire developed by Papanastasiou and Angeli (2008).

3.5.1. The Questionnaire

This study utilized the Survey of Factors Affecting Teachers Teaching with Technology (SFA-T3) questionnaire, developed by Papanastasiou and Angeli (2008), as

the main data collection instrument. The psychometric properties of the SFA-T3 questionnaire were adopted for the purpose of this research. The necessary permission to use the survey was taken by Angeli (Appendix A). The questionnaire (Appendix B) consisted of seven sections, each designed to gather specific information related to the research objectives. Some of the items in this questionnaire were adapted by the researcher to make them suitable for the research context. The initial segment of the survey was dedicated to collecting demographic data from the participants, which encompassed factors such as age, teaching experience, educational background, and information pertaining to the availability of computer labs and computers in their respective schools. The purpose of this section was to provide contextual information specific to the participants.

Following this, the subsequent section employed a Likert-type scale ranging from 1 to 5 to evaluate the participants' familiarity with various software applications. The response options included the following categories: "I cannot use it," "I can use it to a small extent," "I can use it satisfactorily," "I can use it well," and "I can use it very well." This section aimed to gauge the participants' proficiency in using different software tools. The third component utilized a 5-point Likert-type scale to assess the frequency of personal software use. The answers varied from "never" to "almost every day." This section aimed to capture the participants' frequency of software usage in their personal lives. The fourth section of the questionnaire assessed the teachers' attitudes toward technology integration, respectively, using a 5-point Likert-type scale. Response options ranged from "Strongly disagree" to "Strongly agree." These sections aimed to explore the participants' subjective perspectives on technology integration in their teaching practices. The fifth section consists of two subchapters. The first one aims to measure self-confidence in integrating ICT, and the second one is about ICT integration in teaching language components. This second part was originally to ask teachers in which fields they integrate technology and how many times they use ICT tools. This section was modified as the research's target is EFL teachers, and turned into multiple response survey. This section focused on the teachers' approaches to integrating

technology into teaching language components. Participants were required to indicate which web 2.0 tools they utilized when teaching different language components. This section aimed to identify the frequency of tools used by teachers in their language instruction. The last section of the questionnaire examined the perceived school climate and support for technology integration. Participants responded to statements on a 5-point Likert-type scale, ranging from "Strongly disagree" to "Strongly agree." This section aimed to assess the teachers' perception of the support provided by their schools in relation to technology integration. By employing the SFA-T3 questionnaire, this study aimed to gather comprehensive data on various aspects related to technology integration in language teaching. The use of Likert-type scales allowed for the measurement of teachers' knowledge, attitudes, self-confidence, integration practices, and perceptions of school support, providing valuable insights into the research area.

3.5.1.1. Reliability of the Questionnaire

Internal consistency is a commonly used method to assess the reliability of a scale, with Cronbach's alpha coefficient being one of the frequently employed measures. According to Dörnyei (2007), Cronbach's alpha coefficient is a measure of scale reliability that can range from 0 to +1. It is commonly used to assess the internal consistency of a scale. Typically, a Cronbach's alpha coefficient of $r = .70$ or higher is deemed acceptable in terms of establishing scale reliability.

In their study, Papanastasiou and Angeli (2008) examined the reliability estimates for various factors. The researchers reported that the knowledge of common software applications had a reliability estimate of 0.90, while the knowledge of specialized software applications had a reliability estimate of 0.83. The factor assessing the use of specific applications had a reliability estimate of 0.78, and the factor measuring the use of common software applications had a reliability estimate of 0.84. Additionally, the computer confidence factor had a reliability estimate of 0.89, the computer anxiety factor had a reliability estimate of 0.82, and the factor evaluating the

computer as an agent of change had a reliability estimate of 0.59 (Papanastasiou & Angeli, 2008, p. 77).

Overall, the reliability estimates for the different factors in the study suggest that the questionnaire items generally possess a high level of internal consistency. Only the computer as an agent of change was found to be 0.59, which is relatively low. Papanastasiou and Angeli (2008) explain this lower reliability estimate may be attributed to the limited number of items comprising this factor.

3.6. Data Analysis

The quantitative data obtained from the survey in this research were analyzed using the statistical software SPSS 26 (Statistical Package for the Social Sciences). The analysis involved the application of both descriptive and inferential statistical methods to address the research questions and meet the study's objectives.

Descriptive statistics were used to summarize and present the English language teachers' computer usage levels. Measures such as means, standard deviations, and frequencies were calculated to provide a comprehensive overview of their computer usage patterns and practices. These statistics facilitated a better understanding of how technology is integrated into their language instruction. Additionally, frequency calculations were performed to explore the purposes for which English language teachers in Türkiye utilize computer technology in their language teaching. This analysis allowed for the identification of the most common applications and functions of computer technology in the classroom setting. The application of inferential statistics was employed to investigate the associations between various variables and the attitudes of English language teachers towards computer technology. One way ANOVA was employed to investigate differences in attitudes among various groups based on factors such as teaching experience, gender, or school type. The application of inferential statistics enabled the identification of significant associations and patterns between variables, contributing to a deeper understanding of the factors influencing English language teachers' attitudes toward computer technology in their teaching practices.

These statistical analyses played a crucial role in generating meaningful insights and drawing valid conclusions from the data collected in the study.

The validity, as traditionally defined, refers to the extent to which a test accurately measures the specific attribute it intends to assess while avoiding any interference from unrelated attributes (Ebel & Frisbie, 1991; Murphy & Davidshofer, 1998; Baykul, 2010 as cited in Kartal & Dirlik). The reliability statistics of this study's questionnaire demonstrate satisfactory levels of internal consistency. As Dörnyei (2007) suggests, a Cronbach's alpha coefficient of $r=.70$ or higher is generally regarded as acceptable for assessing reliability. In this study, the reliability coefficients obtained for the questionnaire items surpassed this threshold, indicating a high level of internal consistency.

Table-2: Reliability Statistics of the Questionnaire

	Number of items	Cronbach Alpha Coefficient
Computer Software Knowledge	14	0.88
Frequency Of Computer Use For Personal Purposes	15	0.89
Computer Attitudes	15	0.80
Self-Confidence In Computer Integration	8	0.70
School Climate And Support	12	0.79

By ensuring a Cronbach's alpha coefficient above the acceptable threshold, this study demonstrates that the questionnaire items consistently measure the constructs they are intended to assess. The reliability statistics provide confidence in the questionnaire's ability to yield reliable and consistent results when administered to the target population.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1. Presentation

The statistical analysis of the quantitative data gathered from the questionnaire in this study was conducted using SPSS 26, a software package specifically designed for analyzing social sciences data. Descriptive and inferential statistical techniques were applied to address the research questions and objectives.

This study aims to gain a thorough understanding of various aspects related to English teachers and their use of technology. Specifically, it focuses on their computer literacy, personal use of computers, attitudes towards using computers in language teaching, self-confidence in integrating technology, integration of language skills and components with technology, and the influence of school climate. To achieve this, the questionnaire used in the study focuses on seven distinct aspects:

1. Knowledge of computer software among English language teachers (Section 2).
2. Frequency of computer usage by EFL teachers (Section 3).
3. Attitudes of English language teachers towards computer integration in education (Section 4).
4. Perceived self-confidence of EFL teachers in integrating ICT (Section 5).
5. Percentage of integration of ICT tools by EFL teachers in their classes (Section 5).
6. The school environment, availability of technological devices, and support from administration and colleagues (Section 6).

7. The examination of EFL instructors' perceptions towards the integration of educational technology in language classrooms encompassed the analysis of the following variables:

- a) Gender
- b) Teaching experience
- c) School category they're working

RQ1. The levels of knowledge of computer software among English language teachers

The participants of the study were asked to provide information regarding their knowledge of computer software through a 14-item Likert-type questionnaire (1-I cannot use it, 2- I can use it to a small extent, 3-I can use it satisfactorily, 4-I can use it well, 5-I can use it very well). The questionnaire included statements related to their level of usage and respondents were asked to indicate their agreement or disagreement with these statements. In order to gain insight into the participants' knowledge of computer software, the percentages, frequencies, and mean scores of each item were calculated. These calculations provided a comprehensive overview of the EFL teachers' knowledge of computer software.

Based on the results obtained from the 14-item Likert-type computer software knowledge scale, it can be inferred that the majority of EFL teachers possess a moderate level of proficiency and understanding in using computer software. Specifically, participants' mean scores suggest that they are moderately competent in using computer software, as indicated by a total mean score of 3.26.

Table-3: The Mean Score of Computer Software Knowledge

N	Valid	135
	Missing	0
Mean		3.26

Further analysis of the individual items reveals that participants are most proficient in using word processing software, with 46.7% of them reporting that they can use it very well. They also reported moderate levels of proficiency in using spreadsheet software (39.3%), presentation software (73.1%), and internet and email software (69.9% and 65.2%, respectively).

On the other hand, participants reported lower levels of proficiency in using databases (36.3%), multimedia authoring software/e-learning authoring tools (28.8%), and concept mapping software (31%), language programming software (9.6%), and microworld or simulations software (43%).

Table-4: The Level of Computer Literacy

Item Number	Valid Percent				
	Cannot Use It	Use It to Small Extent	Use It Satisfactorily	Use It Well	Use It Very Well
1. Word processing(e.g. word)	0.7	4.4	15.6	32.6	46.7
2. Databases	17.0	21.5	25.2	21.5	14.8
3. Spreadsheets	4.4	21.5	39.3	19.3	15.6
4. Graphics	6.7	34.1	26.7	17.8	14.8
5. Multimedia authoring software	17.8	29.6	23.7	12.6	16.3
6. Presentation software	3.7	7.4	14.8	32.6	41.5
7. Publishing software	11.9	19.3	21.5	22.2	25.2
8. Internet	0.7	1.5	1.5	24.4	69.6
9. Email	2.2	0.7	11.1	20.0	65.2
10. Concept mapping	21.5	23.7	23.7	12.6	18.5
11. Webpage authoring software	29.6	23.7	22.2	9.6	14.8
12. Programming languages	52.6	20.0	17.8	3.0	6.7
13. Interactive e books	26.7	8.9	25.2	10.4	28.9
14.Microworlds/Simulations	26.7	8.9	25.2	10.4	28.9

These findings suggest that while EFL teachers possess some degree of proficiency in using certain computer software, there is still room for improvement in their knowledge and skills regarding the use of other software. Thus, training and professional development programs could be beneficial in enhancing EFL teachers' knowledge and skills in using a wider range of computer software in their teaching practices.

RQ2. The frequency of the participants' use of computer for personal purposes

To determine the frequency of computer use among the participants, they were requested to provide their responses to a set of 15 Likert-type statements. The statements were rated on a scale ranging from 1 (Never) to 5 (Almost every day), allowing the researchers to assess the participants' frequency of computer usage in their respective contexts.

The findings indicate that the frequency of computer usage for personal purposes among the participants is below the moderate level, as reflected by a mean score of 2.84 (Table5). It is noteworthy that a considerable proportion of participants reported never using computers for certain purposes. Specifically, 36.6% of participants stated that they never use computers to play games. Regarding presentation preparation, 47.4% of participants reported using the computer for this purpose more than once or twice a month. Furthermore, a significant majority of participants (90.3%) reported using computers to process text more than once or twice a month.

Table-5: The Level of Computer Use for personal Purposes

N	Valid	135
	Missing	0
Mean		2.84

In terms of publishing materials, 63.7% of participants reported utilizing the computer for this purpose once or twice a month or more frequently, while 11.9% stated that they never use it. Similarly, a majority of participants (61.4%) reported using the

computer to prepare spreadsheets more than once or twice a month, whereas only 5.2% of participants indicated never using it for this purpose.

In terms of creating graphics, 48.8% of participants reported never using the computer for this purpose or using it once or twice in a semester. On the other hand, a substantial portion of participants (65%) reported using the computer for communication on an almost daily basis. Likewise, 80% of participants reported accessing the Internet via computer almost every day.

When it comes to specific tasks related to technology integration, a majority of participants reported either never using the computer or using it once or twice in a semester. For instance, 66.6% of participants reported never using the computer for developing web pages or using it only once or twice in a semester. Similarly, 65.1% of participants reported never using the computer for developing multimedia or e-learning authoring tools, or using it only once or twice in a semester. Furthermore, 74.8% of participants reported never using the computer for creating microworlds/simulations, or using it once or twice in a semester. In terms of creating map concepts, 81.8% of participants reported never using the computer or using it only once or twice in a semester.

Moreover, a mere 9.6% of participants reported using the computer to model complex systems almost every day or once or twice a week. Additionally, the majority of participants (85.9%) reported either never using the computer for programming or using it once or twice in a semester.

The findings regarding the participants' knowledge of ICT software and their usage frequency align with the results obtained. A significant proportion of participants demonstrated proficiency in using certain ICT software. For instance, 53.3% of participants reported efficient usage of word processing software, with 90.3% using it more than once or twice a month. Similarly, 73.1% of participants exhibited proficiency in using presentation software, and 47.4% reported using it more than once or twice a

month. Furthermore, a substantial majority (69.9%) of participants reported using the internet, with 80% accessing it via computer on an almost daily basis.

However, a minority of respondents indicated familiarity and competence in advanced ICT software like language programming. Only 9.6% of participants reported familiarity with language programming software, and a majority of participants (85.9%) either never used the computer for programming or used it only once or twice in a semester.

Table-6: The Level of Computer Use for personal Purposes

Item Number	Valid Percent				
	Never	Once or twice a semester	Once or twice a month	Once or twice a week	Almost every day
1. To play games.	36.3	16.3	17.8	15.6	14.1
2. To make presentations.	3.7	16.3	27.4	33.3	19.3
3. To process text.	1.5	8.1	13.3	40.0	37.0
4. To publish materials.	11.9	24.4	23.7	22.2	17.8
5. To prepare spreadsheets.	5.2	33.3	25.2	16.3	20.0
6. To create graphics.	19.3	29.6	22.2	11.1	17.8
7. To communicate.	3.0	5.2	8.1	17.8	65.9
8. To access the Internet.	3.0	4.4	2.2	10.4	80.0
9. To develop web pages.	36.3	30.4	11.1	9.6	12.6
10. To develop multimedia or e-	40	25.2	14.1	13.3	7.4

learning authoring tools.					
11. To make microworlds/simulations.	48.9	25.9	15.6	4.4	5.2
12. To create map concepts.	49.6	31.9	8.9	7.4	2.2
13. To model complex systems.	69.6	16.3	8.1	3.7	2.2
14. To program the computer.	63.0	17.8	8.9	3.7	6.7
15. To use educational CD.	24.4	11.9	18.5	22.2	23.0

These findings suggest that while many participants are capable of regularly using ICT software for tasks such as internet access, communication, and word processing or presentation preparation, there is a limited number of participants who possess the skills and knowledge to utilize more advanced ICT software like modeling or language programming.

The results underscore the need for additional support and training to enhance participants' technological competencies and enable them to effectively utilize a broader range of ICT tools in their teaching practices.

RQ3. The Participants' Levels of Attitudes towards Computer Integration in Education

The fourth part of the questionnaire was designed to explore the attitudes of participants toward educational technology. Participants were asked to respond to a 15-item Likert-type statement on a scale of 1 to 5, where 1 represents "strongly disagree" and 5 represents "strongly agree". This section aimed to evaluate the participants' attitudes, encompassing both positive and negative viewpoints, towards the utilization of computers in the educational context.

The average score for items assessing attitudes is 4,28 (Table 7) indicating that the majority of participants hold positive views regarding computers. Upon analyzing individual statements, it is revealed that 82.2% of participants feel comfortable using computers as a teaching tool, with only 8.1% strongly disagreeing with this idea. Additionally, 75.5% of participants disagree or strongly disagree that using computers in teaching and learning is stressful, while 6.7% are neutral and 17.7% agree or strongly agree with this idea.

Table-7: Mean Score of Attitudes

N	Valid	135
	Missing	0
Mean		4.28

The majority of participants (77%) reported knowing how to fix a problem related to computers, with only 11.1% being neutral and 9.6% lacking the knowledge to fix such problems. This implies that the majority of participants possess sufficient technological skills to address common issues that may arise during computer usage.

Furthermore, the results show that 86.6% of participants are not skeptical about using computers in teaching and learning, with only 6.6% expressing reluctance toward computer integration. Additionally, 70.3% of participants are excited about the idea of using the computer as a learning tool, with 6.7% being neutral and 22.9% disagreeing or strongly disagreeing with this idea.

While 67.4% of participants strongly disagree or disagree that using computers in teaching and learning is scary, 8.1% are neutral, and 24.4% agree or strongly agree with this statement. Moreover, 79.2% of participants believe that computers are valuable tools for teachers, whereas 18.5% do not agree with this statement.

The majority of participants (85.1%) believe that the computer can change their teaching method, with only 11.1% being neutral and 3.7% not agreeing with this idea.

Additionally, 87.4% of participants believe that the computer can change students' learning methods, with only 8.1% strongly disagreeing or disagreeing with this idea.

Regarding the participants' own abilities, 28.1% agree or strongly agree with the idea that they can do what the computer can do equally as well, while 18.5% are neutral and 45.9% strongly disagree or disagree with this statement.

Participants largely disagreed with the idea that the computer is not conducive to student learning because it is not easy to use, as 80.7% did not agree with this idea, with 8.9% being neutral. Only 10.3% strongly disagreed or disagreed with this statement.

In terms of the efficacy of computers in education, a significant proportion of respondents (76.3%) expressed the belief that computers facilitate better comprehension of concepts among students, while a smaller percentage (17.7%) disagreed with this notion. Additionally, a substantial majority of participants (86.6%) agreed that computers enhance learning by enabling students to express their thoughts in improved and diverse ways, with only a minority (6.6%) opposing this viewpoint.

Moreover, a significant majority (94%) of participants agreed that computers contribute to more effective teaching practices, with only a small fraction (2.9%) holding a contrary opinion. Furthermore, a considerable portion (67.4%) of participants either strongly disagreed or disagreed with the statement that computers are ineffective.

Table-8: Levels of Attitudes towards Computer Integration in Education

Item Number	Valid Percent				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1) I feel comfortable with the idea of the computer as a tool in teaching and learning.	8.1	5.2	4.4	23.7	58.5
2) The use of computers in teaching and learning stresses me out.	49.6	25.9	6.7	5.2	12.6

3) If something goes wrong I will not know how to fix it.	34.8	43.0	11.1	6.7	4.4
4) The idea of using a computer in teaching and learning makes me skeptical.	48,9	37,8	6,7	3,0	3,7
5) The use of the computer as a learning tool excites me.	10,4	12,6	6,7	34,1	36,3
6) The use of computers in teaching and learning scares me.	46,7	20,7	8,1	10,4	14,1
7) The computer is a valuable tool for.	11.1	7.4	2.2	18.5	60.7
8) The computer will change the way I teach.	2.2	1.5	11.1	36.3	48.9
9) The computer will change the way students learn in my classes.	3.0	5.2	4.4	44.4	43.0
10) I can do what the computer can do equally as well.	17.8	35.6	18.5	14.1	14.1
11) The computer is not conducive to student learning because it is not easy to use.	43.0	37.8	8.9	3.7	6.7
12) The computer helps students understand concepts in more effective ways.	8.9	8.9	6.7	31.9	43.7
13) The computer helps students learn because it allows them to express their thinking in better and different ways.	3.7	3.0	6.7	41.5	45.2
14) The computer helps teachers to teach in more effective ways.	1.5	1.5	3.0	37.8	56.3
15) The computer is not conducive to good teaching because it creates technical problems.	30.4	37.0	6.7	9.6	16.3

In conclusion, the findings from the questionnaire assessing participants' attitudes toward the integration of educational technology in teaching and learning indicate an overall positive outlook among the majority of respondents. The results suggest that most participants hold favorable views regarding the use of computers as teaching tools and perceive them as valuable resources for enhancing instructional practices. They exhibit a high level of comfort with computer use, confidence in the efficacy of the technology, and competence in troubleshooting technological issues. However, a small

percentage of participants expressed reservations or remained neutral toward specific aspects of computer integration, indicating a need for further support and training to address their concerns and enhance their understanding of the benefits and practical applications of educational technology.

RQ4. Perceived self-confidence levels of EFL teachers in integrating ICT

The fifth section of the survey comprised two components. The first component involved an 8-item Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), to assess participants' perceived self-confidence in utilizing ICT. The aim was to investigate their level of confidence in employing various technological tools in educational contexts. The second component utilized a multiple-response questionnaire format to explore the specific ICT tools and software predominantly employed by participants for teaching language skills and components

The mean score for perceived self-confidence in integrating ICT was 4.28, (Table 9) indicating a high level of confidence among participants. An analysis of individual items revealed that 74% of participants expressed their ability to select appropriate software for teaching purposes, while 11.1% remained neutral, and 14.8% disagreed or strongly disagreed with this statement. Additionally, a significant majority (94%) reported their proficiency in using PowerPoint for instructional purposes. Furthermore, 83.7% of participants felt capable of designing technology-enhanced learning activities using tools such as Kahoot, Wordwall, Quizizz, and Socrative, while 10.4% remained neutral, and 5.9% reported their inability to utilize such tools. Moreover, 92.5% of participants indicated their ability to communicate with students through email or WhatsApp. Additionally, 82.9% felt confident in teaching their students how to select appropriate software for projects, with 13.3% selecting the neutral option and only 3.7% expressing their inability to do so. Similarly, 80.7% of participants reported their competence in guiding students to choose suitable software for projects and language learning processes, while 14.1% remained neutral or disagreed with this statement. Consequently, it is evident that teachers possess the capability to assist students in

selecting appropriate software for their projects and overall learning experience. Moreover, an overwhelming majority (94.8%) expressed their proficiency in utilizing the Internet to achieve specific learning goals during lessons. Finally, 95.5% of participants believed that computers contribute to enhancing students' understanding of concepts.

Table-9: The Mean Score of Perceived Self-Confidence in Integrating ICT

N	Valid	135
	Missing	0
Mean		4.28

Table-10: The Levels of Perceived Self-Confidence in Integrating ICT

Item Number	Valid Percent				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I can select appropriate software to use in my teaching.	4.4	10.4	11.1	49.6	24.4
2. I can use PowerPoint in my class.	1.5	0.7	3.7	37.8	56.3
3. I can design technology-enhanced learning activities for my students.	2.2	3.7	10.4	34.8	48.9
4. I can use email or WhatsApp to communicate with my students.	1.5	1.5	4.4	23.0	69.6
5. I can teach my students to select appropriate software to use in their projects.	0.7	3.0	13.3	42.2	40.7
6. I can teach my students to select appropriate software to use in their projects or language learning process.	1.5	3.7	14.1	57.0	23.7
7. I can use the Internet in my lessons to meet certain learning goals.	0.7	0	4.4	37.0	57.8
8. The computer can help students understand concepts more easily.	0.7	0.7	3.0	38.5	57

RQ5. The Levels of Integration ICT Tools by EFL Teachers in their Classes

In the second part of this section, it was aimed to find out which ICT tools are used in teaching language skills and components the most. Participants were asked to tick on language skills and components that they integrate with ICT software. ICT software selected for this part; Internet, word processing (Ms. Word), spreadsheets (excel), interactive e-books, presentation software, concept mapping software (Kidspiration, MindMeister), Writing assistant apps (e.g., Grammarly, quillbot), Educational CDs, and Translation apps or online dictionaries (e.g., Google translate, tureng etc.). The analysis of this part was given in Table 11.

For listening skill, %78.5 of them utilize the internet, %20 of them utilize word processing software, 9.6% utilize spreadsheets, 67.07% uses interactive e-books, 43% uses presentation software, 19.03% uses concept-mapping software, 7.4% uses writing assistant apps, 58.05% use educational CDs, and finally 11.09% uses translation apps and online dictionaries. Most of the participants integrate mostly the Internet for

teaching listening, and the most integrated applications, respectively, are as follows: interactive e-books (67.07%), and educational CDs (58.05%). For reading skill, 45.9% use the internet, 65.9% use word processing, 18.5% use spreadsheets, 74.8% use interactive e-books, 45.2% use presentation software, 25.9% concept-mapping, 9.6% use writing assistant apps, 24.4% use educational CDs, and 22.2% use translation apps or online dictionaries. The majority integrate (74.8%) interactive e-books, for teaching reading, the most integrated applications, respectively, are as follows: word processing (65.9%), (45.9%) internet, (45.2%) presentation software.

58.5% use the internet, 11.1% use word processing, 11.1% use spreadsheets, 50.4% use interactive e-books, 51.1% use presentation software, 34.8% use concept-mapping software, 4.4% use writing assistant apps, 20% use educational CDs, and 17.8% use translation apps or online dictionaries for speaking skill. For speaking skill, the primary tools employed were the Internet (58.5%), presentation software (51.1%), and interactive e-books (50.4%). For teaching writing skill 30.4% integrate the internet, 74.8% integrate word processing software, 20.7% uses spreadsheets, 43% use integrate interactive e-books, 20% uses presentation software, 37.8% use concept mapping, 64.4% use writing assistant apps, 17% use educational CDs, 40.7% use translation apps and online dictionaries. It is concluded that participants mostly integrate the internet (74.8%), and writing assistant apps (64.4%). 51.9% integrate the internet, 64.4% word processing apps, 25.2% spreadsheets, 64.4% interactive e-books, 80% presentation apps, 18.5% concept mapping, 10.4% writing assistant apps, 24.4% educational CDs, 8.9% translation apps or online dictionaries in grammar teaching. The primary choices for grammar teaching were presentation apps (80%), word processing apps (64.4%), interactive e-books (64.4%), and the internet (51.9%). For teaching vocabulary 60% of participants integrate the internet. 65.2% use word processing, 31.1% spreadsheets, 63% interactive e-books, 70.4% presentation software, 18.5% concept mapping, 10.4% writing assistant apps, 54.8% educational CDs, 72.6% translation apps for vocabulary teaching. The majority of participants (72.6%) integrate translation apps, then 70.4% use presentation software, the most integrated applications after those, respectively, are as

follows: interactive e-books (63%), word processing (65.2%), internet (60%), educational CDs (54.8%). For pronunciation, these results indicate a diverse range of ICT tools employed to enhance pronunciation skills, with a significant emphasis on internet resources (60.7%) and interactive e-books (67.4%). These findings highlight the prevalence of internet resources (42.2%), word processing software (49.6%), and translation apps (80.7%) in supporting translation activities.

In this part the integration of ICT tools in teaching various language skills, revealing the diverse range of tools employed by participants was examined. Overall, the results suggest that participants adopt a combination of ICT tools to facilitate teaching skills (reading, listening, writing, and listening) grammar, vocabulary, pronunciation, and translation.

Table-11: The Levels of Integration ICT Tools by EFL Teachers in their Classes

ICT software	Internet		Word processing		Spreadsheets		Interactive e-books		Presentation software		Concept mapping		Writing assistant apps		Educational CDs		Translation apps or online dictionaries		
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
Listening	106	78.5	27	20	13	9.6	86	63.07	58	43	26	19.03	10	7.4	79	58.05	16	11.09	
Reading	62	45.9	89	65.9	25	18.5	101	74.8	61	45.2	35	25.9	13	9.6	33	24.4	30	22.2	
Speaking	79	58.5	15	11.1	15	11.1	68	50.4	73	51.1	47	34.8	6	4.4	27	20	2	17.8	
Writing	41	30.4	101	74.8	28	20.7	58	43	27	20	51	37.8	87	64.4	23	17	55	40.7	
Grammar	70	51.9	91	64.7	34	25.2	87	64.4	108	80	25	18.5	14	10.4	33	24.4	12	8.9	
Vocabulary	81	60	88	65.2	42	31.1	85	63	95	70.4	63	46.7	14	10.4	74	54.8	98	72.6	
Pronunciation	82	60.7	24	17.8	9	6.7	91	67.4	49	36.3	17	10.4	6	4.4	75	55.6	99	73.3	
Translation	57	42.2	67	49.6	11	8.1	52	38.5	51	37.8	10	7.4	10	7.4	18	13.3	109	80.7	
Total number of participants	135																		

RQ6. The Views of EFL Teachers about the School Environment, Availability of Technological Devices, and Support from Administration and Colleagues

The sixth and final section of this questionnaire focused on examining the school climate and support regarding the use of technology. This section consisted of a 12-item Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The purpose was to assess the level of administrative and colleague support, as well as the availability of technological facilities. The average score for this section was 3.59, indicating that participants generally agreed with the statements in this part. Each question was analyzed as follows.

Table-12: The mean score of the EFL Teachers' Views about the School Environment, Availability of Technological Devices, and Support from Administration and Colleagues

N	Valid	135
	Missing	0
Mean		3.59

In terms of school climate and support for technology integration, the sixth and final section of the questionnaire examined participants' perceptions. The findings indicate that 53.3% of the participants believe that other teachers encourage them to integrate computers in teaching and learning, while 40% remained neutral, and 17% strongly disagreed or disagreed with this statement. Furthermore, 42.2% of the participants felt that the ICT coordinator encourages them to integrate computers, with 37.8% remaining neutral and 20% strongly disagreeing or disagreeing.

Regarding the principal's support, the majority (54%) strongly agreed or agreed that the principal encourages them to integrate computers into teaching and learning. However, 28.1% were neutral, and 17.7% expressed opposing views. Similarly, 57.7% of the participants believed that both the inspector and the Ministry of National Education (MONE) encourage technology integration, while 30% remained neutral, and 11.8% disagreed or strongly disagreed.

In terms of collaboration and information exchange, a significant number of participants (65.9%) reported frequently exchanging ideas about technology integration with other teachers. Only 20% remained neutral, and a small group (6.6%) expressed a lack of participation in such exchanges. Additionally, a high percentage (82.2%) acknowledged the presence of other teachers in their school who use computers in teaching and learning, indicating a positive trend toward technology integration among colleagues.

When it comes to discussions during school meetings, 49.6% of the participants indicated that they discuss the subject of integrating computers, 29.6% remained neutral, and 20.7% stated that they do not engage in discussions related to technology integration. In terms of teachers' awareness, the majority (57%) believed that teachers in their school are well-informed about the value of computers in teaching and learning, while 26.7% remained neutral, and 16.3% held a different perspective.

Turning to technological resources, a significant number of participants (66.6%) stated that a variety of computer software or items are available for use in their school, indicating a favorable level of access to technology. However, 20.7% remained neutral, and 12.5% held a contrasting view.

Evaluating technical support, the majority (61.4%) found it to be adequate, 22.2% remained neutral, and 16.3% believed it to be insufficient. Similarly, 57.7% considered technical support to be adequate, while 17% found it to be insufficient. Lastly, 62.2% of the participants agreed or strongly agreed that the technical infrastructure in their school is adequate, while 13.3% held a different opinion.

Table-13: The mean score of the EFL Teachers' Views about the School Environment. Availability of Technological Devices, and Support from Administration and Colleagues

Item Number	Valid Percent				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Other teachers encourage me to integrate computers in teaching and learning.	6.7	10.4	29.6	40.0	13.3
2. The ICT coordinator encourages me to integrate computers in teaching and learning.	9.6	10.4	37.8	25.9	16.3
3. The principal encourages me to integrate computers in teaching and learning.	5.2	12.6	28.1	36.3	17.8
4. The inspector and MONE encourage me to integrate computers in teaching and learning.	4.4	7.4	30.4	37.8	20.0
5. I often exchange ideas about technology integration with other teachers.	2.2	11.1	20.7	43.0	23.0
6. There are other teachers in my school who use computers in teaching and learning.	2.2	4.4	11.1	43.7	38.5
7. In faculty meetings, we frequently discuss the subject of integrating computers in the school curriculum.	7.4	13.3	29.6	38.5	11.1
8. Teachers in my school are well informed about the value of computers in teaching and learning.	5.2	11.1	26.7	39.3	17.8
9. A variety of computer software or computer items are available for use in my school.	5.2	7.4	20.7	42.2	24.4
10. The technical support in my school is adequate.	5.2	11.1	22.2	37.8	23.7
11. The instructional support in my school is adequate.	5.2	11.9	25.2	38.5	19.3
12. The technical infrastructure in my school is adequate.	3.7	9.6	24.4	40.7	21.5

The data analysis indicates that the participants generally held favorable opinions regarding the support and encouragement they received from their school, colleagues, and MoNE regarding technology integration in teaching and learning. Teachers, ICT coordinators, principals, and even inspectors and MoNE were perceived as being supportive in this regard.

Collaboration and the exchange of information among teachers were identified as significant, with a majority of participants reporting regular sharing of ideas related to technology integration. This reflects a positive professional environment where teachers actively participate in discussions and learn from one another's experiences.

Furthermore, participants viewed the availability of technological resources in a positive light, reporting access to a diverse range of computer software and tools within their schools. This indicates that schools are adequately equipping themselves with the necessary resources and infrastructure to facilitate technology integration.

However, there were certain areas of concern. Technical support and the sufficiency of technical infrastructure received mixed responses, with some participants expressing neutral or negative opinions. These findings suggest the need for further attention and improvement in these aspects to ensure the smooth implementation of technology in the classroom. Overall, the findings suggest a supportive school climate and a positive attitude toward technology integration among the participants.

RQ7. The examination of EFL instructors' perceptions towards the integration of educational technology in language classrooms in terms gender, school type, and experience

This study aimed to explore the perceptions of EFL teachers regarding the utilization of educational technology in language teaching. The investigation involved examining various variables including gender, teaching experience, and the type of school in which the teachers were employed. By analyzing these factors, the study

sought to gain insights into how different demographics may influence EFL teachers' perceptions of educational technology use in language teaching.

Gender

The analysis of EFL teachers' perceptions of educational technology use in language teaching was conducted by examining the variable of gender. This investigation aimed to explore potential differences in perceptions between male and female EFL teachers in regards to the integration of educational technology in language instruction. The kurtosis value obtained from the normality test was -0.934. George and Mallery (2006) state that a kurtosis value between ± 1.0 is considered excellent for most psychometric purposes, while a value between ± 2.0 is often acceptable depending on the specific context. Based on this, it can be concluded that the data exhibits a normal distribution.

Considering the normality of the data, an independent sample t-test would typically be used to analyze the difference between two unrelated samples. If $p < 0.05$, there is a significant difference between the groups, and in this study $p = 0.154$. When the mean ranks of the groups are compared it can be concluded that male participants ($M = 4.04$) have more positive attitudes towards computer usage in teaching English than female participants ($M = 3.89$).

Table-14: Descriptive Statistics for Computer Attitudes

	gender	N	Mean	Std. Deviation
Computer attitudes	female	78	3.8932	.61565
	male	57	4.0456	.60437

Table-15: Independent T-Test Result for Computer Attitudes

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	P	t	df	Sig. (2- tailed) (p)	Mean Difference
Computer attitudes	Equal variances assumed	.007	.932	-1.432	133	.154	-.15245
	Equal variances not assumed			-1.436	122.079	.153	-.15245

School category

Another aim of this research is to find does the school category of participants work affect their perception towards computers. This survey included English teachers from various educational levels in Türkiye, including primary schools (n=27), middle schools (n=42), and high schools (n=66). To see whether the school category that the participants work in affects their perceptions of computer use, one-way ANOVA was conducted.

Table-16: Descriptive Statistics for Computer Attitudes among School Categories

Category	N	Mean	Std. Deviation	Std. Error
Primary	27	4.0148	.47693	.09179
Secondary	42	4.0270	.60603	.09351
High School	66	3.8899	.66610	.08199
Total	135	3.9575	.61332	.05279

According to the ANOVA test result, if the p-value is less than 0.05, it indicates a significant difference among groups. However in this study $p=0.458$ which is greater than 0.05. Based on the analysis of the data, it can be concluded that there were no significant differences in the attitudes of English teachers toward the use of computers based on institutional differences. The perceptions and attitudes of English teachers towards educational technology use in language teaching were found to be consistent across primary schools, middle schools, and high schools in Türkiye. This suggests that the influence of institutional factors, such as the type of school, did not have a significant impact on English teachers' attitudes towards computer use

Table-17: ANOVA for Computer Attitudes among School Categories

	Sum of Squares	df	Mean Square	F	P
Between Groups	.593	2	.297	.786	.458
Within Groups	49.812	132	.377		
Total	50.405	134			

Experience

The potential influence of teaching experience on English teachers' attitudes toward computer-assisted language teaching was explored in this study. The participants were categorized into four groups based on their teaching experience. The first group consisted of teachers with 1-5 years of experience, comprising a total of 35 participants. The second group consisted of teachers with 5-10 years of experience, with a total of 36 participants. The third group, the largest in this study, consisted of 43 participants with 10-20 years of teaching experience. The final group comprised 21 teachers who had more than 20 years of experience. The study examined the relationship between teaching experience and attitudes towards computer usage in language teaching.

Table-18: Descriptive Statistics of Teaching Experience

	N	Mean	Std. Deviation	Std. Error
1 to 5	35	3.8210	.64873	.10966
5 to 10	36	3.9944	.58061	.09677
10 to 20	43	4.0078	.64541	.09842
20 and above	21	4.0190	.54371	.11865
Total	135	3.9575	.61332	.05279

To assess the potential influence of teaching experience on English teachers' attitudes towards computer usage in language teaching, a one-way analysis of variance (ANOVA) was conducted. The obtained p-value of 0.504 exceeded the predetermined significance level of $p=0.05$. Therefore, it can be inferred that there is no statistically significant difference in the attitudes of English teachers towards computer usage based on their teaching experience.

CHAPTER 5

DISCUSSION and CONCLUSION

5.1. Presentation

The purpose of this chapter is to present a brief overview of the research goals and the main findings of the study. Furthermore, the chapter will explore the practical implications of the findings for educators and offer recommendations for future research in the area of technology and language teaching.

5.2. Summary of the Study

The primary goal of this research is to examine various aspects of computer software knowledge, personal computer usage, attitudes toward computer usage in language teaching, perceived self-confidence in integrating ICT, integration of language skills and components, and the influence of school climate and support. In order to gather data, quantitative research methods were employed, and a questionnaire was administered to a diverse group of EFL teachers working at different levels of schools in Türkiye. 135 EFL teachers around Türkiye attended this research. The primary method of data collection is the questionnaire, which is deployed to elicit responses from participants. The collected data was analyzed using descriptive and inferential statistics, as well as content analysis, to extract meaningful insights and draw conclusions. By exploring these research questions, the study aims to provide insights into the computer software knowledge, use of computers for personal purposes, attitudes towards computer usage in language teaching, perceived self-confidence in integrating ICT, language skill and components integration, and school climate and support.

For data collection in this study, the researchers utilized the Survey of Factors Affecting Teachers Teaching with Technology (SFA-T3) questionnaire, developed by Papanastasiou and Angeli (2008), which served as the primary instrument. The questionnaire comprised seven sections, each tailored to gather relevant information

aligned with the research objectives. To suit the research context, certain items within the questionnaire were modified by the researcher.

The first section of the questionnaire focused on demographic data, including teachers' age, teaching experience, educational background, and information about the availability of computer labs and computers in their respective schools. This section aimed to provide contextual information about the participants. The second section utilized a Likert-type scale ranging from 1 to 5 to assess teachers' knowledge of different software. Response options included: "I cannot use it," "I can use it to a small extent," "I can use it satisfactorily," "I can use it well," and "I can use it very well." This section aimed to gauge the participants' proficiency in using different software tools. The third section employed a 5-point Likert-type scale to measure the frequency of software use for personal purposes. Response options ranged from "never" to "almost every day." This section aimed to capture the participants' frequency of software usage in their personal lives. The fourth section of the questionnaire assessed the teachers' attitudes towards technology integration, respectively, using a 5-point Likert-type scale. Response options ranged from "strongly disagree" to "strongly agree." These sections aimed to explore the participants' subjective perspectives on technology integration in their teaching practices. The fifth section consists of two subchapters. First one aims to measure self-confidence in integrating ICT, and the second one is about ICT integration in teaching language components. First section consists of a 5-point Likert-type scale, with response options ranging from "strongly disagree" to "strongly agree." This second part was originally to ask teachers to which fields do they integrate technology and how many times do they use ICT tools. This section was modified as the research's target is EFL teachers, and turned into multi-response design. The sixth section focused on the teachers' approaches to integrating technology into teaching language components. Participants were required to indicate which web 2.0 tools they utilized when teaching different language components. This section aimed to identify the frequency of tools used by teachers in their language instruction. Lastly, the seventh section of the questionnaire examined the perceived school climate and support for technology

integration. Participants responded to statements on a 5-point Likert-type scale, ranging from "strongly disagree" to "strongly agree." This section aimed to assess the teachers' perception of the support provided by their schools in relation to technology integration. By employing the SFA-T3 questionnaire, this study aimed to gather comprehensive data on various aspects related to technology integration in language teaching. The use of Likert-type scales allowed for the measurement of teachers' knowledge, attitudes, self-confidence, integration practices, and perceptions of school support, providing valuable insights into the research area.

In Chapter 4 of this study, each section of the questionnaire was analyzed using both descriptive and inferential statistics, and explained in a detailed way. The questionnaire aimed to find out meaningful data for those aspects:

1. Knowledge of computer software among English language teachers (Section 2).
2. Frequency of computer usage by EFL teachers (Section 3).
3. Attitudes of English language teachers towards computer integration in education (Section 4).
4. Perceived self-confidence of EFL teachers in integrating ICT (Section 5).
5. Percentage of integration of ICT tools by EFL teachers in their classes (Section 5).
6. The school environment, availability of technological devices, and support from administration and colleagues (Section 6).
7. The examination of EFL instructors' perceptions towards the integration of educational technology in language classrooms encompassed the analysis of the following variables:

a) Gender

- b) Teaching experience
- c) School category they are working

5.3. Computer knowledge and computer usage for personal usage of Turkish EFL teachers

The participants of the study were requested to furnish information about their familiarity with computer software via a 14-item Likert-type questionnaire. The questionnaire employed a scale ranging from 1 (I cannot use it) to 5 (I can use it very well). The statements in the questionnaire were designed to assess the participants' level of software usage, and respondents were required to express their agreement or disagreement with each statement. To assess the participants' comprehension of computer software, the percentages, frequencies, and mean scores for each item were calculated. These computations yielded a comprehensive overview of the EFL teachers' proficiency in computer software usage.

Based on the results obtained from the 14-item Likert-type computer software knowledge scale, it can be inferred that the majority of EFL teachers possess a moderate level of proficiency and understanding in using computer software. Specifically, participants' mean scores suggest that they are satisfactorily competent in using computer software, as indicated by a total mean score of 3.26.

Further analysis of the individual items reveals that participants are most proficient in using word processing software, with 53.3% of them reporting that they can use it very well. They also reported moderate levels of proficiency in using spreadsheet software (39.3%), presentation software (73.1%), and internet and email software (69.9% and 65.2%, respectively).

On the other hand, participants reported lower levels of proficiency in using databases (14.8%), multimedia authoring software/e-learning authoring tools (28.8%), concept-mapping software (31%), language programming software (9.6%), and microworld or simulations software (43%).

These findings suggest that while EFL teachers possess some degree of proficiency in using certain computer software, there is still room for improvement in their knowledge and skills regarding the use of other software. Thus, training and professional development programs could be beneficial in enhancing EFL teachers' knowledge and skills in using a wider range of computer software in their teaching practices.

To determine the frequency of computer use among the participants, they were asked to provide responses to a 15-item Likert-type questionnaire. The Likert scale consisted of five options: 1 (Never), 2 (Once or twice a semester), 3 (Once or twice a month), 4 (Once or twice a week), and 5 (Almost every day).

The findings indicate that the frequency of computer usage for personal purposes among the participants is below the moderate level, as reflected by a mean score of 2.84. It is noteworthy that a considerable proportion of participants reported never using computers for certain purposes.

The findings regarding the participants' knowledge of ICT software and their usage frequency align with the results obtained. A significant proportion of participants demonstrated proficiency in using certain ICT software. For instance, 53.3% of participants reported efficient usage of word processing software, with 90.3% using it more than once or twice a month. Similarly, 73.1% of participants exhibited proficiency in using presentation software, and 47.4% reported using it more than once or twice a month. Furthermore, a substantial majority (69.9%) of participants reported using the internet, with 80% accessing it via computer on an almost daily basis.

On the other hand, a small percentage of participants reported knowledge and proficiency in complex ICT software such as language programming. Only 9.6% of participants reported familiarity with language programming software, and a majority of participants (85.9%) either never used the computer for programming or used it only once or twice in a semester.

These findings suggest that while many participants are capable of regularly using ICT software for tasks such as internet access, communication, and word processing or presentation preparation, there is a limited number of participants who possess the skills and knowledge to utilize more advanced ICT software like modeling or language programming.

The results underscore the need for additional support and training to enhance participants' technological competencies and enable them to effectively utilize a broader range of ICT tools in their teaching practices.

5.4. Attitudes of English language teachers towards computer integration in Education

The section of the questionnaire focusing on participants' attitudes towards educational technology consisted of 15 Likert-type statements. Participants were asked to rate their agreement or disagreement with each statement on a scale ranging from 1 (strongly disagree) to 5 (strongly agree). This section aimed to assess the participants' overall attitudes towards the use of computers in the educational context, capturing both positive and negative viewpoints. The average score obtained for the items related to attitudes was 4.28, indicating that the majority of participants held positive views towards the utilization of computers in education.

The findings from the questionnaire assessing participants' attitudes toward the integration of educational technology in teaching and learning indicate an overall positive outlook among the majority of respondents. The results suggest that most participants hold favorable views regarding the use of computers as teaching tools and perceive them as valuable resources for enhancing instructional practices. They exhibit a high level of comfort with computer use, confidence in the efficacy of the technology, and competence in troubleshooting technological issues.

While the overall findings indicated positive attitudes towards computer integration, a small proportion of participants expressed reservations or remained neutral

on certain aspects. This suggests the importance of providing additional support and training to address their concerns and ensure a comprehensive understanding of the benefits and practical applications of educational technology.

In conclusion, the findings of this study highlight the predominantly positive attitudes of participants toward the use of computers in language teaching. The results underscore the significance of incorporating technology as a valuable resource to enhance instructional practices. These insights have implications for educators and policymakers in designing effective professional development programs and resources that address the needs of teachers, promote technological competence, and foster a positive and inclusive learning environment. Additional research is needed to better understand the factors that influence attitudes toward technology integration and to develop customized strategies that meet the unique needs and perspectives of educators.

5.5. Perceived self-confidence of EFL and integration of ICT tools in language skills and components

The fifth section of the survey comprised two components. The first component involved an 8-item Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), to assess participants' perceived self-confidence in utilizing ICT. The aim was to investigate their level of confidence in employing various technological tools in educational contexts. The second component utilized a multiple-response questionnaire format to explore the specific ICT tools and software predominantly employed by participants for teaching language skills and components

The mean score for perceived self-confidence in integrating ICT was 4.28, indicating a high level of confidence among participants. In summary, the analysis of individual items revealed that a significant portion of participants demonstrated a high level of proficiency and competence in various technology-related skills. Approximately 74% of participants expressed their ability to select suitable software for teaching purposes, while 94% reported proficiency in using PowerPoint for instructional activities. Moreover, 83.7% felt confident in designing technology-enhanced learning

activities with tools such as Kahoot, Wordwall, Quizizz, and Socrative. Furthermore, 92.5% indicated their ability to effectively communicate with students through email or WhatsApp. Additionally, participants showed competence in guiding students on software selection and utilizing the Internet to achieve specific learning goals, with 80.7% and 94.8% agreement rates, respectively. Finally, an overwhelming majority (95.5%) believed that computers contribute to enhancing students' understanding of concepts. These findings highlight the strong technological skills and capabilities of the surveyed educators, emphasizing their readiness to integrate technology into teaching practices. Moving forward, it is crucial to provide continued support and targeted professional development to educators, ensuring they stay abreast of emerging technologies and remain effective facilitators of technology-enhanced learning experiences.

In the second part of this section, it was aimed to find out which ICT tools are used in teaching language skills and components the most. Participants were asked to tick on language skills and components that they integrate with ICT software. ICT software selected for this part are; Internet, word processing(Ms. Word), spreadsheets (excel), interactive e-books, presentation software, concept mapping software (Kidspiration, MindMeister), Writing assistant apps (e.g., Grammarly, quillbot), Educational CDs, and Translation apps or online dictionaries (e.g, Google translate, tureng etc.).

The study examined the integration of ICT tools in teaching various language skills, revealing the diverse range of tools employed by participants. Overall, the results suggest that participants adopt a combination of ICT tools to facilitate teaching skills (reading, listening, writing, and listening) grammar, vocabulary, pronunciation, and translation. Most of the participants integrate mostly the Internet for teaching listening, and the most integrated applications, respectively, are as follows: interactive e-books (67.07%), and educational CDs (58.05%). The majority integrate (74.8%) interactive e-books, for teaching reading, the most integrated applications, respectively, are as

follows: word processing (65.9%), (45.9%) internet, (45.2%) presentation software. For speaking skill, the primary tools employed were the Internet (58.5%), presentation software (51.1%), and interactive e-books (50.4%). Participants mostly integrate the internet (74.8%) and writing assistant apps (64.4%) for teaching writing skill. The primary choices for grammar teaching were presentation apps (80%), word processing apps (64.4%), interactive e-books (64.4%), and the internet (51.9%). To teach vocabulary, the majority of participants (72.6%) integrate translation apps, then 70.4% use presentation software, the most integrated applications after those, respectively, are as follows: interactive e-books (63%), word processing (65.2%), internet (60%), educational CDs (54.8%). For pronunciation, (60.7%) and interactive e-books (67.4%) were used mostly. For translation activities, translation apps (80.7%), word processing software (49.6%), and internet resources (42.2%) were intensively preferred.

5.6. The school environment, availability of technological devices, and support from administration and colleagues

The sixth and final section of this questionnaire focused on examining the school climate and support regarding the use of technology. This section consisted of a 12-item Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The purpose was to assess the level of administrative and colleague support, as well as the availability of technological facilities. The average score for this section was 3.59, indicating that participants generally agreed with the statements in this part.

The data analysis indicates that the participants generally held favorable opinions regarding the support and encouragement they received from their school, colleagues, and MoNE regarding technology integration in teaching and learning. Teachers, ICT coordinators, principals, and even inspectors and MoNE were perceived as being supportive in this regard.

Collaboration and the exchange of information among teachers were identified as significant, with a majority of participants reporting regular sharing of ideas related to

technology integration. This reflects a positive professional environment where teachers actively participate in discussions and learn from one another's experiences.

Furthermore, participants viewed the availability of technological resources in a positive light, reporting access to a diverse range of computer software and tools within their schools. This indicates that schools are adequately equipping themselves with the necessary resources and infrastructure to facilitate technology integration.

However, there were certain areas of concern. Technical support and the sufficiency of technical infrastructure received mixed responses, with some participants expressing neutral or negative opinions. These findings suggest the need for further attention and improvement in these aspects to ensure the smooth implementation of technology in the classroom. Overall, the findings suggest a supportive school climate and a positive attitude toward technology integration among the participants.

5.7. The examination of EFL instructors' perceptions towards the integration of educational technology in language classrooms according to gender, institution, and experience

This study aimed to investigate the perceptions of EFL teachers regarding the use of educational technology in language teaching. The analysis of these perceptions was conducted by considering various variables, including gender, teaching experience, and the school category in which the teachers worked. By examining the data through the lens of these variables, the researchers aimed to gain insights into potential variations and patterns in EFL teachers' perceptions and attitudes towards the use of technology in language teaching.

Gender differences in EFL instructors' attitudes of educational technology use in language instruction were investigated. As the mean score showed normal distribution, the differences between mean scores were examined in a parametric test independent sample t-test. The mean ranks of the groups are compared. It can be concluded that male

participants ($M=4.04$) have more positive attitudes toward computer usage in teaching English than female participants ($M=3.89$).

Another objective of this study is to investigate whether the school category of participants influences their perceptions towards computer usage. The survey involved English teachers from primary schools ($n=27$), middle schools ($n=42$), and high schools ($n=66$) across Türkiye. To examine the potential impact of the participants' school category on their perceptions of computer use, a one-way ANOVA analysis was conducted.

Based on the results of the ANOVA test, no significant differences were found in the attitudes of English teachers towards the use of computers when considering the variable of school category. The resulting p -value of 0.504 exceeded the significance level of $p=0.05$. These findings suggest that the institutional differences, specifically the categorization of schools into primary, middle, and high schools, did not have a significant impact on the attitudes of English teachers regarding the integration of computers in language teaching. Therefore, it can be concluded that school category was not a determining factor in shaping the attitudes of English teachers towards computer usage in language instruction.

Before the data was collected and examined, it was proposed that there would be a significant difference in favor of less experienced teachers. However, the ANOVA test proved the opposite. There were no significant differences among the groups. As most of the participants stated that their colleagues, administration, and MoNE were supportive of ICT integration, it is not surprising that this result was found. When the means of each group were compared, the means of each group were close to each other. Also, recent developments in ICT integration may cause this result. The applications and websites like “<https://ogmmateryal.eba.gov.tr/>”, “<https://tegmateriyal.eba.gov.tr/>”, “*eba*”, and “*öba*” may have helped teachers to develop positive attitudes.

5.8. Limitations and Suggestions for Further Research

The present study has several limitations that should be acknowledged and addressed. Firstly, it was conducted in Konya, as the researcher resides in Konya, and distributed through Google Forms to EFL teachers around Türkiye. Questionnaires are widely utilized as a research methodology due to their cost-effectiveness, expediency, and efficacy in gathering substantial data from a diverse and sizable population (McLeod, 2023). The primary data collection tool employed was a 5-point Likert-type questionnaire, allowing for the exploration of perceptions among EFL teachers from various institutions and experience levels. However, the use of Likert scales may introduce interpretation variations due to differing understandings of the questions (Cornell, 2023). Despite these limitations, the collected data yielded consistent results. The questionnaire comprehensively assessed various aspects related to computer usage in language teaching, including software knowledge, adequacy, school climate and support, and personal attitudes. It is important to note that limited participation from teachers, influenced by workload and time constraints, constrained the sample size.

Future research endeavors in this field could greatly benefit from adopting a mixed-methods approach, combining quantitative and qualitative research methods. By incorporating both approaches, researchers can gain a more comprehensive understanding of the complex dynamics surrounding the use of educational technology in language teaching. By integrating quantitative data, qualitative data, and classroom observations, future studies can provide a more holistic view of the experiences, attitudes, and practices of teachers regarding educational technology in language teaching.

Furthermore, including classroom observations as part of the research design can provide valuable and in-depth insights into how technology is actually being utilized in language classrooms. This direct observation of teaching practices can offer a deeper understanding of the implementation of technology, the challenges faced by teachers, and the impact on student learning outcomes.

REFERENCES

- Akkoyunlu, B. (2002). Educational Technology in Turkey: Past, present and future. *Educational Media International*, 39(2), 165–174.
<https://doi.org/10.1080/09523980210155352>
- Albirini, A. (2006). Teachers' attitudes toward information and communication technologies: The case of syrian efl teachers. *Computers & Education*, 47(4), 373–398.
<https://doi.org/10.1016/j.compedu.2004.10.013>
- Alemu, B. (2015). Integrating ICT into Teaching-Learning Practices: Promise, Challenges and Future Directions of Higher Educational Institutes.. *Universal Journal of Educational Research*.
- Azmi, N. (2017). The Benefits of Using ICT in the EFL Classroom: From Perceived Utility to Potential Challenges. *Journal of Educational and Social Research*.
- Bingimlas, K. A. (2009). *Barriers to the successful integration of ICT in teaching and learning environments: A review of the literature*. EURASIA Journal of Mathematics, Science & Technology Education. <https://eric.ed.gov/?id=EJ905676>
- Cornell, J. (2023). *12 advantages & disadvantages of Questionnaires*. ProProfs Survey Blog. <https://www.proprofsurvey.com/blog/advantages-disadvantages-of-questionnaires/>
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford University Press.
- Fatimah, A. S., & Santiana, S. (2017). *Teaching in 21st century: Students-teachers' perceptions of technology use in the classroom*. Script Journal: Journal of Linguistics and English Teaching. <https://doi.org/10.24903/sj.v2i2.132>

George, D., & Mallery, P. (2006). *SPSS for windows step-by-step: A simple guide and reference*. New Jersey Pearson Education.

Goktas, Y., & Orenturk Aybat, B. (2014, June 11). *Turkey's education systems and policies regarding the integration of ICT: A case study from Istanbul*. Academia.edu. https://www.academia.edu/1271654/Turkey_s_Education_Systems_and_Policies_Regarding_the_Integration_of_ICT_A_Case_Study_from_Istanbul

Goktas, Y., Yildirim, Z., & Yildirim, S. (2006, March 19). *Obstacles and their solutions in integrating ICT into K-12 schools in Turkey*. Obstacles and Their Solutions in Integrating ICT into K-12 Schools in Turkey - Learning & Technology Library (LearnTechLib). <https://www.learntechlib.org/primary/p/22283/>.

Gülbahar, Y. (2007). Technology planning: A roadmap to successful technology integration in schools. *Computers & Education*, 49(4), 943–956. <https://doi.org/10.1016/j.compedu.2005.12.002>

Gündüz, N. (2005). *Computer Assisted Language Learning*. Journal of Language and Linguistic Studies. <https://dergipark.org.tr/tr/pub/jlls/issue/9922/122824>

İnceçay, G. (2011, December 10). *Turkey's foreign language policy at primary level: Challenges in practice*. ELT Research Journal. <https://dergipark.org.tr/en/pub/eltrj/issue/5473/74355>

Kaleci, F. & Cihangir, A. (2019). The integration of Information and Communication Technologies for Education: Comparative Analysis of Turkey and Singapore. *Ahmet Keleşoğlu Eğitim Fakültesi Dergisi*, 1(2), 139–161. <https://doi.org/10.38151/akef.641913>

Karakaya, K. (2010). *A investigation of English language teachers' attitudes toward computer technology and their use of technology in language teaching* [M.S. - Master of Science]. Middle East Technical University.

- Kern, R., & Warschauer, M. (2000). Introduction: Theory and practice of network-based language teaching. *Network-Based Language Teaching*, 1–19. <https://doi.org/10.1017/cbo9781139524735.003>
- Kirkgoz, Y. (2007). English language teaching in Turkey. *RELC Journal*, 38(2), 216–228. <https://doi.org/10.1177/0033688207079696>
- Kızıl, A. Ş. (2011, September 23). *EFL teachers attitudes towards information and Communication Technologies (ICT)*. DSpace@FIRAT. <https://openaccess.firat.edu.tr/xmlui/handle/11508/8729>
- Kurt, S. (2010). Technology use in elementary education in Turkey: A case study. *New Horizons in Education*, 58(1), 65–76. <https://files.eric.ed.gov/fulltext/EJ893713.pdf>
- Levy, M. (1997). *Call: Context and Conceptualisation*. Oxford University Press.
- McCannon, M., & Crews, T. B. (2000). Assessing the technology needs of elementary school teachers. *Journal of Technology and Teacher Education*, 8(2), 11-121
- Mcleod, S. (2023, May 15). *Questionnaire: Definition, examples, design and types*. Simply Psychology. <https://www.simplypsychology.org/questionnaires.html>
- MEB Talim ve Terbiye Kurulu Başkanlığı. (n.d.). *MEB Talim ve Terbiye Kurulu başkanlığı*. MEB Talim ve Terbiye Kurulu Başkanlığı. <https://ttkb.meb.gov.tr/>
- Merç, A. (2015). Using Technology in the Classroom: A Study with Turkish Pre-Service EFL Teachers . *TOJET: The Turkish Online Journal of Educational Technology*, 14(2). <http://www.tojet.net/articles/v14i2/14225.pdf>
- MoNe (Turkish Ministry of National Education). (2013). *İlköğretim Kurumları (İlkokullar ve Ortaokullar) İngilizce Dersi (2, 3, 4, 5, 6, 7 ve 8. Sınıflar) Öğretim Programı*. Ankara: T.C. Millî Eğitim Bakanlığı.

- Önalın, O. & Kurt, G. (2020). Exploring Turkish EFL teachers' perceptions of the factors affecting technology integration: A case study. *Journal of Language and Linguistic Studies*, 16 (2), 626-646. DOI: 10.17263/jlls.759264
- Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31(2), 57-71. doi:10.1017/S0261444800012970
- Papanastasiou, E. C., & Angeli, C. (2008, November 30). *Evaluating the use of ICT in education: Psychometric properties of the survey of factors affecting teachers teaching with technology (SFA-t[^{superscript} 3])*. Educational Technology & Society. <https://eric.ed.gov/?id=EJ814072>
- Raman, K., & Yamat, H. (2013, November 30). *Barriers teachers face in integrating ICT during English lessons: A case study*. Malaysian Online Journal of Educational Technology. <https://eric.ed.gov/?id=EJ1086402>
- Rogers, E. M. (1995). *Diffusion of innovations* (4th ed.). Free Press.
- Şahin, T. Y. (2003). Student teachers' perceptions of instructional technology: developing materials based on a constructivist approach. *British Journal of Educational Technology* 34 (1), 67-74.
- Sarıçoban, G. & Sarıçoban, A. (2012). Atatürk and the history of foreign language education. *The Journal of Language and Linguistic Studies*, 8 (1), 24-49
- Seemann, K. (2003). Basic principles in holistic technology education. *Journal of Technology Education*, 14(2). <https://doi.org/10.21061/jte.v14i2.a.3>
- Singh, X. P. (2015). The History and the Current Status of Computer Assisted Language Learning. *The Journal of English Language Teaching (India)*, 57, 25–35.
- Sönmez, G., & Köksal, O. (2022). A Critical Overview of English Language Education Policy in Turkey. *Shanlax International Journal of Education*, 11(1), 1-9. <https://doi.org/10.34293/education.v11i1.5721>

Tuzcu Eken, D. (2021). English education in Turkey: Why are we ‘very low level’? *Rumelide Dil ve Edebiyat Araştırmaları Dergisi*, (23), 804–822. <https://doi.org/10.29000/rumelide.949700>

Uzun, L. (2016). The educational and technical courses in the ELT program in Turkey: Do they contribute to ICT skills? *Cogent Education*, 3(1), 1141454. <https://doi.org/10.1080/2331186x.2016.1141454>

Warschauer, M. (2000). “CALL for the 21st Century” *IATEFL and ESADE Conference*, 2 July 2000, Barcelona, Spain. Available from <http://www.gse.uci.edu/markw/cyberspace.html>.

Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31(2), 57-71

Watson, D. M. (1998). Blame the technocentric artefact! what research tells us about problems inhibiting teacher use of it. *Capacity Building for IT in Education in Developing Countries*, 185–192. https://doi.org/10.1007/978-0-387-35195-7_20

Yıldırım, İ. S. (2007). Current utilization of ICT in Turkish basic education schools a review of teacher s ICT use and barriers to integration. *International Journal of Instructional Media*, 171–186. <https://hdl.handle.net/11511/78212>

Zengin, Ö, & Aksu, M. (2017). Türkiye’de Yabancı Dil Eğitiminde Teknoloji Entegrasyonu üzerine Alanyazın incelemesi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 50(2), 79–104. https://doi.org/10.1501/egifak_00000001398



APPENDIX B

Questionnaire Sample

Evaluating the Use of ICT in Education: Psychometric Properties of the Survey of Factors Affecting Teachers Teaching with Technology (SFA-T3)

This survey aims to collect data for a thesis study named "A study of EFL Teachers' Usage of Technology in Their Classes and Their Attitudes towards Technology Usage in EFL Teaching" at Selçuk University/Konya. To complete this study I need your cooperation. I would appreciate it if you take the time to answer this survey. It will take about 5 to 10 minutes. It's Strongly voluntary to join. Your responses will remain confidential. Thank you for your valuable time and cooperation.

Bu araştırma, Selçuk Üniversitesi/Konya'da "İngilizce Öğretmenlerinin Sınıflarında Teknoloji Kullanımları ve İngilizce Öğretiminde Teknoloji Kullanımlarına Yönelik Tutumları Üzerine Bir Araştırma" adlı bir tez çalışması için veri toplamayı amaçlamaktadır. Bu çalışmayı tamamlamak için işbirliğinize ihtiyacım var. Bu anketi cevaplamak için zaman ayırırsanız sevinirim. Yaklaşık 5 ila 10 dakika sürecektir. Katılmak tamamen gönüllüdür. Cevaplarınız gizli kalacaktır. Değerli zamanınız ve işbirliğiniz için teşekkür ederim.

Aybüke KARADAYIOĞLU Selçuk Üniversitesi Yüksek Lisans Öğrencisi	X Okudum, Anladım
--	--

Part 1

Gender (Cinsiyet): ☐ Male (Erkek) ☐ Female (Kadın)

The Category of school worked in(Çalıştığınız okul): ☐ Primary School ☐
Secondary School ☐ High School

Years of experience (Tecrübeniz): ☐ 1 to 5 ☐ 5 to 10 ☐ 10 to 20 ☐ 20
and above

Part 2: Knowledge of Computer Software- Bilgisayar programları bilgisi

Cevabınızı yuvarlak içine alınız.

1= Kullanamam 2= Az da olsa kullanabilirim 3= Orta düzeyde kullanabilirim

4= İyi bir şekilde kullanabilirim 5=Çok iyi derecede kullanabilirim

Circle the most suitable one for you.	1 I cannot use it	2 I can use it to a small extent	3 I can use it satisfactorily	4 I can use it well	5 I can use it very well
1. Word processing(e.g. word)	1	2	3	4	5
2. Databases (e.g., Access)	1	2	3	4	5
3. Spreadsheets (e.g., Excel)	1	2	3	4	5
4. Graphics (e.g., Paint, Photoshop)	1	2	3	4	5
5. Multimedia authoring software/ E-learning	1	2	3	4	5

authoring tools (e.g., chatterpix, HyperStudio, Adobe Captivate)					
6. Presentation software (e.g., PowerPoint, google slides, prezi)	1	2	3	4	5
7. Publishing software (e.g., Publisher, canva, adobe Indesign)	1	2	3	4	5
8. Internet	1	2	3	4	5
9. Email	1	2	3	4	5
10. Concept mapping (e.g., Kidspiration, MindMeister, Popplet)	1	2	3	4	5
11. Webpage authoring software (e.g., blogger, FrontPage, HTML editor, Web publishing.)	1	2	3	4	5
12. Programming languages (e.g., Python, JavaScript)	1	2	3	4	5
13. Interactive e books	1	2	3	4	5
14. Microworlds/Simulations (e.g., Powtoon, Stagecast Creator, InteractivePhysics)	1	2	3	4	5

PART 3: Frequency of Software Use for Personal Purposes- Kişisel amaçlarla kullanma sıklığı

Cevabınızı yuvarlak içine alınız.

1= Asla 2= Dönemde bir veya iki kez 3= Ayda bir veya iki kez 4= Haftada bir veya iki kez 5=Hemen hemen her gün

Circle the most suitable one for you.	1 Never	2 Once or twice a semester	3 Once or twice a month	4 Once or twice a week	5 Almost every day
16. I use the computer to play games (e.g., FIFA, Solitaire, online games)	1	2	3	4	5
17. I use the computer to make presentations (e.g., PowerPoint)	1	2	3	4	5
18. I use the computer to process text (e.g., Word, google documents)	1	2	3	4	5
19. I use the computer to publish materials (e.g., Publisher, canva, Adobe Indesign)	1	2	3	4	5

20. I use the computer to prepare spreadsheets (e.g., Excel)	1	2	3	4	5
21. I use the computer to create graphics (e.g., Paint, photoshop)	1	2	3	4	5
22. I use the computer to communicate (e.g., email, social media)	1	2	3	4	5
23. I use the computer to access the Internet	1	2	3	4	5
24. I use the computer to develop web pages (e.g., FrontPage, blogger)	1	2	3	4	5
25. I use the computer to develop multimedia or e-learning authoring tools (e.g., chatterpix, HyperStudio, Adobe Captivate)	1	2	3	4	5
26. I use the computer	1	2	3	4	5

to make microworlds/simulations (e.g., Powtoon, Stagecast Creator, InteractivePhysics)					
27. I use the computer to create map concepts (e.g., Kidspiration, MindMeister, Mindmup, Popplet)	1	2	3	4	5
28. I use the computer to model complex systems (e.g., Tinkercad, Model-It, Stella)	1	2	3	4	5
29. I use the computer to program the computer , Python, JavaScript)	1	2	3	4	5
30. I use the computer to use educational CD.	1	2	3	4	5

PART 4: COMPUTER ATTITUDES- Bilgisayar kullanım tutumları

Cevabınızı yuvarlak içine alınız.

1= Kesinlikle katılmıyorum 2= Katılmıyorum 3= Kararsızım 4= Katılıyorum
5=Kesinlikle katılıyorum

16) I feel comfortable with the idea of the computer as a tool in teaching and learning.(Bilgisayarın öğretme öğrenme sürecinde bir araç olarak kullanılma fikrine olumlu yaklaşıyorum)	1	2	3	4	5
17) The use of computers in teaching and learning stresses me out (Bilgisayarın öğretme öğrenme sürecinde kullanılması beni strese sokuyor)	1	2	3	4	5
18) If something goes wrong I will not know how to fix it (Bir şeyler ters giderse onu nasıl düzelteceğimi bilemem)	1	2	3	4	5
19) The idea of using a computer in teaching and learning makes me sceptical (öğretme öğrenme sürecinde bilgisayar kullanma fikrine karşı şüpheliyim.)	1	2	3	4	5
20) The use of the computer as a learning tool excites me (Bilgisayarın bir öğrenme aracı	1	2	3	4	5

olarak kullanılması beni heyecanlandırıyor)					
21) The use of computers in teaching and learning scares me (Bilgisayarın öğretme öğrenme sürecinde kullanılması beni korkutuyor/endişelendiriyor)	1	2	3	4	5
22) The computer is a valuable tool for teachers (Bilgisayar öğretmenler için değerli bir araçtır)	1	2	3	4	5
23) The computer will change the way I teach (Bilgisayarlar öğretme şeklimi değiştirece/değiştirebilir)	1	2	3	4	5
24) The computer will change the way students learn in my classes (Bilgisayar öğrencilerin derslerimde öğrenme şeklini değiştirecek/değiştirebilir)	1	2	3	4	5
25) I can do what the computer can do equally as well (Bilgisayarın yaptığı şeyi öğretmen de aynı şekilde yapabilir)	1	2	3	4	5
26) The computer is not conducive to student learning because it is not easy to use (Bilgisayarın kullanımı kolay olmadığı için öğrencilerin öğrenmesine yardımcı olmaz)	1	2	3	4	5

27) The computer helps students understand concepts in more effective ways (Bilgisayar öğrencilerin kavramları daha etkili bir şekilde anlamalarına yardımcı olur)	1	2	3	4	5
28) The computer helps students learn because it allows them to express their thinking in better and different ways (Bilgisayar öğrencilerin düşüncelerini farklı yollarla ve daha iyi ifade etmesine yardımcı olduğu için öğrencilerin öğrenme sürecinde yardımcı olur)	1	2	3	4	5
29) The computer helps teachers to teach in more effective ways (Bilgisayar öğretmenlerin daha etkili yöntemlerle öğretmesine yardımcı olur)	1	2	3	4	5
30) The computer is not conducive to good teaching because it creates technical problems (Bilgisayar teknik sorunlar yarattığı için iyi bir öğretme öğrenme sürecine yardımcı olmaz)	1	2	3	4	5

PART FIVE: PERCEIVED SELF-CONFIDENCE IN INTEGRATING ICT

In some of the following sentences the term “integration” is used. This term is used to indicate that learners use computers as learning tools in classroom activities.

Please circle your answer.

Beşinci Bölüm: Bilişim Teknolojilerinin Entegrasyonunda Algılanan Özgüven

Aşağıdaki cümlelerin bazılarında "entegrasyon" terimi kullanılmıştır. Bu terim, öğrencilerin sınıf etkinliklerinde öğrenme araçları olarak kullandıkları bilgisayar programlarını belirtmek için kullanıldı.

Lütfen cevabınızı yuvarlak içine alınız.

1= Kesinlikle katılmıyorum 2= Katılmıyorum 3= Kararsızım 4= Katılıyorum
5=Kesinlikle katılıyorum

I feel confident that:	1	2	3	4	5
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
9. I can select appropriate software to use in my teaching.(Derslerimde kullanmak üzere uygun yazılımları seçebilirim.)	1	2	3	4	5
10. I can use PowerPoint in my class.(PowerPoint'i sınıfımda kullanabilirim/Derslerimde	1	2	3	4	5

slayt kullanabilirim)					
11. I can design technology-enhanced learning activities for my students. (Kahoot, Wordwall, Quizizz, Socrative) (Öğrencilerim için teknoloji destekli öğrenme etkinlikleri tasarlayabilirim.)	1	2	3	4	5
12. I can use email or WhatsApp to communicate with my students. (Öğrencilerimle iletişim kurmak için e-posta veya WhatsApp kullanabilirim.)	1	2	3	4	5
13. I can teach my students to select appropriate software to use in their projects. (Öğrencilerime projelerinde kullanacakları uygun yazılımları seçmelerini öğretebilirim.)	1	2	3	4	5
14. I can teach my students to select appropriate software to use in their projects or language learning process. (Öğrencilerime projelerinde veya dil öğrenme süreçlerinde	1	2	3	4	5

kullanacakları yazılımları öğretebilirim.)	uygun seçmelerini				
15. I can use the Internet in my lessons to meet certain learning goals.(Belirli öğrenme hedeflerine ulaşmak için derslerimde interneti kullanabilirim.)	1	2	3	4	5
16. The computer can help students understand concepts more easily.(Bilgisayar, öğrencilerin kavramları daha kolay anlamalarına yardımcı olabilir.)	1	2	3	4	5

In which language skills and components do you integrate computers or teaching tools in language teaching? You can choose more than one for each tool.

Dil öğretiminde bilgisayarları veya öğretim araçlarını hangi dil becerileri ve bileşenlerine entegre ediyorsunuz? Her uygulama için birden fazla seçim yapabilirsiniz.

	Listening (Dinleme)	Reading (Okuma)	Speaking (Konuşma)	Writing (Yazma)	Grammar (Dil Bilgisi)	Vocabulary (Kelime)	Pronunci ation (Sesleti m)	Translati on (Çeviri)
Internet								
Word processing (e.g., Word)								
Spreadsheets (e.g., Excel)								
Interactive e- books								
Presentation software (e.g., PowerPoint, Prezi)								
Concept mapping (e.g., Kidspiration, MindMeister)								

Writing assistant apps (e.g., Grammarly, quillbot)								
Educational CDs								
Translation apps or online dictionaries (e.g., Google translate, tureng etc.)								

PART SIX: SCHOOL CLIMATE AND SUPPORT

Please put a tick in your answer.

Altıncı Bölüm: Okul Ortamı Ve Destek

Lütfen Cevabınıza Bir İşaret Koyun.

1= Kesinlikle katılmıyorum 2= Katılmıyorum 3= Kararsızım 4= Katılıyorum
5=Kesinlikle katılıyorum

	1 Strongly disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly agree
1. Other teachers encourage me to integrate computers in teaching and learning. (Diğer öğretmenler, bilgisayarları öğretme ve öğrenme sürecine entegre etmem için beni teşvik eder.)	1	2	3	4	5

2. The ICT coordinator encourages me to integrate computers in teaching and learning.(BİT koordinatörü, bilgisayarları öğretim ve öğrenime entegre etmem için beni teşvik eder.)	1	2	3	4	5
3. The principal encourages me to integrate computers in teaching and learning.(Müdür, bilgisayarları öğretim ve öğrenime entegre etmem için beni teşvik eder.)	1	2	3	4	5
4. The inspector and MONE encourage me to integrate computers in teaching and learning. (Müfettiş ve MEB, bilgisayarları öğretim ve öğrenime entegre etmem için beni teşvik eder.)	1	2	3	4	5
5. I often exchange ideas about technology integration with other teachers. (Diğer öğretmenlerle teknoloji entegrasyonu hakkında sık sık fikir alışverişinde bulunurum.)	1	2	3	4	5
6. There are other teachers in my school who use computers in teaching and learning.	1	2	3	4	5

(Okulumda öğretme ve öğrenme sürecinde bilgisayar kullanan başka öğretmenler var.)					
7. In faculty meetings, we frequently discuss the subject of integrating computers in the school curriculum.(Kurul toplantılarında, bilgisayarların müfredata entegrasyonu konusunu sık sık tartışıyoruz.)	1	2	3	4	5
8. Teachers in my school are well informed about the value of computers in teaching and learning.(Okulumdaki öğretmenler, bilgisayarların öğrenme ve öğretmedeki değeri hakkında bilgilidir.)	1	2	3	4	5
9. A variety of computer software or computer items are available for use in my school.(Okulumda kullanılmak üzere çeşitli bilgisayar yazılımları ve öğeleri mevcuttur.)	1	2	3	4	5
10. The technical support in my school is adequate.(Okulumdaki teknik destek yeterlidir)	1	2	3	4	5

11. The instructional support in my school is adequate.(Okulumdaki eđitici desteęi yeterlidir.)	1	2	3	4	5
12. The technical infrastructure in my school is adequate.(Okulumdaki teknik altyapı yeterlidir.)	1	2	3	4	5