

**THE USE OF THE INTERNET
AMONG EFL TEACHERS
AT HIGH SCHOOLS IN ESKISEHIR**

**Ayşe AKÇA SAKLAVCI
(Yüksek Lisans Tezi)
Eskişehir, 2010**

**THE USE OF THE INTERNET AMONG EFL TEACHERS AT
HIGH SCHOOLS IN ESKISEHIR**

Ayşe AKÇA SAKLAVCI

**M.A. THESIS
Department of English Language Teaching**

Advisor: Prof. Dr. Gül DURMUŐOĐLU KŐSE

**Eskiőehir
Anadolu University Graduate School of Educational Sciences
June, 2010**

YÜKSEK LİSANS TEZ ÖZÜ

ESKİŞEHİR İL MERKEZİNDE ÇALIŞAN İNGİLİZCE ÖĞRETMENLERİNİN İNTERNET KULLANIMLARI

Ayşe AKÇA SAKLAVCI

İngiliz Dili Eğitimi Anabilim Dalı

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü

Danışman: Prof. Dr. Gül DURMUŞOĞLU KÖSE

Yirmibirinci yüzyılda internet, insanların bir çok alanda işlerini yürütebilmeleri için vazgeçilmez olmaya başlamış ve adeta bir anahtar haline gelmiştir. Eğitim alanında ise internet, dünyanın her yerindeki okulları, öğretmenleri ve öğrencileri bir araya getirebildiği için farklı öğretim metotlarının doğmasını ve yaygınlaşmasını sağlamıştır.

İnternetin İngilizce öğretiminde de tüm diğer eğitim alanlarında olduğu gibi önemi büyüktür. Ancak internetin katkıları bilinmesine rağmen, İngilizce öğretmenlerinin interneti öğretim amaçlı kullanmak konusunda ne seviyede oldukları ve bu konuda ne düşündükleri çok fazla bilinmemektedir. İngilizce öğretmenlerinin internet kullanımıyla ilgili dünyanın diğer ülkelerinde olduğu gibi Türkiye’de de çok fazla çalışma bulunmamaktadır. Bu yüzden İngilizce öğretmenlerinin internet kullanım düzeylerini ve internet kullanımı hakkındaki görüşlerini ölçen çalışmalar yapılmalıdır.

Bu çalışma Eskişehir il merkezindeki liselerde çalışan İngilizce öğretmenlerinin internet kullanım düzeyini, kullanım düzeylerini etkileyen faktörleri ve internetin öğretim amaçlı kullanımına dair yaklaşımlarını araştırmaktadır. Araştırma yöntemi olarak hem nicel hem de nitel araştırma modelleri benimsenmiştir. Araştırmanın güvenilirliği açısından nicel veriler nitel yöntemle de desteklenmiştir. Nicel verileri

toplamak amacıyla, Eskişehir il merkezindeki devlet liselerinde çalışan İngilizce öğretmenlerine, internet kullanım düzeylerini ve interneti öğretim amaçlı kullanma konusundaki yaklaşımlarını ölçen bir anket uygulanmıştır. Ankete ek olarak 15 öğretmenle görüşme yapılmıştır.

Nitel ve nicel yöntemlerle toplanan verilerin analizlerinden elde edilen bulgular, İngilizce öğretmenlerinin internetin öğretim amaçlı kullanılması konusunda olumlu görüşlere ve yaklaşımlara sahip olmalarına rağmen, interneti derslerinde nadiren kullandıklarını göstermektedir. Öğretmenler interneti kişisel ve gelişimsel amaçlı olarak daha fazla kullandıklarını ifade etmişlerdir. Bu verilere dayalı olarak elde edilen bulgular aynı zamanda, öğretmenlerin internete ulaşılabilirliklerinin orta düzeyde olduğunu ve en çok evlerinde internete erişebildiklerini göstermektedir. Öğretmenler, çok fazla insanın az sayıdaki bilgisayarı kullanıyor olmasının öğretmenler odasında ve bilgisayar laboratuvarlarında internet ulaşımını sınırladığını; sınıflarda bilgisayar ve internet bağlantısı olmadığı için derslerde interneti kullanamadıklarını ifade etmişlerdir. İnternetin İngilizce derslerine nasıl adapte edileceği ve internet yoluyla ne gibi aktivitelerin yapılabileceği konusunda İngilizce öğretmenlerinin yeterli bilgi ve deneyime sahip olmadıkları ve hizmet içi eğitime gereksinimleri olduğu da bu araştırmadan çıkan bir diğer sonuçtur.

Bu sebeple, öğretmenlerin interneti İngilizce öğretim sürecinde etkili ve yeterli kullanabilmeleri için; internete erişim olanaklarının sunulması, yöneticilerin bu konuda destek ve lider olmaları, dil öğretiminde internet kullanımını konusunda eğitimden geçirilmeleri, öğretmen yetiştiren kurumların programlarına internetin öğrenme ve öğretme sürecinde kullanımını konusunda dersler ekleyerek, öğretmen adaylarının bu bilgi ve becerilerle yetiştirilmeleri gerekmektedir .

ABSTRACT

THE USE OF THE INTERNET AMONG EFL TEACHERS AT HIGH SCHOOLS IN ESKİŞEHİR

Ayşe AKÇA SAKLAVCI

M. A. THESIS

Department of English Language Teaching
Advisor: Prof. Dr. Gül DURMUŞOĞLU KÖSE

Internet has become an indispensable key for everyone in many fields in the twenty-first century. In the field of education, internet has enabled students and teachers from all over the world to communicate with each other and has created new ways of learning and teaching ESL/EFL. In spite of widespread internet connections and it is, only a limited number of studies have been conducted on the use of the internet for instructional purposes by ESL teachers so far. Turkey is one of the countries which very few studies has been done on teachers beliefs and practices about the internet use as an instructional tool in EFL classes. However, it is especially important to understand teachers' attitudes toward the internet and their willingness or unwillingness to use it in their classrooms.

This study investigated the level of Internet use, especially for instructional purposes, among EFL teachers at High Schools in Eskişehir, their attitudes towards the internet use for instructional purposes and the factors that may affect their internet use for their lessons. A dominant quantitative approach was followed; through which data was gathered by an instrument. The less dominant qualitative method consisted of interviews with a random sample of 15 EFL teachers from the State High Schools in Eskişehir.

The results from the data gathered by both quantitative and qualitative methods showed that EFL teachers at state high schools in Eskişehir reported a high level of internet use. This means their internet use is not rare or occasional, they often use the internet.

However, they use the internet for instructional purposes less frequently than Professional and personal purposes. The findings also suggest that the participants have high levels of internet use for mainstream Internet applications, while they reported low levels of internet use for more specialized applications.

According to the findings EFL teachers at high schools in Eskişehir generally had a moderate access to the internet. Their access to the internet more frequently at their homes and in teachers' rooms at schools than classrooms, computer labs and internet cafés. The participants stated that they did not use internet in their lessons because they did not have computers or internet connections in the classrooms and they rarely access to the internet in the computer labs because too many people use these places.

Although findings from both the survey data and the interviews suggest that the participants generally had positive perceptions of the Internet as a tool for EFL instruction, they do not use internet for their lessons. They complained about some factors limiting their internet use for their lessons such as lack of technical resources and support from the directors and lack of time; their needs for more knowledge about how to adapt internet into their lessons and what kind of activities can be done via internet.

Therefore, EFL teachers' use of the internet should be promoted and developed by establishing opportunities for teachers to have sufficient training and expertise with the Internet use for their lessons and adequate access for equipment and internet service should be offered.

JÜRİ VE ENSTİTÜ ONAYI

Ayşe AKÇA SAKLAVCI'nın "THE USE OF THE INTERNET AMONG EFL TEACHERS AT HIGH SCHOOLS IN ESKİŞEHİR" başlıklı tezi 09.06.2010 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

| | Adı-Soyadı | İmza |
|---------------------|-------------------------------|------|
| Üye (Tez Danışmanı) | : Prof.Dr.Gül DURMUŞOĞLU KÖSE | |
| Üye | : Prof.Dr.Esmahan AĞAOĞLU | |
| Üye | : Doç.Dr.Işıl AÇIKALIN | |
| Üye | : Yard.Doç.Dr.Mine DİKDERE | |
| Üye | : Yard.Doç.Dr.Rıdvan TUNÇEL | |

Prof.Dr.Esmahan AĞAOĞLU
Anadolu Üniversitesi
Eğitim Bilimleri Enstitüsü Müdürü

ACKNOWLEDGEMENT

The following thesis, while an individual work, benefited from the insights and direction of several people.

First and foremost I offer my sincerest gratitude to my advisor, Prof. Dr Gül DURMUŞOĞLU KÖSE, who has supported me throughout my thesis with her patience and knowledge. I attribute the level of my Masters degree to her encouragement and effort. This thesis would not have been completed or written without her. One could not wish for a better or friendlier advisor.

In addition, I would like to acknowledge the advice and guidance of Prof. Dr. Esmahan AĞAOĞLU, committee chairperson. Next, I wish to thank the complete Thesis Committee: Assoc. Dr. Işıl AÇIKALIN, Asst. Dr. Mine DİKDERE and Asst. Dr. Rıdvan TUNCEL, for their guidance and suggestions.

I thank Dr. Filiz BİLGİN ÜLKEN and Expert Sevgi SABANCI for their valuable help in analyzing interviews.

I would also like to thank all EFL teachers who participated in this study.

Lastly but not least, I thank my family for supporting me throughout all my studies. Family is something that is not restricted to blood relations, but is limited to people who believe in you no matter what. Here is my family.

Thanks to my Mom and Dad, they provided me with the guidance to become the person that I am today. They bore me, raised me, supported me, taught me, and most importantly loved me. I thank my dear brother for his forgiveness for not being able to help him in his wedding preparations because of this thesis.

My dear friends; I thank Burcu EYİDOĞAN for helping me get through the difficult times, and for all the emotional support, entertainment, and caring she provided. Further thanks go to Ş.Selin Çiftçi, who started and finished this journey with me, for being my friend and for her continuous support and interest in what I do. Also, I thank Özlem ERTAŞ who listened my long and boring complaints. Thanks to Gencer CERİT because I understood what I could achieve despite his unending translation needs and visits. Also, thanks to the friends who kept asking me that boring but encouraging question “Haven’t you completed your thesis yet?”

I owe my loving thanks to Erdinç, my husband, my love and my best friend. Without his love, support, and guidance I would not have been able to believe in myself enough to achieve. His flexibility and understanding throughout our relation has provided me with inspiration when I needed it.

TABLE OF CONTENTS

Page

| | |
|---|-------------|
| YÜKSEK LİSANS TEZ ÖZÜ..... | iii |
| ABSTRACT..... | V |
| JÜRİ VE ENSTİTÜ ONAYI.....HATA! YER İŞARETİ TANIMLANMAMIŞ. | |
| ACKNOWLEDGEMENT..... | viii |
| ÖZGEÇMİŞ..... | ix |
| TABLE OF CONTENTS..... | X |
| LIST OF TABLES..... | XIII |
| CHAPTER 1 INTRODUCTION..... | 1 |
| 1.1 Statement of the Problem..... | 4 |
| 1.2 Purpose and Research Questions..... | 4 |
| 1.3 Setting of the Study..... | 5 |
| 1.4 Significance of the Study..... | 6 |
| 1.5 Basic Assumptions..... | 7 |
| 1.6 Definition of the Terms..... | 8 |
| CHAPTER 2 REVIEW OF LITERATURE..... | 10 |
| 2.1 Concept of the Internet..... | 10 |
| 2.2 Internet in Turkey..... | 13 |
| 2.3 Use of the Internet in Education..... | 15 |
| 2.4 Computer Assisted Language Learning and Internet in English Language Teaching..... | 17 |
| 2.5 Factors Limiting Technology and Internet Use among ESL/EFL Teachers..... | 20 |

| | |
|--|-----------|
| CHAPTER 3 METHODOLOGY | 23 |
| 3.1 Purpose of the Study | 23 |
| 3.2 Design of the Study | 23 |
| 3.3 Population of the Study | 24 |
| 3.4 Instrumentation | 24 |
| 3.5 Validity and Reliability..... | 25 |
| 3.6 Data Collection | 26 |
| 3.7 Data Analysis..... | 27 |
| CHAPTER 4 RESULTS AND ANALYSIS | 29 |
| 4.1 Survey Results..... | 29 |
| 4.1.1 Teachers' Characteristics..... | 29 |
| 4.1.2 Use of the Internet by EFL Teachers | 31 |
| 4.1.3 Level of Access of EFL Teachers at High Schools to the Internet | 34 |
| 4.1.3.1 Place of Access to the Internet..... | 34 |
| 4.1.3.2 Factors limiting use of the Internet..... | 35 |
| 4.1.4 Description of the Level of Expertise of EFL Teachers at High ... | 36 |
| 4.1.5 Description of EFL Teachers' Perceptions of the Internet | 38 |
| 4.1.6 Description of the Relationships between Teachers' Use of the | |
| Internet and their Characteristics | 41 |
| 4.2 Interview Results..... | 42 |
| 4.2.1 Teachers' Use of the Internet and their Attitudes toward the Use of | |
| the Internet for Educational Purposes | 43 |
| 4.2.2 Teachers' Ideas about How to Adapt Internet in to their Lessons | 44 |
| 4.2.3 Teachers' Views about the Relationship between Students' Interests | |
| in Internet and their Motivation for Learning English..... | 45 |
| 4.2.4 Factors Limiting Use of the Internet in EFL Instruction..... | 46 |

| | |
|--|-----------|
| 4.2.5 Teachers' Suggestions to Remove the Factors Limiting their Internet Use for Educational Purposes..... | 47 |
| CHAPTER 5 DISCUSSION OF THE FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS..... | 49 |
| 5.2 Discussion of the Findings..... | 49 |
| 5.3 Conclusions and Implications | 56 |
| 5.4 Recommendations for Further Studies..... | 59 |
| REFERENCES..... | 60 |
| APPENDICES..... | 70 |
| 1 Survey Instrument..... | 70 |
| 2 Interview Instrument..... | 74 |
| 3 Interview Instrument in Turkish..... | 75 |
| 4 List of the State High Schools in Eskisehir..... | 76 |
| 5 Approval of MNE | 77 |

LIST OF TABLES

| | | |
|-------------------|--|----|
| Table 1.1 | The number of schools with internet in Turkey..... | 6 |
| Table 2.1 | World Internet usage and population statistics | 11 |
| Table 2.2 | Common Internet Activities | 11 |
| Table 2.3 | Internet Usage and Population Statistics | 13 |
| Table 2.4 | Internet in Turkey, 2009..... | 14 |
| Table 2.5 | Schools supplied with internet connection..... | 15 |
| Table 3.1 | Response rate and percentages | 26 |
| Table 4.1 | Teacher Characteristics..... | 30 |
| Table 4.2 | Distribution of Mean Scores on the Level of Use of the Internet Scale..... | 31 |
| Table 4.3a | Frequency of Internet Resource Use for Instructional Purposes..... | 32 |
| Table 4.3b | Frequency of Internet Resource Use for Professional Purposes..... | 33 |
| Table 4.3c | Frequency of Internet Resource Use for Personal Purposes | 33 |
| Table 4.4 | Teachers' Internet Access | 34 |
| Table 4.5 | Mean Scores on the Place of Access to the Internet..... | 34 |
| Table 4.6 | Factors Limiting EFL Teachers' Access to the Internet | 35 |
| Table 4.7 | Mean Scores of Computer Expertise of EFL Teachers at High schools | 36 |
| Table 4.8 | Mean Score of Internet Expertise of EFL Teachers at High Schools..... | 37 |
| Table 4.9 | Mean Score of EFL Teachers' Perception of the Internet..... | 38 |
| Table 4.10 | Reported EFL Teachers' Perceptions of the Internet | 39 |
| Table 4.11 | Davis' (1971) Principle to Determine the Strength of Correlations | 41 |
| Table 4.12 | Relationships between Variables and Use of the Internet | 41 |

CHAPTER ONE

INTRODUCTION

With the development of computers which can be used easily and the reduction in their prices in the last decade, the use of computers has become widespread and has expanded in homes, offices, and schools. In the 21st century, everyone is required to use computers to some extent to function in most societies. Computers have become more widespread and important in daily lives with the appearance of the internet. The internet, an international connection of computer networks, is one of the most important inventions in human history. The way people communicate with each other and how they access and use information has changed since the invention of the internet. It has undergone an increasing growth in many fields such as business, science, entertainment since the early 1990s. In the field of education, it provides valuable information resources and access to communication services for millions of teachers and students around the world and it has created interesting instructional possibilities (Warschauer & Whittaker, 1997).

Because of its impact on many aspects and functions of educational institutions and its potential benefits for educators, the internet has been the topic of much interest within the educational community (Mauren & Olson, 1998). Internet is beneficial for both teachers and students. Peterson (2000) points out that an Internet-based learning environment can offer an instructional tool for teachers. They can not only access the internet for finding resources for their classes and use internet as a tool in the classroom but also supply their own materials, knowledge and ideas for other teachers via the internet (Warschauer, Shetzer & Meloni, 2000). For example, they can create homepages for the purpose of their lessons and put their materials on-line.

Students can access information and resources simply by having a computer with an internet connection. Daugherty and Funke (1998) describe that the internet can provide a wealth of information to students that are not readily available in textbooks or lectures. The information is usually presented in meaningful contexts to explore widely or

specifically. In addition, the use of the internet can be interactive and collaborative in nature. Through e-mail conferencing tools and newsgroups, a virtual community of learners can exchange knowledge, ideas and perspectives on certain issues or topics.

Since the internet has become an important communication tool for exchanging information both in daily lives and in education, the advancement of the internet has also created new ways of learning and teaching ESL/EFL. The internet can be considered as an ideal learning and teaching tool in EFL/ESL because it offers authentic learning resources available without having to travel to English-speaking countries. Kern and Warschauer (2000) indicate that language learners with access to the internet can potentially communicate with native speakers of English all over the world. They can communicate either on a one-to-one or a many-to-many basis any time they need, from school, home or work. On the internet, English ESL/EFL teachers can reinforce students to use the target language in an authentic setting (Daugherty & Funke, 1998; Moore, 1996). The internet can also be useful for collaboration among ESL/EFL learners locally, nationally or globally. It can be used to acquire information from a large number of language resources for a variety of purposes (Daugherty & Funke, 1998; Gonglewski, Meloni & Brant, 2001; Moore, 1996; Pennington, 1996; Ryder & Graves, 1997; Singhal, 1997; Warschauer, 2000).

Rico & Vinagre, 2000 states that the internet can increase EFL learners' motivation to learn the English language. As students use internet for communication in their daily lives, the use of internet as a communication tool in EFL/ESL makes learning English more enjoyable for them.

Nowadays, the information age as represented by the Internet is no longer a novel development and not a mysterious. Instead, it has become a tool that many English as a second language (ESL) teachers use, particularly in the Western and English-dominant countries of the world. In light of the internet's vast potential, educators and teachers expect that computers will replace classical forms of education (e.g., blackboards, chalk, and overhead projectors) with new and possibly better means of instructional ways and thus improve teaching and learning (Al-Asmari,2005).

Unfortunately, this does not necessarily mean that EFL/ESL teachers are comfortable with it or use it well, or that students' learning has been enhanced significantly by such technology. Many teachers do not seem to make effective use of the internet for their teaching.

In spite of widespread internet connections, little computer-assisted language learning (CALL) research, particularly on the use of the internet for teaching EFL to students, has been conducted so far. The focus of the most research studies has largely been on students, on how technology affects them, and on the advantages, uses, and effects of incorporating computer technology resources into learning environments. At present, only a limited number of studies have been conducted on the use of the Internet for instructional purposes by ESL teachers, and there has been even less focus on EFL teachers. Without this knowledge, it is difficult to know whether or how to proceed in the implementation of internet-based English language teaching.

It is especially important to understand teachers' attitudes toward the internet and their willingness or unwillingness to use it in their classrooms, since teachers play such an important role as agents of change and innovation in the world of education.

Lam (2000) points to the lack of research investigating language teachers' views about the use of technology in language instruction and investigated the reasons behind L2 teachers' decisions to use technology for teaching, their choice of using or not using technology in teaching, and the factors influencing these decisions. The results of Lam's study and some others (Albion, 1999; Baylor & Ritchie, 2002) suggest that teachers' attitudes toward using computer technology resources influence their acceptance and use of these resources. Positive attitudes toward these computer technology resources such as internet might develop depending on opportunities, facilities and training provided to users of them (Dexter, Anderson, & Becker 1999; Jones, 2001; Herman, 2002).

1.1 Statement of the Problem

The rapid growth of the internet has affected English language teachers in Turkey, too. More and more teachers of English as a foreign language (EFL) in Turkey are becoming internet users. In last five years, Turkish Ministry of Education supported and provided primary and secondary schools with multimedia computers, software programs and internet connections to encourage the use of computers and the internet for education in Turkey. As a result, the internet has become a useful tool for teachers of English as a foreign language (EFL) at schools in Turkey. Although, Turkish EFL teachers seem to have general interests in the use of the internet for their teaching purposes, Turkey is one of the countries which very few studies has been done on teachers beliefs and practices about the internet use as an instructional tool in EFL classes.

Therefore, the problem addressed in this study was the lack of information regarding the level of internet use especially for instructional purposes, among EFL teachers at High Schools in Turkey, their attitudes towards the internet use for instructional purposes and the factors that may affect their internet use for their lessons.

High Schools in Eskişehir were selected as the research sites for the study because all of them have computer labs and internet connection. Eskişehir has been used as a pilot city for some innovations in education by the Ministry of Education in recent years. So, Eskişehir is an important city in education and it can be a good research sample for this study.

1.2 Purpose and Research Questions

This is a replication of the study of Al-Asmari (2005) on the use of the internet among EFL teachers at the collages of technology in Saudi Arabia.

The purpose of this study was to investigate the extent to which EFL teachers in High Schools in Eskişehir use the internet for instructional purposes. More specifically, the study examined some factors identified as potentially related to Internet use. Selected factors used in this study included: (1) selected characteristics of EFL teachers related to

internet use at High Schools in Eskişehir; (2) teachers' perceived access to the internet; (3) teachers' perceived expertise in internet use; (4) teachers' perceptions toward the internet as a tool for instructional purposes.

To accomplish its purpose, the study addressed the following research questions:

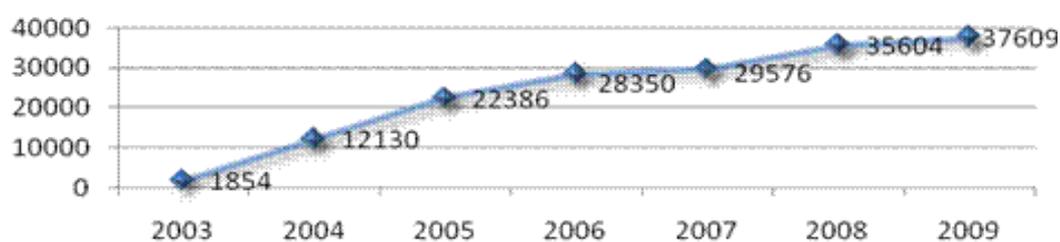
1. What is the level of the internet use for instructional, professional and personal purposes among EFL teachers at High Schools in Eskişehir?
2. What are selected personal characteristics of EFL teachers at High Schools in Eskişehir related to internet use?
3. What is the level of EFL teachers' perceived access to the internet as well as limitations of that access?
4. What is the level of teachers' perceived expertise in computer and internet use?
5. What are EFL teachers' perceptions toward the internet as a tool for instruction?
6. What is the relationship between teachers' level of the internet use on one hand and, their personal characteristics: age, teaching experience, computer experience and internet experience on the other?

1.3 Setting of the Study

Turkey was selected as the overall research site for the study because technology use in education develops day by day. Most schools, at all instructional levels, have computer labs. For example, by the date 06/04/2009, there were enough computer and technology equipments in 17.261 schools and totally 22.280 computer and technology classrooms in Turkey.

The table 1 below shows the increase in the number of the schools with internet connections in Turkey from 2003 to April, 2009.

Table 1.1 Numbers of Schools with Internet Connection



(<http://www.meb.gov.tr/duyurular/duyuruayrinti.asp?ID=2997> retrieved on 17th April, 2009)

Regarding to this result, 100% of high schools and 94% of primary schools, 12 million students and 621.000 computers at schools have unlimited internet connections in Turkey.

Eskişehir is a modern city and it is one of the most developed cities in education in Turkey. There are 46 High Schools (39 state schools and 7 private schools) in Eskişehir and all of them have internet connection. These high schools are equipped with the latest technology, including computer labs that both teachers and students can use.

EFL teachers at the high schools in Eskişehir thus should have easy access to the internet and would be expected to have a certain degree of technological literacy. Hence, these schools provided an ideal setting for investigation of the study's research questions.

1.4 Significance of the Study

This study was significant for several reasons. First, The Ministry of National Education in Turkey has a computer program called Dyned, which enables English language teachers and students to study English via internet, and MNE has had English language teachers in primary schools to take a training course for this program, Dyned. This software program has been used in Primary schools in Turkey since 2007-2008 Academic year. Information and insights that will be provided by the study might assist EFL educators and policy makers in Turkey in deciding whether Dyned or another

program should be introduced within high schools and, if so, how this might be accomplished, if the EFL teachers are ready to use such a program or not.

Second, the study's data about the attitudes and other barriers that prevent EFL teachers from using internet for instructional purposes would be valuable to policymakers and teacher education coordinators seeking to decrease the gap between those EFL teachers who use the internet in instruction and those who do not.

Third, the study shows a new approach to language instruction; using the internet as a pedagogical tool. Related to this, the study's findings might assist teachers in thinking appropriate tools to make EFL teaching and learning in Turkey more effective.

Finally, one of the responsibilities of EFL teacher trainers at universities in Turkey is to equip their pre-service teacher interns with appropriate knowledge of technology like the internet to enrich both their future teaching and their professional development. The results of this study would better prepare these trainers to meet this responsibility by drawing their attention to the concerns and limitations experienced by teachers already in the field and they might add subjects about using internet as an instructional tool to their curriculum.

1.5 Basic Assumptions

There were some assumptions underlying this study. They included:

1. EFL teachers at high schools in Turkey had at least computer and internet literacy because all teachers has been asked to take a computer and internet training course before becoming teacher since 2006. Teachers who started to work before 2006 has had computer and internet training course via the seminars which held by the Ministry of Education. So, they are able to respond meaningfully to items in the questionnaire and interview questions.
2. Participants in this study would answer the questions in the questionnaire and interview truthfully.

1.6 Definition of Terms

Some important terms were defined to make their meaning in this study clear.

1.6.1 Internet: The internet is defined by the Merriam-Webster Online Dictionary (2009) as —an electronic communications network that connects computer networks and organizational computer facilities around the world".

The internet was defined for this study as an interactive network allowing users to have access to different functions within a system.

1.6.2 Level of Internet Use for Instructional Purposes: Level is defined by the Merriam-Webster Online Dictionary (2009) as “position in a scale or rank”; internet is defined by the same source as “an electronic communications network that connects computer networks and organizational computer facilities around the world”; use is defined as “a method, manner of employing or applying something”; instruction is defined as “the action, practice, or profession of teaching”.

Level of internet use for instructional purposes is constitutively defined as a position in a scale or rank of the application of electronic communications network in the practice of teaching.

For the purposes of this study, level of Internet use for instructional purposes was defined as the use of internet for lesson preparation, lesson delivery, communication and administrative record keeping (i.e., grades, attendance) as was measured by the instrument developed for this study (Isleem, 2003, p. 11-12).

1.6.3 Access to the Internet: Access is defined by the Merriam-Webster Online Dictionary (2009) as —permission, liberty, or ability to enter approach, communicate with, or pass to and from"; it also may mean —freedom or ability to obtain or make use of something". Accessible is defined by the same source as having the capability of being reached. The internet is defined by the same source as —an electronic

communications network that connects computer networks and organizational computer facilities around the world".

For the purpose of this study, access was defined as being physically able to use electronic communications network at home and at school, in the classrooms, in teachers' rooms and in internet cafes.

1.6.4 Expertise in Internet Use: Expertise is defined by the Merriam-Webster Online Dictionary (2009) as the —skill of an expert (having, involving, or displaying special skill or knowledge derived from training or experience)".

For the purposes of this study, expertise was operationally defined as EFL teachers' beliefs about their personal efficiency in using the internet for instructional, professional and personal purposes.

CHAPTER TWO

REVIEW OF LITERATURE

The purpose of this study was to explore the use of internet by EFL teachers at high schools in Eskişehir. The literature review addresses concept of the internet, internet in Turkey, use of the internet in education, computer assisted language learning (CALL) and internet in EFL, Factors limiting teachers' internet use.

2.1 Concept of the internet

The internet is a worldwide network of computers, which is often defined as the world's largest computer network as well as the fastest growing worldwide system. Computer network means the connection of many computers together for communication. wordnetweb.princeton.edu/perl/webwn

The Federal Networking Council (1995) agrees that the following language reflects the definition of the term "internet".

"Internet" refers to the global information system that -- (i) is logically linked together by a globally unique address space based on the Internet Protocol (ii) is able to support communications using the Transmission Control Protocol/Internet Protocol (TCP/IP) suite or its subsequent extensions/follow-ons, and/or other IP-compatible protocols; and (iii) provides, uses or makes accessible, either publicly or privately, high level services layered on the communications and related infrastructure described herein." (Cited in Al-Fulih, 2002, p.19)

Mueller (1996) has defined the internet as "an information distribution system giving anyone connected to it instant access to an immense amount of information" (p. 77). The internet can be considered as a collection of people who are resources themselves, and who are willing to share their knowledge with the world. (Al-Asmari, 2005)

The number of internet users increases day by day. According to the Internet World Stats, the estimated number of internet users all over the world was approximately 1,596,270,108 by March 31, 2009 (Table 2.1).

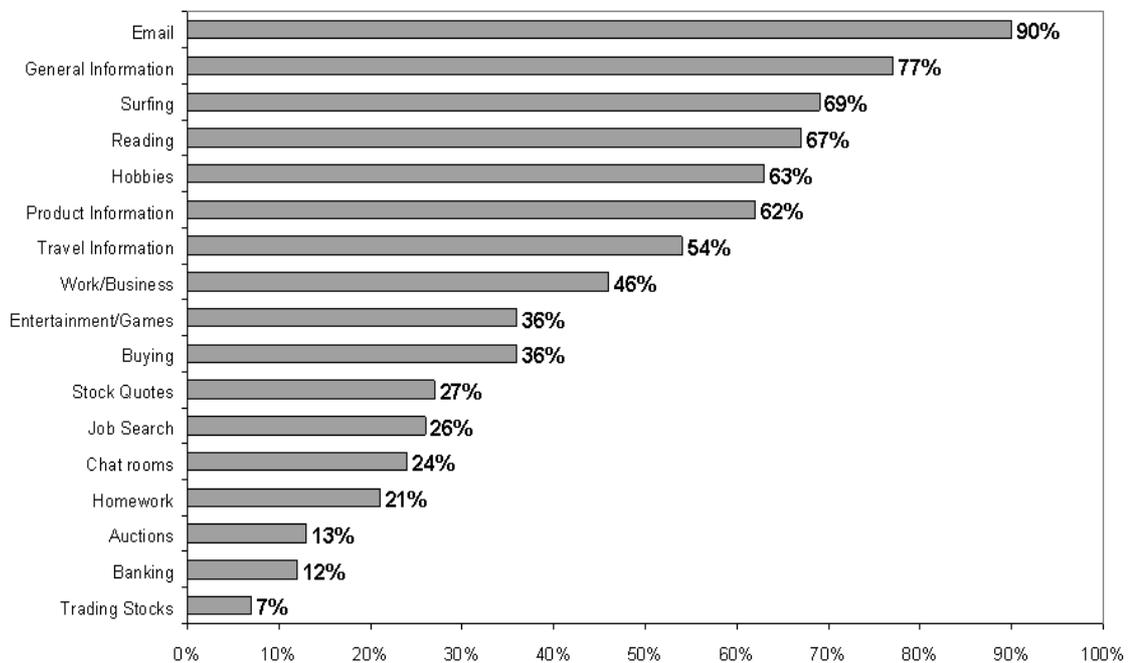
Table 2.1 World Internet usage and population statistics

| World Regions | Population (2008 Est.) | Internet Users Dec. 31, 2000 | Internet Users Latest Data | Penetration (%Population) | Users Growth 2000- 2008 | Users % of Table |
|---|---------------------------|---------------------------------|-------------------------------|------------------------------|----------------------------------|------------------------|
| <u>Africa</u> | 975,330,899 | 4,514,400 | 54,171,500 | 5.6 % | 1,100.0 % | 3.4 % |
| <u>Asia</u> | 3,780,819,792 | 114,304,000 | 657,170,816 | 17.4 % | 474.9 % | 41.2 % |
| <u>Europe</u> | 803,903,540 | 105,096,093 | 393,373,398 | 48.9 % | 274.3 % | 24.6 % |
| <u>Middle East</u> | 196,767,614 | 3,284,800 | 45,861,346 | 23.3 % | 1,296.2 % | 2.9 % |
| <u>North America</u> | 337,572,949 | 108,096,800 | 251,290,489 | 74.4 % | 132.5 % | 15.7 % |
| <u>Latin America/Caribbean</u> | 581,249,892 | 18,068,919 | 173,619,140 | 29.9 % | 860.9 % | 10.9 % |
| <u>Oceania / Australia</u> | 34,384,384 | 7,620,480 | 20,783,419 | 60.4 % | 172.7 % | 1.3 % |
| WORLD TOTAL | 6,710,029,070 | 360,985,492 | 1,596,270,108 | 23.8 % | 342.2 % | 100.0 % |

InternetWorldStats.com, retrieved on 22nd April, 2009

(SIQSS) Stanford Institute for the Quantitative Study of Society (2000) asked 4000 respondents to select among a list of 17 common internet activities and tell which they did or did not do. Thee table 2.2 shows what they found in detail.

Table 2.2 Common Internet Activities



<http://www.stanford.edu/class/linguist289/CALL1.htm>

E-mail stands for electronic mail. It is the most frequently accessed internet application used as a communication medium (Wang & Cohen, 1998). It is defined by “wordnet” as electronic mail: a system of world-wide electronic communication in which a computer user can compose a message at one terminal.

Email, which is very widely used by ESL/EFL students and teachers, is one of the basic components of the internet. ESL/EFL teachers have been using email in their classes for more than a decade (Warschauer, 1996). Learners of all proficiency levels use e-mail communication for many purposes in ESL/EFL classes. Many teachers in colleges' writing classes have used e-mail discussion groups within their classes to give learners opportunities for authentic written interactions with other learners or with native speakers of the target language. While e-mail is now already considered a “low-tech” medium, it can bring effective benefits to the process of learning a foreign language. The most important benefit is its potential to offer learners opportunities for valuable communicative interaction in the target language. (Gonglewski, Meloni&Brant, 2001)

"Listserv", an automated e-mail distribution system, is another internet application related to electronic mail. A listserv program distributes electronic mail for communicating with other people who have subscribed to the same list. Listserv is used widely in education. Most of the colleges have their own listserv. On a listserv, educators from all over the world can engage themselves discussions about specific areas of research problems or particular fields of study.

One of the other important components of the internet is chatting. Unlike the Listserv and discussion boards, synchronous chatting requires participants to be online at the same time. Unlike asynchronous communication in which participants are not existing in the same time (e.g., e-mail), chatting is a synchronous communication in that participants occur or exist at the same time on the internet or having the same period or phase (Shetzer & Warschauer, 2000). Synchronic chatting can be carried out in a text-based format for more reliable access). However, nowadays audio and video chatting can be used effectively if there is enough bandwidth (Al-Fulih, 2002). Chatting is a

powerful tool for educators to exchange ideas and discuss educational issues especially for ESL/EFL learners (Pellettieri, 2000).

The other component of the internet is The World Wide Web (WWW), the newest and fastest growing information service. The WWW is having a revolution in the way humans think in the information age. It can be used as a library, publishing house, communication device, and interactive media (radio/TV) (Warschauer & Healey, 1998). It has integrated almost all existing technology applications in a Web browser, combining text, graphics, sound, video, and much more to present a variety of ever-changing materials in one set (Krol & Ferguson, 1995)

2.2 Internet in Turkey

Turkey is a country somewhere between the East and the West. The population is affected by both European and Asian cultures, and technology. Turkey is the fourth fastest growing GSM mobile phone market in Europe, has own satellites, TurkSat1b and TurkSat1c, etc. These essential elements of the communications sector have not been enough for the internet to achieve widespread recognition in Turkey. 1990 a vast percentage of the population, including government entities, had no idea of the Internet's existence. Today, recognition of the internet has changed tremendously. The future of the internet in Turkey depends largely on the realization of its advantages and benefits. (Yurderi, 1997) Internet Usage and Population Statistics of Turkey by the year 2006 are shown in Table 2.3.

Table 2.3 Internet Usage and Population Statistics

| YEAR | Users | Population | % Pop. |
|-------------|--------------|-------------------|---------------|
| 2000 | 2,000,000 | 70,140,900 | 2.9 % |
| 2004 | 5,500,000 | 73,556,173 | 7.5 % |
| 2006 | 10,220,000 | 74,709,412 | 13.9 % |

<http://www.internetworldstats.com/euro/tr.htm> retrieved on 3rd of November, 2009

According to TUIK, by the year 2009, internet usage of population statistics are shown in Table 2.4.

Table 2.4 Internet in Turkey, 2009

| Internet in Turkey, 2009 | | | |
|---------------------------------|--------------|-------------|---------------|
| | Total | Male | Female |
| General: | 38,1 | 48,6 | 28,0 |
| Urban: | 45,5 | 56,5 | 34,6 |
| Rural: | 20,7 | 29,1 | 12,9 |

http://www.tuik.gov.tr/PreHaberBultenleri.do?id=4104&tb_id=1

Comparing these two tables shows the increase in internet usage in Turkey in three years time.

Internet in Turkey has touched almost all sectors, including banking, health and education. Turkey's centralized education system began using computers more than twenty years ago. In 1984, Turkey's Ministry of National Education (MNE) first introduced computers to secondary schools. Then in 1991, national policy included computer-aided instruction. In 1998, the MNE received a loan from the World Bank to invest in a two-phase National Basic Education Program (BEP). The objectives of the BEP are to expand 8-year compulsory education, to improve the quality of education, and to make basic education schools become learning centre of the community. In order to improve the quality of Turkey's education, one of the objectives of this development program is to ensure each student and teacher becomes at least literate in Information and Communication Technology (ICT) (Akbaba-Altun, 2006). In order to have students and teachers become literate in computer and internet, almost all of the schools have been equipped with computers and internet since 2003. The number of schools which were supplied with internet connection is shown in Table 2.5.

Table 2.5 Schools Supplied with Internet Connection

| Years | Schools with internet |
|--------------|-----------------------|
| 2003 | 1.854 |
| 2004 | 10.276 |
| 2005 | 10.256 |
| 2006 | 5.964 |
| 2007 | 1.226 |
| 2008 | 6.028 |
| 2009 | 2.005 |
| total | 37.609 |

<http://www.meb.gov.tr/duyurular/duyuruayrinti.asp?ID=2997> retrieved 17th Apr, 2009

By the year 2009, 37.609 schools have internet connections in Turkey. Regarding to this result, as mentioned before, 100% of high schools and 94% of primary schools, 12 million students and 621.000 computers at schools have unlimited internet connections. Also, 23.631 schools have their own web-sites which are supplied by MNE. (<http://www.meb.gov.tr/duyurular/duyuruayrinti.asp?ID=2997> retrieved 17th Apr, 2009)

In addition to all these developments, Teachers who had started teaching before 2003 were trained on computer literacy in various in-service programs and since 2003; teachers had to have a computer literacy certificate in order to start teaching in MNE.

2.3 Use of the Internet in Education

The educational community is focusing its attention on the potential of the internet as a communication tool, research tool, and instructional tool day by day. In 1980s students and faculty members started to use word processing commonly for their personal needs and it became a part of instruction in a short time. Nowadays, internet applicants such as www and e-mails have begun to be used in instruction in a similar way. (Gilbert, 1996) Osborn and Fields (1996) pointed out that internet communication applications such as electronic mail are widely used in educational settings. Wang and Cohen (1998) state that university faculty members were aware of the role of the internet in their professional development and mostly used it for teaching and research.

The Campus Computing Project which Begun in 1990, is the largest continuing study of the role of information technology in American higher education. The project's national

studies inform faculty, campus administrators, and others interested in the use of information technology in American colleges and universities. Each year some 600 two- and four-year public and private colleges and universities in the United States participate in the annual Campus Computing Survey, which focuses on campus planning and policy issues affecting the role of information technology in teaching, learning, and scholarship. This project is directed by Kenneth Green. According to 2009 WCET – Campus Computing Project Survey, it is reported that proportion of instructional content in electronic format is about 40% and it is estimated that this proportion could grow by more than %25 by the year 2012. (Green, 2009)

Warschaur (1996) states that a wide range of language students have a positive attitude toward using computers for writing and communication in the language classrooms because of the benefits of computer-mediated communication, the feeling of personal empowerment, and the enhancement of learning opportunities. Therefore, teachers should give them sample opportunity to use electronic communication, and carefully integrating computer activities into the regular structure and goals of the course.

Learning by using the web was quite positive. Increasing opportunities for students on the web could positively influence students. So, teachers should use more technological tools in their courses than before. (Sarica & Cavus, 2008)

Daugherty & Funke's (1998) findings indicated that the student benefits included (a) meaningful learning of technology through the integration of course content and computer applications, (b) increased access to the most current and global content information available, (c) increased motivation, and (d) convenience.

Research by the Pew Internet & American Life Project, which was conducted November and December 2000, shows that teenagers use the internet as an essential study aid outside the classroom and that the internet increasingly has a place inside the classroom. Findings from the survey of 754 youths aged 12-17 include: 94% who have internet access say they use the internet for school research, and 78% say they believe the internet helps them with schoolwork. (Lenhart, Simon&Graziano, 2001)

The research released by the National School Boards Association in 2007 reveals that kids are actually using the internet for educational purposes. In fact, according to the study, the percentage of children specifically discussing schoolwork online outpaces the percentage of children that spend time downloading music. But, the study shows that schools are, for the most part, limiting, rather than facilitating, students' use of the internet because schools think that students use internet just for fun. Therefore, the vast majority of schools prohibit online chatting and instant messaging; and most prohibit sending or receiving e-mail during school, posting on bulletin boards or blogs, or using social networking sites. When schools do encourage the use of the internet, it seems to be largely for homework. However, teachers should understand that social networking could play a positive role in students' lives and they should recognize opportunities for using it in education. (NSBA, 2007)

Keeping students interested and engaged in the current topic or activity is a challenge for teachers in the ESL/EFL classroom. Internet provides new possibilities for teachers to meet this challenge. (Lee, 2000)

2.4 Computer Assisted Language Learning and Internet in English Language Teaching

Language teaching is rather a difficult and complicated process. Access and exposure to authentic and comprehensible materials in the target language is essential for successful language learning. However for many language learners, whether in classes or self-study settings, such access is often limited. Thus language educators have long looked at information and communication technologies (ICT) as possible solutions to this problem (Salaberry, 2001). At the beginning of 1980s, technology came into use in the language classrooms and has assisted teachers to make language classrooms more enjoyable for students and some computer-assisted language learning (CALL) programmes were introduced (Kılıçkaya, 2009).

Until quite recently, computer-assisted language learning (CALL) was a topic of relevance mostly to those with a special interest in that area. Recently, computers have

become so widespread in schools and homes and CALL has become more popular. So, what is this CALL?

CALL can refer to any language learning or teaching that involves the computer in a significant way. CALL can be:

- one student on one computer with interactive software
- two or three students on one computer with interactive software
- students on computers interacting with other students (computer-mediated communication)
- students on computers working with web-based language content
- students interacting with one another and a teacher through a computer (online class)
- a teacher using a single computer and large monitor or data projector for class instruction

(<http://www.stanford.edu/class/linguist289/CALL1.htm>)

CALL environments can be a classroom, a computer lab with the teacher present, a computer lab with students working independently, or students working at a public computer, at home, or elsewhere.

Warschauer (1996) described three distinctive stages in CALL's history: behaviouristic CALL, communicative CALL, and integrative CALL. Behaviouristic CALL was developed through the 1950s and was implemented in the 1960s and 1970s. Behaviourism was the basis for the pedagogical approach applied in the field during this time period. For example, language drills and practice activities were widely utilized using computers.

Communicative CALL emerged two decades later. This period occurred around the time that personal computers began to be seen in the market (in the late 1970s and early 1980s). The focus of instruction was on the communicative activities of language. Meaning was more important than form and implicit grammar was more important than explicit grammar teaching, and the generation of sentences was preferred rather than the imitation of ready-to-use language.

Integrative CALL emerged in the late 1980s and early 1990s. The pedagogical approach associated with CALL's third stage is based on the sociocultural theory. Its aim was to

fully integrate technology in the teaching of all language skills, focusing on task-based, project-based, and content-based approaches to create authentic social environments for learners (Warschauer, 1996). The Internet seems to be the most advanced tools used in CALL at its third phase. Network-based technology can contribute significantly to:

- **Experiential Learning:** The World Wide Web makes it possible for students to have a huge amount of human experience. They can learn by doing things themselves.
- **Motivation:** Computers are popular among students as they are often associated with fun and games. Student motivation is therefore increased whenever a variety of activities are offered.
- **Enhanced student achievement:** Internet-based instruction can help students strengthen their linguistic skills by positively affecting their attitude towards learning.
- **Authentic materials for study:** Students can access authentic materials either at school or their home.
- **Greater Interaction:** Through sending e-mail and joining newsgroups, students can communicate with people they have never met in English. They can also interact with their own classmates.
- **Individualization:** Students who are shy can be more active by individualized, student-centred collaborative learning and internet-based activities enable this.
- **Independence from a single source of information:** Although students still use their books, they are presented with opportunities to discover thousands of information sources through internet.
- **Global Understanding:** Students access to the web and feel like citizens of a global classroom, practicing communication on a global level. (Lee,2000)

Language used in the internet is real language, not the prefabricated language used in most textbooks; in other words, it is authentic language. In the Worldwide Web there are sites that can be used to engage students in authentic language practice such as reading newspaper and magazines online, visiting museums, visiting libraries, accessing tourist information, listening to radio programs online, watching TV online. (Mosquera, 2001)

A number of language teachers have become interested in using the internet since recent developments in internet and computer technology. The advancement of the internet has created new ways of learning and teaching ESL/EFL. Internet can be considered as an ideal learning and teaching tool because it offers authentic learning resources available without having to travel to English-speaking countries (Gonglewski, Meloni, & Brant, 2001; Singhal, 1997; Smith, 1997). It is important for English language teachers to follow the developments in language teaching from the information electronically stored and use this information in teaching.

Muehleisen (1997) states that English teachers should make use of the internet in their English classes because it is a good way of motivating students to use English outside the classroom and to make English a part of their daily lives.

There is a wide range of on-line applications which are already available for use in the foreign language class such as dictionaries and encyclopaedias, links for teachers, chat-rooms, pronunciation tutors, grammar and vocabulary quizzes, games and puzzles. The World Wide Web (WWW) is a library of information that can be accessed by any user. Electronic pen friends are very enjoyable for most of the students. Two EFL classes from different countries can arrange to send e-mail regularly to one another. This can be done quite easily thanks to the web sites providing lists of students looking for communication. It is also possible for two or more students to join a chat-room and talk on-line. (Lee, 2000)

2.5 Factors Limiting Technology and Internet Use among ESL/EFL teachers

Teachers' beliefs about teaching are likely formed through personal experience over many years, first as a student, and later as a teacher. They are also reinforced by consensus of their professional peers and by the expectations of learners in their classrooms. Moreover, the working conditions of many teachers restrict their opportunities to observe alternative classroom practices. Thus, most of the teachers' beliefs about teaching are resistant to change. However, change may be accomplished by providing teachers with alternative visions of what teaching with technology looks

like and opportunities to experience alternative approaches in supportive contexts. Creative applications of technology may have a significant role in providing experiences that can help change teachers' beliefs (Albion&Ertmer, 2002).

Attitudes towards technology have a direct effect on self-efficacy and self-efficacy has an effect on innovativeness (Kemp, 2002). Many language teachers continue to be uncertain about the manner in which they can effectively use computers in the educational context (Kawabata, 2006). Marcinkiewicz (1993) surveyed teachers' use of computers in lessons and found that teachers were largely underutilizing computers even though computers were available in their schools. About half of the teachers reported not using computers at all for teaching.

Wood, Mueller, Willoughby, Specht & Deyoung (2005) found in their study that although teachers used computers at home and school, they were not wholly comfortable with the use of computers for lessons. Familiarity with computers was supposed to lead greater comfort with technology and greater comfort was related to greater integration in the classroom but the teachers stated that they were not comfortable with computers even if they were familiar with the computer technology.

Baylor & Ritchie (2002) state that successful technology integration depends on two variables: teacher openness to change and the extent to which teachers experience and practice using technology. They were interested in investigating teachers' willingness to try new instructional innovations, teachers' beliefs about the importance of computer technology in terms of learners' content acquisition, and the belief that risks can be taken in teaching using computer technology. The study found a strong positive relationship between teachers who had a higher degree of openness to change and the effect of computer technology on learners' higher-order thinking skills and content acquisition. Baylor & Ritchie (2002) argue that this may be because innovative teachers are able to apply new teaching strategies that foster these skills.

The barriers inhibiting the practice of Computer-assisted Language Learning can be classified in the following common categories: (a) financial barriers, (b) availability of

computer hardware and software, (c) technical and theoretical knowledge, and (d) acceptance of the technology. (Lee, 2000)

Arkin (2003) concluded that computer use among teachers is very frequent and stated that most teachers use computers for general purposes such as e-mail, internet, office work, typing and keeping lesson plans, and typing and storing materials. Most teachers also reported positive attitudes towards computers and stated that computers make tasks easier, both at work and in daily life. Teachers also reported they like searching the internet for general interest. Although many teachers stated positive attitudes towards the use of computer technology resources in language teaching, a considerably high number of teachers are not sure about using these resources for teaching purposes.

Son&Shin (2007) indicated by their questionnaire that a majority of the EFL teachers actually used the internet for their teaching purposes. They state that the teachers used the Internet more for the preparation of teaching materials than directly with students in the classroom. According to their study teachers have positive views on the use of the Internet for teaching EFL while they have difficulties in finding appropriate teaching materials and in integrating internet resources into their curriculum. The difficulties seem to be caused by the huge amount of information available on the internet and limited time to seek. One of the other difficulties reported by the teachers is the organisation and management of Internet Assisted Language Teaching classes. Teachers report that their schools have computers with internet connections but they point out that these connections are not good for use in the classroom.

Mubireek (2001) conducted a study to examine ESL teachers' adoption of the internet at The Ohio State University. He employed both quantitative and qualitative research methods (questionnaire and interviews). He found that ESL teachers at OSU used internet and were most proficient with e-mail and the World Wide Web; they had a generally positive perception of the Internet but they were limited in their use of the internet in instruction because their insufficient access to the internet in the classroom and lack of time available for technology training. Mubireek (2001) called for the need for further internet usage research in similar language settings.

CHAPTER 3

METHODOLOGY

3.1 Purpose of the Study

The purpose of this study was to describe the level of internet use by EFL teachers at high schools in Eskişehir. Additionally, this study investigated the relationships between the level of the internet use and selected characteristics- age, teaching experience, computer experience and internet experience- of EFL teachers at the high schools in Eskişehir.

3.2 Design of the Study

Creswell's dominant-less-dominant model was utilized. A dominant quantitative approach was followed; through which data was gathered by an instrument. The less dominant qualitative method consisted of interviews with a volunteer sample of 15 EFL teachers from the State High Schools in Eskişehir. The use of both research methods provided a clearer picture of the participants' use of the internet than one research method. Numerical data gathered by the quantitative methods created a broad picture of the research questions, while the qualitative measures allowed closer examination of a number of issues and areas that need more clarifications.

A descriptive-correlational research design was used to accomplish the objectives of the study; to investigate the level of internet use by EFL teachers in State High Schools in Eskişehir. Descriptive statistical techniques (frequencies, percentages, means, and standard deviation) were used to describe the level of internet use with respect to several selected factors: access, expertise, perceptions, and teacher characteristics. Correlation Analysis was done to determine the relationships between the selected factors and the level of internet use.

3.3 Population of the Study

The study's population was all EFL teachers (N=202) at 39 State High schools in the city centre of Eskişehir. An updated list of all EFL teachers within the thirty-nine high schools during the 2009-2010 academic year was obtained through a personal contact with these schools' directors.

3.4 Instrumentation

A questionnaire (quantitative treatment) and interviews (qualitative treatment) were used to gather data to investigate the purpose and objectives of the study. The questionnaire used in this study was adapted, with slight modifications such as writing "Google" instead of "Lycos"; from the study of Al-Asmari (2005).

The questionnaire consisted of five parts. Part One examined EFL teachers' use of the internet under three domains of use, for instructional, professional development, and personal purposes by asking the participants the same six questions under each domain of use. They were measured on a five- point Likert-type scale ranging from 1 (Never Use) to 5 (Very Often). Part two starts with an item asking the participants if they have internet access or not. If the participants tick "yes", they go on the other two sections of Part two but if they tick "no", they will not go on other two sections. Part Two had two sections to measure the level of access to the internet. Section one had five items which represent the places where most likely participant would have access to the internet (home, classroom, teachers' room, computer lab, and internet café). The second section consisted of seven items that represented factors that were thought to limit teachers' Internet access. All twelve questions were also measured on a five-point Likert-type scale from 1 (Never Use) to 5 (Very Often). Part Three required participants to provide information about their perceived computer and internet expertise. It contained sixteen questions (8 on computer and 8 on Internet applications) to gather data about the participants' level of internet expertise, and also computers, using a five-point Likert - type scale also from 1 (Never Use) to 5 (Expert). Part Four included twenty-three questions to determine participants' perceptions of the Internet as a tool for instructional

purposes. Also, here a five-point Likert -type scale was employed ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Finally, Part Five focused on gathering demographic information about the participants, such as age and level of education. This last part also included an item that requested participants to provide contact information if they were willing to participate in the follow-up interview for the study. (Al-Asmari, 2005)

In the second stage, Interviews were conducted with 15 volunteer participants who provided their contact information. Interviewees were asked questions to gather qualitative data about their perceptions of the use of the Internet in instruction, the factors that limit their use and their suggestions to remove these factors.

A standardized open-ended interview strategy was used in which participants were asked the same guided interview questions. The standardized open-ended interview consists of a set of questions which are worded carefully and arranged to take each respondents through the same sequence and ask each respondents the same questions with the same words.(Quinn,2002)

Volunteer EFL teachers were phoned beforehand by the researcher to determine an interview time. Each interview was conducted on the time arranged in advance. Interview questions were asked and answered in Turkish because it was thought that teachers would feel more secure and relaxed while they were being interviewed in their mother tongue. Interviews were recorded and transcribed for analysis.

3.5 Validity and Reliability

The Questionnaire used in this study was taken from Al-Asmari's (2005) study. It was stated that a panel of experts was selected to establish face and content validity of the instruments of that study. The panel of experts had consisted of eight individuals who had experience in various fields related to the instruments, content. Feedback from the panel of experts was used to make modifications and clarifications prior to conducting the pilot study. They also had a pilot study for reliability.

In this study, slight modifications were made to update the instrument according to the advances in internet such as changing “Lycos” with “Google”. Although, the validity and reliability of the instrument had been established by Al-Asmari’s (2005) study, it was tested by an Expert again before data collection stage of this study

3.6 Data Collection

This study used quantitative (the survey) as well as qualitative (the interviews) data collection methods. Data collection procedures took place during the first semester of the 2009-2010. Before data collection, the researcher established prior contacts with authorities in Ministry of Education Directorate in Eskişehir and approval for the study was obtained. In addition, a main contact person (a close friend, a teacher or administrator who worked at the same school) was assigned to be in charge of all communications between the participants and the researcher. In the first stage, the questionnaire was handed out to the 202 participants in November, 2009. Despite personal contacts and telephone calls to remind to fill and return the questionnaires, some of the teachers did not give the instrumentation back or gave it without answering the questions. The total number of completed questionnaires out of the 202 that had been sent out was 165 (a response rate of 82%). It can be seen in Table 3.1.

Table 3.1 Response rate and percentages

| | Distributed | Returned | unreturned | Usable | Unusable |
|--------------------------|--------------------|-----------------|-------------------|---------------|-----------------|
| Number of Questionnaires | 202 | 165 | 37 | 113 | 52 |
| Percentage | 100 | 81.68% | 18.31% | 68.48% | 31.52% |

In the National Center for Education Statistics (NCES), surveys with a response rate lower than 70 percent must conduct a nonresponse bias analysis (Bose, 2001). This study has a higher response rate than 70% with an 82% response rate and it does not need any nonresponse bias analysis.

In the second stage, 15 EFL teachers who were volunteer to participate in follow-up interviews were interviewed. During the first contact, the researcher reintroduced herself and her research topic, explained the purpose of the interview, requested participation in the interview, and set up appointments for the interviews. Interviews were conducted on the arranged appointment time. All interviews lasted between 5-15 minutes, and all were audio taped and then immediately transcribed. The interviewees were asked questions about five basic headlines: teachers' use of the internet and their attitudes toward the use of the internet for educational purposes, teachers' ideas about how EFL teachers can adapt internet in to their lessons, teachers' views about students' interests in internet and its effect in their motivation, factors limiting use of the internet in EFL instruction, suggestions for removing the factors that limit the use of the internet for instruction.

3.7 Data Analysis

Quantitative data (survey data) were analyzed using SPSS.16 for Windows and reported. Means, standard deviations, range, frequency counts, and percentages were used to describe teachers' level of use of the internet, personal characteristics, teachers' access to the internet and factors limiting that access, computer and internet expertise, teacher's perceptions. Pearson's Product Moment Analysis was used to perform correlations and show relationships between internet use and the participants' age, teaching experience, computer experience and internet experience. The alpha level of .05 was set a priori. Davis' (1971) conventions for describing measures of association were used to interpret the magnitude of all relationships reported in the study.

Qualitative data were analyzed according to the qualitative data analysis procedures. The interviews were audio-taped and transcribed by the researcher. The transcript translated by the researcher was checked by an other expert English teacher. The transcript data were first categorized according to headlines of the questions in the interview: (a) teachers' use of the internet and their attitudes toward the use of the internet for educational purposes, (b) teachers' ideas about how EFL teachers can adapt internet in to their English lessons, (c) teachers' views about students' interests in the internet and their motivation, (d) factors limiting use of the Internet in EFL instruction, (e) teachers' ideas to remove the factors limiting their internet use for educational

purposes. Responses under these headlines were analyzed on a cross-sectional basis (Mason, 1996). In other words, the responses for questions under each section were compared among the fifteen interviewees' transcriptions. Responses that reveal common patterns and issues were highlighted as themes. A friend who had an experience of analyzing qualitative data in ELT also grouped the quotations with their related categories and themes, then, the groupings were compared. After then, grouping was done by an other expert again and it was compared with the one done by the researcher. Therefore, the last form of grouping of the quotations and the themes was completed. The findings of the qualitative data will be explained in detail in the following chapter.

CHAPTER 4

RESULTS AND ANALYSIS

The purpose of this study was to explore the use of the internet by EFL teachers at state high schools in Eskişehir. The chapter is organized in two parts. Part one presents the quantitative data, which are derived from the questionnaire, and part two presents the qualitative data, which are derived from the interviews.

Part one of this chapter begins with information about the teachers' personal characteristics. The second section presents descriptive statistics of teachers' perceived level of use of the Internet. The third section presents descriptive statistics regarding teachers' perceived access to the internet. The fourth section presents descriptive statistics related to teachers' perceived expertise in the use of computers and the internet. The fifth section presents descriptive statistics related to teachers' perceptions of the use of the Internet. The sixth section employs Pearson Correlations to explore the relationship between level of internet use and selected characteristics of the participants. Part two of the chapter offers analysis of interviews.

4.1 Survey Results

4.1.1 Teachers' Personal Characteristics: It was important to be informed about the personal characteristics of the participants. Hence, EFL teachers were asked to fill in the demographic information part of the survey instrument in data collection stage.

Descriptive Summary of Teachers' Personal Characteristics including: gender; age; level of education; amount of teaching, computer, and internet experience; and preferred teaching method were presented in Table 4.1.

Table 4.1 Teachers' Personal Characteristics

| | Category | Frequency | Percent |
|--------------------------------|-----------------|------------------|----------------|
| Gender | Female | 88 | 77.9 |
| | Male | 25 | 22.1 |
| Age | 20-29 | 30 | 26.5 |
| | 30-39 | 50 | 44.2 |
| | 40-49 | 27 | 23.9 |
| | 50 and more | 6 | 5.3 |
| | Phd. | 1 | 0.9 |
| Academic Degree | Masters | 15 | 13.3 |
| | Bachelors | 91 | 80.5 |
| | Other | 6 | 5.3 |
| Teaching experience | 1-5 | 19 | 16.8 |
| | 6-10 | 33 | 29.2 |
| | 11-15 | 30 | 26.5 |
| | 16 and more | 31 | 27.4 |
| Computer experience | 1 year or less | 3 | 2.7 |
| | 2-5 | 30 | 26.5 |
| | 6-9 | 49 | 43.4 |
| | 10 and more | 31 | 27.4 |
| Internet experience | 1 year or less | 3 | 2.7 |
| | 2-5 | 41 | 36.3 |
| | 6-9 | 53 | 46.9 |
| | 10 and more | 16 | 14.2 |
| Old Teaching Method preference | no | 67 | 59.3 |
| | yes | 46 | 40.7 |

The majority of teachers (71 %) were between 20 and 39 years old. Most (80.5 %; n=91) of the respondents held a bachelor's degrees; 13.3 % (n=15) had Masters' degrees, and only 0,9 % (n=1) held a doctoral degree.

The data related to participants' teaching experience showed that 16.8% (n=19), of them were in their first five years of teaching, 29.2 % (n=33) had 6 to 10 years of experience, 26.5 % (n=30) had 11 to 15 years, and 27.4 % (n=31) had 16 and more years of teaching experience. This means that 83.1 % (n=94) of the participants had more than six years of teaching experience. In general, then, this was an experienced population in teaching.

As for computer experience, it was found that 70.8 % of them (n=80) had more than six years of experience, while 29.2 % (n=33) had less than five years of computer

experience. This result showed that it was an experienced group in computer use. As that experience related to the internet, most of the respondents (61.1 %; n=69) had more than six years of experience, 36.3 % (n=41) had between two to five years of Internet experience. With just 2.7 % (n=3) reporting a year or less of internet experience, this could be said to be a group of experienced users of the internet.

Traditional teaching methods such as grammar translation and drills were preferred by 40.7 % (n=46) of the participants, while more than the half of the participants (59.3 %; n=67) preferred new methods of language teaching (e.g., interactive, communicative, and social).

4.1.2 Use of the Internet by EFL teachers: Participants were asked to respond to 18 Likert-type items measuring their perceived level of use of the internet within three main domains (six items per domain): for instructional purposes, for professional purposes, and for personal purposes. Level of use of the internet by these EFL teachers is represented by a mean score based on a 5- point response scale ranging from 5 (Very Often) to 1 (Never Use). Thus, the higher the mean score, the more use there was of the internet. As shown in Table 4.2, the summated mean was 3.14, indicating that, on the whole, the EFL teachers at High Schools in Eskişehir reported high level of the internet use.

Table 4.2 Distribution of Mean Scores on the Level of Use of the Internet Scale

| Scale | never | rarely | sometimes | often | very often | mean | SD |
|----------------------------|-------|--------|-----------|-------|------------|-------------|-----------|
| Percent (%) | (%) | (%) | (%) | (%) | (%) | | |
| For Instructional Purposes | 15.34 | 24.78 | 24.63 | 17.70 | 17.55 | 2.97 | 1.14 |
| For Professional Purposes | 13.86 | 20.94 | 28.91 | 20.65 | 15.63 | 3.04 | 1.11 |
| For Personal purposes | 11.36 | 15.04 | 23.16 | 22.27 | 28.17 | 3.41 | 1.18 |
| TOTAL | 13.52 | 20.25 | 25.56 | 20.20 | 20.45 | 3.14 | 1.14 |

As for the use of the internet under each of the three domains, as shown in Table 4.3., the lowest summated mean (2.97) was for teaching, indicating that the teachers sometimes used the internet for instructional purposes. The summated mean for professional development purposes, (3.04) shows an increase over instructional use, this signifies that the teachers used internet for their professional developments more than they used for instructional purposes. The highest summated mean (3.41) was for personal purposes. This reveals that the Internet was greater personal than professional to the participants.

Table 4.3a, 4.3b and 4.3c show percentages of frequencies and mean scores for internet services used by EFL teachers at high schools for instructional, professional, and personal purposes.

Table 4.3a Frequency of Internet Resource Use for Instructional Purposes

| Category | never | | rarely | | sometimes | | often | | Very often | | \bar{X} |
|----------------------------|-------|-------|--------|-------|-----------|-------|-------|-------|------------|-------|-----------|
| | f | (%) | f | (%) | f | (%) | f | (%) | f | (%) | |
| Electronic mail | 10 | 8.8 | 39 | 34.5 | 30 | 26.5 | 17 | 15.0 | 17 | 15.0 | 2.93 |
| world wide web | 6 | 5.3 | 18 | 15.9 | 27 | 23.9 | 26 | 23.0 | 36 | 31.9 | 3.60 |
| News groups | 19 | 16.8 | 44 | 38.9 | 36 | 31.9 | 11 | 9.7 | 3 | 2.7 | 2.42 |
| Search Engines | 6 | 5.3 | 10 | 8.8 | 22 | 19.5 | 39 | 34.5 | 36 | 31.9 | 3.79 |
| Profes.Dis.Forums (INGED) | 46 | 40.7 | 37 | 32.7 | 24 | 21.2 | 5 | 4.4 | 1 | 0.9 | 1.92 |
| Messaging(Messenger,skype) | 17 | 15.0 | 20 | 17.7 | 28 | 24.8 | 22 | 19.5 | 26 | 23.0 | 3.18 |
| TOTAL | 104 | 15.32 | 168 | 24.75 | 167 | 24.63 | 120 | 17.68 | 119 | 17.56 | 2.97 |

Search engines and www were the applicants used most frequently and Professional discussion forums and news groups were the ones used least frequently for instructional purposes.

Table 4.3b Frequency of Internet Resource Use for Professional Purposes.

| Category | never | | rarely | | sometimes | | often | | Very often | | \bar{X} |
|--|-------|-------|--------|-------|-----------|-------|-------|-------|------------|-------|-----------|
| | f | (%) | f | (%) | f | (%) | f | (%) | f | (%) | |
| Electronic mail | 9 | 8.0 | 27 | 23.9 | 39 | 34.5 | 27 | 23.9 | 11 | 9.7 | 3.04 |
| world wide web | 5 | 4.4 | 11 | 9.7 | 32 | 28.3 | 36 | 31.9 | 29 | 25.7 | 3.65 |
| News groups | 18 | 15.9 | 43 | 38.1 | 34 | 30.1 | 14 | 12.4 | 4 | 3.5 | 2.50 |
| Search Engines | 2 | 1.8 | 9 | 8.0 | 32 | 28.3 | 29 | 25.7 | 41 | 36.3 | 3.87 |
| Professional Discussion Forums (INGED) | 41 | 36.3 | 32 | 28.3 | 25 | 22.1 | 13 | 11.5 | 2 | 1.8 | 2.14 |
| Messaging (Messenger, skype) | 19 | 16.8 | 20 | 17.7 | 34 | 30.1 | 21 | 18.6 | 19 | 16.8 | 3.01 |
| TOTAL | 94 | 13.86 | 142 | 20.94 | 196 | 28.91 | 140 | 20.65 | 106 | 15.63 | 3.04 |

Table 4.3c Frequency of Internet Resource Use for Personal Purposes

| Category | never | | rarely | | sometimes | | often | | Very often | | \bar{X} |
|---|-------|-------|--------|-------|-----------|-------|-------|-------|------------|-------|-----------|
| | f | (%) | f | (%) | f | (%) | f | (%) | f | (%) | |
| Electronic mail | 6 | 5.3 | 11 | 9.7 | 24 | 21.2 | 35 | 31.0 | 37 | 32.7 | 3.76 |
| world wide web | 3 | 2.7 | 11 | 9.7 | 26 | 23.0 | 27 | 23.9 | 46 | 40.7 | 3.90 |
| News groups | 18 | 15.9 | 30 | 26.5 | 38 | 33.6 | 20 | 17.7 | 7 | 6.2 | 2.72 |
| Search Engines | 2 | 1.8 | 9 | 8.0 | 23 | 20.4 | 31 | 27.4 | 48 | 42.5 | 4.01 |
| Professional Discussion Forums (INGED...) | 38 | 33.6 | 27 | 23.9 | 31 | 27.4 | 11 | 9.7 | 6 | 5.3 | 2.29 |
| Messaging (Messenger, skype) | 10 | 8.8 | 14 | 12.4 | 15 | 13.3 | 27 | 23.9 | 47 | 41.6 | 3.77 |
| TOTAL | 77 | 11.36 | 102 | 15.04 | 157 | 23.15 | 151 | 22.27 | 191 | 28.17 | 3.41 |

As shown in the tables above, the most often used internet services on all domains were the World Wide Web, search engines, messaging services and e-mail. The least used internet resources were newsgroups and professional discussion forums.

4.1.3 Level of Access of EFL Teachers at High schools to the Internet: The minority of the participants reported that they had no access to the internet. Table 4.4 shows that only 6.2 % (n=7) of the participants had no access to the internet. This means that the majority of the participants have access to the internet in a setting.

Table 4.4 Teachers' internet access

| Do you have Access to the internet? | Frequency | Percent |
|-------------------------------------|-----------|---------|
| NO | 7 | % 6.2 |
| YES | 106 | % 93.8 |

4.1.3.1 Place of Access to the Internet : Participants' access to the internet was measured through their responses to questionnaire items which asked about the extent to which they could connect to the internet in several settings: home, teachers' room at school, classroom, computer lab, and internet café. Table 4.6 shows teachers' level of internet access as represented by a mean score on a 5-point scale ranging from 1 (Never) to 5 (Very Often).

Table 4.5 Mean Scores on the Place of Access to the Internet

| Scale | Never | | Rarely | | Sometimes | | often | | Very often | | mean | SD |
|---------------------------------|-------|-------|--------|-------|-----------|-------|-------|-------|------------|-------|------|------|
| | f | (%) | f | (%) | f | (%) | f | (%) | f | (%) | | |
| At home | 8 | 7.5 | 6 | 5.7 | 22 | 20.8 | 29 | 27.3 | 41 | 38.7 | 3.83 | 1.21 |
| In the Teachers' Room at School | 25 | 23.6 | 29 | 27.3 | 27 | 25.5 | 15 | 14.1 | 9 | 8.5 | 2.56 | 1.23 |
| In the classroom | 79 | 74.5 | 17 | 16.0 | 7 | 6.6 | 1 | 0.9 | 2 | 1.9 | 1.39 | 0.81 |
| In the computer labs | 48 | 45.3 | 29 | 27.3 | 21 | 19.8 | 4 | 3.8 | 4 | 3.8 | 1.93 | 1.07 |
| In an internet cafe | 64 | 60.4 | 24 | 22.6 | 10 | 9.4 | 6 | 5.6 | 2 | 1.9 | 1.66 | 0.99 |
| TOTAL | 224 | 42.26 | 105 | 19.78 | 87 | 16.42 | 55 | 10.34 | 58 | 10.96 | 2.27 | 1.06 |

As seen in Table 4.5 the most frequent access to the internet was at home, with the mean score of 3.83 suggesting that access hovered between sometimes and very often. Access at teachers' room at school was second (2.56), indicating that this access was between

frequent and infrequent. Internet access in the classroom (1.39) and the computer lab (1.93) showed that teachers had an infrequent access to the internet in the classrooms and computer labs. The mean score of the internet access of the EFL teachers at internet cafes (1.66) were low, too. The overall mean score on the internet Access Scale of 2.27 (S.D. = 1.06) indicates that a typical teacher generally had a moderate access to the Internet generally. However, EFL teachers access to the internet more frequently at their homes and in teachers' rooms at schools than classrooms, computer labs and internet cafes.

4.1.3.2 Factors limiting use of the Internet: Since the internet is emerging, worldwide, as an important pedagogical tool in English language teaching, it was important to investigate factors which might limit teachers' access to the internet. To determine and understand the factors shaping the participants' internet access, EFL teachers were asked how often certain factors limited their access to the internet. Responses were based on a 5-point Likert-type scale which ranged from never (1) to very often (5).

Table 4.6 Factors Limiting EFL Teachers' Access to the Internet (n= 113)

| Factors | Never | | rarely | | sometimes | | often | | Very often | | mean | SD |
|------------------------------------|-------|-------|--------|-------|-----------|-------|-------|-------|------------|------|------|------|
| | f | (%) | f | (%) | f | (%) | f | (%) | f | (%) | | |
| Hardware not working or outdated | 21 | 19.8 | 46 | 43.4 | 32 | 30.2 | 7 | 6.6 | 0 | 0 | 2.23 | 0.84 |
| Too many people use the computer | 28 | 26.4 | 26 | 24.5 | 29 | 27.3 | 19 | 17.9 | 4 | 3.8 | 2.48 | 1.17 |
| Internet connection is always busy | 20 | 18.9 | 43 | 40.5 | 31 | 29.2 | 10 | 9.4 | 2 | 1.9 | 2.34 | 0.95 |
| Server down | 20 | 18.9 | 47 | 44.3 | 32 | 30.2 | 7 | 6.6 | 0 | 0 | 2.24 | 0.83 |
| Internet connection is too slow | 14 | 13.2 | 30 | 28.3 | 34 | 32.1 | 22 | 20.7 | 6 | 5.7 | 2.77 | 1.09 |
| Lack of time | 17 | 16.0 | 29 | 27.3 | 38 | 35.8 | 17 | 16.0 | 5 | 4.7 | 2.66 | 1.07 |
| Cost of the internet service | 56 | 52.8 | 23 | 21.7 | 20 | 18.9 | 6 | 5.7 | 1 | 0.9 | 1.80 | 0.99 |
| TOTAL | 176 | 23.71 | 244 | 32.85 | 216 | 29.10 | 88 | 11.84 | 17 | 2.42 | 2.36 | 0.99 |

Table 4.6 shows information about factors that may have limited the participants' access to the internet at home, teachers' room, classroom, computer lab, and internet café. As

shown in Table 4.6, the summated mean score for all of the factors limiting participants' access to the internet was 2.36, indicating that, these factors often limit EFL teachers' access to the internet.

The mean scores for the various factors indicated that the highest mean score (2.77) was for -internet connection is too slow; second high mean score (2.66) was for-lack of time; and the mean score of –too many people use the internet was 2.48. The mean scores of other factors were distributed almost evenly. In general, the mean scores suggest that internet connection's slowness, the use of the same computers by too many people and lack of time had an effect in terms of preventing access to the Internet.

4.1.4 Description of the Level of Expertise of EFL Teachers at High Schools

4.1.4.1 *Computer expertise*: EFL teachers were asked to report their level of expertise with selected computer applications on a 5-point Likert-scale of 1 (Never Use) to 5 (Expert). The summated mean for computer expertise of the participants was 2.24, indicating that they had an intermediate level of expertise (Table 4.7).

Table 4.7 Mean Scores of Computer Expertise of EFL Teachers at High schools

| Scale | Never use | | beginner | | intermediate | | advanced | | expert | | mean | SD |
|---|-----------|------|----------|------|--------------|------|----------|------|--------|-----|------|------|
| | f | (%) | f | (%) | f | (%) | f | (%) | f | (%) | | |
| Word processing | 22 | 19.5 | 42 | 37.2 | 35 | 31.0 | 11 | 9.7 | 3 | 2.7 | 2.38 | 0.99 |
| Spreadsheets (Excel) | 45 | 39.8 | 36 | 31.9 | 21 | 18.6 | 8 | 7.1 | 3 | 2.7 | 2.05 | 1.15 |
| Access | 37 | 32.7 | 49 | 43.4 | 11 | 9.7 | 11 | 9.7 | 5 | 4.4 | 2.15 | 1.21 |
| Integrated software (microSIFTcourseware) | 36 | 31.9 | 42 | 37.2 | 17 | 15.0 | 13 | 11.5 | 5 | 4.4 | 2.26 | 1.27 |
| Graphics (creating and manipulating pictures) | 43 | 38.1 | 40 | 35.4 | 17 | 15.0 | 9 | 8.0 | 4 | 3.5 | 2.07 | 1.18 |
| Presentation software | 34 | 30.1 | 37 | 32.7 | 23 | 20.4 | 11 | 9.7 | 8 | 7.1 | 2.33 | 1.25 |
| Multimedia programs | 29 | 25.7 | 42 | 37.2 | 29 | 25.7 | 9 | 8.0 | 4 | 3.5 | 2.26 | 1.04 |
| Macromedia | 33 | 29.2 | 41 | 36.3 | 17 | 15.0 | 15 | 13.3 | 7 | 6.2 | 2.38 | 1.32 |
| TOTAL | 279 | 30.9 | 329 | 36.4 | 170 | 18.8 | 87 | 9.6 | 39 | 4.3 | 2.24 | 1.18 |

In general, 30.9 % of the participants had never used those applicants before while 36.4% of the participants had beginner level of expertise, 18.8 % had intermediate level, 9.6 % had advanced level and 4.3 % had expert level of expertise. This result was

important in order to decide that if EFL teachers needed training in computer use or not. Although they had an intermediate level of computer expertise, the number of EFL teachers who had never used the computer applicants could not be underrated; and this result showed that EFL teachers needed training for more complicated computer applications.

EFL teachers' highest level of ability was in the domain of word processing (43.4 % intermediate, advanced and expert), followed by multimedia programs (37.2 % intermediate, advanced and expert), and presentation software (37.2 % intermediate, advanced and expert). Their lowest level of self-reported expertise was in Access (76.1% beginner and never use), Graphics (73.5 % beginner and never use), Excel (71.7 % beginner and never use) and integrated software (69.1 % beginner and never use). Also, between 19.5 % and 39.8 % of the respondents reported never using some of the selected computer applications. These results raised questions about the extent to which the teachers were able to use computer-based technology for teaching purposes.

4.1.4.2 Internet expertise: The participants were asked to report their level of expertise with selected internet services on a 5-point Likert-scale of 1 (Never Use) to 5 (Expert). The summated mean for internet expertise was 2.87 and this indicated that EFL teachers had an intermediate level of internet expertise (Table 4.8).

Table 4.8 Mean Score of Internet Expertise of EFL Teachers at High Schools

| Scale | Never use | | beginner | | Intermediate | | advanced | | expert | | mean | SD |
|--|-----------|-------|----------|-------|--------------|-------|----------|-------|--------|------|------|------|
| | f | (%) | f | (%) | f | (%) | f | (%) | f | (%) | | |
| Receive and send e-mail (with attachments) | 11 | 9.7 | 29 | 25.7 | 38 | 33.6 | 32 | 28.3 | 3 | 2.7 | 2.88 | 1.01 |
| Browse the World Wide Web | 14 | 12.4 | 21 | 18.6 | 40 | 35.5 | 30 | 26.5 | 8 | 7.1 | 2.97 | 1.11 |
| Create a web page on the World Wide Web | 44 | 38.9 | 34 | 30.1 | 16 | 14.2 | 13 | 11.5 | 6 | 5.3 | 2.73 | 1.70 |
| Use search engines (Google) | 11 | 9.7 | 25 | 22.1 | 36 | 31.9 | 37 | 32.7 | 4 | 3.5 | 2.98 | 1.04 |
| Upload/download files to/from the internet | 14 | 12.4 | 32 | 28.3 | 31 | 27.4 | 30 | 26.5 | 6 | 5.3 | 2.84 | 1.11 |
| Participate in on-line chat rooms | 24 | 21.2 | 31 | 27.4 | 20 | 17.7 | 14 | 12.4 | 24 | 21.2 | 2.85 | 1.45 |
| Instant messaging | 14 | 12.4 | 31 | 27.4 | 28 | 24.8 | 30 | 26.5 | 10 | 8.8 | 2.92 | 1.18 |
| Participate in on-line Forums | 23 | 20.4 | 30 | 26.5 | 27 | 23.9 | 11 | 9.7 | 22 | 19.5 | 2.81 | 1.39 |
| TOTAL | 155 | 17.13 | 233 | 25.76 | 236 | 26.13 | 197 | 21.76 | 83 | 9.18 | 2.87 | 1.25 |

The participants reported themselves to be best at search engines (68.1 % intermediate, advanced and expert), receiving and sending e-mail (64.6 % intermediate, advanced and expert), browsing the World Wide Web (69.1 % intermediate, advanced and expert), downloading/uploading files to/from internet (59.2 % intermediate, advanced and expert) and messaging (60.1 % intermediate, advanced and expert). On the other end of the scale, they reported the lowest levels of expertise in creating a web page (69 % never use and beginner), participating in forums (46.9 % never use and beginner) and online chat rooms (48.6 % never use and beginner) (Table 4.8). This showed that EFL teachers needed training for using more complex internet applications.

4.1.5 Description of EFL Teachers' Perceptions of the Internet: The participants were asked to report their level of agreement/disagreement on 23 statements measuring their perception of the internet in general and as a tool for EFL instruction. As shown in Table 4.9, the summated mean on a five-point Likert scale (1- 5) for participants' views about the internet was 3.88, indicating that the participants had, on the whole, a relatively positive perception of the Internet.

Table 4.9 Mean Score of EFL Teachers' Perception of the Internet

| Population | Number | mean | SD |
|-------------------|---------------|-------------|-----------|
| EFLTeachers | 113 | 3.88 | 1.05 |

The frequencies of their answers for the questions asked to investigate their perceptions of the internet were shown in the Table 4.10 below.

Table 4.10 Reported EFL Teachers' Perceptions of the Internet (n=113)

| Scale | Strongly disagree | | | | Strongly Agree |
|--|-------------------|--------|--------|--------|----------------|
| | 1 % | 2 % | 3 % | 4 % | 5 % |
| 1. Use of the internet increases my social prestige. | 10.6 | 23.9 | 31.0 | 19.5 | 15.0 |
| 2. Use of the internet increases my job performance. | 2.7 | 8.0 | 20.4 | 36.3 | 32.7 |
| 3. Use of the internet increases my access to information. | 2.7 | 1.8 | 12.4 | 23.0 | 60.2 |
| 4. The internet is easy to use. | 0.0 | 3.5 | 18.6 | 32.7 | 45.1 |
| 5. My job provides opportunities for me learn about the internet. | 3.5 | 9.7 | 35.4 | 22.1 | 29.2 |
| 6. My job provides opportunities for me teach about the internet. | 9.7 | 19.5 | 28.3 | 19.5 | 23.0 |
| 7. A large number of my colleagues currently use the Internet. | 0.0 | 7.1 | 21.2 | 29.2 | 42.5 |
| 8. The Internet has the potential to enhance EFL instruction. | 0.0 | 4.4 | 29.2 | 32.7 | 33.6 |
| 9. EFL teachers should be educated/trained to use the Internet in instruction. | 1.8 | 8.0 | 19.5 | 29.2 | 41.6 |
| 10. Using the internet saves time. | 2.7 | 8.0 | 18.6 | 31.9 | 38.9 |
| 11. The Internet offers opportunities for new teaching techniques. | 0.9 | 3.5 | 21.2 | 26.5 | 47.8 |
| 12. Internet can make learning English easier. | 1.8 | 9.7 | 18.6 | 24.8 | 45.1 |
| 13. Internet can be used to teach pronunciation and speaking. | 1.8 | 10.6 | 19.5 | 23.0 | 45.1 |
| 14. Internet can be used to teach grammar. | 0.9 | 14.2 | 29.2 | 24.8 | 31.0 |
| 15. Internet can be used to teach reading. | 0.0 | 14.2 | 25.7 | 28.3 | 31.9 |
| 16. Internet can be used to teach writing | 2.7 | 15.0 | 34.5 | 22.1 | 25.7 |
| 17. Class time is not enough to include internet use. | 7.1 | 18.6 | 15.0 | 29.2 | 30.1 |
| 18. Internet use increases my students' motivation | 4.4 | 9.7 | 23.9 | 31.0 | 31.0 |
| 19. I like to know about resources available on the internet for EFL instruction | 0.9 | 6.2 | 23.9 | 23.9 | 45.1 |
| 20. Using the internet offers me access to Professional course materials. | 0.9 | 4.4 | 21.2 | 31,9 | 41.6 |
| 21. I will use the internet in my teaching in the future. | 1.8 | 2.7 | 19.5 | 24,8 | 51.3 |
| 22. Using the internet makes teaching more interesting. | 0.9 | 5.3 | 15.9 | 27,4 | 50.4 |
| 23. Using the internet in teaching fits my personal preferences. | 1.8 | 6.2 | 23.0 | 34,5 | 34.5 |

The participants reported the most positive attitudes toward the statement, —use of the internet increases their access to information" (83.2 % strongly agree and agree); high levels of agreement were also shown toward the statements —using the internet makes teaching more interesting" (77.8 % strongly agree and agree) and —I will use the

internet in the future" (76.1 % strongly agree and agree) On the other hand, the statement –class time is not enough to include internet use had a high level of agreement and this means that although they have a positive attitude towards internet use in the class they agree that their class time is not enough to do this. (Table 4.10)

Disagree and strongly disagree frequencies were really low except the statement —use of the internet increases my social prestige (34.5 % strongly disagree and disagree) Frequencies of disagree and strongly disagree change between 0. and 10.6 %. This shows that EFL teachers have a positive attitude towards internet use but they do not completely agree that internet increases their social prestige and their class time is enough to include internet in their lessons.

EFL teachers' agreement on pronunciation and speaking teaching through internet had the highest score of the all learning skills (68.1 % agree and strongly agree). 60.2 % of the participants agree and strongly agree that reading can be taught through internet and 55.8 % agree and strongly agree that grammar can be taught via internet. Writing had the lowest frequency score of all learning skills (47.8 % agree and strongly agree) but it is not a low in general. 70.8 % of the participants agree and strongly agree that teachers should be educated/ trained to use the internet in instruction.

It seems clear that these teachers were favourably inclined toward pedagogical use of the internet. The majority of the EFL teachers stated that they would use internet for their lessons in the future; this result also showed their positive perceptions. On the other hand, they stated their lack of opportunities to use the internet for instructional purposes and learn about internet uses.

4.1.6 Description of the Relationships between Teachers' Use of the Internet and their Personal Characteristics: This section addresses the relationship between teachers' use of the Internet and some personal characteristics: age, teaching experience, computer experience and internet experience. The principles used to determine the strength of correlations were based on Davis (1971) Table 4.11 shows the Davis' (1971) principle to determine the strength of correlations.

Table 4.11 Davis' (1971) Principle to Determine the Strength of Correlations

| Coefficient | Description |
|---------------|--|
| .70 or higher | Very strong association (relationship) |
| .50 to .69 | Substantial association |
| .30 to .49 | Moderate association |
| .10 to .29 | Low association |
| .01 to .09 | Negligible association |

Pearson's Product Moment correlation coefficients were calculated for the relationships between the variables and internet use of the participants. Table 4.12 shows the relationships between the use of the internet and the participants' age, teaching experience, computer experience and internet experience.

Table 4.12 Relationships between Variables and Use of the Internet

| Variable | Use of internet Correlation |
|---------------------|--------------------------------|
| Age | -,427 |
| Teaching experience | -,361 |
| Computer experience | ,268 |
| Internet experience | ,321 |

As shown in Table 4.12, there was a moderate negative relationship (-, 427) between teachers' use of the internet and their age. It can be said that the younger the EFL teachers were, the higher their level of internet use was. A moderate negative relationship (-, 361) existed between participants' teaching experience and their internet use. The longer the teaching experience of the EFL teachers were, the less frequently they used the internet. There was a low positive relationship between the EFL teachers' internet use and their computer experience. The longer EFL teachers have been using computer, the more frequently they used the internet. Also, there was a moderate positive relationship between EFL teachers' internet experience and their use of the internet. It can be concluded from this result that EFL teachers who are young and have less teaching experience use the internet more frequently than the teachers who are old and have longer teaching experience. Also, internet experience is important for the level of internet use.

4.2 Interview Results

Interviews were conducted to 15 volunteer EFL teachers among the participants of the study to get more extended and meaningful comments on the questions the study was designed to investigate. The interviewees were asked ten questions under five basic headlines: (a) teachers' use of the internet and their attitudes toward the use of the internet for educational purposes, (b) teachers' ideas about how EFL teachers can adapt internet in to their English lessons, (c) teachers' views about students' interests in the internet and their motivation, (d) factors limiting use of the Internet in EFL instruction, (e) teachers' ideas to remove the factors limiting their internet use for educational purposes. The data were examined using procedures for analyzing qualitative data. All interviews were recorded, transcribed and translated firstly. Transcribed and translated quotations were categorized under the headings parallel with the interview questions' headings. Common patterns were highlighted as themes. Two experts who had an experience of analyzing qualitative data in ELT also grouped the quotations with their related categories and themes, then, the groupings were compared with the ones done by the researcher. Last form of grouping the quotations and the themes was completed.

Findings arising from the analysis of the interview data were presented in accordance with the basic headlines of the interview question. These were: (a) teachers' use of the internet and their attitudes toward the use of the Internet for educational purposes, (b) teachers' ideas about how EFL teachers can adapt internet in to their English lessons, (c) teachers' views about students' interests in the internet and its effect in their motivation, (d) factors limiting use of the Internet in EFL instruction, (e) teachers' ideas to remove the factors limiting their internet use for educational purposes.

4.2.1 Teachers' Use of the Internet and Their Attitudes toward the Use of the Internet for Educational purposes: All of the teachers stated that they had personal computers and internet connection. This showed that their access to the internet was not very limited. When they were asked about their advocacy of the use of the Internet for educational purposes, in EFL instruction, all fifteen interviewees expressed their positive attitudes towards internet use. Statements such as -Yes, I absolutely believe in

this” and -Yes, of course.” were the comments made by the teachers. Interviewee # 4 answered -Internet develops day by day and we should be in touch with these developments” and interviewee # 6 responded - it can be useful both visually and aurally. So, I absolutely advocate this.”

The interviewees also stated their personal reasons for their positive attitudes towards using the Internet for EFL instruction. Almost all of the interviewees based their positive attitudes to the advantages internet for EFL teaching and/or learning. Participants pointed out the Internet’s benefits for EFL instruction in the following ways: a) it is easy to use and suitable for everyday needs, b) It is suitable for teaching aims, c) Makes learning more active d) both visual and audial, e) Information on the net is actual and various, f) learning would be more permanent through internet, g) Suitable for all skills, h) More interesting for students and i) a way of real communication. Interviewee # stated - We can download materials from internet and use them in the class. It is really easy” and Interviewee # 10 also agreed - I believe that it has teachers’ work easier. It really helps me and makes my job easier.” Interviewee # 5 answered - information is very actual and various on the internet”.

Although the participants indicated the advantages of the internet and their positive attitudes towards using internet for instructional purposes, their answers were not positive in the same way when they were asked if they use internet for communication with their students, giving and receiving homework or instruction in their lessons. Interviewee # 8 answered - No, I do not use internet for communication. I do not use internet in classroom”, Interviewee # 10 responded - No, I do not use internet for communication. And I never use internet in classroom” and Interviewee # 14 stated -No I do not use it for communicating with students and in the lesson.”

Some of the participants stated that they used internet for communication and for giving homework but not for instruction. Interviewee # 6 answered - We sometimes communicate via e-mails. Also I guide them to the websites which they can find games, songs, exercises but I do not use internet in class”, Interviewee # 7 said - Yes, I communicate with my students and I believe that I can change their bad behaviour via discussing with them on the net. I do not use internet in the lesson this year” and

Interviewee # 12 told - Yes, I use internet for communication with students and giving homework. I created a blog site and I send exercises on this site and students do these exercises and send me back. I gave some good English learning site links and have students play games there.” Two of the participants (interviewee #1 and interviewee #11) stated that they used internet in preparation stage of the lesson not for instruction or for communication and sending homework. Interviewee #1 answered - I use PowerPoint that I prepared at home in the classroom. I use internet in preparation stage not in presentation or practice stages” and interviewee #11 responded - I use internet for preparation only.”

4.2.2 Teachers’ Ideas about How to Adapt Internet in to Their Lessons:

Participants were asked how EFL teachers can adapt internet in to their lessons and what kind of activities can be done using internet. They stated several activities and adaptations as the followings: a) websites, forum sites and blog sites can be created, b) videos can be watched from the net in the classroom, c) real life dialogues can be listened, d) interactive activities can be done, e) games and puzzles can be used, e) writings and feedbacks can be send, f) students or classes can communicate with people or classes from other countries. Interviewee # 1 answered - Websites, forums cab be created. Students can ask questions to the teacher or to each others on these sites”, Interviewee # 3 responded - There are lots of sites on the internet and there are lots of interactive activities on these sites. We can determine these activities beforehand and use them in the class”, Interviewee # 5 also stated - Practice exercises can be done online, also a program can be developed such as Dyned which is used in primary schools” and Interviewee # 14 pointed out - Students can communicate with people from different cultures and countries through internet interactively. Also, some writing activities can be done; feedbacks can be given by e-mails”

Four of the participants (interviewee # 6, 8, 9 and12) believe that games can be used efficiently using internet for EFL. Interviewee # 6 answered – games can be used; they are really enjoyable and motivating for students” and Interviewee # 12 responded - Games would be effective.” The other participants stated that listening, speaking and writing activities can be adapted. Interviewee # 15 answered - Writing to pen pals,

chatting with each other or people from other countries in English, writing, speaking, listening activities may be used” and interviewee # 4 said – All of the activities can be used for example, even dramatization may be used. Also, listening, writing I mean writing to a pen pal, reading activities can be used”.

4.2.3 Teachers’ Views about the Relationship between Students’ Interests in Internet and Their Motivation for Learning English:

The participants were asked what they think about their students’ interests in internet and whether they think that students’ motivation in English lessons would increase with the use of internet in lessons or not. All of the 15 participants think that students are really interested in the internet and their motivation will increase if internet is used for English teaching or learning. Interviewee # 15 answered - All the teenagers are interested in internet and of course my students are. This means that they find everything they are interested in on the net. Their motivation will increase if we use internet for English language teaching. You can teach English via the things they are interested in and they like learning as they like their interests”, Interviewee # 10 said - Yes they are really keen on internet. I believe that their motivation increases if internet is used for English teaching, because it is different from what they have done for years”, interviewee # 4 told - These days there is not a student who is not keen on internet so their motivation of course would increase” and interviewee # 3 answered - Almost all of the students are keen on internet. Using something they are interested in everyday and fond of very much of course would increase their motivation”. There was not any negative answer for the internet’s motivating power on the students.

However, most of the participants believe that students are interested in internet for fun such as playing games, chatting with friends and listening to music. Interviewee # 1 answered - Yes, they are interested in internet but their interest is for games not for learning English”, interviewee # 12 responded - They use internet for chatting, sending e-mails, listening to songs and watching films and playing games. For fun I think not for learning” and interviewee # 13 said - students are really interested in internet but their interest for fun not for learning. They do not have any guide for using internet for learning needs”.

4.2.4 Factors Limiting Use of the Internet in EFL Instruction: The interviewees also stated various factors that limit their use of the internet in EFL instruction. These limiting factors included: a) too many people use technology class, b) there is no computer in classrooms, c) Projection machines are not sufficient for all teachers or classrooms, d) time is not enough, e) teachers need training about how to use internet for English teaching, f) Directors do not plan lessons to help teachers to be able to use technology classes equally, g) there is not a language class, h) Annual plans are not suitable for internet use, i) course book is too loaded and not functional, j) students are not responsible and k) teachers do not have knowledge about using internet for English lessons.

All of the interviewees stated that they did not have necessary equipments at schools. Interviewee # 1 answered - The resources provided by the school are not suitable to use internet for English teaching. Our school has internet connection but we do not have language classes. technology classes are not always suitable for English lessons”, interviewee # 8 said - We do not have a language classroom and we do not have computer or internet in the classroom” and interviewee # 11 told - We do not have computer and internet in classrooms and we do not have a language class. We also do not have enough projection machines”.

Three of the participants (interviewee # 5, 12 and 15) pointed out that time is not enough to use internet for their lessons. Interviewee # 5 answered - we also need more time to plan or apply our internet lessons”, interviewee # 12 responded - Our annual plans are very loaded and not suitable to use internet. Also our course book is very bad and while trying to adapt activities to our bad book ,we do not have enough time to use internet” and interviewee # 15 stated - time is not enough to do extra things”.

Interviewee # 5 and 15 stated that they did not have enough knowledge about using internet for English lessons. Interviewee # 5 answered - I do not have enough knowledge about adapting internet for my lessons. I need learning how to do it and what I can do via internet” and interviewee # 15 responded - Firstly, I do not know what I can do via internet and how I can adapt it to my lessons”. Two of the

participants stated that directors and students limited their use of the internet for instruction. Interviewee # 6 answered - Directors at school do not help us to use technology classrooms, they can plan the lessons in such a way that everybody can use that classrooms” and interviewee # 13 told - Students do not have responsibilities” .

4.2.5 Teachers’ Suggestions to Remove the Factors Limiting Their Internet Use for Educational Purposes: Participants’ suggestions for removing the factors limiting their internet use for educational purposes focused on access and equipment, directory and training. Suggestions included: a) Technological equipments should be more, b) In-service training should be given, c) Internet and computer should be for all teachers and students’ usage at schools, d) Directors should let technology classes used by all teachers and e) A program for internet use in lessons should be prepared by Ministry of Education.

Most of the participants discussed that computers and internet connection should be in each classroom or there should be a language class. Interviewee # 4 answered - internet and computer at schools should be for all teachers and students not only for directors”, interviewee # 8 said - Classrooms should be equipped with computers and internet. Also we should have a language classroom at school” and interviewee # 10 responded - A language class should be available and in this class there should be computers and internet”. One of the interviewees (interviewee # 6) answered - We should persuade the directors that internet is really necessary for English learning and they should let us use the technology classes”

Five of the participants (interviewee #5, 11, 12, 13, 15) suggested that EFL teachers should take a training in-service course about the use of the internet for English lessons. Interviewee # 5 answered - we should have more knowledge about how to use internet for our lessons”, interviewee #11 said - teachers need training about internet usage in lessons, especially old teachers”, interviewee # 12 responded - we need a training about how to use internet in lessons. Yes, we know most of the websites but there are lots of websites we do not know. Also, we do not know how to adapt internet to our lessons”.

Generally, the qualitative data strengthen most of the findings in the questionnaire data. Interviewees were positive about the use of the Internet in EFL education and stated several advantages of internet use for teachers and students. Also, the interviewees identified several limitations that affected their own use of the internet in instruction and a number of suggestions to remove these limiting factors.

CHAPTER 5

DISCUSSION OF THE FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter discusses findings of the study, draws conclusions, and proposes recommendations. The results and findings of both data sources; the questionnaire and interviews, were discussed in light of the research questions which were used to guide this study.

5.2 Discussion of the Findings

The study was guided by six research questions. This section addresses these questions partly by summarizing key results and partly by providing interpretations of the results.

1. What is the level of the Internet use for instructional, professional and personal purposes among EFL teachers in High Schools in Eskişehir?

Level of use of the Internet by EFL teachers was represented by a mean score on a 5-point scale. The summated mean score was 3.14, indicating that the EFL teachers at state high schools in Eskişehir reported a high level of internet use. This means their internet use is not rare or occasional, they often use the internet.

The summated mean of internet use for instructional purposes was 2.97, indicating that the participants sometimes used the internet for instructional purposes; the summated mean for professional development purposes was 3.04, indicating that they often used the internet for professional development purposes; and the summated mean for personal purposes was 3.41, indicating that the participants usually used the internet for personal purposes. The most extensive use of the Internet was for personal purposes. Interviews also support this result. The majority of the participants do not use internet for instructional purposes, thirteen of the participants do not use internet in class and do not send homework to students or communicate with them using internet Only two of the participants stated that they use internet in preparation stage of the lesson and for communicating with students or sending homework.

The questionnaire given to the participants asked them to indicate their current level of use for each of the seven different items of internet use under each domain (instructional, professional, and personal purposes). On all domains of internet use the most often used internet resources were the www, search engines, messaging services and e-mail. The least used Internet resources were Newsgroups and Professional Discussion Forums. This finding suggests that the participants have high levels of Internet use for mainstream Internet applications, while they reported low levels of internet use for more specialized applications. This pattern of internet use was similar to the studies of Isleem (2003), Alburini (2004) and Mubireek (2001).

2. What are selected personal characteristics of EFL teachers in High Schools in Eskişehir related to internet use?

The majority of teachers (71%) were between 20 and 39 years old. This shows that most of the EFL teachers at high schools in Eskişehir are young. Most (72.6%; n=82) of the respondents held a bachelor's degrees; 12.4% (n=14) had Masters' degrees, and only 9.7% (n=11) held a Doctoral degree. Masters' degrees and doctoral degrees are rare while bachelor' degrees are the majority. Also, interviews show that all fifteen participants have a personal computer.

The data related to participants' teaching experience showed that 16.8% (n=19), of them were in their first five years of teaching, 29.2% (n=33) had 6 to 10 years of experience, 26.5% (n=30) had 11 to 15 years, and 27.4% (n=31) had 16 and more years of teaching experience. This means that 83.1% (n=94) of the participants had more than six years of teaching experience and this indicates that EFL teachers at high schools in Eskişehir are experienced in teaching.

As for computer experience, it was found that 70.8% of them (n=80) had more than six years of experience, while 29.2% (n=33) had less than five years of computer experience. This result shows that EFL teachers were experienced in computer use. They all have certificates because Ministry of Education wants all teachers have a computer and internet use certificate before starting to work since 2004.

As that experience related to the Internet, most of the respondents (61.1%; n=69) had more than six years of experience, (36.3%; n=41) had between two to five years of Internet experience. With just 2.7% (n=3) reporting a year or less of Internet experience, this could be said to be a group of experienced users of the Internet.

Traditional teaching methods such as grammar translation and drills were preferred by 40.7% (n=46) of the participants, while more than the half of the participants (59.3%; n=67) preferred new methods of language teaching (e.g., interactive, communicative, and social). This shows that EFL teachers at high schools in Eskişehir are aware of developments in ELT.

3. What is the level of EFL teachers' perceived access to the internet as well as limitations of that access?

Access to the internet was defined by how often the internet was accessible in specific places in this study and an accompanying issue was the factors that limiting the access. The questionnaire asked the participants to state how often they had computer access in five contexts: at home, in teacher's room, in the classroom, in computer labs and internet cafes. The mean score on the place of access scale for all of the possible sites combined was 2.77 (on a scale of 0-4), indicating that a typical teacher generally had a moderate access to the internet. However, EFL teachers access to the internet more frequently at their homes and in teachers' rooms at schools than classrooms, computer labs and internet cafés. Interviews also supports that EFL teachers have no access to the internet in classrooms and they can not use computer labs easily. This is a finding similar to several previous studies (Albirini, 2004; Almusalam, 2001; Al-Asmari, 2005; Isleem 2003). In the interviews interviewees stated that they do not have computers or internet connection in the classrooms.

However, supplying computers to the classrooms is not the only factor limiting the EFL teachers' access to the internet. Participants were asked in the survey to rate the extent to which they thought each of the seven factors would limit their access to the internet. As reported in Chapter four, the mean scores suggest that internet connection's slowness,

the use of the same computers by too many people and lack of time have a strong effect in terms of preventing access to the internet. Qualitative data indicates that lack of computers and internet in the classrooms, lack of a language classroom, and the use of computers by too many people are the most important factors limiting EFL teachers' internet access.

The findings of both quantitative and qualitative data have indicated that internet access was one of the most important barriers to Internet adoption and integration in language teaching (Albirini, 2004; Al-Asmari, 2005; Isleem, 2003; Mubireek, 2001).

4. What is the level of teachers' perceived expertise in computer and internet use?

The participants were asked to report their level of expertise with selected computer applications. The summated mean for computer expertise of the participants was 2.24, indicating that; in general, they had an intermediate level of expertise.

EFL teachers' highest level of ability was in the domain of word processing, followed by multimedia programs, and presentation software. The fact that word processing was the most frequently used computer application was consistent with a number of studies, including Almusalam (2001), Al-Asmari (2005), Isleem (2003), Mubireek (2001). Their lowest level of self-reported expertise was in Access, Graphics, Excel and integrated software.

The participants were asked to report their level of expertise with selected internet services on the same scale. The summated mean for Internet expertise of EFL teachers was a little higher (2.87) than computer expertise (2.24), indicating that these EFL teachers had an advanced level of expertise in Internet services. The difference in mean scores between computer (2.24) and Internet expertise (2.87) shows that mainstream Internet applications (www and e-mail) are easier than other computer applications. It is easier to use the www or e-mail than operating a more specialized computer application. The participants reported themselves to be best at search engines, receiving and sending e-mail, browsing the www, downloading/uploading files to/from internet and

messaging. These findings support previous research with regards to e-mail and www expertise (Al-Asmari, 2005; Almusalam, 2001; Isleem, 2003; Mubireek, 2001). On the other hand, they reported the lowest levels of expertise in creating a web page, participating in forums and online chat rooms.

Qualitative data supports the finding that EFL teacher have an intermediate level of computer and internet expertise and they are good at the applicants which are not specialized. Interviewees stated that they do not have enough knowledge needed training for using internet in English lessons.

5. What are EFL teachers' perceptions toward the internet as a tool for instruction?

Findings from both the survey data and the interviews suggest that the participants generally had positive perceptions of the internet as a tool for EFL instruction. In the quantitative portion of the study, the participants reported their agreement/disagreement on 23 statements measuring their perceptions of the Internet in general and as a tool for EFL instruction in particular. The summated mean on a five-point Likert scale (1- 5) for participants' views about the internet was 3.88, indicating that the participants had, on the whole, a relatively positive perception of the internet.

The participants reported the most positive attitudes toward the statement, —use of the internet increases their access to information”; high levels of agreement were also shown toward the statements —using the internet makes teaching more interesting” and —I will use the internet in the future”. On the other hand, the statement —class time is not enough to include internet use had a high level of agreement and this means that although they have a positive attitude towards internet use in the class they agree that their class time is not enough to do this.

The interviewees explored the reasons behind their positive perceptions of the internet use for EFL instruction. These reasons included: a) It is easy to use and suitable for everyday needs, b) It is suitable for teaching aims, c) Makes learning more active d) both visual and audial, e) Information on the net is actual and various, f) Learning would

be more permanent through internet, g) Suitable for all skills, h) More interesting for students and i) A way of real communication.

The mean score of the participants' use of internet for personal purposes were the highest (3.41) and they stated that they used the internet for their professional development to some extent (3.04). EFL teachers acknowledged internet's value, and therefore they stated their positive attitudes toward the use of internet for EFL instruction.

6. What is the relationship between teachers' level of the internet use and their personal characteristics: age, teaching experience, computer experience and internet experience?

There was a moderate negative relationship ($r = -.427$) between teachers' use of the Internet and their age. It can be said that the younger the EFL teachers were, the higher their level of internet use was. A moderate negative relationship ($r = -.361$) existed between participants' teaching experience and their internet use. The longer the teaching experience of the EFL teachers were, the less frequent they used the internet. There was a low positive relationship between the EFL teachers' internet use and their computer experience. The longer EFL teachers have been using computer, the more frequent they use the internet. Also, there was a moderate positive relationship between EFL teachers' internet experience and their use of the internet. Mubireek (2001) reported a statistically significant moderate positive relationship for Internet proficiency and Internet use. Again, a number of studies have reported similar results, including Al-Asmari (2005), Albirini (2004), Almusalam (2001) and Isleem (2003).

In this last part of the discussion, the current study is compared with the Al-Asmari's study (2005). Results from both the quantitative and qualitative domains of the Al-Asmari's study (2005) indicated that the participants had rarely used the Internet, particularly for instructional purposes. However, findings of the current study show that the use of the Internet in EFL teaching at High Schools in Eskişehir is not very limited but internet use for instructional purposes is still in its initial stages. Also, EFL teachers who were the participants of the current study use internet more frequently than the

participants of Al-Asmari's study for personal purposes and professional development. Therefore, EFL teachers reported more use of the internet for personal and professional development than for instructional purposes in both of the study.

It seemed clear from Al-Asmari's study that the teachers were favorably inclined toward pedagogical use of the Internet, on the one hand, and frustrated by the lack of opportunities to learn about or explore internet uses on the other. It is the same situation in this study. The participants of this study also stated that without reasonable degree of computer access in classrooms they could not use the internet for English language lessons and both studies make it clear that in-service training is needed for EFL teachers to be able to use computer and internet applications efficiently for their lessons.

Therefore, Ministry of Education should play a major role in promoting and developing EFL teachers' use of the Internet by establishing opportunities for teachers to have sufficient training and expertise with the Internet and offering adequate access for equipment and probably reliable Internet service.

5.3 Conclusions and Implications

This part presents conclusions and implications of the results of the study for current and future EFL teaching situations, using the high schools in Eskişehir in Turkey as the basis.

The findings of this study show that the use of the Internet in EFL teaching at High Schools in Eskişehir is not limited but internet use for instructional purposes is still in its initial stages. The results suggest a considerable difference between teachers' level of interest in the internet and their opportunity to learn about or implement Internet-based instruction. Although they have positive attitudes towards the use of the internet for English language teaching/ learning, they do not very often use the internet for their lessons.

The most significant tasks to be undertaken by Ministry of Education in Turkey should

be considering this gap. These teachers were favourably inclined toward pedagogical use of the Internet but they complain about the lack of opportunities to use the internet in the classrooms. They stated that without reasonable degrees of computer access in classrooms they can not use the internet for English language lessons. Despite all the efforts of Ministry of Education to spread and promote computer and internet infrastructures in all schools, they did not seem to meet the growing needs of EFL teachers. There is an urgent need for more efforts to help EFL teachers at high schools enhance their use of the internet for English teaching. Computers should be not only in the directors' rooms, teachers' rooms and computer labs but also in the classrooms. In addition, there should be at least one language classroom equipped with computers and internet for each student and the teacher. These language classrooms should be used by all EFL teachers. Also, there should be more projection machines at schools.

Teachers are biased about the internet use for English lessons. They believe that it is impossible without computers and internet connection in the classrooms. Infact, there are so many Internet applications that can be used for pedagogical purposes which do not need internet connection in the classrooms. For example, e-mail exchanges between students or between the teacher and the students can be used. It is possible to have their students correspond by email with students in other countries, too. Students could practice their use of the English language through these exchanges.

Also, content-based activities can be integrated to the lessons. For instance, when students are studying informal letters, they could start having a pen-pal; when the topic is job hunting, they could contact with authentic job adverts on the net before the lessons. Here are some other sites and activities that could be done through internet recommended by <http://turkey.usembassy.gov.tr> .

- Randall's ESL Cyber Listening Lab: <http://www.esl-lab.com/>

Listening activities for self-study are organized by situational topics and level. Easy, medium, and difficult audio conversations between native speakers lasting between 30 seconds and 3 minutes in length are available complete with pre, during, and post listening exercises that can be answered and self-checked online.

- English Trailers: <http://www.english-trailers.com/index.php>

Students can enjoy movie trailers, read the scripts as they watch, and complete listening comprehension and vocabulary exercises based on the previews. Class discussion questions are also provided as warm-up and post-viewing activities.

- Breaking News English: <http://www.breakingnewsenglish.com>

Teachers can find ready-made lesson plans based on interesting news stories from around the globe on a variety of issues.

Other Recommended Sites are:

- Everything ESL <http://www.everythingsl.net>
- Internet TESL Journal (I-TESL-J <http://iteslj.org/Lessons/>)
- New York Times Learning Network <http://www.nytimes.com/learning>
- University of Oregon ELP http://oelp.uoregon.edu/teach_lessonplans.html

As the EFL teachers who were the participants of this study stated, one of the most important factors limiting their internet use for instructional purposes is lack of the opportunity to learn about the use of the internet for English lessons. With respect to training in internet use, teachers could be enrolled in systematic short period in-service programs in which they can learn how to adapt internet to their lessons and what can be done for their English lessons by using internet. Especially, the older EFL teachers who have worked for many years should participate this training course because the results of this study show that there is a negative relationship between the age of EFL teachers and their use of the internet as there is between their teaching experience and use of the internet.

Ministry of Education provided in-service training opportunities to the EFL teachers who work in primary schools on the use of Dyned program which enables students learn English through internet. Although EFL teachers in primary schools still have problems about using Dyned, it is an effective language program. This study shows that EFL teachers at high schools use internet frequently for their personal and professional purposes and have positive perceptions about the use of the internet for instructional purposes. If they have necessary equipments and training, they are willing to use internet for their lessons. Consequently, it is recommended that Dyned or a similar

language program should be used at high schools after EFL teachers attend a training course. Some private schools have already begun to use Dyned for their high school students.

Both the quantitative and qualitative data indicate that a high percentage of the teachers felt that use of the internet does not match the existing curricula and does not fit within the current class-time format. Policy-makers and administrators should provide additional planning time for teachers. They also should allow more flexibility for the EFL teachers to modify their curriculum to include internet use.

5.4 Recommendations for Further Studies

Future studies can build on the results of this study to enrich the existing knowledge in the area being investigated.

1. Since this study was done with the EFL teachers at high schools in Eskişehir, it can be studied in other situations; in other cities or countries.
2. Future studies can be carried out with EFL teachers in primary schools to investigate the perceptions of the teachers about the internet which they have already used for their lessons for instructional purposes.
3. A further study is needed to investigate EFL students' use of the internet for learning English and their perceptions.
4. Quantitative part was dominant in this study and interviews were used to support the results of the survey. In addition to the interviews with a sample of EFL teachers, future researchers need to perform in-class observations and in-depth interviews with students.
5. This study examined relationships between internet use and the participants' personal characteristics such as age, computer experience, internet experience and teaching experience. Another study is needed to look at the relationships between internet use and the access, expertise and perceptions.

REFERENCES

Akbaba-Altun, S. (2006). Complexity of Integrating Computer Technologies into Education in Turkey. *Educational Technology & Society*, 9 (1), 176-187.

Retrieved on 12th May, 2009 from: http://www.ifets.info/journals/9_1/15.pdf

Al-Asmari, Ali M. (2005). The use of the Internet among EFL teachers at the colleges of technology in Saudi Arabia. Ph.D. dissertation, The Ohio State University, United States -- Ohio. Retrieved April 14, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3177167).

Al-Fulih, Khaled (2002). Attributes of the Internet perceived by Saudi Arabian faculty as predictors of their Internet adoption for academic purposes. Ph.D. dissertation, Ohio University, United States -- Ohio. Retrieved December 5, 2009, from Dissertations & Theses: Full Text.(Publication No. AAT 3062771).

Al Mubireek, Sami Abdulla (2001). Level of adoption of the Internet by ESL teachers at The Ohio State University. Ph.D. dissertation, The Ohio State University, United States -- Ohio. Retrieved December 5, 2009, from Dissertations & Theses: Full Text.(Publication No. AAT 3011016).

Albion, Peter and Ertmer, Peggy A. (2002) *Beyond the foundations: the role of vision and belief in teachers' preparation for integration of technology*. *TechTrends*, 46 (5). pp. 34-38. ISSN 8756-3894 retrieved on 5 December,2009 from: http://eprints.usq.edu.au/2101/1/Albion_Ertmer.pdf

Albion, P. R. (1999). Self-efficacy beliefs as an indicator of teachers' preparedness for teaching with technology. *Association for the Advancement of Computing in Education*. Retrieved on January 27, 2009, from: <http://www.usq.edu.au/users/albion/papers/site99/1345.html>

Albirini, A. (2004). An exploration of the factors associated with the attitudes of high school EFL teachers in Syria toward information and communication technology. Doctoral dissertation, The Ohio State University.

Retrieved on January 13,2010 from:

http://etd.ohiolink.edu/sendpdf.cgi/Albirini%20Abdulkafi.pdf?acc_num=osu10926887
97

Almusalam, Sulaiman Nasser (2001). Factors related to the use of computer technologies for professional tasks by business and administration teachers at Saudi technical colleges. Ph.D. dissertation, The Ohio State University, United States -- Ohio. Retrieved January on 13, 2010, from ABI/INFORM Global.(Publication No. AAT 3011019).

Arkin, E. I. (2003). Teacher attitudes towards computer technology use in vocabulary instruction. A master thesis. the department of teaching English as a foreign language. Ankara: Bilkent University. retrieved on 10th October,2009 from:
<http://www.thesis.bilkent.edu.tr/0002298.pdf>

Baylor, A. L., & Ritchie, D. (2002). What factors facilitate teacher skill, teacher morale, and perceived student learning in technology-using classrooms? *Computers & Education*, 39, (4), 395- 414. Retrieved October 26, 2009 from: Science Direct Index.

Bose, J. (2001). Nonresponse Bias Analyses At The National Center For Education Statistics, Achieving Data Quality in a Statistical Agency: a Methodological Perspective, Proceedings of Statistics Canada Symposium 2001 retrieved October,2009 from:http://www.fcsn.gov/committees/ihsng/StatsCan2_JB.pdf

Daugherty, M. and Funke, B. L. (1998). University faculty and student perceptions of Web-based instruction. *Journal of Distance Education* 13 (1) Retrieved on October 2, 2009 from: <http://cade.athbascau.ca/vol13.1/daugherty.html>

Dexter, S. L., Anderson, R. E., & Becker, H. J. (1999). Teachers' views of computers as catalysts for changes in their teaching practice. *Journal of Research on Computing in Education*, 31(3), 221-. Retrieved November 2, 2009 from: http://sdexter.net/xyz/JRCE_catalyst.pdf

Green,2009.<http://www.campuscomputing.net/sites/www.campuscomputing.net/files/Green-ManagingOnline%20Ed-Handout.pdf> WCET Conference 2009 retrieved on November 2, 2009

Gilbert, S. (1996). Making the most of a slow revolution. *Change, the Magazine of Higher Education*, 28, 2, 10-23.

Gonglewski, M., Meloni, C., & Brant, J. (2001). Using e-mail in foreign language teaching: Rationale and suggestions. *The Internet TESL Journal*, 7(3). Retrieved September 12, 2009, from :<http://iteslj.org/Techniques/Meloni-Email.html>

Herman, L. P. (2002). Case study of a professional development program: Meaningful technology integration in secondary education (PhD dissertation, Drexel University). Retrieved January 28, 2009 from: http://idea.library.drexel.edu/bitstream/1860/49/1/herman_thesis.pdf

Isleem, Mohammed I. (2003). Relationships of selected factors and the level of computer use for instructional purposes by technology education teachers in Ohio public schools: A statewide survey. Ph.D. dissertation, The Ohio State University, United States -- Ohio. Retrieved November 18, 2009, from: [Dissertations & Theses: Full Text.\(Publication No. AAT 3124087\).](#)

Jones, J. F. (2001). CALL and the responsibilities of teachers and administrators. *ELT Journal*, 55, 360-367.

Kawabata, T., July, 2006, The Use of Computer-assisted Language Learning (Special) – ELTNEWS. Retrieved on 20th June, 2009 from:

www.eltnews.com/features/special/2006/07/the_use_of_computerassisted_la.html

Kemp, C. R. (2002). Urban school teachers' self-efficacy beliefs and practices, innovation Practices, and related factors in integrating technology (Ded dissertation, Indiana University of Pennsylvania). Retrieved on January 28, 2009 from: [Digital Dissertations, publication number AAT 3043340](#)

Kılıçkaya, Ferit (2009) 'The effect of a computer-assisted language learning course on pre-service English teachers' practice teaching', *Educational Studies*, 35:4, 437 — 448 retrieved on 01.12.09

http://pdfserve.informaworld.com/975110_758064766_913392004.pdf

Krol, E. & Ferguson, P. (1995). [The whole Internet for Windows 95: User's guide and catalog](#). Sebastopol, CA: O'Reilly and Associates, Inc.

Lam, Y. (2000). Technophilia v. technophobia: A preliminary look at why second language teachers do or do not use technology in their classrooms. *Canadian Modern Language Review*, 56, 389-420 32p, 5 charts; (AN 3676054) Database: Communication & Mass Media Complete retrieved on 16th November, 2009 from:

<http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=3676054&lang=tr&site=ehost-live>

Lee, K., (2000), English Teachers' Barriers to the Use of Computer-assisted Language Learning, *The Internet TESL Journal*, Vol. VI, No.12 retrieved on 15th November, 2009 from: <http://iteslj.org/Articles/Lee-CALLbarriers.html>

Lenhart A., Simon M., Graziano M., 2001, The Internet and Education: Findings of the Pew Internet & American Life Project. Retrieved on 4th of November, 2009 from:

http://www.pewinternet.org/~media/Files/Reports/2001/PIP_Schools_Report.pdf.pdf

Marcinkiewicz, H. (1993). Computers and teachers: Factors influencing computer use in the classroom. *Journal of Research on Computing in Education*, 26(2), 220.
Retrieved from: Professional Development Collection database.

Mason, J. ,(2002)*Qualitative Researching*, 2nd ed. London: Sage, 223 pages. ISBN 0-7619-7428-8. retrieved on April,2010 from :
<http://books.google.com.tr/books?id=gW5su96QHL0C&lpg=PP1&ots=hPK9q85soO&dq=Qualitative%20Researching&pg=PP1#v=onepage&q&f=false>

Maurer, H., & Olson, R., (eds.) (1998). *Proceedings of the International Webnet Conference*, Orlando, Florida, Nov. 1998.

Moore, P. (1996). Reading and writing on the Internet. *The Australian journal of language and literacy*, 19(4), 317-329.

Mosquera, F. M. (2001). CALT: Exploiting Internet resources and multimedia for TEFL in developing countries. *Computer assisted language learning*, 14(5), 461-468. Retrieved on 19th November,2009 from:
<http://dx.doi.org/10.1076/call.14.5.461.5768>

Muehleisen, V. (1997). Projects using the Internet in college English classes. *The Internet TESL journal*, 3(6), 1-7. Retrieved on 13rd September,2009 from:
<http://iteslj.org/Lessons/Muehleisen-Projects.html>

Mueller, J.,1996, *Computer integration in elementary and secondary schools: Variables influencing educators*. Ph.D. dissertation, Wilfrid Laurier University (Canada), Canada. Retrieved November 19, 2009, from Dissertations & Theses: Full Text.(Publication No. AAT NR49968).

Pellettieri, J. (2000). Negotiation in cyberspace: The role of chatting in the development of grammatical competence. In M. Warschauer & R. Kern (Eds.), Network-based language teaching: Concepts and practice, (pp. 59-86). Cambridge, UK: Cambridge University Press. Retrieved on May, 2009 from:
<http://books.google.com.tr/books?id=wFH56QxG2uwC&lpg=PP1&pg=PA11#v=onepage&q=&f=false>

Pennington, M. C. (1996). The power of the computer in language education. In M. C. Pennington (Ed.), The power of CALL (pp. 1-14). Houston: Athelstan. Retrieved on 5 May, 2009 from:
<http://books.google.com.tr/books?id=4txEQTAi8LkC&lpg=PP1&pg=PP1#v=onepage&q=&f=false>

Peterson, M. (2000). Directions for Development in Hypermedia Design. Computer Assisted Language Learning, 13(3), 253-269. Retrieved from Academic Search Complete database on 19th November, 2009.

Quinn, M. P. (2002) Qualitative Research & Evaluation Methods (3rd ed.). Thousand Oaks, CA: Sage, p.342 retrieved on 20th of April, 2010 from:
<http://books.google.com.tr/books?id=FjBw2oi8El4C&lpg=PA342&ots=bts-jzLEsF&dq=standardized%20open%20ended%20interview&pg=PA342#v=onepage&q=standardized%20open%20ended%20interview&f=false>

Rico García, M., & Vinagre Arias, F. (2000). A Comparative Study in Motivation and Learning through Print-Oriented and Computer-Oriented Tests. Computer Assisted Language Learning, 13(4/5), 457. Retrieved on 19th November, 2009.
From: Academic Search Complete database

Ryder, R. J., & Graves, M. F. (1997). Using the Internet to enhance students' reading, writing, and information-gathering skills. Journal of adolescent & adult literacy, 4(4), 244-254. Retrieved on 13rd September, 2009 from:
<http://www.jstor.org/stable/40013429>

Salaberry, M. R. (2001). The use of technology for second language learning and teaching: A retrospective. *The Modern Language Journal*, 85 (1), 39-56. Retrieved on 12th October,2009 from:
<http://www.jstor.org/stable/330375>

Sarıca,G.N.,Cavuş,N.,2008,Paper presented at the 8th International Educational Technology Conference, Anadolu University, 6-9 May, 2008, Eskişehir, Turkey. Retrieved on 12th October, 2009 from:
http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/42/a4/30.pdf

Shetzer, H., & Warschauer, M. (2000). An electronic literacy approach to network-based language teaching. In M. Warschauer & R. Kern (Eds.),*Network-based language teaching: Concepts and practice* (pp. 171-185). New York: Cambridge University Press.Retrieved 15 April, 2009
<http://books.google.com.tr/books?id=wFH56QxG2uwC&lpq=PP1&pg=PA11#v=onepage&q=&f=false>

Singhal, M. (1997). The Internet and foreign language education:Benefits and challenges. *The Internet TESL journal*, 3(6). Retrieved September 12, 2009, from:
<http://iteslj.org/Articles/Singhal-Internet.html>

Smith, B. (1997). Virtual Realia. *The Internet TESL journal*, 3(7). Retrieved on September 12, 2009, from : <http://iteslj.org/Articles/Smith-Realia.html>

Son,J.,B.&Shin,H.J.,2007, EFL Teachers' Perceptions and Perspectives on Internet-Assisted Language Teaching,*CALL-EJ Online*,vol:8 no:2
http://www.tell.is.ritsumei.ac.jp/callejonline/journal/8-2/h-js_j-bs.html retrieved on 13rd November,2009

Tolga Yurderi. Internet Development in Turkey: A Case Study. In Proceedings of the INET '97 Conference, Kuala Lumpur, Malaysia , June 1997. Internet Society. Retrieved on 3rd of November, 2009 from:
http://www.isoc.org/inet97/proceedings/E3/E3_3.HTM.

Wang, Y. & Cohen, A. (1998). University faculty use of the internet. In: Proceedings of Selected Research and Development Presentations at the National Convention of the Association for Educational Communications and Technology (AECT) retrieved on 3rd of November from:
http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/ee/f6.pdf

Warschauer M. (1996) "Computer Assisted Language Learning: an Introduction". In Fotos S. (ed.) Multimedia language teaching, Tokyo: Logos International: 3-20. Retrieved on 19th November, 2009 from: <http://www.ict4lt.org/en/warschauer.htm>

Warschauer, M., & Whittaker, F. (1997). The internet for English teaching: Guidelines for teachers. TESL Reporter, 30(1), 27-33. retrieved on 6th of October, 2009 from:
<http://iteslj.org/Articles/Warschauer-Internet.html>

Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. retrieved on 19th November, 2009 from:
<http://w3.uniroma1.it/conti/computersandlanguagelearning.html>

Warschauer, M. (2000). On-line learning in second language classrooms. In M. Warschauer & R. Kern (Eds.), Network-based language teaching: Concepts and practice (pp. 41-58). New York: Cambridge University Press. Retrieved in May, 2009 from:
<http://books.google.com.tr/books?id=wFH56QxG2uwC&lpg=PP1&pg=PA11#v=onepage&q=&f=false>

Warschauer, M., Shetzer, H., & Meloni, C. (2000). Internet for English teaching. Virginia: Alexandria

Wood, E., Mueller, J., Willoughby, T., Specht, J., & Deyoung, T. (2005). Teachers' Perceptions: barriers and supports to using technology in the classroom. *Education, Communication & Information*, 5(2), 183-206. doi:10.1080/14636310500186214.

Internet References

http://turkey.usembassy.gov/elo/internet_elt_handoutmora.pdf

retrieved on 10 January,2010

<http://www.springerlink.com/content/x14h230666m60h88/fulltext.pdf?page>

13rd of November,2009

National School Boards Association,Report: "Creating & Connecting: Research and Guidelines on Online Social--and Educational--Networking"

<http://www.nsba.org/site/view.asp?CID=63&DID=41340> 4th of November,2009

<http://www.internetworldstats.com/euro/tr.htm>

retrieved on 3rd of November,2009

http://www.tuik.gov.tr/PreHaberBultenleri.do?id=4104&tb_id=1

retrieved on 03.11.2009

<http://elt-gumawang.blogspot.com/2005/05/internet-and-language-teaching-in.html>

retrieved on 12 May,2009

<http://www.stanford.edu/class/linguist289/CALL1.htm>

retrieved on 20 April,2009

<http://www.meb.gov.tr/duyurular/duyuruayrinti.asp?ID=2997>

retrieved on 17th April, 2009

<http://www.socialresearchmethods.net/kb/qualdeb.php>

retrieved on 15 April,2009

internet. (2009). In Merriam-Webster Online Dictionary.

Retrieved October 31, 2009, from <http://www.merriam-webster.com/dictionary/internet>

level. (2009). In Merriam-Webster Online Dictionary.

Retrieved October 31, 2009, from <http://www.merriam-webster.com/dictionary/level>

use. (2009). In Merriam-Webster Online Dictionary.

Retrieved October 31, 2009, from <http://www.merriam-webster.com/dictionary/use>

instructional. (2009). In Merriam-Webster Online Dictionary.

Retrieved October 31, 2009, from:

<http://www.merriamwebster.com/dictionary/instructional>

purpose. (2009). In Merriam-Webster Online Dictionary.

Retrieved October 31, 2009, from:

<http://www.merriam-webster.com/dictionary/purpose>

expertise. (2009). In Merriam-Webster Online Dictionary.

Retrieved October 31, 2009, from:

<http://www.merriam-webster.com/dictionary/expertise>

access. (2009). In Merriam-Webster Online Dictionary.

Retrieved October 31, 2009, from:

<http://www.merriam-webster.com/dictionary/access>

APPENDIX 1

1. SURVEY INSTRUMENT

PART ONE: USE OF THE INTERNET

INSTRUCTIONS: Express your perceived level of use of the internet for the purposes below by checking (...√...) the appropriate box. Please use the following scale to reflect your use by how many hours per week

Never = zero hours per week
 Rarely= 1-5 hours per week
 Sometimes = 6-10 hours per week
 Often = 11-20 hours per week
 Very often = 21 or more hours per week

A. How often do you use the following internet services for instructional purposes (e.g., for your lessons)?

| | Never | Rarely | Sometimes | Often | Very Often |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Electronic-mail (e-mail) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The World Wide Web (www) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Newsgroups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Search Engines (e.g. google,yahoo) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Professional Discussion Forums(INGED,TESOL list) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Instant Messaging (Messenger,facebook,skype,e-pal) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B. How often do you use the following internet services for Professional development purposes (e.g., to locate information)?

| | Never | Rarely | Sometimes | Often | Very Often |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Electronic-mail (e-mail) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The World Wide Web (www) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Newsgroups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Search Engines (e.g. google,yahoo) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Professional Discussion Forums(INGED,TESOL list) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Instant Messaging (Messenger,facebook,skype,e-pal) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C. How often do you use the following internet services for personal purposes (e.g., communication or entertainment)?

| | Never | Rarely | Sometimes | Often | Very Often |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Electronic-mail (e-mail) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The World Wide Web (www) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Newsgroups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Search Engines (e.g. google,yahoo) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Professional Discussion Forums(INGED, TESOL list) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Instant Messaging (Messenger, facebook, skype, e-pal) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PART TWO: ACCESS TO THE INTERNET

Do you have access to the Internet?

No, if "no" please skip and go to PART THREE

Yes, if "yes" please continue with PART TWO

INSTRUCTIONS: Please identify your access to the Internet by checking (.../...) the appropriate box. Please use the following scale to reflect your access by how many hours per week: **Never** = zero hours per week **Rarely** = 1-5 hours per week **Sometimes** = 6-10 hours per week **Often** = 11-20 hours per week **Very often** = 21 or more hours per week

A. How often do you Access to the internet at these places?

| | Never | Rarely | Sometimes | Often | Very Often |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. in your home | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. in the Teachers' Room at school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. in the classroom | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. in Computer Labs at School | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. in an internet cafe | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B. How often do the following factors limit your Access to the Internet

| | Never | Rarely | Sometimes | Often | Very Often |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Hardware not working or outdated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Too many people use the computer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Internet connection is always busy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Server down | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Internet connection is too slow | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Lack of time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Cost of the internet service | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PART THREE: EXPERTISE IN COMPUTER AND INTERNET USE

INSTRUCTIONS: Please read the explanations of Scales in Computer and Internet Use. These Scales will be helpful in answering the questions in this part.

- **Beginner** = is a less frequent computer and internet user who can slowly navigate through a computer's operating system in order to open, edit and create files, but does not know how to troubleshoot and solve problems.
- **Intermediate** = is a frequent computer and Internet user who feels at ease with the keyboard and mouse. The intermediate user can quickly and easily navigate through the computer's operating system as well as open, edit and create files, and is willing to explore the use of computer technology and troubleshoot and solve small problems
- **Advanced** = is a daily computer and Internet user who can quickly and easily navigate through a computer's operating system as well as open, edit and create files, and has a fairly good foundation in most computer and Internet applications and has relatively expertise in troubleshooting and solving bigger problems.
- **Expert** = is a daily computer and Internet user who can quickly and easily navigate through a computer's operating system as well as open, edit and create files, and has a solid foundation in almost all computer and Internet application and has solid expertise in troubleshooting and solving major problems.
- **Never use** = is one who is not familiar with an application

Please specify your proficiency in using the following computer and Internet applications below by checking (...√...) the appropriate box. Please use the Scale above.

A. Computer skills include:

| | Level of Proficiency | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Never Use | Beginner | Intermediate | Advanced | Expert |
| 1. Word processing (e.g., Microsoft word) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Spreadsheets (e.g., Excel) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Access | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Integrated software (microSIFT courseware) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Graphics (e.g., creating and manipulating pictures) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Presentation software (PowerPoint presentations) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Multimedia programs (e.g., DVD) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Macromedia (flash, PDF) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B. Internet skills include:

| | Level of Proficiency | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Never Use | Beginner | Intermediate | Advanced | Expert |
| 1. Receive and send e-mail (with attachments) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Browse the World Wide Web (www) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Create a web page on the World Wide Web (www) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Use search engines (e.g., Google, Yahoo) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Upload/download files to/from the internet | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Participate in on-line chat rooms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Instant messaging (Messenger, Skype, Facebook) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Participate in on-line Forums | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

PART FOUR: PERCEPTIONS OF THE INTERNET

INSTRUCTIONS: Please check (✓) in the box that best describes your level of agreement with each of the following statements:

| | Strongly Disagree | | | | | Strongly Agree | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------|--|
| | 1 | 2 | 3 | 4 | 5 | | |
| | ▼ | ▼ | ▼ | ▼ | ▼ | | |
| 1. Use of the internet increases my social prestige. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 2. Use of the internet increases my job performance. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 3. Use of the internet increases my access to information. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 4. The internet is easy to use. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 5. My job provides opportunities for me learn about the internet. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 6. My job provides opportunities for me teach about the internet. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 7. A large number of my colleagues currently use the Internet. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 8. The Internet has the potential to enhance EFL instruction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 9. EFL teachers should be educated/trained to use the Internet in instruction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 10. Using the internet saves time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 11. The Internet offers opportunities for new teaching techniques. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 12. Internet can make learning English easier. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 13. Internet can be used to teach pronunciation and speaking. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 14. Internet can be used to teach grammar. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 15. Internet can be used to teach reading. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 16. Internet can be used to teach writing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 17. Class time is not enough to include internet use. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 18. Internet use increases my students' motivation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 19. I like to know about resources available on the internet for EFL instruction. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 20. Using the internet offers me access to Professional course materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 21. I will use the internet in my teaching in the future. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 22. Using the internet makes teaching more interesting. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |
| 23. Using the internet in teaching fits my personal preferences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

PART FIVE: DEMOGRAPHIC INFORMATION

INSTRUCTION: Please answer all of the following questions by checking ...X... in the appropriate spaces:

0. Gender Female..... Male.....
1. How old are you? 20-29 years..... 30-39 years.....
40-49 years..... 50 years and more.....
2. What is the highest academic degree attained? PhD..... Masters..... Bachelors..... Other, please specify.....
3. How long have you been teaching English? 1-5 year(s)..... 6-10 years..... 11-15 years..... 16 years and more.....
4. How long have you been using computers? One year or less..... 2-5 years..... 6-9 years..... 10 years and more.....
5. How long have you been using the Internet? One year or less..... 2-5 years..... 6-9 years..... 10 years and more.....
6. Do you prefer using old teaching methods (e.g. grammar translation, drills) over new ones (e.g. interactive, communicative, and social activities)? No..... Yes...

APPENDIX 2

INTERVIEW INSTRUMENT

A) Teachers' Use of the Internet and Their Attitudes toward the Use of the Internet for Educational purposes

- 1) Do you have a personal computer and internet connection?
- 2) Do you advocate the use of the internet for educational purposes in English language teaching? Why? Why not?
- 3) Do you use internet for communication with your students or giving and receiving homework?
- 4) Do you use internet for instruction in your lessons?

B) Teachers' Ideas about How to Adapt Internet in to Their Lessons

- 5) How do you think EFL teachers at high Schools can make appropriate adoptions of the internet for language instruction?
- 6) What kind of EFL Activities can be applied via internet?

C) Teachers' Views about the Relationship between Students' Interests in Internet and Their Motivation for Learning English

- 7) What do you think about your students' interests in internet?
- 8) Do you think that your students' motivation in English lessons will increase if you use the internet in your lessons? Why? Why not?

D) Factors Limiting Use of the Internet in EFL Instruction

- 9) Which factors, if any, do you think limit you in using the internet in EFL instruction?

E) Suggestions for removing the factors that limit the use of the internet for instruction.

- 10) What can be done to remove these factors which limit your internet use for educational purposes?

APPENDIX 3

INTERVIEW QUESTIONS IN TURKISH

a) Öğretmenlerin internet kullanımı ve interneti öğretim amaçlı kullanmaya yaklaşımları

- 1) Kendinize ait bilgisayarınız var mı?
- 2) İngilizce öğretiminde internetin“öğretim amaçlı” kullanılması gerektiğini düşünüyor musunuz? Neden?
- 3) Öğrencilerinizle haberleşmede ve ya ödev alış verişinde interneti kullanıyor musunuz?
- 4) İnterneti sınıfta öğretim amaçlı kullanıyor musunuz?

b) Öğretmenlerin interneti derslerine nasıl adapte edebileceklerine dair fikirleri

- 5) Sizce liselerdeki İngilizce öğretmenleri, İngilizce öğretiminde interneti uygun bir şekilde derslerine nasıl adapte edebilirler?
- 6) İngilizce öğretiminde ne tür aktiviteler internet yoluyla uygulanabilir?

c) Öğretmenlerin öğrencilerin internete olan ilgileri ve bu ilgilerinin motivasyonlarına olan etkileri konusundaki fikirleri

- 7) Öğrencilerinizin internete olan ilgileri konusunda ne düşünüyorsunuz?
- 8) İnternet İngilizce öğretiminde kullanılırsa öğrencilerinizin derse olan ilgilerinin ve katılımlarının artacağını düşünüyor musunuz? Neden?

d) İngilizce öğretiminde internetin kullanılmasını sınırlayan faktörler

- 9) İngilizce öğretiminde interneti bir öğretim aracı olarak kullanabilmenizi sınırlayan veya engelleyen faktörler nelerdir?

e) İngilizce öğretiminde internetin kullanılmasını sınırlayan faktörlerin ortadan kaldırılmasına yönelik öneriler

- 10) Bu engel oluşturan yada sınırlayan faktörlerin ortadan kalkması için neler yapılabilir?

APPENDIX 4

LIST OF THE STATE HIGH SCHOOLS IN ESKİSEHIR

ESKİŞEHİR MERKEZE BAĞLI DEVLET LİSELERİ

| No | Kurum Adı | İlçe |
|----|---|------------|
| 1 | 19 Mayıs Anadolu Lisesi | ODUNPAZARI |
| 2 | Ahmet Kanatlı Anadolu Lisesi | ODUNPAZARI |
| 3 | Ali Güven Anadolu Otelcilik ve Turizm Meslek Lisesi | TEPEBAŞI |
| 4 | Anadolu Teknik Lisesi ve Anadolu Mes.Lis. | TEPEBAŞI |
| 5 | Atatürk AT L, AML, TL ve EML | ODUNPAZARI |
| 6 | Atatürk Lisesi | ODUNPAZARI |
| 7 | Atatürk Sağlık Meslek Lisesi | ODUNPAZARI |
| 8 | Cemal Mümtaz Anadolu Öğretmen Lisesi | TEPEBAŞI |
| 9 | Cumhuriyet Lisesi | ODUNPAZARI |
| 10 | Eskişehir Anadolu Güzel Sanatlar Lisesi | TEPEBAŞI |
| 11 | Eskişehir Anadolu Lisesi | TEPEBAŞI |
| 12 | Eskişehir Eti Sosyal Bilimler Lisesi | ODUNPAZARI |
| 13 | Eskişehir Fatih Fen Lisesi | ODUNPAZARI |
| 14 | Eskişehir Sarar Anadolu İmam Hatip Lisesi ve İ.H.L. | ODUNPAZARI |
| 15 | Eskişehir Spor Lisesi | TEPEBAŞI |
| 16 | Eskişehir Ticaret Borsası Lisesi | ODUNPAZARI |
| 17 | Fatih Anadolu Lisesi | ODUNPAZARI |
| 18 | Gazi Mustafa Kemal Anadolu Lisesi | TEPEBAŞI |
| 19 | Habip Edip Törehan Kız Meslek Lisesi | TEPEBAŞI |
| 20 | Hoca Ahmet Yesevi Lisesi | ODUNPAZARI |
| 21 | Kılıçoğlu Anadolu Lisesi | ODUNPAZARI |
| 22 | Kılıçoğlu Lisesi | TEPEBAŞI |
| 23 | Kız Teknik Olgunlaşma Enstitüsü Anadolu KM.KML. | ODUNPAZARI |
| 24 | Mehmetçik Lisesi | TEPEBAŞI |
| 25 | Merkez Gazi Anadolu Meslek Lis.ve Mes.Lis. | ODUNPAZARI |
| 26 | Merkez Kız Meslek Lisesi | ODUNPAZARI |
| 27 | Muzaffer Çil Anadolu Lisesi | TEPEBAŞI |
| 28 | Prof.Dr. Orhan Oğuz Anadolu Lisesi | TEPEBAŞI |
| 29 | Salih Zeki Anadolu Lisesi | ODUNPAZARI |
| 30 | Süleyman Cakir Lisesi | ODUNPAZARI |
| 31 | Tayfur Bayar Lisesi | TEPEBAŞI |
| 32 | Tepebaşı Anad Tek., Anad. Mes., Teknik Lise ve EML | TEPEBAŞI |
| 33 | Tic Mes Lis ve Anadolu Ticaret Mes Lisesi | ODUNPAZARI |
| 34 | TOKİ Savaş Kubaş Anadolu Lisesi | ODUNPAZARI |
| 35 | Turgut Reis Anadolu Teknik Lisesi ve EML | ODUNPAZARI |
| 36 | Türk Telekom Anadolu Teknik Lisesi | ODUNPAZARI |
| 37 | Yılmaz Çetintaş Lisesi | TEPEBAŞI |
| 38 | Yunus Emre A.T.L. AML. T.L. ve End.Mes.Lis | ODUNPAZARI |
| 39 | Yunus Emre Lisesi | ODUNPAZARI |

APPENDIX 5
APPROVAL OF MNE FOR APPLYING THE QUESTIONNAIRE TO EFL
TEACHERS AT HIGH SCHOOLS IN ESKİŞEHİR

T.C.
ESKİŞEHİR VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı :B.08.4.MEM.4.26.00.02.310 ()/
Konu :Araştırma İzni

09.11.2009 19075

VALİLİK MAKAMINA

İlgi : a)Anadolu Üniversitesi Genel Sekreterliği'nin 09.10.2009 tarihli ve B.30.2.ANA.0.70.00.00-500-1042/11974 sayılı yazısı.
b)Millî Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi.

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Yüksek Lisans Programı öğrencisi Ayşe AKÇA SAKLAVCI'nın, "Eskişehir İl Merkezindeki Liselerde Çalışan İngilizce Öğretmenlerinin İnternet Kullanımı" konulu tez çalışması kapsamında, Müdürlüğümüzde bağlı ilimiz merkezindeki ortaöğretim kurumlarında görev yapmakta olan İngilizce öğretmenlerine veri toplama araçlarını uygulama izni talebi incelenmiştir.

Anadolu Üniversitesi Rektörlüğü tarafından kabul edilen ve onaylı bir örneği Müdürlüğümüzde muhafaza edilen veri toplama araçlarının Müdürlüğümüze bağlı ilimiz merkezindeki ortaöğretim kurumlarında görev yapmakta olan İngilizce öğretmenlerine uygulama izni talebi ilgi (b) Yönerge doğrultusunda Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde Olur'larınıza arz ederim.

Kenan TUĞAN
İl Millî Eğitim Müdür V.

OLUR
.../11/2009

Ekrem BALLI
Vali a.
Vali Yardımcısı



Eskişehir İl Millî Eğitim Müdürlüğü
Eğitim-Öğretim Bölümü
Büyükdere Mah. Atatürk Bulvarı
No:247 ESKİŞEHİR

Tel (0222) 239 72 00 - 419
Faks (0222) 239 39 22
egitimogretim26@meb.gov.tr
http://eskisehir.meb.gov.tr