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THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) BY HIGH SCHOOL EFL TEACHERS FOR PERSONAL AND PROFESSIONAL DEVELOPMENT

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ÖZ

LİSELERDEKİ İNGİLİZCE ÖĞRETMENLERİNİN KİŞİSEL VE MESLEKİ GELİŞİM İÇİN BİLGİ VE İLETİŞİM TEKNOLOJİLERİNİ (BİT) KULLANMASI

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Bu çalışmada liselerde görev yapan İngilizce öğretmenlerinin kişisel ve mesleki gelişim amacıyla Bilgi ve İletişim Teknolojilerini (BİT), özellikle çağımızın bilgiye ulaşma alanında kullanılan önemli araçlardan biri olan İnterneti kullanımını etkileyen faktörler araştırılmıştır. Çalışma aynı zamanda öğretmenlerin kendilerini mesleki anlamda geliştirmek amacıyla ziyaret ettikleri site türlerini ve İnternetin etkin bir şekilde kullanımı için okul yönetiminden ve Milli Eğitim Bakanlığı'ndan beklentilerini incelemiştir.

Diyarbakır'ın merkez ilçelerinde bulunan Anadolu Liselerinde ve Özel Liselerde çalışan 45 İngilizce öğretmeni araştırma kapsamına alınmıştır. Nicel veriler, 36 maddelik Likert Tutum Ölçeği ile açık ve kapalı uçlu kısımlardan oluşan bir anket aracılığıyla toplanmıştır. Konunun daha kapsamlı incelenmesini sağlamak için, çalışmada yer almaya gönüllü olan 10 öğretmenle yarı yapılandırılmış yüz yüze görüşme gerçekleştirilmiştir. Nicel verilerin istatistiksel analizi SPSS 16.0 istatistik programı kullanılarak, nitel verilerin analizi ise içerik çözümleme analizi kullanılarak yapılmıştır.

Çalışmanın sonuçları liselerde görev yapan İngilizce öğretmenlerinin interneti kişisel ve mesleki gelişimleri için sınırlı bir şekilde kullandıklarını göstermiştir. Sonuçlar öğretmenlerin interneti kelime dağarcıkları ve alımlayıcı becerilerini

(Dinleme ve Okuma) geliştirmek için daha fazla kullandıklarını göstermiştir. İnternetin üretken beceriler (Yazma ve Konuşma) ile dilbilgisi ve çeviri alanlarını geliştirme amacıyla kullanımı ise daha sonra gelmektedir. Verilerin istatistiksel analizi yaş, öğretmenlerin çalıştıkları kurum, bilgisayar kullanım becerisi ve bilgisayar kullanım sıklığı gibi faktörlerin İngilizce öğretmenlerinin internet kullanımında anlamlı bir etkiye sahip olduğuna işaret etmiştir. Analiz, cinsiyet ve mesleki tecrübenin kişisel ve mesleki gelişim için internet kullanımını etkileyen faktörler olması hususunda istatiksel olarak anlamsız sonuçlar vermiştir.

İngilizce öğretmenlerinden, mesleki gelişimleri için en çok başvurdukları siteleri belirtmeleri istenmiş ve sitelerin değerlendirilmesi sonucunda en çok kaynak sitelerini, forum ve sosyal ağları, çevrimiçi sözlükleri, dergiler, gazeteler ve blogları ziyaret ettikleri anlaşılmıştır. Nicel ve nitel verilerin analizi öğretmenlerin Milli Eğitim Bakanlığı'ndan beklentileri arasında mevcut kitapların kalitesinin iyileştirilerek internette kitapları destekleyen sitelerin oluşturulması, daha iyi bir fiziki altyapı, öğretmenlere hizmetiçi eğitim olanakları sağlanması, hazırlık sınıflarının yeniden olması, öğretmenler için düşük masraflı bilgisayarlar edinme olasılığının oluşturulması ve okullarda daha iyi ve hızlı internet bağlantısı sağlanması olduğunu ortaya koymuştur.

Anahtar Kelimeler: Bilgi ve İletişim Teknolojileri (BİT), İnternet, İngilizce öğretmenlerinin İnternet kullanımı, İngilizce öğretmenlerinin kişisel ve mesleki gelişimleri

ABSTRACT

THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) BY HIGH SCHOOL EFL TEACHERS FOR PERSONAL AND PROFESSIONAL DEVELOPMENT

Osman SOLMAZ

Master of Arts, English Language Teaching

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In this study, the factors affecting the high school EFL teachers' usage of Information and Communication Technologies (ICT) and specifically the Internet for the purpose of personal and professional development were investigated. The study further explored the types of websites teachers visited in order to improve themselves in professional level and their expectations from the school management and the Ministry of National Education for an efficient use of the Internet.

45 high school EFL teachers working at Anatolian and Private High Schools located in central towns of Diyarbakır province in Turkey were chosen within the context of this research study. Quantitative data was collected by means of a questionnaire which consisted of open-ended and multiple-choice questions as well as 36 Likert-type items. In order to provide an extensive understanding of the subject, semi-structured face to face interviews were conducted with 10 teachers who volunteered to take part in the study. Statistical analysis of the quantitative data was performed using SPSS 16.0 statistical program and qualitative data were analyzed by means of content analysis.

The results of the study showed that high school EFL teachers used the Internet for their personal and professional development in a limited way. The findings also revealed that teachers used the Internet in order to improve their vocabulary knowledge and receptive skills (Listening and Reading) more than other skills and areas. They also made use of the Internet for the purpose of improving productive skills (Writing and Speaking) and the language areas of grammar and translation. The statistical analysis of the data indicated that factors such as age, institutions that teachers work, computer competence level and computer usage frequency of the teachers had a significant effect on the Internet use of EFL teachers. The analysis yielded insignificant results for the gender and teaching experience as a factor affecting the use of the Internet for personal and professional development.

EFL teachers were asked to specify the websites they visited for professional development and it was found that teachers visited resource websites, forums and social networks, online dictionaries, magazines, newspapers and blogs most. Analysis of the quantitative and qualitative data revealed that the teachers had the following expectations from the school management and the Ministry of National Education: the improvement of the quality of books and preparation of the websites supporting them, design of a website providing materials for teachers, better infrastructure, training courses for the teachers, the opportunity of getting low-cost computers, and better and faster Internet connection at schools.

Key Words: Information and Communication Technologies (ICT), The Internet, Internet Use of EFL Teachers, personal and professional development of EFL teachers.

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CHAPTER I

INTRODUCTION

This chapter aims to provide a brief introduction of the present study titled "The Use of Information and Communication Technologies (ICT) by High School EFL Teachers Personal and Professional Development". It begins with brief information of the background to the study. Later, statement of the problem and the aim of the study are presented. The research questions to be answered through the conduct of the study are given and limitations of the study as well as the operational definitions in the study are provided.

Over the last two decades, Information and Communication Technologies (ICT) and specifically the Internet have been changing the ways people learn, study, teach, and work (European Commission, 2002, p. 5). Many countries in the world have attempted to implement ICT into various sectors including education. ICT has been introduced in the schools by means of different courses of action throughout the world (Gülbahar & Güven, 2008, p. 37). In spite of this fact, the effective use of ICT for language teaching process by instructors is still limited although the number of Internet users and the frequency of usages are increasing each year (European Commission, 2009, p. 7; Turkey State Institute of Statistic, 2010, p. 1).

In order to catch up with the citizens of the digital world, teachers are expected to improve their qualities and revise their teaching styles. Many educational institutions are transforming their traditional classes into the places supported with technological devices such as computers with Internet connection, Interactive White Boards (IWBs), and overhead projectors. In Turkey, the Ministry of National Education (MNE) has supported the computer use in the educational system and started the project named 'Bilgisayarli Egitime Destek' (Supporting Computer-Based Education) in 2005. Modernizing the educational system in the country was the main purpose of this project. Later, MNE delivered DynED Educational Software to the schools to contribute to the English language teaching in primary education. All these developments facilitated the use of computer in language teaching classes more and more although not all of the teachers have the same capability of using the ICTs and

even those who use them in the class are in need of a more efficient use of technology in the class. (Konan, 2010, pp. 2568-2570; Saklavcı, 2010, p. 34)

Fullan (2001) believed that training institutions were in the phase of so-called "first order change". That meant they were focused mostly on the infrastructure which was needed for the ICT implementation whereas the learning arrangements and the teaching styles still remained unchanged. Similarly, in his study, Baş (2010, pp. 28-29) found that the teachers who have used DynED in the classes faced some difficulties like technical problems, limited time of English courses at school, and school principal's negative attitudes towards these courses.

There is not much research in the literature on the use of ICTs by EFL teachers with the purpose of personal and professional development. The studies in the literature usually attempted to determine the attitudes of EFL teachers or teacher educators towards Computer-Assisted Language Learning (CALL) or computer technologies. Although there are many studies dedicated to the professional development of teachers, most of them neglects the personal development of the teachers. Besides, this study aims to fill a gap in the literature by focusing on the use of the Internet by high school EFL teachers for the purpose of both personal and professional developments. As a part of the study, the expectations of the teachers from the school administrators and MNE were also presented.

1.1 Background to the Study

According to the OECD Education and Training Policy report (2005a, p. 9) which provides a comprehensive international analysis of the preparation, recruitment, work, and careers of teachers, the most important factors for student outcomes are the quality of teachers and their teaching styles. To respond well to the increasing expectations of the changing society, countries are trying to improve their schools, and the schools are seeking to improve the efficiency of learning by hiring the competent teachers with high qualities (OECD, 2005a). In the policy paper published on the quality of teachers by Association for Teacher Education in Europe (ATEE, 2006), teaching is seen as a profession which "entails reflective thinking, continuing professional development, autonomy, responsibility, creativity, research and personal judgments" (p. 7).

Professional development of teachers is regarded as the keystone to educational development by educational researchers (Dede, Ketelhut, Whitehouse, Breit, & McCloskey, 2009, p. 8; Desimone, Smith, & Ueno, 2006, p. 180). As the teachers have the crucial role of assisting people improve their skills and help them grow up personally, acquire the knowledge they will need in the later phases of their lives, it is vital for teachers to keep the balance between the rapidly developing world and the pupils who are newbies in there (European Commission, 2007, p. 2). It is also pointed out in the European Commission report (2007, p. 2) that new demands which are resulted by the changes in education and society are placed on the teaching as a profession. Considering these changes, Kremer-Hayon (1987) stressed the importance of the professionalization of teaching and expressed that these changes made life-long teacher education a must. Within this context, Halton (2004, p. 66) proposed to the teachers who wanted to make their contribution to the creation of a learning society that their own learning should have been at the center in order to learn to change, change the way they learn, and learn to change their learning conditions.

The ways for teachers to sustain their on-going personal and professional development have been examined in different studies. For some teachers, talking with other teachers is an important way to learn and develop professionally (Bell, 1993, p. 277; as cited in Bell, 1994). Bell (1994) found out that telling anecdotes, narratives of significant events, was a way most valued by the teachers in the professional development situation. Ovens (1999, p. 275) considered three basic influences on a teacher's development: craft, authority, and reflective rationality. The category of 'craft' influences included the adoption of techniques and procedures by means of an apprenticeship kind of relationship with other people. The more teachers categorized themselves as apprentice the more development of practice would occur. The second category of 'authority' was directly related to the policy and direction exerted by people in authority, with most of whom, the teacher was likely to have more distant relationship. The third and last category of 'reflective rationality' was the reflective and reflexive capacities of teachers to be used by them in order to improve their own practices by means of evidences, others' thoughts, and the critical friends which were crucial to one's professional development (Ovens, 1999, pp. 275-76). Putting all these terms aside, it should be noted that it is difficult to expect teachers to take care of their

professional development individually (Clement & Vandenberghe, 2000, p. 81) since the modern age is seen as the era of endless and rapid changes (Hargreaves, 2002, p. 189).

Information and Communication Technology (ICT) has been one of the forces that have been effective on the economic and societal changes in the lives of people and modern societies. The impact of ICT has been remarkable on the fields such as medicine, travel, business, engineering, banking, and law. The effect of ICT on education seems to be less than the other fields stated above (Oliver, 2002, p. 1). However, the number of programs related to the educational usage of ICT is increasing each day. That is because, as well as being the backbone of the modern-day society, ICT is an important tool which induces educational reforms that changing students to be "productive knowledge workers" (Pelgrum, 2001, p. 163). A study on the review of future-focused research on teaching and learning reveals out that the emphasis in educational policy on the ICT integration is growing in an international level (Institute for Professional Development & Educational Research, 2002). Recently, many countries have started to adopt the ICTs in their schools by improving educational settings in order to catch up with the recent developments of the information society (Oliver, 2002, pp. 1-2).

With the increasing use of the Internet as a tool for information access and communication (Oliver & Towers, 2000, p. 382), more and more people have started to live in an increasingly interconnected world (Chai & Lim, 2011, p. 3). This situation has provided the people to reach information resources easier and have better communication practices. In the educational use of ICT, the ICT integration and the effective use of ICT have been one of the most important issues that are considered today. There are teachers who use ICT-based materials to support their traditional teaching and those who have doubts on the effectiveness of ICT to mediate teaching and learning practices (Chai & Lim, 2011, p. 3). For the effective integration of ICT, teachers should not only have the knowledge of basic computer applications but also know how to use these applications in classroom settings (Yıldırım & Göktaş, 2007, p. 57).

As the ICT is spreading around the world, it has also been thought as a means for teachers to improve themselves in personal and professional levels. Among the ICTs, the Internet has been found to be the least needed Continuing Professional Development (CPA) area for the teachers (Smith, Rudd, & Coghlan, 2008, p. 49). That should be because of the fact that the Internet appears to be increasingly used confidently by teachers to support teaching and learning (Smith et al., 2008, p. 49). Thus, the Internet may be counted among the commonly used information and communication tools for teachers in different parts of the world. In a survey conducted in public and private schools in the U.S., it has been found that almost 90% of teachers regarded the Internet resources either as essential or valuable for their teaching (Becker, 1999; as cited in Charalambous, 2008, p. 47).

Language teachers are among those who have to use the computers and the rest of ICTs effectively for a better education and future for the societies they are living in. In his study, Warschauer (1996) expressed that language teachers should have started thinking about the implications of computers for language learning. Specifically in the field of ELT, the contribution of the ICTs cannot be ignored mainly because it offers solutions to the problems that people in this area have been facing for a long time by providing easier access to authentic materials, increasing the time and quality of feedback as well as the student autonomy and motivation (Braul, 2006; Salaberry, 2001; Warschauer & Meskill, 2000). From this point of view, it is understandable that language teachers are expected to learn and practice the integrations of the ICTs more often and more effectively day by day.

Briefly, teachers have important roles to create and teach in effective learning environments where the new generations of the information society will be educated. In order to respond to the rapid changes in the developing world properly, the need for the qualified teachers is increasing each day. For this reason, teachers should not be limited to the formal education they have had in the past. Instead, they should improve themselves in personal and professional levels by regularly using the ICTs and more specifically the Internet. As for the context of Turkey, previous studies do not provide detailed data on this subject. Therefore, this study aims to fill this gap in the literature by focusing on the use of ICT by the high school EFL (English as a Foreign Language)

teachers for the purpose of personal and professional development. Besides, the present study aims to get their expectations for better teaching and learning environments in the near future.

1.2 Purpose and Significance of the Study

This study aims at investigating and providing an insight about the high school EFL teachers' use of ICT, with a focus on the Internet, for the purpose of personal and professional development. The data obtained from this study will likely to help researchers understand the factors affecting the use of ICT by high school EFL teachers for their personal and professional growth. As there is a gap in the literature about the ICT use of teachers for these purposes within the context of Turkey, the findings of this study may constitute baseline data for further research in this field. The significance of this study also comes from the presented websites which are used by EFL teachers for their professional developments. These websites are categorized and examined in the further pages of the study in order to explain the types of websites that high school EFL teachers use most when they have Internet connections. Last but not the least aim of the present study is to provide a clear picture of the expectations of EFL teachers from their school management and MNE about the use of Internet more efficiently. These expectations may help schools and MNE to reexamine their plans and programs for the future of technology integration. Besides, they will likely reveal detailed suggestions and general thoughts of the high school EFL teacher and that is to be one of the potential implications of the study.

1.3. Research Questions

The present study seeks to reach the aforementioned purposes by addressing the following questions:

1. Do high school EFL Teachers use ICT (specifically the Internet) for their personal and professional development?

2. Do the factors like gender, age, work experience, institutions teacher work, computer competence level, and computer usage frequency affect the usage of the Internet among high school EFL teachers?

3. Which websites do high school EFL teachers use for the purpose of professional development?

4. What are the expectations of the high school EFL teachers from their school management and Ministry of National Education about the usage of Internet technologies more efficiently?

1.4 Limitations of the Study

As the target population of the study is the high school EFL teachers working at private high schools and Anatolian high schools and the results are limited to 45 high school EFL teachers, the findings may not be generalizable to the teachers of English working in different parts of Turkey.

Moreover, the teachers' knowledge, past experiences and infrastructure of working places might shape their Internet usage habits for personal and professional development. Therefore, the results might not be generalized to all of the teachers of English.

Two main data collection instruments were used in the study in order to overcome the disadvantages of qualitative and quantitative data collection tools. However, methodological triangulation technique could be used to increase the validity and credibility of the present study.

1.5 Operational Definitions

The following terminologies are important expressions used throughout this particular study:

Computer-Assisted Language Learning (CALL): Levy (1997, p. 1) defines CALL broadly as "the search for and study of applications of the computer in language teaching and learning". This definition is in line with the views of majority of modern CALL practitioners.

English as a Foreign Language (EFL): The term English as a Foreign Language is used to describe the study of nonnative speakers living in a non-English-speaking environment.

Information and Communication Technology (ICT): ICT is defined as "the combination of informatics technology with other, related technologies, specifically communication technology" (UNESCO, 2002, p. 13).

In-service Teacher: This term refers to a teacher who earned a university degree in the field of education, who is currently teaching in his/her field of expertise.

Personal Development of Teachers: According to Struthers (2007), personal development of teachers "focuses on the personal skills and competencies such as managing your work life balance, your personal efficiency and your ability to connect, build rapport and inspire" (p. 1). Within the context of the present study, personal development of EFL teachers was taken as the improvement of language areas and skills of the teachers by the use of the Internet.

Professional Development of Teachers: The term is defined by Shafika (2006) as a ''systematized, initial and continuous, coherent and modular process of professional development of educators in accordance with professional competency standards and frameworks" (p. 5). Professional development of teachers may also include the training for the changes in the profession of teachers and lead to permanent changes. Professional development of EFL teachers were taken as the improvement of teachers' professional competency levels by using the Internet and the ways they integrate it into their classroom settings.

Self-directed Professional Development: This term is defined as the professional development arising from the teachers' own initiative, i.e. the process is internally determined and initiated (van Eekelen, Vermunt, & Boshuizen, 2006; as cited in Mushayikwa & Lubben 2009, p. 376).

CHAPTER II

REVIEW OF LITERATURE

In this chapter, literature on personal and professional development of teachers and the integration of technology is reviewed. Firstly, language teaching and technology is discussed and the brief history of Computer-Assisted Language Learning (CALL) is provided together with the advantages and disadvantages of CALL. Following the explication of Information and Communication Technology (ICT) and the usage statistics of ICT in Turkey, related studies from Turkey and abroad are provided to understand the general framework of the present study. Finally, detailed information and past studies on personal and professional development of teachers are presented.

2.1 Language Teaching and Technology

In their comprehensive 'Handbook of Undergraduate Second Language Education' Warschauer and Meskill (2000) stated that virtually every kind of language teaching 'has had its own technologies to support it'. They pointed out that in Grammar-Translation Method, in which explicit rules of grammar are given by the teachers and translation is done by the students, the technology was the blackboard, which is 'a perfect vehicle for the one-way transmission of information the method implied' (Warschauer & Meskill, 2000, p. 2). In the following years, for the Audiolingual Method, in which constant repetition in target language was considered as the best way to learn the language, audio-tape was the perfect technology. With the shift of language teaching methods and the technologies, the terms like Computer-Assisted Language Learning (CALL) and Computer-Mediated Communication (CMC) have been introduced.

Development of the technologies has brought the changes in different aspects of life and education was among the fields that have been affected by these changes. Today, many researchers believe that technology holds a great potential to improve second language learning significantly (Chapelle, 2001, pp.1-3; Levy, 1997; Salaberry, 2001). As the potential does not automatically turn into practices and due to the immense variety of developing technology, there is the need of detailed research on

each of these materials to benefit from them in the maximum level in second language teaching and learning. However, it must be noted that the number of studies in the field is increasing parallel to the developing technologies.

Garret's (1991) opinions on the use of computer in language teaching and learning brought a different perspective to the subject. She stated that "the use of computer does not constitute a method" and considered it as a 'medium in which a variety of methods, approaches, and pedagogical philosophies may be implemented' (Garret, 1991, p. 75). Davis (2006, para. 3) believed that the premise of this statement still applied although it was made a couple of years ago and showed a number of cases in which teachers' use of technology were often limited to simple assignments and Internet searches.

With the developing technologies, the expectations about better and quicker language learning methods and techniques are likely to increase. Davis (2006, para. 4) thought that it would be wrong to think computers could change things positively without the intervention of educators and teachers. Schrum (2000) described this dilemma in her text entitled 'Technology as a tool to support instruction' as follows:

> We're all familiar with the extravagant promises of technology: It will make our students smarter -- and it will do it faster and cheaper than ever before. Moreover, the promise suggests, this miracle will occur almost by osmosis. We need only place a computer in a room, stand back, and watch the magic take place. If only life were that simple and learning that easy!
>
> Those of us who remember the 1980s, when computers were first making their way into our classrooms, probably also remember a great deal of bad software. As educators, we were unfamiliar with the technology and uncertain about its possibilities. So we stepped back and let software developers, hardware vendors, and other technicians define not only what we could buy but also how those products would be used. In many ways, the technology drove the educational process. And guess what? It didn't work very well! (Schrum, 2000, p. 1)

Similar to Garret's (1991) thoughts on the subject, Warschauer (1996) explained that the expensive infrastructure of the technology and offered the solution clearly.

> As with the audio language lab 'revolution' of 40 years ago, those who expect to get magnificent results simply from the purchase of expensive and elaborate systems will likely be disappointed. But those who put computer technology to use in the service of good pedagogy will undoubtedly find ways to enrich their educational program and the learning opportunities of their students (Warschauer, 1996).

It is possible to assume that language teaching techniques have been changing due to a number of changes in the society and technology itself. No matter how high or low the expectations of the people are, language teachers and educators must be ready to face with the changes that have already happened and are happening, or will happen. Shawcross (2004, p. 2) asked about the things that technology can provide in language teaching and shaped the list including 'greater availability, accessibility, and flexibility, integration of media and linguistic skills, constant access to authentic material, reaching larger and remote populations, speech samples and accents, appropriate content matter, feedback and monitoring, enhanced learner involvement and motivation, new classroom dynamics'. Considering these possible benefits of technology in language teaching, it may be correct to say that the future of education will be closely connected to the developing technology.

In order to understand the technology in language teaching, the term CALL will be defined, a brief history of CALL will be explicated and the advantages and disadvantages of the CALL will be discussed in the following sections.

2.2 Computer-Assisted Language Learning (CALL)

According to Chambers (2010), "within the area of Second Language Acquisition (SLA), Computer-Assisted Language Learning (CALL) is one of the most recent sub-disciplines to emerge" (p. 113). An important number of publications have been done starting from 1980s. CALL is defined by Levy (1997) as 'the search for and study applications of the computer in language teaching and learning'. Although CALL is a rather recent term, the use of the computers in language education is not new. Davies, Walker, Rendall, and Hewer (2010, para. 1) stated that the use of computers in

education 'dates back to the early 1960s' but they also added that "it was confined in those days mainly to universities with prestigious computer science departments".

In order to understand the CALL well, it is crucial to evaluate the stages of it (Table 1). The development of the CALL is divided into three stages by researchers; behavioristic / structural CALL, communicative CALL, and integrative CALL (Braul, 2006; Lee, 2000; Warschauer, 1996). A certain level of technology and pedagogical approach corresponds to each of these three stages (Warschauer & Healy, 1998).

Table 1. Three stages of CALL and basic features of these stages (based on Kern & Warschauer, 2000)

Stage	Technology	Pedagogical Approach	View of Language	Use of Computers	Teacher's role
1960s-1980s: **Behavioristic or Structural CALL**	Mainframe	Grammar-Translation and Audio-Lingual	Structural (formal-structural system)	Habit formation: Repetitive drills Drill-and-practice Translations tests	Sole source of lang information To give instructions
1980s-1990s: **Communicative CALL**	PCs	Communicative Lang. Teaching	Cognitive (mentally-constructed system)	Communicative exercises: Using forms Implicit grammar teaching forms Text reconstruction Simulations	Activator facilitator
1990s to 21st c. **Integrative CALL**	Multimedia Internet - based appl.	Content-Based, Task-based, project-based, ESP, EAP	Social, Socio-cognitive (developed in social interaction)	Authentic social, context, discourses Integrate various skills (R, W, S, L) of language learning and use	Counselor mentor

Behavioristic CALL was based on the theory of behaviorism which was dominant between 1950s and 1960s affecting education between 1960s and 1970s

(Özerol, 2009, p. 8). According to Tick (2006), in the 1960s "the language itself was considered as a set of prescribed structures and forms and language acquisition was nothing else but learning set forms and phases" (p. 5). One of the earliest attempts to integrate computer technologies into teaching was found in PLATO (Programmed Logic for Automatic Teaching). It is the first sample of behavioristic CALL and it was developed at the University of Illinois in 1960 for pedagogy (Levy, 1997, p. 16).

The changes in technology and in the approaches of language teaching affected CALL directly as there were more communicative softwares that could be used. As the name of the stage suggests, the importance was given to the communication during the stage of Communicative CALL. Bax (2003) believed that together with Integrative CALL, Communicative CALL was less satisfactory compared to the Behavioristic CALL and explained the reasons of this.

> In the first place, language teaching in general still operates today very much within a communicative framework in many teaching contexts, so it is confusing for teachers to hear that 'communicative CALL' is no longer with us—the use of the term itself is not helpful. Secondly, it is not at all certain that the term 'communicative' is being used as language teaching methodologists would use it (Bax, 2003, p.16)

The last phase of the CALL, Integrative CALL, is based on multimedia computer. Warschauer and Healy (1998) stated that "if the main frame was the technology of the Behavioristic CALL, and the PC the technology of Communicative CALL, the multimedia networked computer is the technology of Integrative CALL" (p. 2). Since the multimedia technologies developed immensely, the information and communication and the use of computers in classroom settings have been relatively easier and more accessible compared to other phases of CALL. Thanks to the materials that have come along with the Internet, there are many ways of using the Internet in language teaching. 'Outside-of-class discussions' is one of the examples which can be performed by means of 'e-mail or conferencing system' (Warschauer & Meskill, 2000, p. 4)

Bax (2003) argued that the Integrative CALL had not yet existed and he suggested three different approaches to CALL: 'Restricted' (basically Behavioristic),

‘Open’ (in terms of feedback, role of the teacher and software types), and ‘Integrated’ CALL (not achieved yet) (Bax, 2003, p.13).

Parallel to the Integrative CALL, as the number of computers increased, its role in education started to be discussed in various circles. In an early study, Adams, Morrison, and Reedy (1968) expressed that computer-assisted instruction ‘has the potential in its capability both to supervise student performance and to monitor, record, analyze, and summarize data about that performance’ (p. 3). Warschauer (1996) raised an interest into the language teachers of the modern world and stated that they should have started thinking about the implications of computers for language learning. Pamuk and Peker (2009) pointed out that the teachers were expected “to be technologically literate by incorporating technological tools into practice” (p. 454). That is a result of rapid developments affecting the field of education and language teaching as well as many other fields. That is also because ordinary education standards have changed due to the technological improvements with instructional and pedagogical developments (Hopson, Simms, & Knezek, 2002, p. 117).

2.2.1 Advantages of CALL

Technology integration into the language teaching and thus EFL context offers a number of advantages for teachers, students, and administrators. As the term CALL also referred as a variety of technology uses for language teaching (Chapelle, 2008, p. 66), the advantages of CALL and educational technologies in general are presented in this section. Since there are many resources handling the current subject, Khalsa, Maloney-Krichmar, and Peyton’s (2007) list of CALL’s advantages was taken as the main resource for a well-organized presentation of these advantages. Khalsa et al. (2007) named advantages of educational technologies as authenticity, voice, equal learning opportunities, individual attention, freedom of expression, convenience and accessibility, engagement, collaboration, and technological literacy.

Authenticity: In traditional language teaching classes, providing authentic materials to the learners is one of the challenges. As the concept of authenticity is still considered as a central criterion for the selection and evaluation of language teaching materials, the importance of authenticity can be accepted to have an important role in

teaching and learning (Taylor, 1994). Thanks to the educational technologies, students and teachers have a chance to reach relatively more attractive and interesting materials. Besides, they also have the chance of accessing people around the world via the Internet (Galavis, 1998, para. 3). Pointed out by Warschauer and Meskill (2000), educational technologies allow students to access authentic materials about the target culture which prepare them to the global communication by making them a world citizen.

Voice: Two types of advantages can be listed in this category. One of them is that, students are likely to be exposed to the voice and culture of the target language speakers by benefiting from authentic materials such as audio and video files (Chapelle, 2001; Lee, 2000). Multimedia technologies enable students to obtain a huge amount of human experience (Lai & Kristonis, 2006, p. 3). This takes us to the second advantage in this category as engaging in online venues by interacting with others, students can find and use their own voice (Jepson, 2005, pp. 91-92).

Equal Learning Opportunities: The characteristics of the students change from one another. This is one of the challenges of traditional classes as the teachers have to deal with dominant or shy students in particular so that the classroom setting is as suitable as possible for language learning. “Shy or inhibited learners can be greatly benefited through the individualized technology-learning environment, and studious learners can also proceed at their own pace to achieve higher levels” as stated by Lai & Kristonis (2006, p.3). In addition, computers are helpful review tools for slow learners whereas they are exercise tools for fast learners (Siskin, 1999, para. 2).

Individual Attention: Similar to the advantage mentioned above, technology-supported learning environments provide good relationships between teachers and students as well as student-student relationship. Moreover, private conversations that may not be easily negotiated in face-to-face settings can be handled in online settings (LeLoup & Ponterio, 2003).

Freedom of Expression: It may be easier for students to express themselves in online settings compared to traditional settings where they are likely to experience teacher or peer pressure. The study of Walther & Boyd (2002; as cited in Khalsa et al.,

2007) has shown that people often feel freer to express their feelings online rather than in person.

Convenience and Accessibility: Online learning venues allow students to study more independently and giving the option to work on their learning material at any time of the day without limitation (Lai & Kristonis, 2006, p. 2). It is a chance for students to be able to access their materials twenty-four hours a day and seven days a week either at home or school. Thanks to this feature, educational technologies enable the students to be autonomous and independent learners (Galavis, 1998, p. 3; Warschauer & Healey, 1998, p. 59).

Engagement: The wider the range of activities for students means the more engagement of the language learners in the lesson. Through the audio and video-rich multimedia materials that address an array of various learning styles, the engagement of students and teachers can be encouraged (LeLoup & Ponterio, 2003; Meskill, 2009, pp. 52-55).

Collaboration: By using various educational technologies, the students can collaborate and co-work in an online environment. Online forums and bulletins give the students and teachers to cooperate online and discuss different types of subjects in various times. In a similar vein, Shneidarman (2002) stated that online environment promoted collaborative learning and community building.

Technological Literacy: The students and teachers have to use educational technologies themselves and this is likely to help them improve their technologic literacy and skills. According to van Dijk (2005), individuals learn more from practical applications of computer/information technology than from formal computer education.

2.2.2 Disadvantages and Limitations of CALL

Although there are many advantages of educational technologies that are listed in the previous chapter, the integration of educational technology has still its disadvantages and limitations. Braul (2006) categorized these disadvantages in three groups as ‘economical, educational, and technical’. Brickner (1995) divided the barriers of educational technology integration into two groups as first-order and second-order

barriers. First-order barriers are hardware-related barriers and it is out of the control of the teacher whereas second-order barriers are about the beliefs, attitudes, and competence of the teachers.

One of the specific disadvantages of educational technology is the high costs for the technology integration which is a first-order barrier. Although policy makers give importance to the process of rapid computerization, it is believed that computer and language learning softwares will increase educational costs. Warschauer and Meskill (2000) reminded that "there are definite startup expenses related to implementing new technologies in education" (p. 12). Setting up a classroom setting suitable for the educational technologies may be expensive although the advantages of it may overcome this in a long term period. Apart from educational institutions' infrastructural costs, the students may be required to own a personal computer and that may be difficult for low-income students (Lai & Kritsonis, 2006). Eventually, poor students and schools will not benefit from the technology although high-income students will enjoy the advantages of the instructional technologies. This possible situation is likely to harm the equity of information.

Another limitation of educational technology or CALL is that both students and teachers should have basic knowledge of technology before they can actually teach or learn with the technology. Roblyer (2003) thinks that students without computer familiarity cannot benefit from the technology. The same problem exists for the teachers. It is believed that teachers need to be trained in order to use these technologies more efficiently (Lai & Kritsonis, 2006). As this problem is among the second-order barriers, it is more difficult to overcome because of its intrinsic and intangible nature (Brickner, 1995).

Computer anxiety of the teachers and the students is another disadvantage and limitation of the educational technology. Computer anxiety is the teacher's uncomfortable feelings and fear of coping with ICT tools or uneasiness in the expectation of negative outcomes from computer-related operations (Chang, 2005, p. 715). Students and teachers with negative attitudes towards the use of computer may affect their use of technology inside and outside the class.

The lack of qualified softwares prepared for the language teaching and learning is another limitation of the CALL. Although there are a lot of programs that have been produced, not all of them are prepared for educational purposes. As a result, the implementation of such programs takes both time and effort to use in the class. Lai and Kritsonis (2006) expressed that such programs are still imperfect and pointed that computer technology of today "mainly deals with reading, listening, and writing skills" (p.4). Similarly, in the same study, Lai & Kritsonis (2006) indicated that "computers cannot handle unexpected situations" (p.4). Mainly because of the computers' artificial intelligence, a direct interaction between teachers and students are not likely to be as possible as the interacting that takes places in face-to-face settings.

As a conclusion, it is important to be aware of the fact that the disadvantages and limitations of computers exist but considering that it is possible to overcome some of these disadvantages, the new technological developments may change the role of teachers and learners in the traditional learning settings.

2.2.3 Related Studies Conducted in the World

In order to understand the current study better, it is vital to know the definition of "attitude" as computer-related attitude is considered to be among the factors affecting the use of technology by teachers (van Braak, 2001, as cited in Sang, Valcke, van Braak, & Tondeur, 2010, p. 105). Attitude is defined as the ability to predict the behavior of a person toward certain targets (Ajzen & Fishbein, 1977, p. 889). According to Akbaba and Kurubacak (1999), teachers' acceptance of the usefulness of technology and whether teachers integrate ICT into their classroom is influenced by their attitudes towards computers.

In a study conducted by van Braak, Tondeur, and Valcke (2004, p. 9), it was found that class use of computers was strongly affected by attitudes toward computers in education. In a similar study which was conducted on 184 pre-service teachers, Khine (2001) found a significant relationship between computer attitudes and its use in the institution. Sang et al. (2010, p. 108) found that prospective ICT integration significantly correlated with all teacher-related variables except gender. Compared to other variables such as teacher efficacy, computer efficacy, and computer attitudes of

the pre-service teachers, the fact that gender has lesser impact on the issue was also reported in other studies (Antonietti, 2006, p.279; Birgin, Çoker, & Çatlıoğlu, 2010, p. 1591; Rahimi & Yadollahi, 2011, p. 206). In their closely tied study, Levine and Donitsa-Schmidt (1998, p.139) found that individuals' behavioral intentions determine their attitudes towards computer.

Braul (2006) aimed to determine the perceptions and recommendations of 19 ESL teachers' towards CALL. It was found that teachers considered CALL programs useful and used them although they faced barriers such as lack of CALL development time, unfamiliarity with CALL and general software and not being certain whether CALL is useful or not while integrating them into the classroom settings. Abu Samak (2006; as cited in Özerol, 2009, p. 12) also found that Jordanian EFL teachers had positive attitudes towards ICT.

Albirini (2006, pp. 379-384) conducted a comprehensive study by exploring the attitudes of 326 high school EFL teachers in Syria toward ICT as well as the relationship between computer attitudes and five independent variables that are computer attributes, cultural perceptions, computer competence, computer access, and personal characteristics. It was found that teachers had positive attitude toward ICT in education. The study also indicated the positive correlation between teachers' attitudes towards ICT in education and their perceptions of computer attributes. It was suggested that teacher's lack of computer competence was a barrier to the acceptance and use of computers (Pelgrum, 2001, p. 177). However, in Albirini's (2006) study "the majority of respondents reported having little or no competence in handling most of the computer functions needed by the educators" (p. 385) and their attitudes toward the use of ICT integration into the teaching were positive. In a recent study by Zhou, Zhao, Hu, Liu, and Xing (2010, pp. 1412-1413) who investigated pre-service teachers' ICT attitude considering variables including computer competence; it was found that participants' computer attitudes had not been significantly related to computer competence.

Ajjan and Hartshorne (2008, pp. 78-79) assessed faculty's awareness of Web 2.0 technologies to supplement in-class learning and understand faculty's decisions to adopt these tools. Findings showed that some faculty members feel that some Web 2.0

technologies could improve students' learning, their writing abilities, their satisfaction with the course and their interaction with faculty and with other peers. Some of the faculty members choose to use them in the classroom.

Chen (2008, pp. 1018-1026) conducted a study on 311 EFL teachers in higher education institutions in Northern Taiwan and investigated their use of the Internet in their teaching, and the possible factors that might influence the use of the Internet by them. The results reflected that the majority of the teachers (80%) used the Internet in their teaching. Further, it was found that seven different variables – teacher training, institutional support, perceived capability, beliefs, attitudes, the constructive thinking, and classroom pedagogy – had effects on the use of Internet but teacher training was the most prominent factor affecting the Internet use of teachers.

Gialamas and Nikolopoulou (2010, pp. 335-337) investigated in-service and pre-service Greek early childhood teachers' views and intentions about the integration of ICT in early childhood settings. They found that in-service teachers had more positive views and intentions toward the use of ICT whereas pre-service teachers had higher computer self-efficacy. In a similar study, Hinostroza, Labbé, Brun, and Matamala (2011, p. 1365) found that ICT was not frequently used by Chilean students and teachers at school although they tended to use ICT more often for specific purposes.

In a recent study, Rahimi and Yadollahi (2011, pp. 205-206) examined Iranian EFL teachers' computer anxiety level and its relationship with ICT integration into English language classes. The study was conducted on 254 EFL teachers and the results showed a positive relationship between computer and age. Computer anxiety, gender, and experience of teaching were not found to be related.

2.2.4 Related Studies Conducted in Turkey

It is essential to present the related literature within the context of Turkey as the number of studies in the field of CALL, ICT, and technology integration into the education is increasing. One of the earliest studies was conducted by Hızal (1989). In the study called "Evaluation of Teachers' Opinions towards the Computer Education

and Computer Assisted Teaching", Hızal (1989) aimed to determine the attitudes, expectations, and suggestions of 709 teachers working at schools in the city of Eskisehir in Central Anatolia region of Turkey. He found that the teachers positively embraced the integration of computer into the educational system in general.

Oral (1994) performed a comprehensive survey on 1300 teachers to evaluate the opinions of teachers towards the computer-assisted teaching in his doctoral dissertation titled "Evaluation of Teachers' Opinions about Computer Assisted Teaching Practices". He reached the result that fact that more teachers should be educated in terms of computer competency and computer-assisted teaching.

In the study of Çağıltay, Çakıroğlu, Çağıltay, and Çakıroğlu (2001; as cited in Özerol, 2009, p. 25), 202 teachers from three Turkish cities participated to express their thoughts on the use of computers in education. Similar to Hızal's (1989) study, they also found that teachers believed that integration could help them increase the quality of the education. Like in Oral's (1994) study, the results showed that teachers needed training to be able to do the appropriate technology integration in the class.

Specific studies related to teachers' attitudes towards CALL were done in 2000s in Turkey. One of the earliest examples of this was a study done by Tuzcuoğlu (2000). In the study titled "Teachers' Attitudes towards Using Computers in Classes", Tuzcuoğlu (2000) found out that teachers of English at Osmangazi University in Eskisehir were familiar with the term CALL and were positive towards using computers in classes although they could have had more knowledge of CALL by means of related training programs.

Aşan (2003) conducted a case study to determine the computer technology awareness of 252 elementary school teachers in Trabzon, in the Black Sea Region. The results of the study showed that factors such as gender, teaching experience, and school statuses have a significant relationship to familiarity with computer technologies in the country. This study focused on the problems that participants face in the integration period of the technologies as well and problems such as "lack of hardware, lack of knowledge and skills about using computers, lack of training or insufficient training opportunities, and crowded classes" were listed (Aşan, 2003, p. 153).

Özsoy (2004) found a positive attitude towards the use of CALL although there was no significant difference between the attitudes of the students and the teachers. The

study further demonstrated that for an effective implementation of CALL, there was a need of training of students and teachers.

The study of Çelik and Bindak (2005, pp. 30-37) was remarkable as it was conducted in Siirt and there had not been many case studies covering the cities in Southeastern Anatolia Region of Turkey. The study focused on computer attitudes of primary school teachers according to various variables such as gender, branch, and the workplace. There was no significant difference found depending on the variables like gender, branch, and workplace. Investigating the CALL implementation, Timuçin (2006, p. 268) found that recognizing the teachers' needs and giving them a support was important before the CALL integration.

Özdemir (2007) conducted a study to determine the 4th and 5th grade primary school EFL teachers' perceptions and competency in the usage of methods-techniques, and materials. The 95 participant teachers were selected randomly from 76 primary schools in the city of Canakkale, Marmara Region. The results indicated that teachers considered themselves less competent in the usage of instructional technology although they thought that they were competent in the usage of methods and techniques (pp. 97-99).

Kocaman (2008) investigated the level of instructional software usage of primary and secondary school English language teachers in the city of Burdur. 35 EFL teachers from 28 primary schools participated in the study and data on computer literacy level of teachers, technological facilities of schools, and instructional software usage attitudes and habits of the teachers. He found that the computer proficiency level of teachers was slightly above the mean, the facilities of schools were inadequate, and the attitudes of the teachers towards CALL were positive although the level of instructional software usage was low (pp. 59-60).

Akçaoglu (2008) explored the technology integration approaches and attitudes of pre-service and in-service EFL teachers. The results indicated that computer usage of teachers at schools were limited although the usage frequency of computers was significantly high outside the school. He also found that Turkey was still at the stage of first-order barriers which meant there was a lack of infrastructure for the implementation of educational technology by teachers.

The number of studies related to the educational technology in general increased in the past few years and the focus of the studies became ICT and Internet as well as CALL.

Işık (2009) investigated Turkish EFL teachers' attitudes towards ICT integration in language classrooms. She found that although teachers had positive attitudes in general, there were differences in integration among the teachers. It was also found that the perceptions of teachers with less than 10 years of teaching experience on the control of technological tools had been higher than experienced teachers.

Hismanoğlu (2010, p. 110) aimed to find out the attitudes of language teachers towards Internet-based foreign language teaching and revealed that most of the teachers had positive attitudes toward using the Internet. In a similar study, Baltacı-Göktalay and Özdilek (2010, pp. 4739-4740) examined the perceptions of pre-service teachers about Web 2.0 technologies and found these perceptions to be positive. Besides, the results indicated that acceptance and willingness to use these technologies were high. Audio/video conferencing technologies found to be the most preferred one compared to other technologies.

Saklavcı (2010) investigated the Internet use of high school EFL teachers working at state schools in Eskisehir province of Turkey. In her study, the results showed a high usage level of the Internet by EFL teachers at state schools in Eskisehir. The study also reported that the aim of teachers had been related to their personal and professional purposes rather than for instructional purposes. In spite of having positive attitudes towards the use of the Internet, participants in the study did not use it for their lessons (pp. 49-55).

Türkoğlu (2010) searched the perceptions of EFL teachers and administrators working in primary schools in Istanbul and found that EFL teachers and administrators had positive feelings for computer-assisted instruction in general.

Genç (2011) investigated EFL teachers' attitudes towards integrating ICT into instruction. The study that is conducted on 56 participants revealed that EFL teachers' level of knowledge and the use of ICT was high and they possessed positive attitudes towards the technology integration to the instruction. Similarly, Eyyam, Meneviş, and Doğruer (2010, pp. 5097-5099) also found that English Preparatory School instructors had positive attitudes towards the use of instructional technology such as computers,

overhead projectors, data projector, CD player, video in their classes. The same study also showed that instructors needed more information about the use of these technologies.

2.3 Information and Communication Technology (ICT)

Following the invention of computers, technological devices related to computers such as scanners, printers, floppy disks and drivers have appeared. Then, the term IT (Information Technology) became widely used in different fields from business to education. Later, the Internet arrived bringing the terms such as networks, WWW (the World Wide Web), search engines, and e-mails. The need for a term broader than IT occurred as communication technologies did not cover this term. The term Information and Communication Technology (ICT) was accepted and used extensively. ICT has been defined as "the combination of informatics technology with other, related technologies, specifically communication technology" (UNESCO, 2002, p. 13). The type of technologies that ICT comprises is shown on the Figure 1 which indicates the broadness of the term.

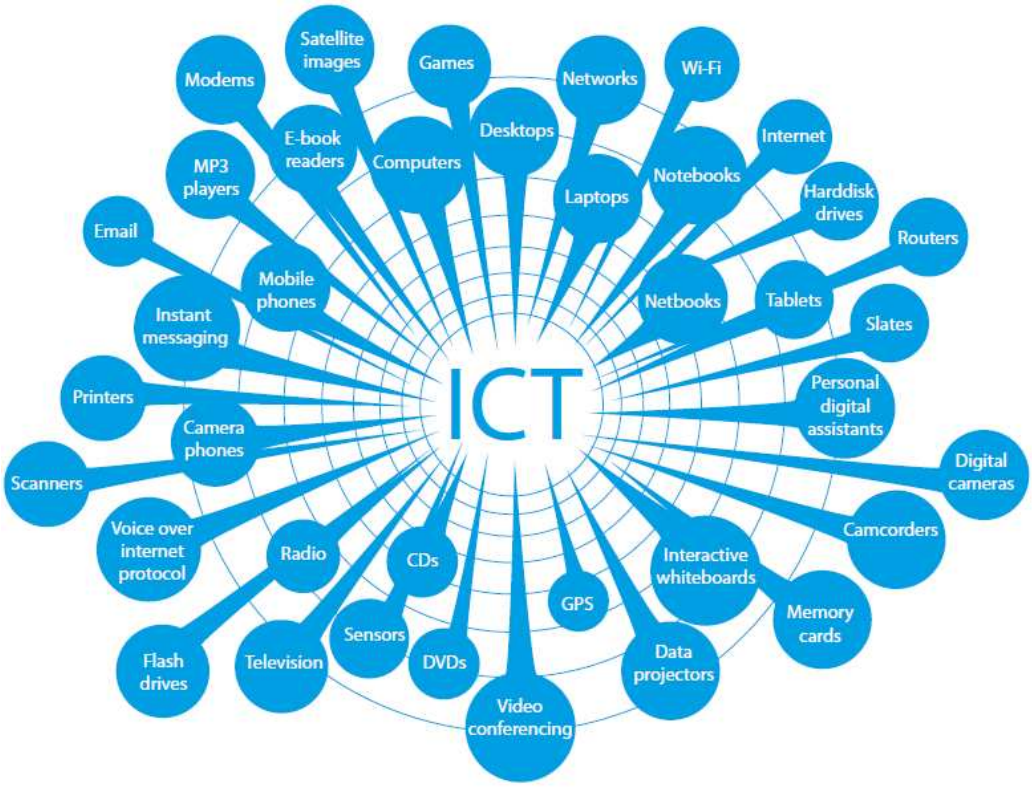


Figure 1. Technologies that ICT comprises (Anderson, 2010, p.4)

As shown in Figure 1, there is almost no way to be out of these technologies. As stated by Anderson (2010, p.4), "the very air we breathe literally buzzes with all kinds of information signals". Because of this, ICT is a term that "includes the full gamut of electronic tools by means of which we gather, record and store information, and by means of which we exchange and distribute information to others" (Anderson, 2010, p.4).

ICT has been given a great importance in the development of the societies as well as economies. While OECD (Organisation for Economic Co-operation and Development) countries' policy agendas are being shaped, ICT is considered as an important factor (OECD, 2005b, p. 3). This is a result of uninterrupted growth in terms of ICT infrastructure and developments that took place in last decades (Figure 2). Despite the high rates of growth in the field, major differences in the number of Internet users between regions and developed and developing countries remain (International Telecommunication Union, 2009) (Figure 3).

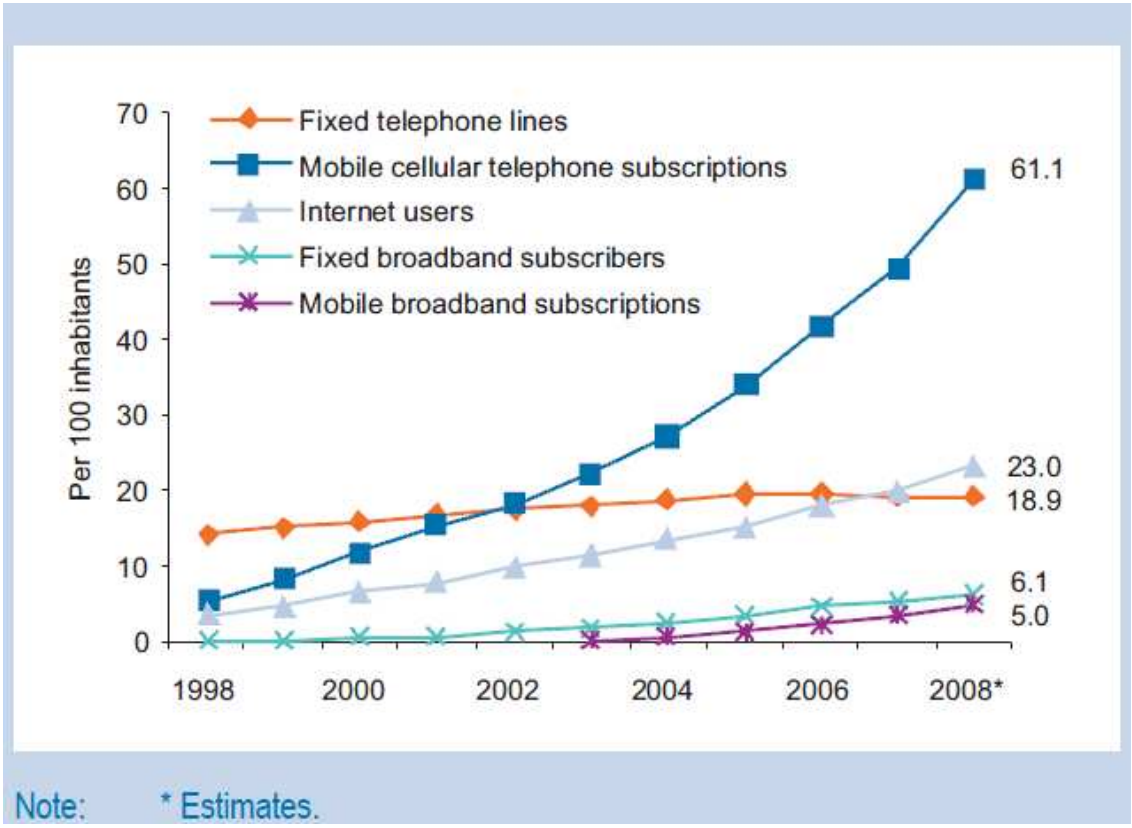


Figure 2. Global ICT Developments, 1998-2008 (International Telecommunication Union, 2009, p. 3)

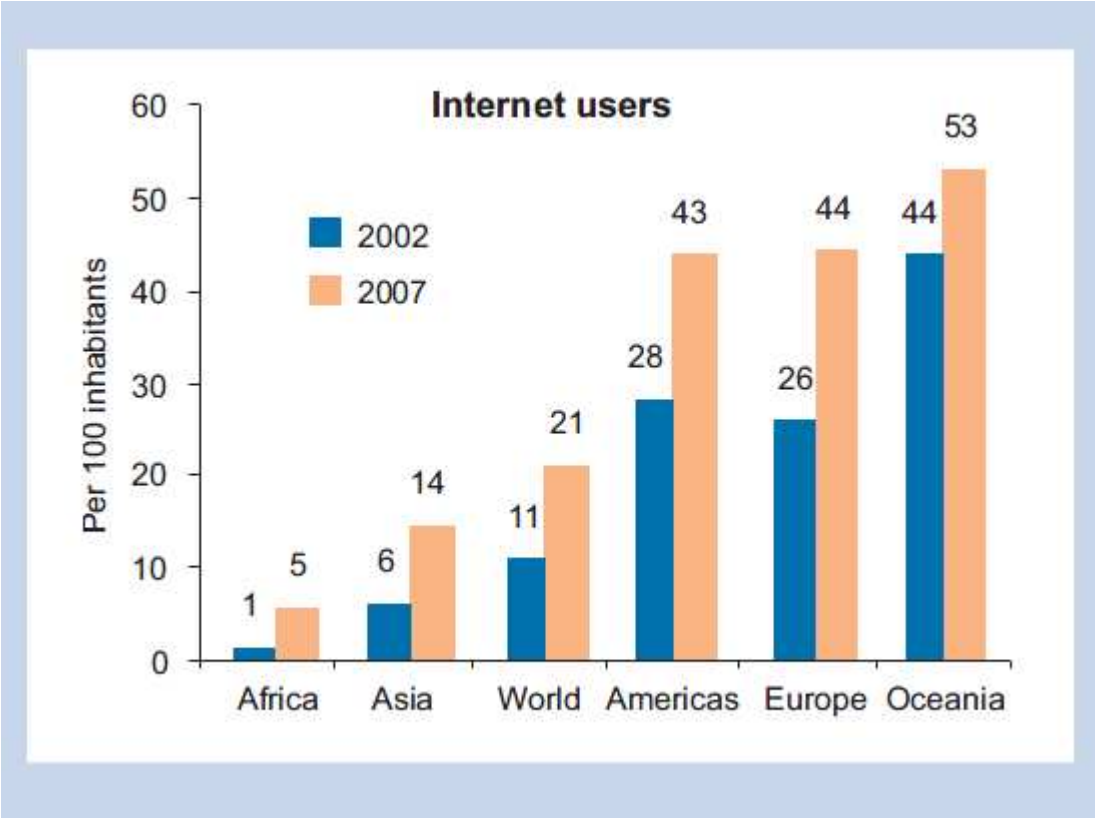


Figure 3. Distribution of Internet users by continents (International Telecommunication Union, 2009, p. 5)

All of these major changes have affected the society extensively. In many countries in different parts of the world, especially in Europe, there are official recommendations for the users to acquire ICT-related skills although they are often general (Usun, 2009, p. 332). As Usun (2009) pointed out "In over half of all European countries, ICT has become a compulsory part of the curriculum for the initial training of teachers for either primary or secondary education" (p. 332). However, teachers are not the only subjects that are exposed to this major change that affecting the whole education system. Pelgrum (2001) questioned the roles of teachers, students, schools, and parents by making a comparison of these roles in the Industrial Society and Information Society (Table 2). Oliver (2002) listed main stakeholders of education that show how various issues such as what is learned from whom, how and when it is learned, who is learning, and what it costs might influence each of them (Table 3). As it is shown in Table 3, principal stakeholders are directly influenced by the integration of ICT into the education system in various levels.

Table 2. Expected changes from education in the industrial society to education in the information society.

Actor	Education in the Industrial Society	Education in the Information Society
School	• Isolated from society • Most information on school functioning confidential	• Integrated in society • Information openly available
Teacher	• Initiator of instruction • Whole class teaching • Evaluates student • Places low emphasis on communication skills	• Helps students find appropriate instructional path • Guides students' independent learning • Helps student to evaluate own progress • Places high emphasis on communication skills
Student	• Mostly passive • Learns mostly at school • Hardly any teamwork • Takes questions from books or teachers • Learns answers to questions • Low interest in learning	• More active • Learns at school and outside school • Much teamwork • Asks questions • Finds answers to questions • High interest
Parent	• Hardly actively involved in learning process • No steering of instruction • No life-long learning model	• Very active in learning process • Co-steering • Parents provide model

(Source: Pelgrum, 2001, p.164)

Table 3. The influence of ICT on education and its stakeholders.

	What is learned and how much	How it is learned	When it is learned	From whom it is learned	Who is learning	What it costs
Students	X	X	X	X	X	X
Employers	X		X	X		
Teachers	X	X	X	X		
Institutions	X		X	X		X
Government	X	X	X	X	X	X

(Source: Oliver, 2002, p.7)

Among the main stakeholders of education, students and teachers have vital roles. Most of the time, they are directly affected by the changes in the society. Teachers are expected to develop themselves in order to be a modern teacher who has the required ICT skills whereas students who are grown up in the Information Society are supposed to use their technological knowledge for educational purposes as well. The roles of teachers and students have shifted as they integrate ICT into their teaching and learning (Table 4). It can be understood from the Table 4 that teachers of modern day are not the authorities who know everything. "The new role can perhaps be likened to that of a team coach or the conductor of an orchestra who tries to bring out the best

performance in all players" (Anderson, 2010, p.6). A recent study indicated that teachers were likely to get used to this new role that was required today (Rudd et al., 2009, p. 21). The *Harnessing Technology Schools Survey* reported that a great deal of teachers was both confident and enthusiastic about using ICT to support their teaching and learning (Morris, 2010, p. 4010).

Table 4. The changes that ICT use in instruction brings about in teacher roles.

Changes in Teacher Roles		
A shift from		to
knowledge transmitter; primary source of information	→	learning facilitator, collaborator, coach, knowledge navigator and co-learner
teacher controlling and directing all aspects of learning		teacher giving students more options and responsibilities for their own learning

(Source: Anderson, 2010, p.6)

In a similar way, the roles of students are changing as they become more active in the learning process rather than being passive recipient of information. The students of Information Society are learning collaboratively with others and produce knowledge instead of the reproduction of knowledge after learning on their own (Table 5).

Table 5. The changes that ICT use bring about in student roles.

Changes in Student Roles		
A shift from		to
passive recipient of information	→	active participant in the learning process
reproducing knowledge		producing knowledge
learning as a solitary activity		learning collaboratively with others

(Source: Anderson, 2010, p.6)

It is clear that there are educational changes due to the technological developments in the modern world. The schools are more integrated into the society; lessons are more student-centered than being evolving around the teacher who used to be the all-knowing authority. Teachers give more importance to communication skills than they used to do in the past. This also forces students to be more active by asking

questions, participating in group studies while searching for their answers. Parents are active in this process by keeping in constant touch with administrators and teachers for the benefits of the students.

2.3.1 Internet as an ICT tool

The Internet is one of the most commonly used tools among the ICTs and since the present study focuses on the Internet as an ICT tool for the development of the teachers, information about the Internet and some of the web technologies are given in this section.

Warschauer and Meskill (2000, p. 6) mentioned the power of the Internet as a tool to assist language teaching and regarded it as a vast medium. Dettori and Lupi (2010) stated the importance of web technologies which turn the online venues into language learning places.

> The recent development of web technologies has rapidly turned the web into a privileged place for language learning, thanks not only to the wide availability of real documents which offer meaningful examples of current language use, but also to the numerous web sites set up by a variety of agents, providing access to educational materials of various kinds, from simple collections of exercises to large sites with complex and diverse offer (Dettori & Lupi, 2010, p. 2714).

Tezci (2009, p. 1289) found that the Internet was the most commonly used and well-known type of ICT for the teachers in Turkey. Similarly, Smith et al. (2008, p. 49) reported that the Internet appeared to be increasingly used confidently by teachers and considered to be the least needed CPD (Continuing Professional Development) area that teachers felt. These results gave a clue about the connection of teachers with the Internet in a technological level. Since the Internet helps people improve themselves not only in personal but also professional ways, teachers may feel like using them more as it is widespread in many parts of the world today. According to Kirschner and Davis (2003), the Internet "provides access to huge array of previously untapped information" (p. 136). For this reason, teachers should adapt and transform their practices to benefit from the power of technology as much as possible (Kirschner & Davis, 2003).

In order to understand the Internet, it is necessary to explore the term WWW (World Wide Web) or simply Web which was used quite often in the past decade and taken its part in the lives of people of modern society. Web, sometimes interchangeably used with the Internet, is a major source to share information, interact one another, upload and download different types of materials and many other things that can be integrated into educational setting effectively. The term Web 1.0 (read-only) environment has given its space to Web 2.0 (read/write) technologies. Thanks to these web technologies, students can access to the authentically-rich materials and have interaction within a target language context. In addition, they can create their own materials with the help of some programs and share it with the whole world. Especially with the introduction of Web 2.0 which was used first time in 2004, the second generation of web-based services started to offer options for online collaboration and sharing (Baltacı-Göktalay & Özdilek, 2010, p. 4738). Examples of these technologies include but not limited to wikis, blogs, social networking, social bookmarking, net meeting, instant messaging, video-conferencing. Three of the most-commonly used web 2.0 technologies are presented below.

Blogs: Abbreviated from Weblog, blog is a type of personal website where the 'blogger' shares content in the form of text, picture, audio, video as well as links to various websites. Readers can follow these blogs thanks to the applications provided by major websites. Besides, readers can interact with the blog writers by leaving comments to the blog posts which can easily be categorized.

Wikis: "Wikis (What I Know Is) refer to collaborative websites that allow users to interact by adding, removing, or editing site content" (Ajjan & Hartshorne, 2008, p.72). The most widely used and known wiki on the web is Wikipedia (http://www.wikipedia.org/). Users can create new entries on different subjects or modify the existing entry by updating the information. It is important to show citation for the information users provide. The website is available in many languages including the commonly spoken languages such as English, Spanish, Chinese, and Arabic.

Social Networking: It is a way of connecting people somebody knows or he/she does not know by means of creating a page of himself / herself. Users can keep in touch with

their friends, families, and colleagues by having a direct access to their 'pages' on which basic information, status updates, and shared audio and/or video content are found. The most famous social networking website is Facebook (http://www.facebook.com/ - accessed on May 1, 2011). Ajjan and Hartshorne (2008) offered that these websites could be used to establish academic connections or improve the cooperation of the academia in the higher education. There are professional websites dedicated to this type of social networking such as LinkedIn (http://www.linkedin.com/ - accessed on April 27, 2011) which is used by over 100 million professionals in different fields and Academia.edu (http://www.academia.edu/ - accessed April 29, 2011) which offers to follow the latest researches in the related fields and used by 334.000 people at the time of visit.

2.3.2 ICT Usage in Turkey

As the participants of the present study are from Turkey, we believe it is important to present the general information and the facts of ICT usage in Turkey in this chapter. Turkey is among the countries which consider ICTs as a way of changing and improving education. According to the World Bank (2007), Turkey spent about $400 per person by allocating its budget's 11.7% to ICT. This indicates the importance that Turkey puts on ICT usage and this percentage is higher than the rates of developing countries. However, this rate is lower than European and Central Asian countries as they allocate 22% of their budget to ICT (World Bank, 2007).

Hoping that the educational softwares and technologies would contribute enriching in learning, Ministry of National Education (MNE) has made remarkable investments in this field (Gülbahar & Güven, 2008, p. 37). For this reason, 2837 ICT classrooms which are equipped with computers, TV, video players, and Over Head Projectors were established in 2001 and educational softwares were distributed to the schools with ICT classrooms same year. That is because "Integrating ICT training into all levels of primary education and providing each student with access to ICT equipment and information sources were also among the objectives of the MNE" (Gülbahar & Güven, 2008, p. 37).

According to the survey held by Turkey State Institute of Statistic (2010, p. 1), the percentage of the houses with Internet connection is 41.4. The percentage in the same category in 2007 was only 19.7. The percentage of computer-usage of people aged between 16-74 is 43.2 whereas this number was 33.4 in 2007. This increase shows the expansion of the computer and the Internet in the society.

The question where people use computer and access to the Internet was also part of the aforementioned survey. People preferred to have access from their houses (62.8%) to the other options like workplace (31.6%) and Internet Cafes (20%). Six years before this survey, people had preferred Internet Cafes (41.2%) to the other options like workplace (41.1%) and house (32.3%), possibly as a result of low levels of computer ownership with an Internet connection (Turkey State Institute of Statistic, 2004; cited in Akçaoğlu, 2008, pp. 26-27). The results of both of these surveys show that the number of people accessing to the Internet at home has doubled in six years.

As for the reasons of the Internet use, the most common reason of accessing the Internet is to send-receive e-mails with a percentage of 72.8 which is followed by getting involved in chat rooms, forums, or news groups and instant messaging (64.2%), reading news, newspapers, journals (58.8%), searching information for the goods and services (55.7%), and playing games, downloading and playing music and visuals (%51.2) (Turkey State Institute of Statistic, 2010, p. 2).

It is clear from the survey results that Turkish society is getting engaged to the ICT and web technologies as their percentages of the Internet use are increasing. This is an important data for the present study as we seek to find answers whether high school EFL teachers use the Internet for their personal and professional development and if yes, how they manage to do this. For this reason, the next section covers the personal professional development of teachers by using the ICT.

2.4. Personal and Professional Development of Teachers with the use of ICT

Development of the technology and changes in the society affect every aspect of life. Due to these changes, schools and teachers are confronted with more and various demands by the society (Hargreaves, 1994). Thus, teachers, in particular, are expected to develop themselves in personal and professional level. Little (1986; as cited in

Clement & Vandenberghe, 2000, p. 87) described the professional development as a process by using a concept:

> "Learning to teach is (…) like learning to play a musical instrumental. Beyond the wish to make the music, it takes time, a grasp of essential matters, much practice, tolerance for mistakes and a way of marking the progress along the way." (p. 33)

Although there are many studies covering the issue of the personal development or growth of teachers which will be reviewed, there are few of them when it comes to the personal development of teachers. Struthers (2007, p. 1) expressed that the personal development of the teachers focused 'on the personal skills and competencies such as managing your work life balance, your personal efficiency and your ability to connect, build rapport and inspire.' It may be possible to say that personal development is also included in Continuing Professional Development (CPD) programs. Knight (2002, p. 230) claims that CPD is needed since all of the propositional knowledge could not be included in the initial teacher education. As Shulman's (1987) list of seven types of teaching knowledge is a commonly cited reference information, it is important to mention all of them here.

1. Content knowledge – Mathematics, Science, Art, Geography, etc.
2. General pedagogical knowledge – knowledge of principles and strategies for curriculum and classroom management in general.
3. Curriculum knowledge – knowledge of the materials and programmes that are the tools of the trade.
4. Pedagogical content knowledge – '… [teacher's] own special form of professional understanding.'
5. Knowledge of learners and their characteristics.
6. Knowledge of educational contexts – of the characteristics and effects of groups, classrooms, school district administration, communities, cultures.
7. Knowledge of '… educational ends, purposes, and values and their philosophical and historical grounds' (Shulman, 1987, p. 8)

There have been a number of researches reviewed for a better understanding of the present study. Knight's (2002) study is one of those which took a close look at assumptions that policy for CPD to be dominated by courses, workshops, and similar events. Knight (2002, pp. 239-240) sketched the practical implications and concluded that policies and practices of professional development should be reconsidered in a systematic way.

In her enquiry into CPD for teachers, Gray (2005, p. 9) found that ongoing career development in schools take many forms such as whole-school training days, the induction – mentoring and assessment of individual teachers, peer observation, collaborative planning and evaluation, and self-evaluation. In the study, she also compared the continuing professional development (CPD) courses with good quality provision versus poor quality provision. Table 6 provides a clear picture of how CPD courses should be shaped for the maximum benefit of such programs.

Table 6. Characteristics of good versus poor quality CPD provision (Gray, 2005, p. 20)

Good quality provision	Poor quality provision
Economical in terms of time and money	Wasteful in terms of resources such as time, money and teacher enthusiasm
Carefully researched, in terms of teacher needs	Insufficient planning and tailoring to teacher Needs
Well-presented, preferably by a teacher or a cutting-edge research scientist with relevant teaching experience	Poor presentation skills; presenter not familiar with current classroom practices or curriculum content
Giving plenty of fresh, relevant information	Duplicated or irrelevant information
Offering opportunities during the day for reflection upon what was being learnt	Overloading teachers with information; teachers unclear about quality and relevance of information to them
Likely to have immediate impact upon their return to the classroom	Unclear or dubious relevance to classroom Practice
Likely to improve general subject knowledge and Understanding	Duplicates teachers' initial teacher training
Offering scope for later follow-up, support and Networking	Isolated event with no subsequent opportunities for discussion or communication
Offering scope for feedback both during the session and later on, beyond the feedback form usually provided on the day	Teachers have little 'ownership' of process via their own input

Before presenting the studies conducted in the literature, it is essential to clarify the distinction between ICT's role as a *core* and a *complementary (supplementary)* technology for professional learning environments (Collis & Moonen, 2001; as cited in Kirschner & Davis, 2003). *Core technology* is the main way of organizing the experience of learning whereas *complementary technology* is optional yet a valuable function which is able to be compensated via the core technology if needed. The synthesis of these two axes of ICT integration provides a better understanding of the learning with ICT and learning to use ICT (Figure 4).

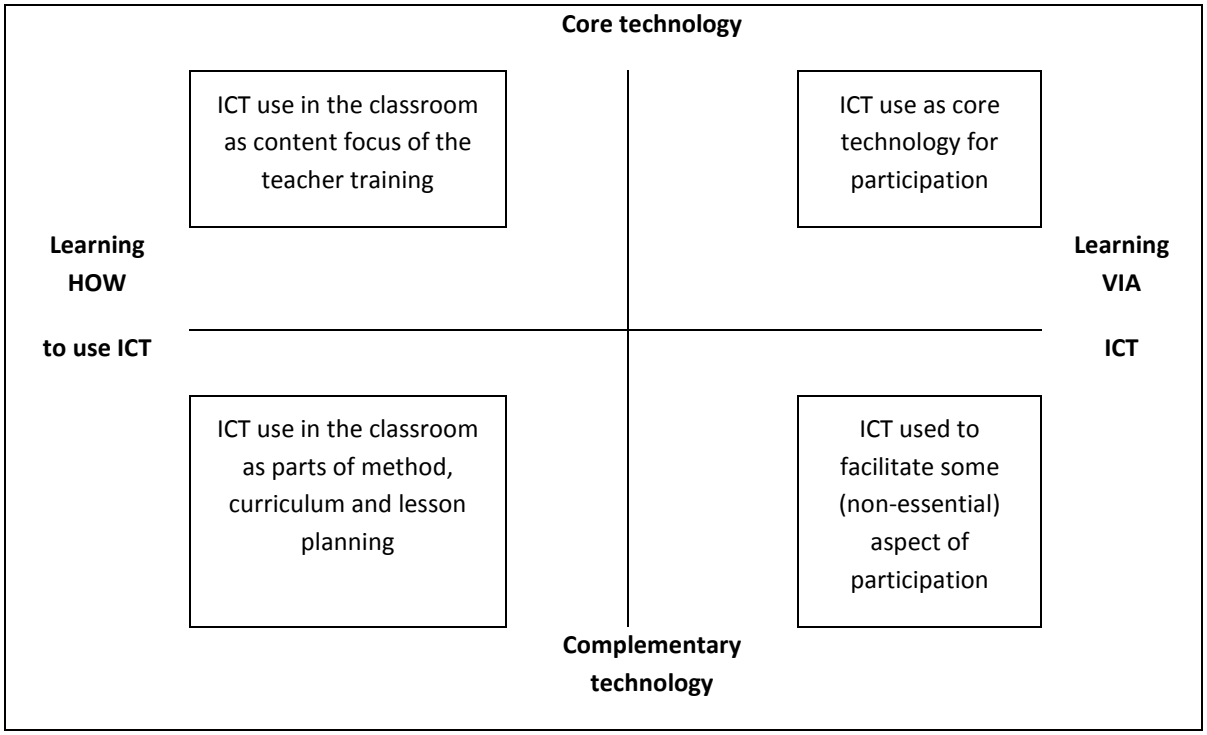


Figure 4. The synthesis of ICT integration in Teacher Professional Development (Collis and Moonen 2001, as cited in Kirschner and Davis, 2003)

Dede (2006) believed that schools of education had long seen professional development of teachers as part of their responsibilities and they started to partially fulfill them by offering online programs. As the instructional technology materials are increasing and becoming various, teachers tend to choose developing themselves by means of online services. That is because online environments are expanding as a place for professional development in the fields like education, business, and industry (Vrasidas & Zembylas, 2004, p. 326).

Vrasidas and Zembylas (2004, p. 329) developed two projects for online professional learning; Teaching and Learning Online and STAR-online. The first one was developed to respond to the need for preparing the teachers to teach online classes. It was a ten-week course and offered to faculty of various institutions who were interested in online learning and teaching. The second one, STAR-Online (Supporting teachers with anywhere/anytime resources) was a model for personal development and continuing education for teachers. Teachers could reach colleagues, mentors, and resources by means of a web-based virtual teaching and learning community (VTLC) and participated in a number of activities. The fact that more than 20.000 teachers had benefited from this project by 2004 showed that web-based technologies and ICTs could be an alternative venue for teachers to improve themselves in personal and professional levels. (The project is available at www.star-online.org)

The research shows that there are a number of advantages of using online venues for professional development of teachers. As mentioned above, one of them is anytime/anywhere professional learning (Vrasidas & Zembylas, 2004, p. 329). Online environments allow learners to access the available data whenever they want or find time, and wherever they have access to the data. Thanks to the online venues, teachers are not supposed to be in a specific place at a specific time. The second advantage of online learning is to have chance of instant access to the network of professionals who have the knowledge and skills for continuing professional development (Charalambos, Michalinos, & Chamberlain, 2004, p. 136). Teachers may easily keep in touch with their colleagues and have a good communication with the professionals to whom they can ask questions in online venues. Another advantage of these online venues is the fostering of a professional learning community (Chapman, Ramondt, & Smiley, 2005, pp. 218-219*)*. Bradshaw, Chapman, and Gee (2002, pp. 7-14) explained that a developmental window on to the learning process and a rich opportunity to generate collaborative dialogue was provided by the online learning communities.

A similar study carried out recently by Owston, Wideman, Murphy, and Lupshenyuk (2008, pp. 205-209) focused on blended teacher professional development. They found that blended programs were effective in providing teachers a chance for collaborating with colleagues and learning on the job. They also found that teacher

classroom practice has been influenced moderately by these programs. The study showed that blended learning was a viable model for professional development of teachers.

The study conducted by Garcia and Roblin (2008, pp. 111-115) showed that there was an existing dialectic interaction amongst research, innovation, and professional development processes. The authors of the same study suggested the use of Information and Communication Technology (ICT) as tools to support the learning process. They also believed that ICTs could provide reflection, dialogue, and collaboration beyond the classroom activities.

Mushayikwa and Lubben (2009) investigated the self-directed professional development and considered it as 'a potential key to the success of professional development of teachers, especially those working in deprived environments'. The term self-directed professional development was defined as "the professional development arising from the teacher's own initiative, i.e. the process was internally determined and initiated" (van Eekelen, Vermunt, & Boshuizen, 2006; as cited in Mushayikwa & Lubben 2009, p. 376). Bouchard (1996, p. 2) noticed that when teachers were working in remote environments, the self-directed professional development appeared to be the prominent way of professional development. Mushayikwa and Lubben (2009, p. 376) believed that this could have been the reason why researchers had missed it. After the investigation and classification, Mushayikwa and Lubben (2009, p. 382) identified seven factors that drive teachers on the path of self-directed professional development: their perceived professional identity, their need for career development, their need for networking, their need to improve subject content knowledge, the need to adapt and integrate materials so as to teach for understanding, the need to acquire more practical knowledge and skills for the subject discipline, and the perceive needs which they derive from satisfying these needs.

In a study conducted last year, Prestridge (2010) had a more specific view of the use of ICTs for the purpose of professional development by the teachers. In her study, she defined the term ICT professional development as teacher professional development programs related to computer-based devices (p. 252). Theoretically constructing a model for ICT professional development, she explored the role of

collegial dialogue as a professional learning activity in ICT professional development (Figure 5). Sixteen teachers across eight geographically remote schools participated in an online discussion forum for an academic year and it was found that collegial discussion had been important in developing and maintaining the community whereas the critical discussion was crucial for transforming teachers' beliefs.

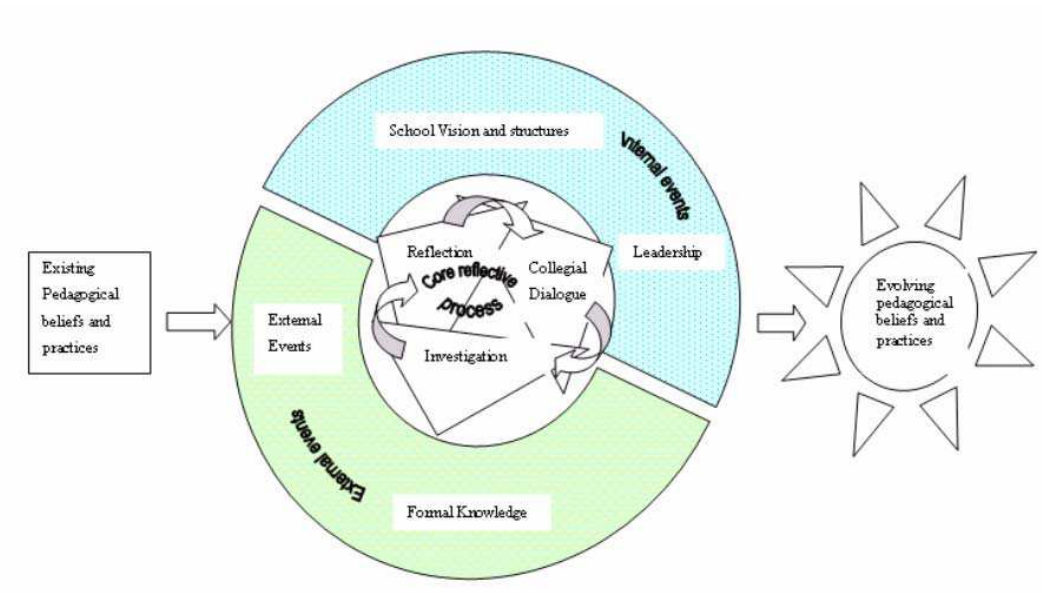


Figure 5. Theoretical ICT Professional Development Model (Prestridge, 2010, p. 2)

Lai and Ng's (2011) study was one of the recent researches in the field of teacher education by the use of ICTs. Like Prestridge (2010) evaluated the role of online forums, they researched the effect of wikis in the development of student teachers' learning, teaching, and assessment capabilities. Wikis are one of the popular web-based tools facilitating collaborative work (Lai & Ng, 2011, p. 16). Wiki users do not have to know how to write HTML codes while publishing their work on the internet (Heafner & Friedman, 2008, p. 290). It was found that using wikis helped student teachers develop generic skills, such as information technology skills, collaboration skills, and organizational skills.

Having mentioned the studies related to the personal and professional development of teachers with the use of ICT, the Methodology of the present study is presented in the next section, Chapter 3.

CHAPTER III
RESEARCH METHODOLOGY

The methodology of the present study is explicated in this chapter. Following the presentation of the design of the study, information about the participants of the study is provided. In order to gain a better understanding of the study, two instruments which are used in the study are mentioned. In the last two sections, data collection procedure and the analysis of the collected data are discussed.

3.1. Design of the Study

The present research is based on mixed methods approach. Mixed methods research is a type of method which "focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies" (Creswell & Clark, 2007, p. 5). Researchers believe that mixing the various datasets provide a clearer picture of the problem compared to the times when these datasets are presented alone. The mixing of these datasets may change depending on the study. In the present study, quantitative-dominant mixed methods research has been preferred. Johnson, Onwuegbuzie, and Turner et al. (2007) defined a potential definition for this type of research:

> Quantitative-dominant mixed methods research is the type of mixed research in which one relies on quantitative, postpositivist view of the research process, while concurrently recognizing that the addition of qualitative data and approaches are likely to benefit most research projects. (p. 124)

Both quantitative and qualitative methods were used in the study (Table 7). Mixed methods research consisting quantitative and qualitative methods together was selected as the most appropriate design for this study. To understand the use of the ICT by high school EFL teachers for the aim of personal and professional development, the factors affecting the ICT usage frequency of the teachers, the websites teachers use often for professional purposes and the expectations of the teachers regarding the use of ICT more efficiently, a questionnaire was used and the results of the questionnaire were analyzed quantitatively. In order to create deepness and complement the data coverage in the subject, semi-structured face-to-face interviews conducted with the teachers and

the data was analyzed qualitatively. As a result, both of the methods were used although the quantitative method was dominant over the qualitative method.

Table 7. Research Questions, Methods, and Instruments Used in the Study.

Research Question	Method	Instrument
Question 1: Do high school EFL Teachers use ICT for their personal and professional development? **a.** How do they use ICT for their personal development? **b.** How do they use ICT for their professional development?	Quantitative and Qualitative	Questionnaire (Likert-type) and Face to Face Semi-Structured Interview
Question 2: Do the factors like gender, age, work experience, institutions teacher work, computer competence level, and computer usage frequency affect the usage of the Internet among high school EFL teachers?	Quantitative	Questionnaire (open-ended and multiple-choice)
Question 3: Which websites do high school EFL teachers use for the purpose of personal and professional development?	Quantitative	Questionnaire (open-ended)
Question 4: What are the expectations of the high school EFL teachers from their school management and Ministry of National Education about the usage of Internet technologies more efficiently?	Quantitative and Qualitative	Questionnaire (open-ended) and Face to Face Semi-Structured Interview

3.2. Participants of the Study

The population of this study consists of all the high school English Language Teachers working in Diyarbakir and its towns in the spring academic semester of 2010-2011. The sample of the study is 52 English Language Teachers who are teaching at Private high schools and Anatolian high schools that are located in central towns of Diyarbakir (Baglar, Kayapinar, Sur, and Yenisehir) in the academic semester of 2010-2011.

A purposive sampling technique was used in order to identify the participants. This technique is defined by Patton (2002, p. 243) as to "select information-rich cases strategically and purposefully; specific type and number of cases selected depends on study purpose and resources." There are many types of purposive sampling technique of which criterion sampling was selected. As stated by Palys (2008), this "involves searching for cases or individuals who meet a certain criterion" (p. 2). Therefore, English Language Teachers working at Private high schools and Anatolian high schools were selected as the participants of the present study. The data of all high schools located in the city of Diyarbakir were identified through MNE website by means of the Internet. Following the list of Private and Anatolian high schools, the number of EFL teachers working at these schools was specified. The total number of samples to take part in the study was 52. In order to conduct the questionnaire and the interviews, the permission from Ministry of National Education (MNE) District Office was obtained. Each school was visited during the spring academic semester of 2010-2011 and instruments were conducted with the permission of school principals.

The number of high school EFL teachers who participated in the study was 45 and there were a total of 17 schools. 26 of the participants were female and 19 of them were male. In order to contribute to the depth of the study, 10 high school EFL teachers from the same group volunteered to take part in the interview. Demographic features of the participants are shared in detail in the following sections.

3.3. Research Instruments

Two types of research instruments were used in this study: a questionnaire (See Appendix 1 and 2) and face to face semi-structured interview (See Appendix 3 and 4).

3.3.1. The Questionnaire

Questionnaires are quantitative data collection tools and they "are best used for collecting factual data" (Leung, 2001, p. 187). There are different types of questionnaire formats including but not limited to open-ended, multiple-choice, and Likert-type. While open-ended questions allow the exploration of a possible range of themes in an issue, multiple-choice questions are preferable as they are easier and quicker to fill in, record, analyze, and report (Leung, 2001). According to Baker (1994), there are degree categories in Likert-type scales which include 'strongly agree', 'agree', 'disagree', 'strongly disagree' or 'do not know (undecided)' (p. 416).

The questionnaire of the present study is adapted from the questionnaire in the study of Bekleyen and Solmaz (2011, pp. 4-5) who investigated language teacher candidates using the Internet to improve their own language skills and abilities. In order to develop and test the adequacy of the questionnaire, it was revised and edited for the current study. Prior to main study, the questionnaire was piloted as piloting the questionnaire is recommended since they are "a crucial element of a good study design" (van Teijlingen & Hundley, 2001, p. 1). Although the piloting questionnaire does not promise the success of the main study, it is likely to increase the reliability and validity of the study. Baker (1994) considers the pilot study as the pre-testing of a particular research instrument. Among the reasons for conducting the pilot study are 'collecting preliminary data', 'assessing the proposed data analysis techniques to uncover potential problems', 'establishing whether the sampling frame and technique are effective', and 'estimating variability in outcomes to help determining sample size' (van Teijlingen & Hundley, 2001, p. 2).

The questionnaire of this study was piloted in order to increase the efficiency of the instrument. For this purpose, piloting population resembled to the target population of the study. Piloting population of this study had similar demographic features and teaching experiences to the intended population. Teachers were asked to answer the questionnaire and expected to share their opinions and feedback on the instrument in order to clear unambiguous statements or structural mistakes if any of them were present. Besides, some of the teachers were contacted for the support of details in the questionnaire. 10 EFL teachers volunteered to participate in the piloting questionnaire

and provide face to face feedback and suggestions via phone calls. All of these teachers were located in the central towns of Diyarbakir and their recommendations were useful as they pointed out a couple of ambiguous words and grammatical mistakes as well as stressing the length of the time needed for filling in the questionnaire. Some of the Likert-type statements were revised and similar items were joined. Moreover, general design and understandability of the questionnaire were increased thanks to the pilot of the study.

The questionnaire of the current study consisted of four main parts:

Background Information and Demographic Features was the first part of the questionnaire and consisted of questions related to the basic background information of the participants. The questions included professional experiences, ownership of computers, membership of social networking websites, computer competency and Internet usage frequency of the teachers. This part of the questionnaire included multiple-choice questions.

Professionally-Contributive Websites was the second part of the questionnaire. The participants were asked to write some of the websites which contribute them in their professions. This section of the questionnaire was designed in open-ended form.

Using ICT (the Internet) for Personal and Professional Development was the third and main part of the questionnaire which was designed in Likert-type format. There were a total of 36 items in this section and all of these items included options ranging from *strongly disagree (1 point)* to *strongly agree (5 points).*

The fourth and last part of the study, *Understanding the Expectations of EFL Teachers*, was designed in open-ended form. The teachers were asked to share their expectations from the Ministry of National Education (MNE) in general and school administrators in specific.

Finally, Statistical Package for the Social Sciences (SPSS) program was used to analyze the data of the questionnaire and measure the study's reliability. The Cronbach's Alpha that is used for reliability analysis was used and it was found the

reliability of the 36-item Likert-type scale was .923 whereas the questionnaire's overall reliability (including both open-ended and Likert-type scale) was found as .906.

3.3.2. Semi-structured Face to Face Interview

The second instrument that was used in this study was semi-structured face to face interview technique as a qualitative method to support the main data collection tool. Kvale (1996) defined the interviews as "an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data." (p. 14). In order to probe deeper into the situation and provide a broad picture of the issue, using the Internet for personal and professional development, semi-structured interviews were conducted. As the semi-structured interviews are not standardized, the participants can be asked more or less questions depending on their responses or they may be asked to detail their replies and give sample. Besides, it is possible for researcher to rephrase the questions in case there is a misunderstanding (Kajornboon, 2005, p. 6). Patton (2002) suggests this type of interview in order "to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style but with the focus on a particular subject that gas been predetermined (p. 343).

As the present study focused on the use of the Internet by high school EFL teachers for the purpose of personal and professional development, it was thought that semi-structured face to face interview technique would contribute the data-richness of the study. The interview questions were prepared considering the research questions of the study. It was piloted to 4 teachers with similar features and teaching experiences resembling intended participants. They expressed their thoughts on the use of the Internet and told that they had no problem in terms of understanding the questions. They found all questions to be clear although two of the teachers wanted the researcher to explain the term "Information and Communication Technologies". Therefore, four examples of Information and Communication Technologies are provided in the very first question of the interview. No other changes were made.

Semi-structured interview that was used in the study consisted of six questions related to two main research questions of the study for which qualitative data collection was needed. The first three questions were asked in order to learn whether the participants use the Internet to improve themselves in personal and professional levels. They were also asked to provide samples if they replied these questions positively. Question 4 aimed to find if they had any previous training experience for the efficient use of ICT while Question 5 asked whether they believe that they need training or not. Last question was asked to find out the expectations of the participants from their schools and the Ministry of National Education for the better integration of technology into the education system.

3.4. Data Collection Procedure

Quantitative (the questionnaire) and qualitative (the semi-structured face to face interview) data collection methods were used in the present study. Data collection procedure took place during the spring academic semester of 2010-2011. Before collecting data, Ministry of National Education (MNE) District Office was contacted and permission for the application of the methods was obtained. Each of the participants in the private high school or Anatolian high school was visited after the approval of the related school's principal or main principal assistant.

According to the information gathered via the official website of the MNE District Office (http://diyarbakir.meb.gov.tr/), there were 17 schools which matched the criteria for the participation in the research. 10 of these schools were Anatolian High Schools and 7 of them were Private High School or Private Anatolian High Schools. At the time of visits to these schools, the total number of high school EFL teachers who matched the criteria was 52. Each of these schools was visited and teachers were contacted in various times in a month of time. 86% of the intended participants (n=45) filled in the questionnaires. In order to increase the reliability and validity of the study, all of these teachers were met in person and those who were not at school at the time of the visit; the school was revisited after a while. The researcher could not meet 4 of these teachers although the related schools were visited twice. Two of them were taking their annual leaves during the visits and the other two of them could not been contacted. 3 of the intended participants refused to fill in the questionnaire or volunteer

for the interviews as they told they did not use technology at all. A list of the number of the high school EFL teachers who took part in the study, their schools, and the type of schools are given in Table 8.

Table 8. List of school names, types of schools, and number of EFL teachers participated in the study.

Name of the school	Type of the school	Number of EFL teachers
80. Yıl Cumhuriyet Anadolu Lisesi	Anatolian High School (State School)	1
85. Yıl Milli Egemenlik Anadolu L.	Anatolian High School (State School)	4
Ali Gaffar Okan Anadolu Lisesi	Anatolian High School (State School)	4
Alparslan Anadolu Lisesi	Anatolian High School (State School)	1
Amid Lisesi	High School (Private)	2
Dicle Anadolu Lisesi	Anatolian High School (Private)	3
Diyarbakır Anadolu Lisesi	Anatolian High School (State School)	6
Doğa Anadolu Lisesi	Anatolian High School (Private)	1
Eflatun Anadolu Lisesi	Anatolian High School (Private)	2
Final Okulları	Anatolian High School (Private)	3
Güler Şevki Özbek Anadolu Lisesi	Anatolian High School (State School)	1
İçten Lisesi	High School (Private)	1
Nevzat Ayaz Anadolu Lisesi	Anatolian High School (State School)	3
Ortadogu Lisesi	High School (Private)	2
Rekabet Kurumu Anadolu Lisesi	Anatolian High School (State School)	5
Selahaddin Eyyubi Anadolu Lisesi	Anatolian High School (State School)	3
Sezai Karakoç Anadolu Lisesi	Anatolian High School (State School)	3

In the second stage of data collection procedure, 19% of the intended participants (n=10) agreed to participate in the semi-structured face to face interviews. 6 of these teachers taught English at Anatolian high schools which were state schools while the remaining 4 were working at private high schools. The interviews were held during break times of teachers and usually in a suitable place like teachers' room or assistant principal's room. The researcher introduced himself in the beginning of each interview and informed the interviewee about the aim of the research in general and

content of the interview in specific. Oral permission of the interviewees was taken for the record of the semi-structured interviews prior to the interviews. The recordings were made by means IPod Touch device which has a recording feature. All of the interviews lasted between 10-15 minutes and were transcribed after the interviews. Written notes were also taken by the researcher during the interviews.

3.5. Analysis of the Collected Data

Quantitative data (the questionnaire) were analyzed by the help of Statistical Package for the Social Sciences (SPSS) program. The version of SPSS 16 for Windows was used to measure means, standard deviations, percentages, frequency rates, and the values showing reliability. Demographic features of the participants, the level of computer competences, computer usage frequencies, the places to access to the Internet and the situation of computer ownership were described thanks to the program. There were two main types of tests used in the present study: independent samples *t*-test and One-Way ANOVA test. When the number of independent samples of a factor was two, *t*-test, and when the samples were more than two, One-Way ANOVA was used. In case the variance of homogenity was significant for One-Way ANOVA test, the nonparametric test equivalent of ANOVA which is Kruskal-Wallis test was used to measure the significance values. A post hoc Scheffé test was also conducted in order to find out the significant differences observed among the groups.

Qualitative data (the interview) were analyzed by following the qualitative data content analysis procedures. The interviews were recorded carefully and transcribed shortly after the each interview. Since the interviews were conducted in native speaker language in order to create a relaxing environment for the teachers, the audio recordings of the interviews were translated into English by the researcher and controlled by another expert English language teacher. The responses of the interviewees were grouped for the purpose of proper use of the collected data. A category for each grouping was made and similar patterns and arguments were listed in the same category. By this way, it was thought that the qualitative data could be presented in a suitable order and in a clear way.

CHAPTER IV
FINDINGS

The goal of the study was to understand to what extent high school EFL teachers use the Internet for their personal and professional developments. As well as determining the websites that teachers use for their professional development, the study also aimed to find out the expectations of the teachers from their school management and the Ministry of National Education (MNE) in order to use the Information and Communication Technologies (ICT) more efficiently.

This chapter discussed the analyzed data of the questionnaire and the interview. In order to provide a broad picture of the results, the results of the quantitative and qualitative data are presented.

In the first section, demographic features of the participants were given. These features included the age, working experience, education, and institutions of the high school EFL teachers who participated in the study. The second section focused on the computer competence and usage frequency of the participants. The statistical data were presented and supported with figures for a better understanding of the research. The third section discussed the main research question and evaluated the use of ICT by the participants for personal and professional development. The variables such as gender, age, work experience, institutions, computer competence level, computer usage frequency which may affect the use of ICT were given in details. Following this section, some of the websites which contribute to the teachers in professional level were provided and all of these websites were collected by means of the questionnaire. Finally, expectations of the participants from both the school management and the Ministry of National Education were presented by the support of quantitative and qualitative data analysis.

4.1. Demographic Features of Participants

The number of participants who participated in the research and filled in the questionnaire was 45 EFL teachers working at Anatolian and Private high schools located in four central towns of Diyarbakir which are Baglar, Kayapinar, Sur, and Yenisehir. As it was an important part of the study and contained variables such as

gender, age, education, institutions, and working experiences, the participants were asked to fill in the section of demographic features in the questionnaire. It was thought that demographic data of the participants may affect the results of the research. The analysis of the demographic features of the participants was presented in Table 9.

Table 9. Demographic Features of the Participants

Variable	Category	F	%
Gender	Female	26	57.8 %
	Male	19	42.2 %
Age	20-29	21	46.7 %
	30-39	14	31.1 %
	40 and over	10	22.2 %
Education	English Lang. Teaching	43	95.6 %
	English Lang. and Literature	1	2.2 %
	Other	1	2.2 %
Teaching Experience	1-5	12	26.7 %
	6-10	15	33.3 %
	11-15	8	17.8 %
	16 and over	10	22.2 %
Institution	Anatolian High School (State)	31	68.9 %
	Private High School	14	31.1 %

The analysis of the quantitative data showed that the frequency of participants in terms of gender was not distant. 57.8 % (n=26) of the high school EFL teachers in this study were female whereas 42.2 % (n=19) of the participants were male. 46.7 % (n=21) of the teachers, a remarkable percentage of the participants, were between 20 and 29 years old. 31.1 % (n=14) of them were aged between 30 and 39 years old while 22.2 % (n=10) of the teachers were over 40 years old.

The majority of the high school EFL teachers in the study (95.6 %, n=43) had been graduated from the English Language Teaching departments of various universities. Only one of the teachers (2.2 %) responded that he was graduated from the

department of English Language and Literature. Similarly, there was only one participant (2.2 %) who was a graduate of French Language Teaching department.

As for the work experience of the teachers, the data showed close percentages for the related categories of this part of the questionnaire. 33.3 % (n=15) of the teachers had the working experience between 6 and 10 years and they were followed by 26.7 % (n=12) of the participants who were in their first five years of teaching. Teachers who responded that they had work experience in the field more than 20 years were 22.2 % (n=10) of the participants and the teachers with the experience between 11 and 15 years were 17.8 % (n=8).

The data related to participants' institutions showed that 68.9 % (n=31) of them were working at State Anatolian High Schools and 31.1 % (n=14) of the teachers were working at Private High Schools or Private Anatolian High Schools at the time of the conduction of the study.

4.2. Defining Computer Competences and Usage Frequencies

The high school EFL teachers participating in this study were asked to respond computer-related items of the questionnaire in order to gain a better understanding of the participants' features.

The computer competency level of the teachers mattered due to the content of the study. Three levels of computer competence ('Low', 'Medium', and 'High') were pre-determined after the pilot study and explained to the teachers during the conduction of the questionnaire. The choice of 'Low' represented the limited knowledge of computer usage and basic skills of technology usage and the choice of 'Medium' covered intermediate knowledge of computer usage and being able to use basic skills required for the usage of technology. The choice of 'High' represented advanced level of knowledge related to computer usage and high technology usage skills. The data of the questionnaire showed that more than half of the teachers (53.3 %, n=24) had 'high' level of computer competence. 42.2 % (n=19) of the teachers considered their level of computer competence as 'medium. Only 4.4 % (n=2) of the participants reported their computer competences as 'low' (Figure 6).

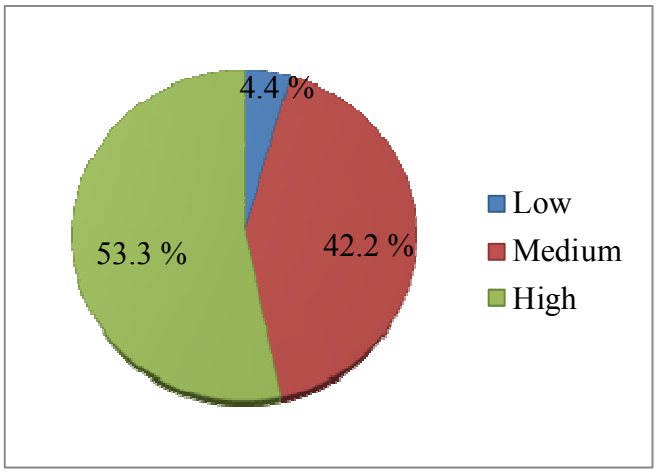


Figure 6. Computer Competency Level of Participants

The participants of the study were also asked about their computer usage frequencies in a week. A large number of the teachers (66.7 %, n=30) indicated that they used computers less than 9 hours a week. 15.6 % (n=7) of the teachers used computer between 10 to 14 hours a week and 17.8 % (n=8) of them used more than 15 hours a week (Figure 7).

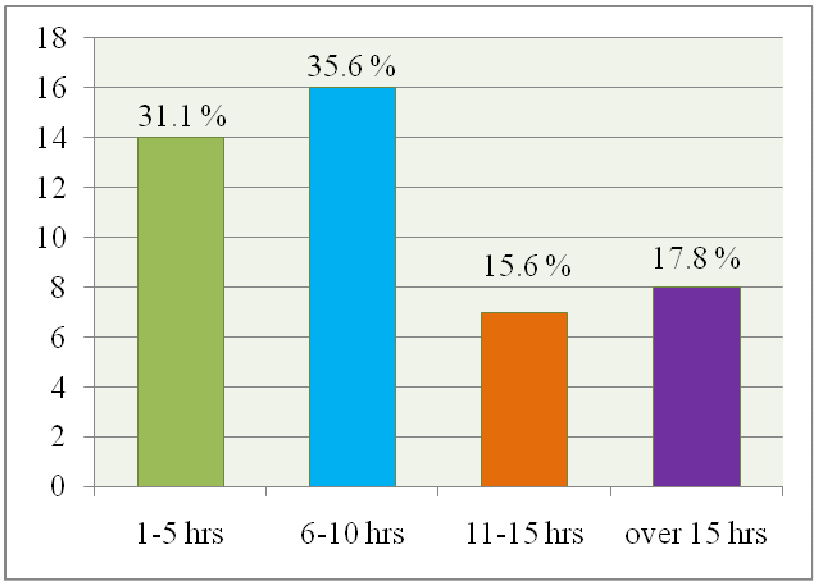


Figure 7. Computer Usage Frequency of the Participants

The majority of the teachers (93.3 %, n=42) had the opportunity of using a computer with the Internet access at their school while 6.7 % of them (n=3) did not have this chance. A large number of the participants (82.2 %, n=37) indicated that they

had a computer with the Internet access at home whereas 17.8 % (n=8) of the teachers did not have a computer with the Internet access at home.

Teachers were asked about the places they had access to the Internet as well. Most of them indicated place of access to the Internet for the participants was home (77.8 %, n=35). Following home, the school was the second most indicated place for Internet access (17.8 %, n=8). There was only one teacher (2.2 %) who showed their usual place of Internet access as 'Internet Café'. There was also only one participant (2.2 %) who indicated that he/she used a portable modem provided by one of the national telecommunication operators (Figure 8).

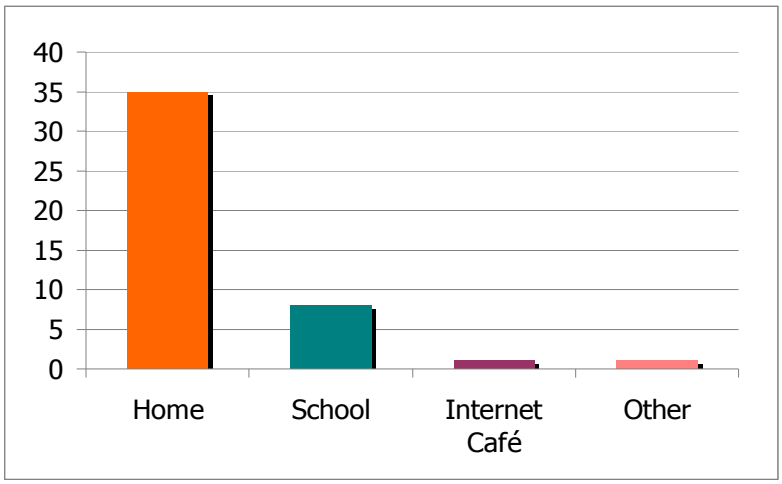


Figure 8. The Place of Internet Access of the Participants

The high school EFL teachers who participated in the present study were also asked about their membership status of any social networking websites such as Facebook and Twitter. 62.2 % (n=28) of the teachers responded that they were members of a social networking website while 37.8 (n=17) of them were not members of social networking websites such as Facebook and Twitter.

4.3. The Use of ICT by High School EFL Teachers for Personal and Professional Development

The use of Information and Communication Technologies by high school EFL teachers for personal and professional development was the main topic of the study. For this reason, both quantitative data (the questionnaire) and qualitative data (semi-

structured interview) were collected and analyzed. The results of the data are provided below.

4.3.1. Questionnaire Results on the Use of the Internet by High School EFL Teachers

The results of the data collected from the questionnaire are presented under this section in detail as the quantitative data was the main instrument used in the present study.

One of the items on the questionnaire aimed to understand whether teacher thinks they can find more resources related to English Language Teaching (ELT) on the Internet. The mean score on a 5-point scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) for this item was found as 4.44. The higher rate of mean score represented higher rate of agreement with the item. The result showed that teachers thought they could find more resources related to ELT on the Internet.

Four items of the questionnaire were included in order to understand how teachers regard the use of ICT for personal and professional development as well as their perceptions of the use of it (Table 10). Items 1, 2, 3, and 5 in the Table 10 were calculated reversely as the statements were negative. The higher rate of mean score for these items represented higher rate of disagreement with the related items. The statistical data showed that the majority of the participants were not scared of using the Internet (M=4.8) and the standard deviation was found to be as low as .457 which showed that teachers indicated similar replies for this item. The data also showed that teachers did not believe that the Internet was useless (M=4.75). The analysis of the item 3 revealed that it was not hard for teachers to reach the information they were searching online (M=4.53) and the participants did not find using computer and the Internet boring in the lesson (M=4.62). According to the analysis of the results, the mean score of the item whether Internet was an inextricable part of teachers' language teaching for them was found to be 3.57.

Table 10. Descriptives for the Perceptions of EFL Teachers towards the Use of Internet

	n	M	SD
1. I am scared of using the Internet.	45	4.86	.45
2. I believe that the Internet is useless.	45	4.75	.82
3. It is hard for me to reach the information I am searching online.	45	4.53	.99
4. Internet is an inextricable part of my language teaching for me.	45	3.57	1.17
5. I find it boring to use computer and Internet in my lessons.	45	4.62	.80

In order to determine whether teachers use the ICT for their personal development, a total of 15 items were statistically analyzed (Table 11).

Table 11. Descriptives of the Teachers' Use of Internet for their Personal Development

	n	M	SD
1. I watch movies in English online.	45	3.15	1.44
2. I download / listen to music in English online.	45	3.44	1.39
3. I read newspaper and magazines in English online.	45	3.28	1.39
4. I read web pages which are written in English.	45	3.62	1.21
5. I search for the meaning of the English words that I don't know online.	45	4.08	1.31
6. There are some dictionaries that I always use online.	45	3.55	1.57
7. I search for the pronunciation of English words online.	45	3.68	1.45
8. I benefit from the translation programs online.	45	1.82	1.13
9. I benefit from the Internet in order to increase my English vocabulary knowledge.	45	3.48	1.37
10. I benefit from the Internet in order to improve my English speaking skills.	45	3.42	1.45
11. I benefit from the Internet in order to improve my English listening skills.	45	3.84	1.26
12. I search for the English grammar rules online.	45	3.11	1.48

13. I write e-mails in English.	45	3.44	1.39
14. I chat in English with the support of earphone and microphone online.	45	1.97	1.25
15. I communicate with people whose native language is English by means of writing.	45	2.91	1.44

15 items of the questionnaire that statistically measured the use of ICT by EFL teachers for personal development were categorized into four linguistic skills as Writing, Listening, Speaking, Reading and three of the language areas which are Vocabulary, Translation, and Grammar (Table 12).

Table 12. Descriptives of Language Skills and Areas that Teachers Improve by the Use of Internet

	n	M	SD
Writing	45	3.17	1.25
Listening	45	3.48	1.05
Speaking	45	3.02	.93
Reading	45	3.45	1.13
Vocabulary	45	3.71	1.21
Translation	45	1.82	1.13
Grammar	45	3.11	1.48

Writing skill included writing e-mail and communicating with people whose native language is English by means of writing whereas Listening included watching movies and listening to music online in English and benefiting from the Internet for the purpose of improving the listening skill. Searching for the pronunciation of the English words online, benefiting from the Internet in order to improve the speaking skill, and chatting in English with the support of earphone and microphone consisted the items for Speaking. Reading newspapers, magazines, and web pages in English were the prepared items for Reading. The analysis of the data showed that the most preferred skills to improve by using the Internet were Listening (M=3.48) and Reading (M=3.45)

respectively which were followed by Writing (M=3.17) and Speaking (M=3.02). The most common language areas which were improved by the participants were Vocabulary (M=3.71) and Grammar (M=3.11). The data revealed that Translation (M=1.82) was the least preferred area of language to improve by the use of Internet for high school EFL teachers in the study. Closely related to the writing skill, teachers were also asked whether they own a Turkish and English blog or not. The mean score for owning a Turkish blog was as low as 1.53 whereas the mean score for owning an English blog was even lower (M=1.22).

The second main part of the study was about the use of ICT by high school EFL teachers for the purpose of professional development. There were a total of 14 items which aimed to collect statistical data whether teachers use the Internet for their professional development or not (Table 13). The mean score of the related data for the use of ICT for professional development was found to be 3.29.

Table 13. Descriptives of the Teachers' Use of Internet for Professional Development

	n	M	SD
1. I read scientific articles in my field online.	45	2.84	1.34
2. There are scientific journals in my field that I always follow online.	45	2.31	1.32
3. I am a member of some websites that are related to ELT.	45	3.75	1.53
4. I use social networking websites (like Facebook) for my professional development as well.	45	2.26	1.51
5. Using the Internet helps me improve my teaching skills.	45	3.64	1.22
6. I find it boring to use computer and Internet in my lessons.	45	4.62	.80
7. I exchange opinions with other teachers of English online.	45	3.24	1.53
8. I use the songs that I downloaded online in the class.	45	3.62	1.30
9. I use audios or videos that I downloaded online in the class.	45	3.71	1.23
10. I use the pictures I found online in the class.	45	3.42	1.42
11. I use the exercises that I found online in the class.	45	4.02	1.11
12. I use websites of lesson books in the lesson.	45	2.71	1.37
13. I encourage my students to improve their language skills by using the Internet.	45	3.66	1.20
14. I share the lesson materials that I prepared online.	45	2.22	1.37

4.3.1.1. The Effect of Gender on the Use of the Internet by EFL Teachers

The effect of gender on the use of the Internet by the participants for personal and professional development was analyzed with the help of independent-samples *t*-tests.

The statistical data revealed that female participants used the internet for personal development slightly more than males with a mean score of 3.09. The score for the males was 2.95. There was no significant relationship between males and females since the significance value was found as .531 (Table 14). Language skills and areas were also analyzed one by one and independent-samples *t* tests did not yield any statistically significant results for gender for the use of ICT for personal development.

Table 14. Results of *t*-test for the Effect of Gender on the Use of Internet for Personal Development

	n	M	SD	t	df	Sig.
Female	26	3.09	.70	.632	43	.531
Male	19	2.95	.81			

$p < .05$

In order to analyze the effect of gender on the use of ICT for professional development, independent-samples *t*-test was conducted. No statistically significant results were yielded as the significance value was found as .111 (Table 15).

Table 15. Results of *t*-test for the Effect of Gender on the Use of Internet for Professional Development

	n	M	SD	T	df	Sig.
Female	26	3.46	.71	1.628	43	.111
Male	19	2.09	.81			

$p < .05$

The data showed higher usage of ICT for professional development rate for females (M=3.46) than males (M=3.09). Compared to the use of ICT for personal development, it was found that participants used the Internet for professional development more compared to the use of it for personal development.

4.3.1.2. The Effect of Age on the Use of the Internet by EFL Teachers

The age of the participants was taken as a factor which may affect the use of ICT by high school EFL teachers for the purpose of personal and professional development. Therefore, One-way ANOVA test was used in order to obtain the statistical results of the quantitative data.

Firstly, the test for homogeneity of variances was conducted and it was found that the group was not homogenous in this sense. Therefore, the items related to the ICT use of participants for personal development were analyzed using one-way ANOVA. In terms of the usage for personal development, the significance value was found to be .016; therefore it was clear that the difference was statistically significant in terms of the age factor (Table 16).

Table 16. Results of ANOVA for the Effect of Age on the Use of Internet for Personal Development

	n	M	SD	F	Sig.
20-29	21	3.40	.56		
30-39	14	2.74	.68		
40-49	8	2.74	.96	3.859	.016
50 and above	2	2.41	.33		
Total	45	3.03	.74		

$p < .05$

The ANOVA results indicated that the use of ICT for personal development level of the participants decreases as they get older. Participants aged between 20 and 29 (M=3.40) use the Internet for their personal development most and they are followed by 30 and 39 year-old group (M=2.747), 40 and 49 year-old group (M=2.742), and teachers who were 50 and above age group (M=2.41). Considering the sub-groups of the use of the Internet for personal development, a statistically significant difference was found for Vocabulary (p=0.09), Speaking (p=.021), Listening (p=.042). No statistically significant difference was observed for Writing (p=.096), Reading (p=.252), Translation (p=.423), and Grammar (p=.595).

Secondly, the one-way ANOVA was conducted again in order to see whether there was a statistically significant difference which exists for the use of the Internet for professional development in terms of age. The ANOVA yielded statistically insignificant results for the use of the Internet for professional development (Table 17). This means that age groups did not show any different statistics although the mean score of those aged between 20 and 29 years (M=3.59) were relatively higher than the other groups. Detailed analysis of the data indicated that 30-39 age group (M=3.05) had the lowest average of using the ICT for professional development compared to the groups of 40-49 (M=3.06) and 50 and above (M=3.06).

Table 17. Results of ANOVA for the Effect of Age on the Use of Internet for Professional Development

	n	M	SD	F	Sig.
20-29	21	3.59	.606		
30-39	14	3.05	.888		
40-49	8	3.06	.816	1.888	.147
50 and above	2	3.06	.848		
Total	45	3.30	.771		

$p < .05$

The statistical analysis of the overall data including personal and professional development related items showed that there was a significant difference indicating that age was effective on the use of Internet by high school EFL teachers (p=.038). In order to find out the age groups in which significant differences were observed, a post hoc Scheffé test was conducted. The results suggested that the mean scores between the age groups were not significantly different.

4.3.1.3. The Effect of Work Experience on the Use of the Internet by EFL Teachers

The effect of teaching experiences of the participants was taken as a factor to see if they had any positive or negative effect on the use of Internet for personal and professional reasons by the teachers. Working experiences of the teachers were categorized into four main groups as followed: 1-5 years of experience, 6-10 years of experience, 11-15 years of experience, and 16 years of experience and above.

Statistically analyzed data showed no significant effect of the working experience of the teachers on their use of the Internet at a personal level (Table 18). The results indicated a higher mean score frequency for the teachers with less years of experience compared to those with the experience of 16 years and above. The mean score for the teachers experienced between 1 and 5 years was 3.41. It was found to be 3.06 for the participants who had the experience of 6 to 10 years.

Table 18. Results of ANOVA for the Effect of Work Experience on the Use of Internet for Personal Development

	n	M	SD	F	Sig.
1-5	12	2.31	.73		
6-10	15	2.51	1.09		
11-15	8	2.18	.88	.709	.591
16 and above	10	1.95	.84		
Total	45	2.27	.90		

$p < .05$

As for the language skills and areas, the only area of language which has been affected significantly by the working experience of teachers was Vocabulary (p=.001). One-way ANOVA tests for each language skill and area did not reveal any significant results for the use of the Internet for personal development.

As part of the study, the statistical analysis of the data concerning the effect of working experience on the use of the Internet for professional development were performed using one-way ANOVA test. According to the homogeneity of variance test which was run at the same time with the ANOVA, the group was found to be homogenous with a value of 0.48. For this reason, Kruskal-Wallis test which is a nonparametric test equivalent of the ANOVA was used in order to understand the significance values (Table 19). There was no statistically significant difference effecting the use of ICT for professional development found (p=.557). This indicates that teachers with various working experience levels did not statistically differ in the use of the Internet for professional development.

Table 19. Results of Kruskal-Wallis for the Effect of Work Experience on the Use of Internet for Professional Development

	n	Mean Rank	x^2	Sig.
1-5	12	26.42		
6-10	15	24.17		
11-15	8	22.44	3.004	.557
16 and above	10	17.60		
Total	45			

$p < .05$

4.3.1.4. The Effect of Institutions Teacher Work on the Use of the Internet by EFL Teachers

The effect of the institutions that teachers are working was taken as a factor to see whether it affected the use of the Internet for personal or professional development by the participants or not. Independent-samples *t* test was used for the analysis of the data. The results of the *t*-test yielded statistically significant results meaning the type of institution affected teachers' use of the Internet for personal development (p=.009) (Table 20). The data revealed that teachers working at private high schools had higher rate of the Internet use for their personal development (M=3.46). The mean score for the state Anatolian high school teachers who took part in the study was recorded as 2.84. Analyzing the language skills and areas, there was a significant difference on the use of the Internet for the purpose of Vocabulary (p=.001), Listening (p=.002), and Speaking (p=.005). Those specific areas and skills of the language were found to be used by private school teachers more rather than state school teachers.

Table 20. Results of *t*-test for the Effect of Institutions on the Use of Internet for Personal Development

	n	M	SD	t	Df	Sig
State school	31	2.84	.79	-2.749	43	.009
Private school	14	3.46	.39			

$p < .05$

Apart from the use of the Internet by the teachers for personal development, the effect of institutions that teachers work was analyzed to see if it affected the use of the Internet for professional development. The *t*-test was statistically insignificant for both state schools and private schools, meaning teachers who worked at different type of institutions tended to use or not to use ICT for their professional development at similar levels (Table 21). However, considering the mean scores, it might be said that private school teachers (M=3.52) used the Internet for professional development more than their colleagues working at state schools (M=3.21).

Table 21. Results of *t*-test for the Effect of Institutions on the Use of Internet for Professional Development

	n	M	SD	t	Df	Sig.
State school	31	3.21	.86	-1.289	43	.204
Private school	14	3.52	.47			

$p < .05$

4.3.1.5. The Effect of Computer Competence Level on the Use of the Internet by EFL Teachers

Apart from the factors such as gender, age, work experience and institutions that teachers work, the participants of the study were analyzed in terms of their computer competence levels. In order to understand how computer competence levels of teachers affected the use of the Internet by the participants, statistical analysis was made and the results were shared.

According to the statistical results of the data for the use of Internet for personal development, computer competence level of teachers was found to be a statistically significant factor affecting the use of Internet for personal development by the high school EFL teachers (p=.001) (Table 22). The results of the ANOVA suggested that teachers who reported that they had a ‘high’ computer competence level (M=3.3407) used the Internet for their personal developments more than the participants with ‘medium’ (intermediate) level of computer competence (M=2.7926) and those with ‘low’ computer competence level (M=1.7059).

Table 22. Results of ANOVA for the Effect of Computer Competency Level of Teachers on the Use of Internet for Personal Development

	n	M	SD	F	Sig.
Low	2	1.70	.17	8.166	.001
Medium	19	2.79	.16		
High	24	3.34	.12		
Total	45	3.03	.11		

$p < .05$

The statistical analysis was also made for the main language skills and areas. The ANOVA yielded statistically significant results for Listening (p=.001), Speaking (p=.002), Grammar (p=.038), Writing (p=.045) while showing insignificant results for Reading (p=.054), Vocabulary (p=.156), and Translation (p=.363). The results indicate that the computer competence level of teachers affect the usage of Listening, Speaking, Grammar and Writing resources on the web more significantly than Reading, Vocabulary and Translation. That meant that the higher level of computer competence of the teachers brought the higher usage of the Internet for personal development specifically in three of the four main skills and one of the language areas.

The use of Internet for professional development was also analyzed in terms of the computer competency level of the participants conducting one-way ANOVA. Statistically significant results were obtained through the analyzed data and the results indicated that the higher level of computer competence increased the use of Internet by teachers for their professional development (p=.004) (Table 23).

Table 23. Results of ANOVA for the Effect of Computer Competency Level of Teachers on the Use of Internet for Professional Development

	n	M	SD	F	Sig.
Low	2	2.40	1.13	6.291	.004
Medium	19	2.99	.62		
High	24	3.63	.71		
Total	45	3.30	.77		

$p < .05$

Further analysis revealed that the highest mean score belonged to the participants with ‘high’ level of computer competency (M=3.63) and this category was followed by teachers with ‘medium’ level of computer competency (M=2.99) and those with ‘low’ level of computer competency (M=2.40).

The statistical analysis of overall data for the use of ICT for both personal and professional development revealed that computer competency level of teachers was a significant factor. In order to see significant differences among the three groups (low, medium, and high level of computer competence), a post hoc Scheffé test was conducted (Table 24). It was found that significant difference existed between teachers with low level competency and high level competency as well as medium-level computer-competent teachers and high-level competent teachers. As the table displays, no significant difference was found between teachers with a low level of computer competency and teachers with medium level of computer competency.

Table 24. Results of Post Hoc Scheffé for the Effect of Computer Competency Level on the Use of Internet for Personal and Professional Development

Section (I)	Section (J)	Mean (I-J)	Sig.
Low	Medium	-.841	.205
	High	-1.434	.012*
Medium	Low	.841	.205
	High	-.592	.013*
High	Low	1.434	.012*
	Medium	.592	.013*

$p < .05$

4.3.1.6. The Effect of Computer Usage Frequency on the Use of the Internet by EFL Teachers

For a more detailed outcome of the study, computer usage frequency of teachers and the way it affected the use of the Internet for personal and professional developments were taken into consideration.

One-way ANOVA was conducted in order to see if computer usage frequency of teachers had any statistically significant effect on the Internet use of teachers for their personal development.

The test of homogeneity of variances was also conducted concurrently. As the results indicated that the group was homogenous, the nonparametric equivalent of the ANOVA, Kruskal-Wallis, was used in order to analyze the collected data (Table 25).

Table 25. Results of Kruskal-Wallis for the Effect of Computer Usage Frequency on the Use of Internet for Personal Development

	n	Mean Rank	x^2	Sig.
Less than 5 hrs.	14	19.07		
5-9 hrs.	16	20.56		
10-14 hrs.	7	24.21	8.079	.089
15-19 hrs.	3	28.00		
Over 20 hrs.	5	37.10		
Total	45			

$p < .05$

According to the data obtained from Kruskal-Wallis, there was no significant difference found related to computer usage frequency of teachers and their use of Internet for their personal development (p=.089).

The further analysis revealed that the highest mean score belonged to the group who used the Internet over 20 hours a week (M=3.80). This group was followed by teachers who used the Internet 10 to 14 hours a week (M=3.21) and those who use it 15 to 19 hours a week (M=3.03) (Figure 9).

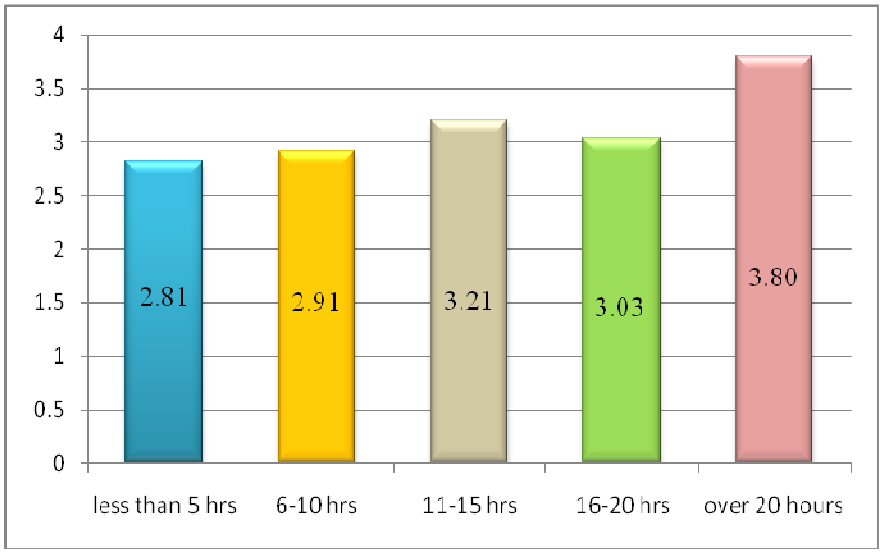


Figure 9. Mean Scores of Computer Usage Frequency of Teachers for Personal Development

For the second part of the study, the use of Internet for professional development, the same procedure was conducted using one-way ANOVA test. The statistical analysis of the data showed a significant difference between the computer usage frequency of the teachers and the use of Internet for professional development (p=.022) (Table 26). It was seen that teachers who used the computer over 20 hours a week had the highest average in terms of using the Internet for professional development (M=4.33).

Table 26. Results of ANOVA for the Effect of Computer Usage Frequency on the Use of Internet for Professional Development

	n	M	SD	F	Sig.
1-5 hrs.	14	3.06	.76		
6-10 hrs.	16	3.25	.69		
11-15 hrs.	7	3.32	.40	3.240	.022
16-20 hrs.	3	3.00	1.33		
Over 20 hrs.	5	4.33	.33		
Total	45	3.30	.77		

$p < .05$

The significance value of the computer usage frequency affecting the ICT use of the teachers for both personal and professional development was found to be .036. In order to understand the groups in which significant differences were observed, a post hoc Scheffé test was performed (Table 27). As the following table suggests, the results showed that the mean score of teachers using computer 1 to 5 hours a week was significantly different from the teachers who use the computer for 20 hours or over a week.

Table 27. Results of Post Hoc Scheffé for the Effect of Computer Usage Frequency on the Use of Internet for Personal and Professional Development

Section (I)	Section (J)	Mean (I-J)	Sig.
Less than 5 hours	5-9 hours	-.146	.985
	10-14 hours	-.332	.882
	15-19 hours	-.080	1.000
	over 20 hours	-1.127	.047*
5-9 hours	Less than 5 hours	.146	.985
	10-14 hours	-.186	.983
	15-19 hours	.065	1.000
	over 20 hours	-.981	.102
10-14 hours	Less than 5 hours	.332	.882
	5-9 hours	.186	.983
	15-19 hours	.251	.989
	over 20 hours	-.795	.397
15-19 hours	Less than 5 hours	.080	1.000
	5-9 hours	-.065	1.000
	10-14 hours	-.251	.989
	over 20 hours	-1.047	.342
Over 20 hours	Less than 5 hours	1.127	.047*
	5-9 hours	.981	.102
	10-14 hours	.795	.397
	15-19 hours	1.047	.302

4.3.1.7. The Use of Social Networking Websites for Educational Purposes

In order to see whether high school EFL teachers make educational use of the social networks, they were asked about their membership status in multiple-choice section of the questionnaire. They were also asked if they used social networking websites like Facebook for their professional development as well as recreational reasons.

The statistical data showed that 62.2 % (n=28) of the participants was a member of a social networking website such as Twitter and Facebook. 37.8 % (n=17) of the teachers indicated that they did not have memberships of any social networking websites (Figure 10).

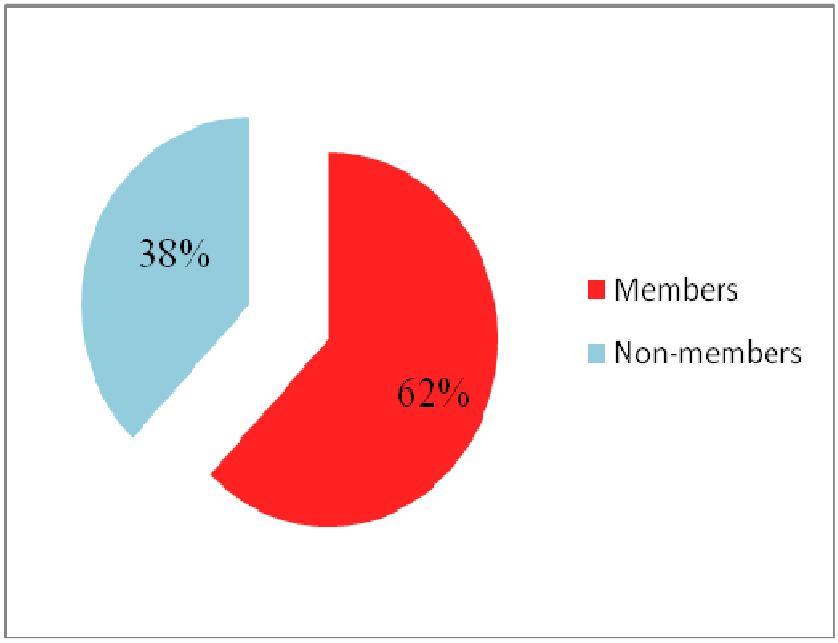


Figure 10. Social Networking Website Membership Statuses of EFL Teachers

The participants were also asked about their use of social networking websites for the educational purposes. The statistical analysis of the results showed that almost half of the participants (48.9 %) did not use social networking websites for educational purposes. 26.6 % (n=12) persons in total agreed or strongly agreed with the statement of "I use social networking websites (like Facebook) for my professional development as well" (Figure 11).

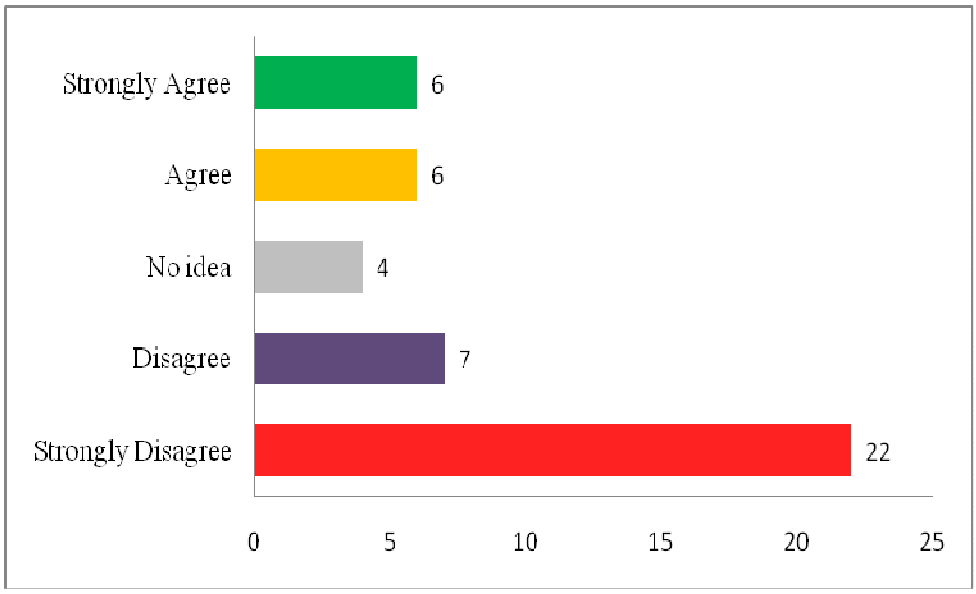


Figure 11. Number of Teachers Using the Social Networks for Educational Purposes

4.3.2. Interview Results on the Use of the Internet by High School EFL Teachers

According to the interview results, the second method which was used to collect qualitative data, there were various responses when teachers were asked if they were a good user of technology or whether they used the ICT for their personal and professional development. One of the teachers confessed about the way he and his colleagues considered the ICT.

> *"As far as I observed, like many other colleagues, I am also lack of technology-related skills. We do not improve our skills of technology but we mostly improve ourselves by using published materials, we can say that we use traditional ways." (Interviewee 1)*

Similarly, a teacher with 12 years of teaching experience pointed out the importance of written publications rather than online materials for herself. But she did not refuse the contribution of the ICT. A related quotation of her is given below:

> *"Reading book is a good way for me to keep my English fresh and updated. Other materials are supportive. ...We can find much information online as well. For example stories with pictures which are interesting for the students. We can also use dictionaries with audio features to improve pronunciation." (Interviewee 3)*

There were teachers who used ICT for their personal and professional development and they believed that they had a very good level of computer competency. Sample quotations are provided:

> *"I use technology in my personal life and for my work. I have a good 'relationship' with technology. All members of my family have their personal computers. I do not have technical skills required to work on the computer but I can easily manage my works thanks to the good level of computer competency." (Interviewee 4)*

> *"Whenever I am in need of something, the first place I visit is the Internet. Internet brings information to us easily. I use the Internet for educational purposes rather than recreational reasons. As I use the Internet for a long time, I consider myself 'Internet worm' [referring to the word 'bookworm']. (Interviewee 8)*

> *"I often use the Internet and benefit from it. CD 'era' is over for me, it is the time for the Internet. Internet is useful because I use it to provide audio-visual materials for the students." (Interviewee 9)*

One of the participant teachers stressed the importance of the use of ICT need specifically for the EFL teachers. Some of the participants mentioned that they used it for both personal and professional reasons. Sample quotations illustrating these are given below:

> *"Since our field is English Language Teaching, it is a must for us to use ICT. I regularly connect to the Internet at home and I use it in my class which is equipped with smart board and overhead projector." (Interviewee 5)*

> *"I generally use ICT in my private and work settings. I use it when I benefit from the materials or prepare exams. In terms of profession, we can download movies with subtitles and watch them with the students." (Interviewee 2)*

> *"I use ICT for my personal and professional development. I am a member of various websites. For example, I usually search online before the actual class and try to make use of those websites efficiently. I choose the materials which*

are suitable to the levels, interests, and cultural backgrounds of the students." (Interviewee 7)

One of the interviewees indicated that she had not used the Internet for personal reasons but used it for professional development of herself. One of the teachers expressed the lack of infrastructure at their school while another teacher gave information about the ways he used the Internet. Some comments of the teachers are given below:

"I am not a person who spends a lot of time in front of computer but I have the knowledge of using the computer and the Internet. I just don't like to use the Internet especially for entertainment activities such as spending hours on social networking websites. But I use the Internet for my professional development and believe in the importance of it."(Interviewee 10)

"I generally use ICTs such as computer, CD and DVD players, and the Internet. Our school is not equipped well enough to allow us to use ICT this year but I usually prepare my lessons at home and bring it to the class." (Interviewee 6)

"I sometimes benefit from the Internet in order to improve myself by means of downloading materials, printing them out. We freshen up our existing knowledge, help our students by using them in the class."(Interviewee 2)

4.4. Professionally-Contributive Websites for EFL Teachers

As a part of the present study, participants were asked to share the websites which contribute them in a professional level. It was thought that specific names of the websites would provide a valuable data in order to understand how high school EFL teachers use the Internet for their professional development. For this reason, one of the open-ended sections of the questionnaire was used for this aim and teachers were asked to write down the names of the websites that they visited for professional purposes. Analyzing the data, it was seen that 86 % (n=39) of the participants provided a total of 114 replies. According to the data, there were five main types of the websites which are used by the participants. These websites are categorized as Resource Websites (n=47),

Forums and Social Networks (n=23), Dictionaries (n=22), Magazines, Newspapers and Blogs (n=14), Other Websites (n=8) (Figure 12).

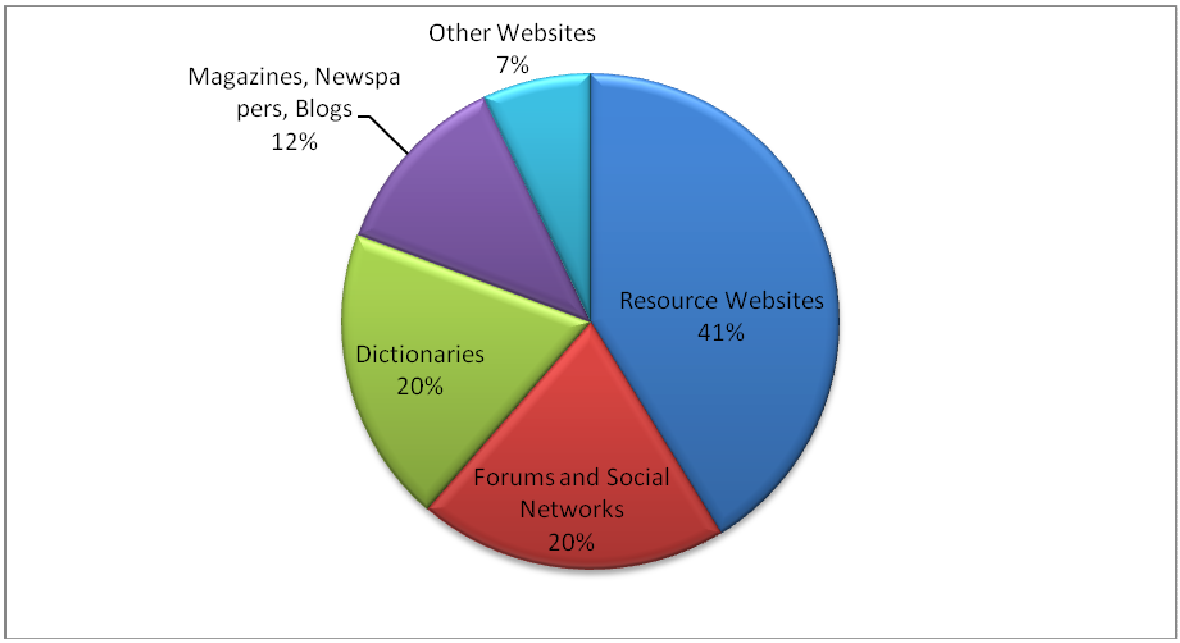


Figure 12. Types of Websites that Teachers Use for Professional Development

4.4.1. Resource Websites

The participants of the study provided 17 different websites and a total of 47 answers that match this category. The websites in this group offer language learning and teaching materials, worksheets, audio and video resources as well as printable materials which are usually available for teachers and students with various levels of English. The details for each website are given below.

www.englishtips.org (accessed on May 4, 2011) was mentioned by 9 teachers. It is a resource website offering many English course books, live communication, latest educational trends and techniques, tips and tricks of learning the language for the users. The website had approximately 470.000 members and provided content for free to its members at the time of visit.

www.britishcouncil.org (accessed on May 4, 2011) was written by 8 of the participants. This website is considered as the United Kingdom's international cultural relations body and provides learning materials for students and teaching resources for

the teachers for four main skills of the language as well as the language areas such as grammar and vocabulary. **www.britishcouncil.org.tr** (accessed on May 4, 2011) is the branch of main website which functions specifically for the EFL teachers in Turkey.

www.bbc.co.uk/worldservice/learningenglish (accessed on May 4, 2011) was mentioned by 4 of teachers who filled in the related section of the questionnaire. It is an audio-visual rich website offering listening podcasts, videos, quizzes and lesson plans for learners and teachers. The site also has weekly shows prepared for the learners and teachers of English which attract people to visit the website regularly.

http://elt.oup.com (accessed on May 4, 2011) is the official website of the Oxford University Press which offers extra practice activities and ideas for classroom for teachers, extra interactive games and activities for students to practice online. The website has 'Oxford Teacher's Club' which is a meeting place for teacher of English from various countries. This site was written by 4 of the participants.

www.kpds.org (accessed on May 4, 2011) is a website mainly for people who want to improve their English and prepare for the national language exams such as KPDS (foreign language proficiency exam for state employees). The website offers different types of exercises, quizzes, materials and it was mentioned by 4 of the participants.

www.yolyordam.com/ing/index.php (accessed on May 4, 2011) is a website offering content for English language teachers and pointed out by 4 of the participants. The site has a rich variety of English materials from stories, songs, and flashcards to the worksheets, lesson plans and question banks.

www.englishpage.com and **www.onestopenglish.com** (accessed on May 4, 2011) are the websites which were mentioned by 4 participants in total. Free online English lessons and EFL resources are available in the first website while the second one offers materials in various categories including but not limited to business English, young learners, teenagers, and exams.

There were other websites which were mentioned by only one of the participants and they were given below. (All of them were accessed on May 4, 2011)

http:// everydayenglish.com/ (audio, video links, practices for students)

http://voanews.com/learningenglish/home/ (Language website of Voice of America)

http://english-4u.com/ (printable ESL lesson plans)

http://eslprintables.com/ (worksheets, lesson plans, flashcards)

http://busyteacher.org/ (printable worksheet for teachers)

http://myths.e2bn.org/ (myths and legends for students and teachers)

http://ingilizcekaynaklari.com/ (language materials for Turkish EFL teachers)

http://seyfihoca.com/ (materials for preparation for the proficiency exams)

http://ingilizce.tk/ (ELT materials and resources mainly for Turkish teachers)

4.4.2. Forums and Social Networks

The second type of most commonly mentioned websites for professional development was forums and social networks for the teachers of English. 9 different websites which belonged to this category were mentioned for a total of 23 times by the participants. These websites are the places where teachers get a chance to communicate with fellow teachers and create a community that they can exchange information and data from time to time. The details for these websites are provided below.

www.myingilizce.net (accessed on May 5, 2011) was the most frequently mentioned website (n=8) in this category. It is a forum website where Turkish teachers of English can become a member for free of charge. Teachers have a chance to provide material to the website, or download the materials other teachers shared as well as discussing a variety of topics from language teaching to literature in general. There were more than 158.000 members of the website at the time of visit.

www.eltpool.net (accessed on May 5, 2011) was written by 4 of the participants and similar to the other websites in this category, it has a forum for the teachers of English from different countries although the members of this website were as low as

600 at the time of visit. The website also offers useful documents and materials to its visitors.

http://www.eltplanet.net/forum/index.php (accessed on May 5, 2011) was mentioned by 2 of the participants and had approximately 19.000 members at the time of visit. This website provides a forum and gathering place for teachers of English from Turkey. The members can share almost anything related to the English language teaching and a number of general topics such as literature, music, and art.

http://dilforum.com, **http://eltforum.com**, and **http://demethoca.com** (accessed on May 5, 2011) were mentioned by a total of 6 times by the participants of the study. These websites are among the forums which are generally known by the teachers of English. All of them provide content for EFL teachers. Eltforum.com was redeveloped and no subscriptions were available at the time of visit. Dilforum.com and Demethoca.com are the forums which are mainly for Turkish EFL teachers.

There were other forums and social networking websites which were mentioned by only one of the participants and they were given below. (All of them were accessed on May 5, 2011)

http://ingilizceforum.net (a forum designed for the teachers from Turkey)

http://etwinning.net (the community for schools in Europe)

http://facebook.com (globally-acknowledged social networking website)

4.4.3. Dictionaries

One of the most frequently visited types of websites was the online pages of the dictionaries. 7 different websites were named by a total 19 participants and 3 of the participants wrote that they had used dictionaries although they did not specify any name. There were two main groups of dictionaries which are used by the EFL teachers: Turkey-based dictionaries such as Zargan.com, Seslisozluk.com, and Tureng.com and globally-well-known dictionaries such as Oxford Dictionary, Cambridge Dictionaries, Longman Dictionary, and Merriam-Webster Dictionary. The details about those websites are provided below.

http://zargan.com/ (accessed on May 6, 2011) was mentioned by 6 of the participants who took part in the questionnaire. It is a free of charge Turkish-English and English-Turkish dictionary mainly for Turkish users. Zargan.com offers words, idioms as well as terms and jargons of various fields.

http://seslisozluk.com/ (accessed on May 6, 2011) was written in the open-ended section of the questionnaire by 4 of the teachers. As of 31st of May 2011, the website seems to be banned due to copyright infringement. The website was one of the earliest dictionaries serving the online vocabulary needs of Turkish learners and teachers. The site also offered audio versions of the words which were searched.

http://oxforddictionaries.com/ (accessed on May 6, 2011) was mentioned by 3 of the teachers and the website offers a comprehensive data of vocabulary. The site has categories such as 'word of the day', 'quote of the week', 'language tip of the week' and special sections for puzzles and games.

http://dictionary.cambridge.org/ (accessed on May 6, 2011) was pointed out by 3 of the participants. The website offers different types of dictionaries online such as Advanced Learner's, Essential British English, Essential American English, Idioms, and Phrases. Recently, the website started to offer English-Turkish, Turkish-English to their database as well.

http://ldoceonline.com/ (accessed on May 6, 2011) was mentioned by 2 of the teachers who filled in the questionnaire. The website is the online version of the CD-ROM of the Longman Dictionary of Contemporary English. There are nearly 50.000 indexed English entries offered on the website.

The other two online dictionaries mentioned by the participants were **http://tureng.com/** and **http://merriam-webster.com/** (accessed on May 6, 2011). Only two of the participants mentioned these dictionaries. Parallel to the other websites, these dictionaries offer vocabulary searching functions for the users although the first one is mainly for Turkish people and the latter is global.

4.4.4. Magazines, Newspapers and Blogs

Magazines, newspapers and blogs were found to be the fourth most commonly used websites for professional development by the high school EFL teachers. The websites in this category were mentioned 14 times by the participants. 5 of the participants wrote that they followed online newspapers, 3 of them mentioned that they followed blogs online, 2 of them wrote that they followed online magazine and website offering actual news related to their professions. Only 4 of the participants provided example of websites in this category. 2 of them exemplified these websites by writing **http://newsweek.com/** and **http://newyorker.com/** and 2 of the participants mentioned **http://dersimiz.com/** (all of them were accessed on May 6, 2011) which is a website where teachers can find educational news and update themselves in terms of recent developments in their fields.

4.4.5. Other Websites

Apart from the resource websites, forums, social networking sites, newspapers, magazines, and blogs, there were other websites mentioned by the 8 of the participants of the present study. Among these websites, **http://en.wikipedia.org/** (n=3), search engines (n=2), **http://yahoo.com/** (n=1), and **http://youtube.com/** (n=1) were given by the teachers.

4.5. Expectations of High School EFL Teachers for the Efficient Use of ICT

The last research question focused on the expectations of the high school EFL teachers from the school management and Ministry of National Education (MNE) in order to use the Internet more efficiently. Therefore, quantitative data (the questionnaire) and qualitative data (semi-structured face-to-face interview) collection methods were conducted. The questionnaire had a specific open-ended section for this research question of the present study and the results of the data were shared by naming the teachers such as Teacher 1, Teacher 2, and Teacher 3 (a total of 31 teachers). The participants who volunteered to take part in the interview were named like Interviewee 1, Interviewee 2, and Interviewee 3 (a total of 10 teachers). As both quantitative and qualitative data were presented together in this section, it was thought that this type of definition would make the results clearer.

According to the analyzed data, it was seen that teachers had expectations from their school administration as well as MNE. The expectations from the school management were less compared to MNE. There were some teachers who had no expectation at all. A sample quote is given below:

> *"I have no expectation since I believe some things are possible to change (in long term)" (Teacher 1)*

Upon seeing the lack of equipment needed for the teaching, some teachers preferred to convey their requests and wishes to the school principal themselves. Some of the sample quotations both from the questionnaire and the interview are given as follows:

> *"I have told my wish and suggestions to the school principal and we are trying to design a room where we can place computers and a projector." (Teacher 31)*

> *"There is only one overhead projector in school right now and I hope school management will provide me a class with a projector next year. They made a promise and we will see." (Interviewee 6)*

> *"I expect my school, which is a private institution, to provide Internet access in the classroom settings. We don't have technology-based resources at school. We are struggling for that right now and we have plans to use the Internet in the class next year." (Interviewee 8)*

After the analysis of the quantitative and qualitative data, it was found that there were a number of expectations of the high school EFL teachers from MNE. Some of these can be listed as follows:

- Improving the quality of course books,
- Creating website and providing materials for teachers,
- Better infrastructure,
- Training of the teachers,
- The return of the preparation classes at Anatolian high schools,

- Low-cost computers for teachers,
- Better and faster Internet connection at schools

One of the commonly pointed out expectations of the teachers was about the improvement of the course books' qualities. Some of the teachers told that they found the books unattractive for their students.

> *"I wish there were more lessons of English at all kinds of schools with more qualified text books (instead of New Bridge to Success) so that we could benefit from the Net more." (Teacher 7)*

> *"MNE could make a change in the course books at Anatolian high schools and if there is a software of the new course book, the students who have computers at home can benefit from it at home and those without computer can use this software at school." (Teacher 30)*

> *"New Bridge to Success – the course book – should be changed. There are some words that I have never seen before, even during my undergraduate studies. We are expected to teach those words to the students. I am not very happy to use it but parents react negatively when we ask students to buy extra books for the course." (Interviewee 4)*

Teachers also suggested that a content and material-rich website could be created and presented to the use of the teachers. They believed that it would contribute themselves in personal and professional levels and help students reach to a good number of resources. Some of the related quotations are given below:

> *"MNE should prepare a website which is related to ELT and which covers information specifically for us". (Teacher 21)*

> *"There should be more websites serving for the improvement of listening skills." (Teacher 14)*

> *"MNE should present audio-visual and written materials that we can benefit for the English classes and encourage the usage of them." (Teacher 20)*

"To make use of the Internet, resources should be prepared and be free like Vitamin – the website." (Teacher 13)

Expectations regarding a better infrastructure for learning and teaching were main points of discussion which were held by the participants. They generally mentioned their requests for computer or language labs, well-equipped classes and technology-rich environment. Below, some of these quotations are presented:

"There should be a technology class in each school and this should serve the students." (Teacher 3)

"There should be a language lab in every Anatolian High School." (Teacher 4)

"There should be smart boards and Internet connection in classes and course books and materials should be prepared considering this." (Teacher 9)

"I expect ICT should be integrated into the classroom setting well. I think schools should be equipped with computers more than they are now and each class should have a ready-to-use technological setting." (Interviewee 1)

"I think there should be language labs where Internet can be accessed easily, any kind of information can be reached fast, so the lessons will be more effective." (Teacher 11)

"Although our school is Anatolian High School, there is no Foreign Language Lab in our school. In order to use Internet technologies more efficiently in the class, there should definitely be Language Labs at schools" (Teacher 16)

"If there are more overhead projectors in the classes, it would contribute to the lesson more, especially to English classes. It is good that MNE sends computers to the schools but they should also send overhead projectors." (Interviewee 2)

"It's crucial to have a projector, computer and Internet access in the classroom in order to be able to use the Internet, which has a vital place in English Language Teachin." (Teacher 17)

"I expect them (school and MNE) to provide the necessary equipment (e.g. Computer, modem, computer lab, good Internet connection, and a technician who is ready for the technical problems) and planning for the Internet accessible education." (Teacher 28)

"We want a language lab in our school. I asked for a language lab for five years in my previous school but the school couldn't do anything about it. I also want to have a language lab here and our principal thinks about preparing one for the next year but I am not sure. When I say 'language class/lab', I mean a class which offers technological facilities, with an overhead projector for instance." (Interviewee 4)

Some teachers pointed out to the importance of training as having the infrastructure alone would not be enough. They believed that a training session for the better use of ICT in the classroom setting would have benefits for them and help them use ICT materials more efficiently inside and outside the classrooms. Related quotations are provided below:

"In addition to providing infrastructure for the students to use computers and the Internet more efficiently in the class, the teachers should also be provided with a training in the subject and they should be taught to be more practical." (Teacher 29)

"There should be training opportunities for efficient use of computers. Teachers should be guided to improve themselves in this area." (Teacher 2)

"Supposedly, it could have been different for me if I had taken a course in order to use Internet technologies more efficiently in the class." (Interviewee 1)

"Today, we don't need a computer course as it is modern age. We need an educational course in order to use the Internet more efficiently." (Interviewee 9)

"I want to have some in-service training about computers and the Internet." (Teacher 20)

"I would like the MNE to organize training activities for all EFL teachers for efficient use of the Internet and computer-assisted education." (Teacher 24)

A couple of years ago, Anatolian high schools were among the schools that had preparation class in which English Language was taught intensively. Since there is no preparation class today, some of the participants mentioned their expectations about the return of the preparation classes to Anatolian high schools and a few of the quotations are given as follows:

"At present, we have lots of facilities by means of the Net but now we have only 6 or 4 lesson hours a week to teach English (in fact, to help students learn English) which is very short compared to prep classes. I wish prep classes could be added to Anatolian high schools as they were in the past." (Teacher 7)

"It should be accepted that English Language cannot be taught in traditional classes like classes of History and Geography. MNE should bring a computer and Internet-based system allowing the use of 4 skills and interactive learning and teaching instead of insufficient English books. Otherwise there will be generations who have studied English for 9 years but their knowledge of English won't go beyond "My name is ...." or those who can read and understand but not speak." (Teacher 17)

"The return of the preparation classes at Anatolian high schools can increase the quality of English teaching, I think." (Teacher 31)

A number of teachers mentioned the necessity of owning a computer for the teachers of English. They believed that a laptop would facilitate the use of ICT as teachers would not have to deal with transferring the materials. Two of the teachers told that it would be good to see MNE providing low-cost computers for the teachers.

"Every teacher should own a laptop, so that they can use the downloaded materials in the class without losing any time for the transfer of the materials." (Teacher 23)

"There are not suitable conditions for language learning at schools in our country. The information is usually given to the students by the teachers who have personal computers or laptops." (Teacher 11)

"It would be very good if teachers are provided computers with affordable costs." (Teacher 6)

"I wish tablets were distributed to the teachers as well as students… I think it would be useful if MNE provided low-cost computers for teachers." (Interviewee 1)

Talking about the use of Internet, teachers told about the connection speed of the Internet access at their schools. Some of the teachers thought that their Internet connection was rather slow and it should be faster and free for teachers. One of the teachers who worked at a private school mentioned that it would be good to have wireless Internet access on the campus. Sample quotations are provided for a better understanding of the situation:

"Internet should be faster and even free." (Teacher 12)

"There is not even a consistent Internet access in our school. MNE can prepare sufficient and usable materials that we can use with the help of computers and we can download these materials and use them." (Teacher 18)

"I believe that Internet connections should be 'stronger' at schools. I also believe that schools should have wireless Internet connection as well as having classrooms which have computers with Internet access." (Teacher 19)

"To access to the knowledge, owning a computer is a must. We have computer in our classes [laughing] but there is no Internet connection." (Interviewee 1)

"I try to use Internet technologies by my personal efforts but it is difficult and tiring to transfer every material at home to the school." (Teacher 31)

Finally, the participants wrote and talked about two main ideas and expectations from MNE. Related quotations about them are provided below:

"All schools could have a system like MSN (Windows Live) Messenger and have mutual speaking classes at the same time. It would be a good step to provide a mutual communication right to the students for the improvement of the language." (Teacher 24)

"Messenger-styled websites would be good for teachers and students to communicate." (Interviewee 10)

"Each student could be provided a membership and the education and activities could be performed in electronic environment." (Teacher 26)

CHAPTER V
DISCUSSION AND CONCLUSION

The present study focused on the ICT (and specifically the Internet) use of high school EFL teachers for the purpose of personal and professional development. In this chapter, first of all, the findings related to the four research questions of the study are discussed. Following discussion and conclusion, the implications of the study for English Language Teaching are provided. Later, suggestions for further research are made.

5.1 Discussion and Conclusion

As part of the present research, 45 EFL teachers working in state Anatolian high schools and private high schools located in central towns of Diyarbakir took part in the study by completing on the questionnaire. 10 of these participants volunteered in the semi-structured face to face interviews conducted in order to obtain qualitative data as well. The current study addressed several research questions to reveal the ICT use of the high school EFL teachers for their personal and professional development. Below, each of the research questions of the present study is discussed in detail.

Do high school EFL Teachers use ICT (specifically the Internet) for their personal and professional development?

In order to answer the main research question of the study well, both quantitative (the questionnaire) and qualitative (semi-structured interview) data collection tools were used. According to the interview results, it was revealed out high school EFL teachers who took part in the study told that they used the ICT (specifically the Internet) although it was seen that they tended to use the Internet mostly for personal reasons. It was found that they generally did not experience any problem with the use of Internet technologies, yet one of the teachers confessed the lack of teachers' skills for a better integration of ICT in the classroom. The analysis of the interview showed that teachers used the Internet for their personal and professional development but they still lacked the information and skills needed for the educational use of the Internet in the classroom. In the study of Saklavcı (2010, p. 49), she also found that high school EFL teachers working at state schools in Eskisehir province of Turkey used

the Internet for personal and professional purposes often although teachers' use of the Internet for instructional purposes was limited.

The quantitative data were collected through the conduction of a questionnaire which had a 5-point scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) and the higher rate of mean score represented higher rate of agreement with the item. The statistical analysis of the quantitative data revealed that the participants did not believe that Internet was useless (M=4.75) and they did not find using computer and the Internet boring in teaching the lesson (M=4.53). The results also showed that Internet was an inextricable part of participants' language teaching with a mean score of 3.57. This item was added to the questionnaire in order to see to what extent the Internet is important part of their professional life. The value of mean score showed that the Internet had an important role in their language teaching career although not all of the teachers considered it as 'inextricable'.

The statistical analysis of the data pointed a mean score of 3.28 for the use of ICT for personal development and a mean score of 3.29 for professional development. Considering the questionnaire had a 5-point scale and the higher mean scores meant higher rate of agreement with the items, it was found that the use of ICT by high school EFL teachers for the purpose of personal and professional development was limited. Although the participants had positive perceptions about the use of ICT, the analysis of the statistics showed that teachers did not use the Internet effectively for their developments. There may be various reasons for this including the factors such as gender, age, work experience, institutions they work, computer competence level and computer usage frequency. Each of these factors was evaluated one by one in details as a part of Research Question 2.

a. How do they use ICT (specifically the Internet) for their personal development?

A total of 15 items of the questionnaire were taken into consideration for the statistical analysis of the use of Internet by teachers for personal development. These items were categorized into 7 groups including language skills of Listening, Speaking, Reading, Writing and language areas of Grammar, Translation, and Vocabulary. It was

found that high school EFL teachers used the Internet to improve their vocabulary knowledge (M=3.71), listening (M=3.48) and reading skills (M=3.45) more than the other areas and skills. These were followed by writing (M=3.17), grammar (M=3.11), and speaking (M=3.02). Translation was found to be the area for which teachers use the Internet least (M=1.82).

Although many teachers of English are expected to own a dictionary of English for personal and professional reasons, the reason why teachers used the Internet to improve their vocabulary could be the comprehensive and easy-to-access online versions of the dictionaries. Online dictionaries allow the user type the words they are searching and find the meaning in a couple of seconds unlike the traditional dictionaries which may take some time to find the word. Besides, there are audio versions of these dictionaries online as well as the options to browse the web and find those words used by the native speakers. All of these might be the reason why vocabulary is the most commonly used area to improve with the help of the Internet. Similar things could be said for the use of the Internet in order to improve listening and reading skills. As teachers pointed out in the questionnaire, they could find more resources related to ELT on the Internet (M=4.44). Therefore, it is possible to think that teachers find many materials for listening and reading. Moreover, there are online editions of the globally well-known magazines and journals and some of them offer listening podcasts where users can both listen and read the article at the same time. In addition, the fact that these skills which are receptive skills do not require an active competence of computer and the Internet, teachers may likely to use more. Another reason could be the lack of listening and reading materials for the teachers or teachers may prefer using the Internet for these skills for a great number of various materials instead of buying cassettes, CDs, DVDs, books and magazines.

It may be possible that they use the Internet for writing and speaking skills which are productive skills less than receptive skills as it may harder to find areas to improve these skills online. According to the results, only 11.1 % (n=5) of the participants told that they had a Turkish blog and only 4.4 % (n=2) of them had an English blog which contributed to their writing skills. These areas also require a considerable knowledge of Internet usage although there are many blog sites offering

ready-to-write blogs without having the technical knowledge required to run a blog. Top, Yükseltürk, and İnan (2010, p. 216) evaluated the blog usage of fifty Turkish pre-service teachers and found that participants had positive feelings towards the use of blogs. However they used the blogs mainly for information sharing, rather than discussion or reflection. The study of Luik, Voltri, Taimalu, and Kalk (2011, p. 168) showed that student teachers used the topics including self-awareness, practice management and the teacher's role in their blogs. These studies gave idea about the usage of blogs by pre-service teachers rather than in-service teachers.

For speaking, it may be said that it is a rather difficult skill for teachers to improve by using the Internet since they need to find people to communicate with and that may be time-consuming for the teachers. For using the Internet to improve grammar, it can be said that teachers might already have grammar reference books and they may not need to use the internet to improve their grammar as much as they need it for listening and reading. For the usage of Internet for translation, it is possible that teachers did not need to use online translation services as they may find their translation skills enough for themselves and they may not believe that these services provide correct translations as it they are computer-based.

b. How do they use ICT (specifically the Internet) for their professional development?

There were a total of 14 items related to the usage of ICT (specifically the Internet) for professional development in the questionnaire. The mean score for the usage of the Internet for professional reasons was 3.29 in the 5-point scale meaning they used the Internet for professional development in a limited way. The statistical analysis of the data showed that the highest mean score belonged to the item 13 (I use the exercises that I found online in the class) (M=4.02). It may be because of the great variety of activities, materials and printable exercises available on the Internet. Colorful and attractive exercises are available and easily accessible on many of the EFL websites. It might also be said that teachers prefer to use Internet for pre-lesson and post-lesson activities rather than using it actively during the class. Similarly teachers use audios or videos that they downloaded online in the class (M=3.71), use the songs that they downloaded online (M=3.62) and the pictures they found online in the class

(M=3.42). It might be said that they try to find extra materials for their students by using the Internet. This also enables them to improve themselves in terms of profession as they are likely to come across new techniques to teach specific subjects in English and read their colleagues' opinions and benefit from their experiences.

The study also showed that teachers had membership of some of the websites which are related to English language teaching (M=3.75) and exchanged their opinions with other teachers of English online (M=3.24). As pointed out in the Findings section, there are forums which teachers of English follow. These forums help teachers from different parts of the world to create an online community where they can exchange information and share their teaching experiences. Teachers are also members of the websites which offer free audio, video, and paper-based content to its members. Teachers may prefer these websites as they may like to reach a larger community of colleagues and discuss their problems and experiences with them. Participants of the questionnaire provided a mean score of 3.66 when it was about encouraging the students to improve their language skills by using the Internet as well. Teachers also believed that Internet helped them improve their teaching skills (M=3.64). This data indicated the positive attitude of teachers towards the use of the Internet for professional purposes.

The mean score of teachers who read scientific articles and those who always followed scientific journals in their fields online were below the average 2.84 and 2.31 respectively. This may be because teachers might not know how to access these journals or they did not need to improve themselves by reading such articles and journey or they did not follow these articles and journals as most of them are not free. Since they did not have a free access to the databases, the level of following these journals might be low. The mean score of teachers who used websites of lesson books in the lesson was 2.71. This may be because of the fact that teachers used the books provided by MNE and these books did not have the websites which were prepared for them. Teachers who asked students to buy books of globally-known publishers' books might indicate that they used the websites of lesson books as these publishers generally create a special web page for these books and offer interactive material and extra content for the teachers and students. It was also found that teachers did not share their

lesson materials online (M=2.22) as it might require a good level of Internet usage competence. The study also showed that teachers did not use social networking websites like Facebook for their professional development (M=2.26). Teachers might not be aware of the groups and applications prepared for the teachers and students or they preferred to use social networking websites for recreational purposes.

What factors do affect the usage of ICT among high school EFL teachers?

A total of six factors (gender, age, work experience, the institutions teacher work, computer competence level, and computer usage frequency) were taken into consideration to see if they had any effect on the use of ICT by high school EFL teachers.

a. What is the effect of gender on the use of the Internet by EFL Teachers?

The results of *t*-test which was conducted to see the effect of gender on the use of Internet for both personal and professional development did not yield any statistically significant result. For both personal and professional development, it was seen that female teachers (M=3.09, M=3.46) used the Internet more than the males (M=2.95, M=3.09) although the difference was not significant. For females to have higher mean scores, it could be said that the majority of the participants were female and the number of male participants in the study was almost half of the female participants. Thus, the results may not be generalized for the males although the reliability of the study was high.

There are also other studies indicating that gender has less or no impact on the issue (Antonietti, 2006, p. 279; Birgin et al., 2010, p. 1591; Kutluca & Birgin, 2007; Rahimi & Yadollahi, 2011, p. 206; Tezci, 2009, p. 1290; Tsai & Lin, 2007). For instance, Rahimi and Yadollahi (2011, p. 205) investigated Iranian EFL teachers' computer anxiety level and its relationship with ICT integration into English language classes. They found no significant effect of gender on the matter. It is important to note that some studies claim that females are likely to have negative attitudes towards computers and males are more competent (Akçaoğlu, 2008, pp. 111-112; Göktaş, 2006, p. 146). The fact that the results of the present study did not generally confirm the findings of these researches may be explained by the conduction of this study in a

different context. The rapid changes in technology and the reflections of these shifts on the Information Society may also change the attitudes of the females towards the use of the Internet in a positive way in many countries including Turkey (Birgin et al., 2010, p. 1590).

b. What is the effect of age on the use of the Internet by EFL Teachers?

One-Way ANOVA was conducted to see the effect of age on the use of Internet for personal and professional development. The statistical analysis of the data for the total of 29 items related to the use of ICT both for personal and professional development showed that the age was a significant factor (p=.038). The mean scores indicated a general significance value when the use of Internet for both personal and professional purposes was considered. It meant that younger the EFL teachers were, the more they had tendency towards the use of Internet for their personal and professional development. In her closely-linked study, Saklavcı (2010, p. 41) also found similar results to the present research. Her study revealed that the younger the teachers of English were, the higher the level of Internet use was. The studies conducted in various contexts also claimed a similar result to the current study indicating that the attitudes of the older teachers to the use of technology were more negative than the younger teachers of English (Akçaoğlu, 2008, p. 109; Czaja & Sharit, 1998; Işık, 2009). It could be said that the age of the participants was a significant factor affecting the Internet use of the teachers as the younger the EFL teachers are the level of their 'digital nativity' increases. As Prensky (2001) defined, the younger generation can be considered as 'digital natives' where they are tend to be closer to the technology as they have grown up with the technology. The elder teachers can be listed in the category of 'digital immigrants' who get acquainted with technology later in their lives (Prensky, 2001, pp. 1-2). Although it is difficult to determine the boundaries of the digital nativity of the participants, it is possible to claim that the younger teachers are exposed to the technology more than the 'immigrant' teachers who were grown up in a time when the technology was less involved in daily life.

c. What is the effect of work experience on the use of the Internet by EFL Teachers?

Teaching experiences of the participants were taken as a factor to see the effect on the use of Internet by EFL teachers for personal and professional development. The statistical analysis of the quantitative data yielded insignificant results for this factor meaning that work experience of the teachers had no significant effect on their use of the Internet for personal and professional development (p=.219). The study also showed that teachers with 10 years of experience or less used the Internet for their development more than the teachers with 11 years of experience or above. This might be due to the fact that novice teachers had taken computer class for one or two semesters during their undergraduate studies. The interview results also indicated that older teachers had not taken any formal education for a better use of computer and the Internet. The results might also be because of the higher integration of technology in life today compared to the past. However, the results showed that difference that was based on the teaching experiences of the teachers were not significant, showing that no matter how inexperienced or qualified the teachers were, it did not affect their use of the Internet to improve themselves in personal and professional levels. Within a parallel context to the present study, Saklavcı (2010, p. 41) found different results. Her study showed that the longer the teaching experience the teachers had, the less frequently they used the Internet. Similarly, Akçaoğlu (2008, p. 111) found that teaching experience was a significant factor affecting the technology integration.

d. What is the effect of the institutions teacher work on the use of the Internet by EFL Teachers?

Participants of the current study were working at two different types of school at the moment of the administration of the instruments. A group of teachers (n=31) were working at Anatolian high schools which were state-funded and the other participants (n=14) were working for private high schools. The statistical analysis of the data indicated significant results meaning the institutions that teachers work was a factor effecting the use of Internet for personal and professional development (p=.042). It was found that teachers working at private schools used the Internet in order to improve themselves at personal and professional level more than the teachers working at state

schools. This might be due to the fact that teachers at private school are expected to teach more effectively since they are supposed to conform to the high expectations of the students, parents, and the school management. Unlike the teachers working at state schools, these teachers have to renew their contracts periodically. This may lead them to search for various materials in order to enrich the variety of the materials used in the class and Internet is one of the places where they can have access to a great number of content-rich resources in good quality. It is possible to say that the salary of the teachers working at the private schools is generally parallel to their performances and experiences whereas the salary is not often performance-based in the case of state schools. This might be another reason for teachers of private schools to look for ways to improve their English and support their teaching with the materials they find online.

e. What is the effect of the computer competence level on the use of the Internet by EFL Teachers?

The effect of computer competence level of teachers on the use of ICT for personal and professional development was analyzed and found that it was a significant factor affecting the Internet use of the teachers (p=.001). It was found that the higher computer competence level the teachers had, the more frequently they tended to use the Internet for personal and professional purposes. A number of other studies also found similar results to the present study (Al-Asmari, 2005, pp. 100-101; Isleem, 2003, pp. 64-65; Saklavcı, 2010, p. 41; Tezci, 2009, p. 1291). It might be thought that teachers with lower computer competence level might not know how to benefit from the Internet or simply be scared of it or choose the way of not having a desire to learn at all.

When researcher of the present study visited schools for the implementation of the instruments, three of the high school EFL teachers working at a state school refused to participate in the study by claiming that they did not believe the computer technologies could contribute to their teaching. Considering the ages of these ‘digitally immigrant’ teachers, it might be thought that they had limited knowledge of computer use and this led them to have negative perceptions about the use of computer technologies. Thus, it can be concluded that the lower computer competence level of teachers may cause them develop negative feelings for the use of Internet and become a barrier for computer use of the teachers. Participants with higher level of computer

competence may reach the resources, materials they are looking for relatively easily and this may increase their level of Internet use for their personal and professional development.

f. What is the effect of the computer usage frequency on the use of the Internet by EFL Teachers?

The results of the One-Way ANOVA showed that computer usage frequency of the teachers had a significant effect on the Internet use of EFL teachers for their personal and professional development (p=.036). These results indicated that the higher frequency of computer usage led to the higher frequency of Internet use of teachers in personal and professional levels. In a similar vein, Salanov, Grau, Cifre, and Llorens (2010) also found that computer usage frequency was positively associated with computer self-efficacy in the study which was carried out on the workers who use computer technologies in their jobs. In his comprehensive study which was conducted with 1540 primary school teachers to determine the teachers' influence in the use of ICT at schools, Tezci (2009, p. 1291) found a significant relationship between computer and Internet attitudes, knowledge and frequency of ICT usage as well. Similarly, there are a number of other studies which found that longer Internet exposure time and more opportunities to use the Internet helped users to increase their level of positive attitudes towards the use of technology (Anderson & Reed, 1998; Hong, Ridzuan, & Kuek, 2003, p. 48; Luan, Fung, Nawawi, & Hong, 2005, pp. 95-96).

Which websites do high school EFL teachers use for the purpose of professional development?

The further analysis of the data collected from the quantitative data (the questionnaire) showed that there are five main types of websites that teachers use for the purpose of professional development: Resource websites, Forums and Social Networks, Dictionaries, Magazines - Newspapers and Blogs, and Other Websites.

The participants of the current study used the resource websites most for their professional development. These websites generally offer free materials as a pre-lesson and post-lesson activity or during the lesson as a part of the classroom activity. It can be said that teachers used these websites in order to attract the students and raise their

interests during the presentation of the subjects covered in the class. Interview results also indicated that teachers preferred to use such websites in order to access to the lesson plans, materials, worksheets or flashcards in order to increase the participation level of the students. Teachers may also visit those websites as they provide ready-to-use classroom materials and worksheets. This would save a considerable amount of time for the teachers who would not have to prepare these materials on their own. Moreover, all of the teachers may not have enough computer competence level to create these materials as limited knowledge of computer might not be enough in the process.

The second most commonly type of websites that teachers used was found to be forums and social networks. Supported by the interviews, the results showed that teachers used English language teaching forums and social networks for their professional development. It may be understood that these forums and social networks turned into global teachers' room where teachers got a chance to connect to the EFL teachers from different parts of the world and exchanged their opinions on various subjects from the problems faced in the classroom to the needs of the students and expectations of the parents. Hofman and Djikstra's (2010, p. 1038) study showed that networks were the most promising ways for professional development and job motivation. The study also found that networks helped teachers build communities and make rooms for the application of new materials and methods in the classroom.

Websites of the online dictionaries were among the most commonly used sites for the use of Internet by teachers for professional development. As it was stated by McCray and Srinivasan (1990), online dictionaries "can be important tools for research and application in natural language processing" (p. 179). Today, it is possible to say that online dictionaries play a role in the vocabulary area of language for both the students and the teachers. Participants in the study may use these dictionaries in order to extend their personal vocabulary knowledge, benefit from them while reading a text or document or for the purpose of preparing to the lesson well. As there are many dictionaries available online and most of them can be easily accessed, they are among the websites visited by the high school EFL teachers for their development.

Teachers wrote the names of online magazines and newspapers and indicated that they were reading blogs and following some other websites. Due to the nature of the online environments, it is possible to access audio and video-rich materials online and the Internet sets a virtual reading environment for teachers to follow their favorite magazines and newspapers, and enables them to use the search engines for the specific information they are looking for. Teachers may also prefer accessing these websites as paper edition of online magazines and newspapers may be more expensive than the online edition. Besides, they can have access to many reading texts and books online for free thanks to a number of projects developed for the educational purposes. Another reason of visiting those websites could be due to the fact that they can have a quick access to these materials especially the international magazines which may be distributed to the remote areas or some countries later than the actual time of distribution. Through the Internet connection, it is possible to access these materials from any part of the world as soon as they are published.

What are the expectations of the high school EFL teachers from their school management and Ministry of National Education (MNE) about the usage of Internet technologies more efficiently?

The quantitative and qualitative data were collected in order to find the expectations of participants from school management and MNE about the use of Internet technologies more efficiently. It was found that teachers usually had fewer expectations from their principals and administrators than MNE. It may be explained with the fact that most of the participants (n=31) were working at state schools and this shifted the way of their expectations from school management to MNE as they might have thought the things that school principals could do was limited. Besides, most of the participants from private schools had higher expectations of their school principals than MNE as their schools were not state-funded. Teachers generally expected their school management to create them a space in order to use the computer technologies at school. Some of the participants expected overhead projectors for their English classes and some of them pointed out the need of Internet access in computer lab.

The analysis of the data showed that expectations of EFL teachers from MNE were much more than the school management. Among these expectations,

improvement of quality of the course books, creation of a website providing materials for teachers, better infrastructure, training of the teachers, the return of the preparation classes, low-cost computers for teachers, better and faster Internet connection at schools existed.

It was noted that teachers claimed an improvement in the quality of the course books provided by MNE. They asked these books to have more authentic texts which are supported with quality pictures and audio materials. Interactive materials to be used with the book were also among the expectations of the teachers. However, they knew that they would need a better infrastructure for them to teach English by using computer and Internet technologies more efficiently. Participants pointed out the need of computers, interactive smart boards, computer lab, and overhead projectors. This might be because of the fact that teachers need these places in order to benefit from the technology during the classes.

Teachers also believed that they needed a training course for a better integration of technology in the class. Tondeur, van Keer, van Braak, and Valcke (2008, pp. 220-221) found that ICT support and ICT training had a significant effect on the class use of ICT. Baylor and Ritchie (2002, p. 402) also noted that ICT training had important influence on the use of ICT in the classroom. Teachers claimed that they could not follow the recent technologies well and ICT training could fill this gap and help them use technology more efficiently in the class. Some of the teachers told that they did not own a computer and a promotion for the distribution of low-cost computer to the teachers would be good for them. Owning a computer of their own might increase the computer and Internet usage frequency of the teachers and enable them use the Internet for personal and professional development more. In an early study, Harper and Koh (1988) found that owning a computer was a significant factor affecting pre-service teachers' computer knowledge. Winnans and Brown (1992) also found that owning a personal computer would affect elementary teachers' use of the computer.

Finally, teachers expected MNE to create a website which provides materials for teachers as well as better and faster Internet connection at schools. As there are many websites which offer rich materials and resources, it might be difficult for teachers to find the resource they are looking for. If there were a website in which the

materials were listed according to the ages, levels, and grades of the students, it might have been more contributive for the students and easier for the teachers.

5.2. Implications for ELT

The present study investigated the use of the Internet by high school EFL teachers for personal and professional development as well as finding out the websites teachers use for their professional development and the expectations of the EFL teachers from school management and Ministry of National Education (MNE) in order to use the technology more efficiently. The results of the current research have a number of implications for English Language Teaching teachers, authorities in the field, MNE and policy-makers.

The results of the study showed that teachers used the Internet to develop themselves in personal and professional levels. It was also found that the usage of Internet was limited to the activities outside the class as schools lacked of the required infrastructure. Although MNE supports and promotes the computer and Internet infrastructure of the schools, it seems that there is still a remarkable lack of equipment needed for the use of technology in the classroom. It was observed that computers at schools are generally located at computer labs, teachers' room and principal and his assistants' rooms. The infrastructure should be beyond these places and classrooms should be equipped with smart boards, overhead projectors, and at least one computer per class. Computer labs with fast and free Internet access would increase the educational use of the Internet by students as well since they would be guided by their teachers.

Secondly, the preparation of a website specifically for the teachers of English can increase the efficient use of the Internet and the variety of the lessons. There can be curriculum-compliant materials, exercises and activities offered to the teachers. The website can also have a forum section where teachers from different cities can create an online community and collaborate for a better English language teaching. The more interactive and professional the website is, the more teachers will likely to use it. Besides, the quality of course books should be improved by adding authentic texts and pictures. The books should also have an interactive CD-ROM which covers not only

listening passages but also worksheets, exercises, games, and quizzes. The more compatible the CD-ROM is, the more effectively Information and Communication Technologies (ICT) can be integrated into the class. In addition, a web page can also be created for teachers and students to access to the related materials of the course book online.

A third implication of the study is the training needs of the EFL teachers for an efficient use of ICT in the classroom. Although EFL teachers generally know how to use the computer and benefit from it in various degrees, most of them are in need of training in order to use ICT more effectively. Training courses can be organized for the teachers of English and they can be informed about the efficient use of ICT in the class. No matter how well a school is equipped with technological devices such as overhead projectors, computers, labs, and smart boards, it will not be effectively used if the teachers are not enrolled in periodical training programs for the integration of ICT. Besides, there may be a lesson specifically dedicated to technology and English Language Teaching in the curriculum of undergraduate ELT programs.

5.3. Suggestions for Further Research

As this study investigated ICT use of high school EFL teachers working at Anatolian and private high schools, similar studies may be conducted with primary and secondary school EFL teachers or teachers of other branches in different cities of Turkey and other countries. A similar study should also be conducted with the language instructors teaching English to the university students.

A further study to explore the EFL teacher candidates' use of Internet and their expectations from the ELT departments of the universities and Ministry of National Education is needed. As well as a questionnaire and interview, observations can be performed in order to increase the validity and credibility of the study.

As the factors such as gender, age, teaching experience, computer competence level and working conditions of the participants were not taken into consideration in this study; further studies can be performed on the participants who have similar features. The present study focused on the Anatolian and private high schools, Internet

use of other high school EFL teachers should also be explored with a large number of participants.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE – ENGLISH VERSION

This questionnaire was prepared in order to determine to what extent high school EFL teachers working at high schools in Diyarbakir benefit from the Internet for their personal and professional development. You are asked to read the questions carefully and choose the option that fits you most while filling in the questionnaire. There is no need to write your name. Considering the questionnaire is being conducted for a scientific research, your sincere replies to all of the questions will contribute to our study in a great way. We thank you for your participation.

Instructor Osman SOLMAZ
Dicle Univ. Z.G.Faculty of Education
Department of English Language Teaching

Thesis Supervisor: Asst. Prof. Dr. Nilüfer BEKLEYEN
Dicle University. Z.G. Faculty of Education
Department of English Language Teaching

1. Institution: **a)** Anatolian High School **b)**Private School / Private Anatolian High School

2. Gender : **a)** Female **b)** Male

3. Age : **a)** 20-29 **b)** 30-39 **c)** 40-49 **d)** 50 and over

4. Department of Graduation:
- **a)** English Language Teaching
- **b)** English Lang. and Literature
- **c)** American Lang. and Literature
- **d)** Translation
- **e)** Linguistics / Philology
- **f)** Other (……..…….)

5. Working experience: ……. (years)

6. Do you have the opportunity of using a computer with Internet access at your school?
a)Yes **b)**No

7. Do you have a computer with Internet access which you can use at home all the time?
a)Yes **b)**No

8. Are you a member of any of social networking websites? (e.g. Facebook, Twitter)
a)Yes **b)**No

9. Where do you usually access to the Internet?
a) Home **b)**School **c)**Internet Café **d)** Other (……)

10. How many hours do you use computer in a week?

a) less than 5 hours **b.** 5- 9 hrs **c.** 10-14 hrs **d.** 15-19 hrs **e.**more than 20 hours

11. How do you consider your current computer competency level?

a) Low **b)** Medium **c)** High

12. Can you write down some of the websites that contribute to you in terms of your profession? (e.g. blog, dictionary, newspaper, magazine)

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Please degree the given items from 1 to 5.

1- Strongly Disagree 2- Disagree 3- Do not know 4- Agree 5- StronglyAgree

1.	**I watch <u>movies in English</u> online.**	**1)**	**2)**	**3)**	**4)**	**5)**
2.	I download / listen to <u>music in English</u> online.	1)	2)	3)	4)	5)
3.	**I read <u>newspaper and magazines in English</u> online.**	**1)**	**2)**	**3)**	**4)**	**5)**
4.	I read web pages which are written in English.	1)	2)	3)	4)	5)
5.	**I search for <u>the meaning of the English words</u> that I don't know online**	**1)**	**2)**	**3)**	**4)**	**5)**
6.	I am scared of using the Internet.	1)	2)	3)	4)	5)
7.	**There are some <u>dictionaries</u> that I always use online.**	**1)**	**2)**	**3)**	**4)**	**5)**
8.	I search for <u>the pronunciation</u> of English words online.	1)	2)	3)	4)	5)
9.	**I benefit from <u>the translation programs</u> online.**	**1)**	**2)**	**3)**	**4)**	**5)**
10.	I benefit from the Internet in order to increase my English <u>vocabulary knowledge</u>.	1)	2)	3)	4)	5)
11.	**I benefit from the Internet in order to improve my English <u>speaking skills.</u>**	**1)**	**2)**	**3)**	**4)**	**5)**
12.	I benefit from the Internet in order to improve my English <u>listening skills.</u>	1)	2)	3)	4)	5)
13.	**I search for the English <u>grammar rules</u> online.**	**1)**	**2)**	**3)**	**4)**	**5)**
14.	I write e-mails in English.	1)	2)	3)	4)	5)

15. I believe that the Internet is useless.	**1)**	**2)**	**3)**	**4)**	**5)**
16. I read scientific articles in my field online.	1)	2)	3)	4)	5)
17. There are scientific journals in my field that I always follow online.	**1)**	**2)**	**3)**	**4)**	**5)**
18. I chat in English with the support of earphone and microphone online.	1)	2)	3)	4)	5)
19. I communicate with people whose native language is English by means of writing.	**1)**	**2)**	**3)**	**4)**	**5)**
20. I own a website (or blog) with Turkish content.	1)	2)	3)	4)	5)
21. I own a website (or blog) that I prepared in English.	**1)**	**2)**	**3)**	**4)**	**5)**
22. I am a member of some websites that are related to English Language teaching.	1)	2)	3)	4)	5)
23. I can find more resources related to ELT on the Internet.	**1)**	**2)**	**3)**	**4)**	**5)**
24. It is hard for me to reach the information I am searching online.	1)	2)	3)	4)	5)
25. Internet is an inextricable part of my language teaching for me.	**1)**	**2)**	**3)**	**4)**	**5)**
26. I use social networking websites (like Facebook) for my professional development as well.	1)	2)	3)	4)	5)
27. Using the Internet helps me improve my teaching skills.	**1)**	**2)**	**3)**	**4)**	**5)**
28. I find it boring to use computer and Internet in my lessons.	1)	2)	3)	4)	5)
29. I exchange opinions with other teachers of English online.	**1)**	**2)**	**3)**	**4)**	**5)**
30. I use the songs that I downloaded online in the class.	1)	2)	3)	4)	5)
31. I use audios or videos that I downloaded online in the class.	**1)**	**2)**	**3)**	**4)**	**5)**
32. I use the pictures I found online in the class.	1)	2)	3)	4)	5)
33. I use the exercises that I found online in the class.	**1)**	**2)**	**3)**	**4)**	**5)**

34. I use <u>websites of lesson books</u> in the lesson. 1) 2) 3) 4) 5)

35. I encourage my students to improve their language skills by using the Internet. 1) 2) 3) 4) 5)

36. I share <u>the lesson materials</u> that I prepared online. 1) 2) 3) 4) 5)

- Do you have any expectations from the Ministry of National Education and your school in order to use the Information and Communication Technologies (ICT) more efficiently? What are they, if there are any?

APPENDIX 2

QUESTIONNAIRE – TURKISH VERSION

Bu anket, Diyarbakır'daki liselerde görev yapmakta olan İngilizce öğretmenlerinin kişisel ve mesleki gelişimleri için internetten ne derece faydalandıklarını tespit etmek için hazırlanmıştır. Anketi cevaplarken soruları dikkatlice okumanız ve size uygun olduğunu düşündüğünüz seçeneği işaretlemeniz istenmektedir. İsminizi belirtmenize gerek yoktur. Anketin bilimsel bir araştırma için uygulandığını göz önünde bulundurarak tüm soruları içtenlikle yanıtlamanız çalışmamıza büyük bir katkı sağlayacaktır. Katılımınız için teşekkür ederiz.

Okutman Osman SOLMAZ
Dicle Üniversitesi Z.G.Eğitim Fakültesi
İngilizce Öğretmenliği A.B.Dalı

Tez Danışmanı: Yrd. Doç. Dr. Nilüfer BEKLEYEN
Dicle Üniversitesi Z.G.Eğitim Fakültesi
İngilizce Öğretmenliği A.B.Dalı

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1. Okulunuz: **a)** Anadolu Lisesi **b)** Özel Lise / Özel Anadolu Lisesi

2. Cinsiyetiniz: **a)** Bayan **b)** Erkek

3. Yaşınız: **a)** 20-29 **b)** 30-39 **c)** 40-49 **d)** 50 ve üzeri

4. Mezun olduğunuz bölüm:
a)İngilizce Öğretmenliği
b) İngiliz Dili ve Edebiyatı
c) Amerikan Dili ve Edebiyatı
d) Mütercim-Tercümanlık
e) Dilbilim
f) Diğer (……..…….)

5. Mesleki Tecrübeniz: ……. (yıl)

6. Okulunuzda internete bağlı bir bilgisayar kullanma olanağınız var mı?
a) Evet **b)** Hayır

7. Evinizde sürekli kullanabileceğiniz internete bağlı bir bilgisayar var mı?
a) Evet **b)** Hayır

8. Herhangi bir sosyal paylaşım sitesine üye misiniz? (Facebook, Twitter gibi)
a) Evet **b)** Hayır

9. İnternet erişimini genellikle nereden sağlıyorsunuz?
a)Kendi evim **b)** Okul **c)** İnternet Cafe **d)** Diğer (……)

10. Haftada kaç saat bilgisayar kullanıyorsunuz?
a)5 saatten az **b)** 5- 9 saat **c)** 10-14 saat **d)** 15-19 saat **e)** 20 saatten fazla

11. Şu anki bilgisayar yeterlik düzeyinizi nasıl değerlendirirsiniz?
a) Düşük **b)** Orta **c)** Yüksek

12. Mesleğinizle ilgili size katkı sağlayan bazı internet adreslerini yazar mısınız? (blog, sözlük, gazete, dergi vb.)
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Lütfen verilen maddeleri 1'den 5'e kadar derecelendirin.

1- Hiç katılmıyorum 2- Katılmıyorum 3- Bilmiyorum
4- Katılıyorum 5- Tamamen katılıyorum

1.	**İnternette İngilizce filmler izlerim.**	**1)**	**2)**	**3)**	**4)**	**5)**
1.	İnternetten İngilizce müzikler indiririm / dinlerim.	1)	2)	3)	4)	5)
2.	**İnternette İngilizce gazete ve dergiler okurum.**	**1)**	**2)**	**3)**	**4)**	**5)**
3.	İnternette İngilizce hazırlanmış sayfaları okurum.	1)	2)	3)	4)	5)
4.	**İnternette bilmediğim İngilizce kelimelerin anlamlarını araştırırım.**	**1)**	**2)**	**3)**	**4)**	**5)**
5.	İnternet kullanmaktan korkuyorum.	1)	2)	3)	4)	5)
6.	**İnternette sürekli kullandığım bazı sözlükler vardır.**	**1)**	**2)**	**3)**	**4)**	**5)**
7.	İnternette İngilizce kelimelerin telaffuzunu araştırırım.	1)	2)	3)	4)	5)
8.	**İnternetteki çeviri programlarından faydalanırım.**	**1)**	**2)**	**3)**	**4)**	**5)**
9.	İngilizce kelime bilgimi arttırmak için internetten yararlanırım.	1)	2)	3)	4)	5)
10.	**İngilizce konuşma becerimi geliştirmek için internetten yararlanırım.**	**1)**	**2)**	**3)**	**4)**	**5)**
11.	İngilizce dinleme becerimi geliştirmek için internetten yararlanırım.	1)	2)	3)	4)	5)
12.	**İngilizce gramer kurallarını internetten araştırırım.**	**1)**	**2)**	**3)**	**4)**	**5)**
13.	İngilizce e-postalar yazarım.	1)	2)	3)	4)	5)
14.	**İnternetin yararsız olduğunu düşünüyorum.**	**1)**	**2)**	**3)**	**4)**	**5)**
15.	İnternette alanımla ilgili bilimsel makaleleri okurum.	1)	2)	3)	4)	5)
16.	**İnternette sürekli takip ettiğim alanımla ilgili bilimsel dergiler vardır.**	**1)**	**2)**	**3)**	**4)**	**5)**

17. İnternette kulaklık ve mikrofon yardımı ile İngilizce sözlü sohbet ederim.	1)	2)	3)	4)	5)
18. İngilizceyi anadili olarak konuşan kişilerle internette yazılı iletişim kurarım.	**1)**	**2)**	**3)**	**4)**	**5)**
19. Kendime ait Türkçe bir web sayfam (veya blog) var.	1)	2)	3)	4)	5)
20. Kendime ait İngilizce hazırladığım bir web sayfam (veya blog) var.	**1)**	**2)**	**3)**	**4)**	**5)**
21. İnternette İngilizce öğretimi ile ilgili bazı sitelere üyeyim.	1)	2)	3)	4)	5)
22. İnternette İngilizce öğretimi ile ilgili daha fazla kaynak bulabiliyorum.	**1)**	**2)**	**3)**	**4)**	**5)**
23. İnternette aradığım bilgilere ulaşmak benim için zordur.	1)	2)	3)	4)	5)
24. Benim için internet İngilizce öğretiminin ayrılmaz bir parçasıdır.	**1)**	**2)**	**3)**	**4)**	**5)**
25. Sosyal paylaşım sitelerini (Facebook gibi) mesleki gelişimim için de kullanırım.	1)	2)	3)	4)	5)
26. İnterneti kullanmak öğretmenlik becerilerimi geliştirmeme yardımcı olur.	**1)**	**2)**	**3)**	**4)**	**5)**
27. Ders anlatımında bilgisayar ve internet kullanmayı sıkıcı bulurum.	1)	2)	3)	4)	5)
28. İnternette diğer İngilizce öğretmenleri ile görüş alışverişinde bulunurum.	**1)**	**2)**	**3)**	**4)**	**5)**
29. İnternetten indirdiğim şarkıları derslerde kullanırım.	1)	2)	3)	4)	5)
30. İnternetten indirdiğim dinleme parçalarını veya videoları derslerde kullanırım.	**1)**	**2)**	**3)**	**4)**	**5)**
31. İnternetten bulduğum resimleri derslerde kullanırım.	1)	2)	3)	4)	5)
32. İnternetten bulduğum alıştırmaları derslerde kullanırım.	**1)**	**2)**	**3)**	**4)**	**5)**
33. Ders kitaplarına ait internet sitelerini derslerde kullanırım.	1)	2)	3)	4)	5)
34. Öğrencilerimi internet kullanarak dil becerilerini arttırmaları için teşvik ederim.	**1)**	**2)**	**3)**	**4)**	**5)**
35. Dersle ilgili hazırladığım materyalleri internette paylaşırım.	1)	2)	3)	4)	5)

- Bilgi ve iletişim teknolojilerini (BİT) mesleki gelişiminiz için daha etkili bir şekilde kullanmada Milli Eğitim Bakanlığı'ndan ve okulunuzdan beklentileriniz var mı? Varsa bunlar nelerdir?

APPENDIX 3

INTERVIEW QUESTIONS – ENGLISH VERSION

1. Do you generally use Information and Communication Technologies such as computer, CD and DVD players, and the Internet?

2. Do you use the Internet which is one of the Information and Communication Technologies for your personal development? (How do you use?)

3. Do you use the Internet which is one of the Information and Communication Technologies for your professional development? (How do you use?)

4. Have you ever had any education to use Information and Communication Technologies more efficiently?

5. Do you think that you need a training course in order to use Information and Communication Technologies more efficiently?

6. What are your expectations from your school and the Ministry of National Education in this subject?

APPENDIX 4

INTERVIEW QUESTIONS – TURKISH VERSION

1. Genel olarak bilgisayar, CD ve DVD oynatıcıları ve internet gibi Bilgi ve İletişim Teknolojilerini kullanır mısınız?

2. Bilgi ve İletişim Teknolojilerinden biri olan interneti kişisel gelişiminiz için kullanır mısınız? (Nasıl kullanırsınız?)

3. Bilgi ve İletişim Teknolojilerinden biri olan interneti mesleki gelişiminiz için kullanır mısınız? (Nasıl kullanırsınız?)

4. Bilgi ve İletişim Teknolojilerini etkili kullanabilmek için herhangi bir eğitim aldınız mı?

5. Bilgi ve İletişim Teknolojilerini daha etkili kullanmak için bir hizmet içi eğitime ihtiyacınız olduğunu düşünüyor musunuz?

6. Bu konuda okulunuz ve Milli Eğitim Bakanlığından beklentileriniz nelerdir?

APPENDIX 5

CONSENT FROM THE MINISTRY OF NATIONAL EDUCATION DISTRICT OFFICE

T.C.
DİYARBAKIR VALİLİĞİ
Milli Eğitim Müdürlüğü

12 Nisan 2011

Sayı: B.08.4.MEM 0.21.26.00- 605.01- 11941
Konu: Anket İzni

DİCLE ÜNİVERSİTESİ
(Sosyal Bilimler Enstitüsü Müdürlüğü)

İlgi: 29.03.2011 tarih ve 242 sayılı yazınız.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Osman SOLMAZ'ın **"Lisedeki İngilizce Öğretmenlerinin Kişisel ve Mesleki Gelişim İçin Bilgi ve İletişim Teknolojilerini Kullanması"** konulu tez önerisi ile ilgili olarak geliştirdiği anket çalışması Araştırma ve Değerlendirme Komisyonumuz tarafından incelenmiş olup, İlimiz merkez ilçelerindeki form-2'de isimleri belirtilen Ortaöğretim okullarında görev yapan İngilizce öğretmenlerine 16.05.2011 tarihine kadar ilgili okul müdürlerinin bilgisi dahilinde uygulanmasına müdürlüğümüzce izin verilmesi uygun görülmüştür.

Bilgilerinize arz ederim.

Zülfi TOMAN
Milli Eğitim Müdürü
18/04

Ekler:
1-Araştırma Değerlendirme Formu
2-Onaylı Anket Formu(2 Sayfa)

DİCLE ÜNİ... SOSYAL ... 25.4.2011 475

Müdür Beyle arz
25.04.11

Gereği
25.04.2011

İl Milli Eğitim Müdürlüğü
Strateji Geliştirme Bölümü
Tel:0412 226 58 50 (7 Hat) dahili 107
E-Posta:arge21@meb.gov.tr

EĞİTİME %100

Öğretmenin ... yok...

ÖZET (SUMMARY)

1. GİRİŞ

Teknolojinin ilerlemesiyle birlikte gelen yenilikler sadece bilim ve sanayiyi değil, aynı zamanda sanat ve eğitim gibi disiplinleri de etkilemiştir. Bu ilerleyiş tüm eğitim alanlarında olduğu gibi yabancı dil öğretimi üzerinde de etkisini göstermiş ve Bilgisayar Destekli Dil Öğrenimi başta olmak üzere birçok yeni kavram literatüre girmiştir. Bu bağlamda teknolojinin yabancı dil olarak İngilizcenin öğretimine başarılı bir şekilde katılmasını sağlamak için birçok çalışma yürütülmüştür. Gelişen teknolojilere paralel olarak bilgi toplumunda öğretmenlerin rolü de sorgulanmaya başlamış ve özellikle aileler ve okul yönetimlerinin beklentileri yükselmiştir. Teknolojiyle iç içe büyüyen öğrencilerin ihtiyaçlarına iyi şekilde cevap verebilmek için öğretmenlerin okulda aldıkları eğitim yeterli olmamakta ve öğretmenlerin kendilerini kişisel ve mesleki anlamında geliştirmeleri gerekmektedir.

Araştırmacının ulaşabildiği kadarıyla, İngilizce öğretmenlerinin kendilerini kişisel ve mesleki anlamda geliştirmek için Bilgi ve İletişim Teknolojilerinden (BİT) biri olan İnterneti kullanmaları konusunda yurtdışında ve özellikle Türkiye'de yapılan çalışmaların sayısı sınırlıdır. Bundan ötürü Diyarbakır'daki Özel Lise ve Anadolu Liselerinde görev yapmakta olan İngilizce öğretmenlerini ele alan bu çalışma önem kazanmaktadır. Bu araştırmada, kişisel gelişimden kastedilen öğretmenlerin sahip oldukları dil bilgi ve becerilerini internet kullanarak ilerletmeleri; mesleki gelişim ise öğretmenlik becerilerini iyileştirmek amacıyla internetten faydalanmalarıdır.

Çalışmada cevaplarına ulaşılması istenen araştırma soruları şunlardır:

1. Liselerde çalışan İngilizce öğretmenleri BİT'i ve özellikle interneti kişisel ve mesleki gelişimleri için kullanıyorlar mı?

2. Cinsiyet, yaş, mesleki tecrübe, bilgisayar kullanma becerisi ve bilgisayar kullanma sıklığı gibi faktörler liselerde çalışan İngilizce öğretmenlerinin internet kullanımını etkiliyor mu?

3. Liselerde çalışan İngilizce öğretmenleri mesleki gelişim amacıyla hangi siteleri kullanmaktadırlar?

4. Liselerde çalışan İngilizce öğretmenlerinin, İnternet teknolojilerinin daha etkili kullanımı için okullarından ve Milli Eğitim Bakanlığı'ndan beklentileri nelerdir?

2. YÖNTEM

Çalışmada yöntem olarak karma araştırma yöntemi kullanılarak araştırma soruları doğrultusunda nicel ve nitel olmak üzere iki şekilde veri toplanmıştır. Veriler, Bekleyen ve Solmaz'ın Dicle Üniversitesi Yabancı Diller Bölümü'nde okuyan öğrenciler üzerinde uyguladıkları ankette değişiklikler ve eklemeler yapılarak hazırlanan bir anketle Özel Lise ve Anadolu Liselerinde çalışan 45 İngilizce öğretmeninden edinilmiştir. Nitel veriler ise bu öğretmenler arasından gönüllü olan 10 İngilizce öğretmeninden yarı yapılandırılmış yüz yüze görüşme yöntemiyle elde edilmiştir.

Çalışmanın güvenilirlik ve geçerliliğini arttırmak için, veri toplama teknikleri olarak kullanılan anket ve görüşme soruları çalışmanın örneklemiyle benzer özellikler taşıyan bir gruba uygulanmış ve yapılan yorumlara göre anlaşılması güç kısımlar açık hale getirilmiş, dilbilgisi kaynaklı birkaç hata düzeltilmiştir. Anket ve görüşmeler, İl Milli Eğitim Müdürlüğü'nden alınan izin ve okullardaki müdür veya müdür yardımcılarının onayından sonra gerçekleştirilmiştir. Araştırmacı, okullara bizzat kendisi gitmiş, ilgili öğretmenlerin okulda olmadığı durumlarda okul yeniden ziyaret edilmiştir. Öğretmenlere çalışma ile ilgili kısa bilgi verildikten sonra anketi doldurmaları istenmiş ve görüşme için gönüllü olan öğretmenlerle 10 ile 15 dakika arası uzunlukta değişiklik gösteren görüşmeler gerçekleştirilmiştir. İstatistiksel analiz, nicel veriler için SPSS 16.0 istatistik programının yardımıyla, nitel veriler için ise içerik çözümleme analiziyle yapılmıştır. Bu araştırmada kullanılan anketteki 36 maddelik Likert ölçeğinin Cronbach Alpha değeri .92, anketin tamamının güvenilirlik analizi .90 olarak bulunmuştur.

3. BULGULAR

Nicel ve nitel verilerin analizi, Diyarbakır'ın merkez ilçelerinde bulunan Özel Lise ve Anadolu Liselerinde çalışmakta olan İngilizce öğretmenlerinin kişisel ve mesleki gelişimleri için interneti sınırlı bir şekilde kullandıklarını göstermiştir. Çalışmada yer alan öğretmenlerin sınıf içinde ve dışında internet kullanımına bakış

açıları olumlu olmasına rağmen bunu kişisel ve mesleki amaçla kullanma oranının aynı düzeyde olmadığı ortaya çıkmıştır.

Öğretmenlerin interneti kişisel gelişim için kullanmaları hususunda en çok kelime bilgileri ile Dinleme ve Okuma yani alımlayıcı (receptive) becerilerini geliştirme amacı taşıdıkları ortaya çıkmıştır. Bu becerileri gramer, üretken (productive) beceriler olan Yazma ve Konuşma ile çeviri takip etmiştir. Öğretmenlerin mesleki açıdan interneti kullanma noktasında ise dil öğretimiyle ilgili materyal sağlayan kaynak siteler, çevrimiçi sözlükler, forum ve sosyal paylaşım sitelerini diğer sitelere oranla daha çok ziyaret ettikleri anlaşılmıştır. Bu sitelerin ardından dergi, gazete ve bloglar ile diğer web siteleri gelmektedir.

Nicel veriler istatistiksel olarak incelendiğinde İngilizce öğretmenlerinin internet kullanımını anlamlı derecede etkileyen faktörler arasında yaş, öğretmenlerin çalıştıkları kurum, bilgisayar kullanma becerisi ve bilgisayar kullanma sıklığı olduğu bulunmuştur. Analiz, cinsiyet ve mesleki tecrübenin kişisel ve mesleki gelişim için internet kullanımını etkileyen faktörler olması konusunda istatiksel olarak anlamsız sonuçlar vermiştir.

Analizler yapıldığı zaman cinsiyet ve okul türü gibi iki değişkenin olduğu durumlarda *t*-testi; yaş, mesleki tecrübe, bilgisayar kullanma becerisi ve sıklığı gibi ikiden fazla değişken içeren durumlarda gruplar arasındaki farklılıkları sınamak için tek yönlü varyans analizi (ANOVA testi) uygulanmıştır. Değişkenlerin homojen olmadığı durumlarda ANOVA'nın parametrik olmayan test olarak karşılığı olan Kruskal-Wallis testi kullanılmıştır. Anlamsal farkın olduğu tek yönlü ANOVA testinin sonucunda farkın hangi gruplar arasında olduğunu tespit etmek için ise bir post hoc testi olan Scheffé testi kullanılmıştır.

Son araştırma sorusu için elde edilen nicel ve nitel verilerin analizi doğrultusunda Anadolu Liseleri'ndeki öğretmenlerin beklentilerinin Özel Liselerdeki öğretmenlere oranla daha fazla olduğu ortaya çıkmıştır. Özellikle Milli Eğitim Bakanlığı'ndan beklenenler arasında mevcut kitapların kalitesinin iyileştirilmesi, öğretmenler için materyal sağlayan bir sitenin oluşturulması, daha iyi bir fiziki altyapı,

öğretmenlerin eğitimi, öğretmenler için düşük masraflı bilgisayarlar, okullarda daha iyi ve hızlı internet bağlantısı vardır.

4. SONUÇLAR, TARTIŞMA VE ÖNERİLER

Nicel ve nitel verilerin analizi liselerde görev yapmakta olan İngilizce öğretmenlerinin kişisel ve mesleki gelişimleri için İnterneti kullandıklarını göstermiştir. Öğretmenlerin çoğunluğu internetin gerekliliğine dikkat çekip önemli bir destek aracı olduğunu dile getirmelerine rağmen İnterneti sınırlı bir şekilde kullandıkları ortaya çıkmıştır. Çalışmanın sonuçlarını daha iyi anlamak için cinsiyet, yaş, mesleki tecrübe, çalışılan kurum türü, bilgisayar kullanım beceri düzeyi ve bilgisayar kullanım sıklığı olmak üzere altı faktör ele alınmış ve bu faktörlerden bazılarının İngilizce öğretmenlerinin internet kullanımlarını anlamlı olarak etkilediği anlaşılmıştır.

İnternetin gelişim amaçlı kullanımı hususunda cinsiyet ve mesleki tecrübenin anlamlı bir etkiye sahip olmadığı istatistiksel verilerin analizi doğrultusunda bulunmuştur. Önceki çalışmalar genel olarak cinsiyetin internet kullanımında önemli bir faktör olmadığını göstermiştir. Bu çalışmayla benzer özelliklere sahip iki çalışma mesleki tecrübenin öğretmenlerin internet kullanımlarını etkilediğini saptamıştır.

Toplanan verilerin istatiksel olarak analiz edilmesi sonucunda, yaş, çalışılan kurum türü, bilgisayar kullanım becerisi ve bilgisayar kullanma sıklığının öğretmenlerin kişisel ve mesleki gelişimleri için internetten faydalanmalarında anlamlı bir etkiye sahip olduğunu göstermiştir. Önceki çalışmalar incelendiğinde yaş için benzer sonuçlar bulunduğu ve genç öğretmenlere oranla yaşlı öğretmenlerin internete karşı daha olumsuz tutumlara sahip olduğu görülmüştür. Bu durum genç öğretmenlerin erken yaşlardan itibaren teknolojiyle olan ilişkilerinin kısıtlı teknolojiyle büyümüş öğretmenlere oranla daha iyi olması şeklinde açıklanabilir. Özel okullardaki yüksek beklentiler ve süreli sözleşmeler dolayısıyla, özel liselerde görev yapan İngilizce öğretmenlerinin kişisel ve mesleki olarak kendilerini geliştirme noktasında daha çok ihtiyaç hissettikleri düşünülmektedir. Bilgisayar kullanma becerisinin internet kullanımında anlamlı etkiye sahip olması, önceki çalışmaların sonuçlarınca da desteklenmektedir. Bilgisayar kullanım becerisi düşük olan öğretmenlerin internetten çekindiği veya istedikleri bilgilere nasıl erişebileceklerini bilmedikleri için interneti

kullanmadıkları şeklinde yorum yapılabilir. Benzer şekilde diğer çalışmalar bilgisayar kullanma sıklığının teknoloji kullanımına karşı olumlu algılar geliştirmeye katkıda bulunduğunu ve öğretmenlerin interneti gelişimleri için kullanmalarında anlamlı bir etkiye sahip olduğunu göstermişlerdir.

Bir diğer araştırma sorusu öğretmenlerin profesyonel gelişimleri için hangi siteleri ziyaret ettiklerini öğrenmeye yönelik hazırlanmıştır. Verilerin incelenmesi sonucu kaynak siteler, forum ve sosyal ağlar, çevrimiçi sözlükler, dergi, gazete ve bloglar ile diğer siteler olmak üzere öğretmenlerin faydalandıkları beş temel site türü derlenmiştir. Zengin görsel ve işitsel materyal sunan ve çoğu zaman ücretsiz içerik desteği sağlayan kaynak siteler öğretmenlerin ders öncesi, sırası ve sonrasında kullanabilecekleri aktivite, test, çalışma kağıtları ve sınavlar sağladığı için sıkça ziyaret edilmekte olabilir. Öğretmenlerin sanal olsa dahi birbirlerinin fikirlerinden istifade etme, görüş alışverişinde bulunma, karşılıklı olarak tecrübelerden faydalanma gibi fırsatlar sunan forum ve sosyal ağların listede olması normal karşılanabilir. Çevrimiçi sözlükler, kolayca erişilebilir olmaları, çoğunlukla kelimelerin örneklerle birlikte verilmeleri ve bazılarının da telaffuz gelişimine ciddi katkıda bulunabilecek işitsel destekleri sayesinde tıklanmakta olabilir. Dergi ve gazetelerin ziyaret edilmesi ise çevrimiçi içerikte alternatiflerin çok ve kağıt baskıdan daha ucuz olması gerçeğiyle açıklanabilir.

Çalışmada özellikle Anadolu liselerinde çalışmakta olan öğretmenlerin mevcut kitapların kalitesinin iyileştirilmesi, öğretmenler için materyal sağlayan bir sitenin oluşturulması, daha iyi bir fiziki altyapı, öğretmenlerin eğitimi, öğretmenler için düşük masraflı bilgisayarlar, okullarda daha iyi ve hızlı internet bağlantısı gibi beklentilere sahip oldukları saptanmıştır. Anadolu liselerindeki öğretmenlerin Milli Eğitim Bakanlığı'ndan beklentilerinin özel liselerdeki öğretmenlerden fazla oluşu bu kurumların doğrudan devlet destekli olmasıyla açıklanabilir.

Bu çalışma sadece Anadolu liseleri ve özel liselerde çalışan İngilizce öğretmenleri üzerinde uygulandığı için ilköğretim I. ve II. kademe öğretmenlerine veya farklı alanlarda çalışan öğretmenlere uygulanabilir. Üniversitelerin İngilizce Öğretmenliği bölümlerinde okuyan öğrencilerin beklentilerinin araştırılması ya da şu

anki çalışmanın daha fazla sayıda katılımcı veya düz liselerde çalışan öğretmenler üzerinde uygulanması konunun derinlemesine ele alınması açısından faydalı olabilir.