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AN INVESTIGATION ON HIGH SCHOOL ENGLISH TEACHERS' PERCEPTIONS OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING LANGUAGE

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AN INVESTIGATION ON HIGH SCHOOL ENGLISH TEACHERS' PERCEPTIONS OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING LANGUAGE

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ORTAÖĞRETİM KURUMLARINDA GÖREV YAPAN İNGİLİZCE ÖĞRETMENLERİNİN DİL ÖĞRETİMİNDE BİLGİ İLETİŞİM TEKNOLOJİSİ KULLANIM ALGILARININ İNCELENMESİ

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ÖZET

Eğitimde bilgi iletişim teknolojilerinin kullanılması, sınıflarda kullanılan teknolojik aletlerin baş döndürücü bir hızla güncellenmesi nedeniyle araştırmacılar için daima güncel bir konu olmuştur. Milli Eğitim Bakanlığı tarafından Türk devlet okullarındaki teknolojik altyapının iyileştirilmesine yönelik en son güncelleme, okul içi eğitim süreçlerine en son teknolojik aletlerin etkili bir şekilde entegrasyonu ile tüm ülkede teknolojik altyapının geliştirilmesi ve eşit imkanlar sağlamayı amaçlayan en büyük teknoloji yatırımlarından biri olan Fatih projesidir. Bu teknolojilerin uygulayıcılarının tutumları ve yeterlilikleri merak konusu olmuş ve ortaöğretim kurumlarında görev yapan İngilizce öğretmenlerinin yabancı dil öğretiminde Bilgi İletişim Teknolojileri (BİT) kullanım algılarını araştırmayı amaçlayan bu çalışma yapılmıştır.

Araştırma 2013/2014 eğitim öğretim yılında Türkiye'nin Kayseri ilinde bulunan Fatih projesinin teknik bileşenlerine sahip resmi ortaöğretim kurumlarında gerçekleştirilmiştir. Çalışma grubu 58'i kadın 46'sı erkek olmak üzere toplamda 104 ortaöğretim İngilizce öğretmeninden oluşmaktadır. Fatih projesinin ilk uygulama basamağı ortaöğretim kurumları olduğu için çalışma grubu olarak ortaöğretim lise öğretmenleri seçilmiştir. Veriler iki araçla toplanmıştır; araştırmacı tarafından geliştirilen Fatih projesinin uygulanmasından önce ve sonra ortaöğretim İngilizce öğretmenlerinin BİT tercihlerinde teknoloji kullanımına ilişkin algılarını araştırmak için geliştirilen bir anket ve yarı yapılandırılmış görüşmeler.

Bu çalışmada elde edilen nicel veriler baştan sona SPSS 20.0 programı ile parametrik olarak işlenmiş ve nitel açık uçlu soru yanıtları içerik analizi ile kodlanmış ve kategorize edilmiştir. Mevcut durumun genel bir resmini çizebilmek için bulguların

sunulmasında yanıtların betimsel istatistikleri ve maddeler arası korelasyonların bağımsız T testi sonuçlarından faydalanılmıştır.

Sonuçlar, orta öğretim İngilizce öğretmenlerinin sınıflarda BIT kullanımına karşı olumlu tutumları ve yeterlilikleri gösterdiğini ve Fatih projesi kapsamında veya dışındaki tüm aşamalarda yabancı dil öğretiminde her türlü BIT aracından istifade ettiklerini göstermiştir. Bu çalışma aynı zamanda BIT araçlarının teknik özelliklerinden ve hizmet içi eğitimin yetersizliğinden kaynaklanan başlıca sorunları ortaya çıkarmıştır.

Bu çalışmanın hem öğretmenlere hem de eğitim politikası belirleyicilerine mutlaka katkı sağlayacağı beklenmektedir.

Anahtar Sözcükler: Bilgi ve iletişim teknolojileri (BİT), tutum, yabancı dil öğretimi, ortaöğretim İngilizce öğretmenleri, Fatih Projesi

AN INVESTIGATION ON HIGH SCHOOL ENGLISH TEACHERS' PERCEPTIONS OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING LANGUAGE

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ABSTRACT

The use of Information and Communication Technologies (ICT) in education has always been an up-to-date topic for researchers as the technological devices that are used in classrooms are updated at an unprecedented pace. The latest update in enhancing technological infrastructure at Turkish public schools by the Ministry of National Education was one of the biggest technology investments called the Fatih Project which focuses on providing equal opportunities in the whole country and improves the technological framework at schools by integrating the latest technological tools efficiently into in-school educational processes. The attitudes and competencies of practitioners of these technologies have been an issue of concern and this descriptive study which aims at investigating the perceptions of high school English teachers (HSETs) in using ICT in teaching foreign language was conducted.

The study was carried out in 2013/2014 academic year at public high schools which have the technical components of the Fatih Project in Kayseri, Turkey. The subject group of this study was composed of 58 female and 46 male, totally 104 high school English teachers. Teachers from high schools were chosen as the subject group because the Fatih Project was initiated in high schools as the first implementation phase of the project. Data were gathered via a questionnaire which was developed by the researcher to explore perceptions of HSETs' use of ICT within the ICT preferences before and after the implementation of the Fatih Project.

The quantitative data obtained via the questionnaires in this study were processed from beginning to end via SPSS 20.0 parametrically and the qualitative open-ended item responses were coded and categorized through content analysis. The descriptive statistics of responses and independent T-test results of inter-item correlations are used to present the findings to draw an overall picture of the situation.

The results indicated that HSETs have positive attitudes toward and show competency in the use of ICT in classrooms and utilize all kinds of ICT tools in teaching a foreign language in all of the phases within or without the Fatih Project. This study also revealed the major problems caused by the technical features of ICT tools and insufficiency of in-service training.

It is expected that this study will certainly contribute to both teachers and education policymakers.

Key Words: Information and communication technologies (ICT), attitude, teaching foreign language, high school English teachers, the Fatih Project

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LIST OF ABBREVIATIONS

A : Agree

BBC : British Broadcasting Company

CALL : Computer Assisted Language Learning

CK : Content Knowledge

D : Disagree

EBA : Educational Information Network

EFL : English as a Foreign Language

ELL : English Language and Literature

ELT : English Language Teaching

ESL : English as a Second Language

Fatih : Movement of Enhancing Opportunities and Improving Technology Initiative

ICT : Information and Communication Technologies

IT : Information Technology

IWB : Interactive Whiteboard

K-12 : from Kindergarten to 12^{th} Grade

L2 : Second Language

M : Mean (Statistical)

MoNE : the Ministry of National Education

MS : Microsoft

N : Number

NAD : Neither Agree nor Disagree

OHP : Overhead Projector

OLPC : One Laptop Per Child

PC : Personal Computer

PCK : Pedagogical Content Knowledge

PK : Pedagogical Knowledge

RQ : Research Question

SA : Strongly Agree

SD : Strongly Disagree

SPSS : Statistical Package for Social Sciences

STE : Science Technology Education

TK : Technological Knowledge

TPACK: Techno-Pedagogical Content Knowledge

TPCK : Techno-Pedagogical Content Knowledge

TPD : Teacher Professional Development

TV : Television

CHAPTER 1

INTRODUCTION

1.1. Introduction

In this chapter, initially, the subject matter will be introduced. First, the background of the study will be mentioned. Next, the statement of the problem, aim, and significance of the study will be stated. Lastly, the research questions will be presented.

1.2. Background of the Study

Today's life has been affected by the phenomenon of technology in terms of many aspects. Technological tools are used for daily and commercial purposes by almost every people. There emerges the abbreviation ICT which stands for Information and Communication Technologies. According to Christenson (2010), ICT is related to technologies that supply access to information through telecommunications. It is nearly the same as Information Technology (IT), but ICT has an extra communicational sight. Besides having an important place in life, technology has also a significant role in education. In his study, Crook (1994) urges that "technology can transform learning and teaching across a variety of existing curriculum areas: it is a very general educational resource" (p. 29). In education, the practitioners put great importance on the effectiveness and enjoyment of the teaching process and thus, technology gains day after day more importance in education.

In his study Kaya (2006) states that in education; technology was in use since 4000 BC. Around 3000s BC, the first educational books were written. The scripts were written on clay tablets which are regarded as the first textbooks. Books have become more available and widespread after Gutenberg invented the printing press in 1440. These are the main cornerstones of the written supplements of education. The audio supplements

start with the first radio broadcasting on 2nd of November in 1920 in the United States and within a few years, many countries began broadcasting on the radio. Educational radio broadcasts began in the USA in 1923. In the UK, school radio has been successfully used. According to the data Kaya (2006) asserts, the British Broadcasting Corporation (BBC) has produced school radio programs since 1925, and these programs have been accessed by ninety percent of public schools. Today, as educational material, radio programs are widely used in many countries.

For the visual supplements, television was invented by John Logie Baird in England in 1923 and the first television broadcast began in 1936 in England. With the widespread use of television, educational television programs started to be produced (Kaya, 2006). There is a lot of educational television programs today and there are even some television channels whose timetables are composed of only educational programs.

Multi supplemental aspects such as audio, visual and logical, start with Konrad Erns Otto Zuse's invention of the first computer in 1936. After its invention, computers experienced a fast advancement. Kaya (2006) states that computers are started to be used for educational purposes in the late 1950s. Today we have many CDs, DVDs, software programs and web pages in different educational areas.

The use of technology in the Turkish educational system is synchronized with the use of technology in social life. It was in 1927 that radio broadcasting began in Turkey. According to the study of Akkoyunlu and Imer (1999), Education Center with Radio was founded in 1962 and educational programs for students were prepared by this center.

The first television broadcast in Turkey began on January 31, 1968. It was in the 1970s that the use of television for educational purposes started to be investigated and in 1981, a program called Television (TV) School began broadcasting (Aziz, 1982). Today there are television channels whose timetables are composed of only educational programs in Turkey. The first use of computers in Turkey dates back to 1960. It is stated in the study of Akbaba and Altun (2006) that Turkey's Ministry of National Education (MoNE) first introduced computers to secondary schools in 1984. In the following years, computers became widespread in schools and computer laboratories were established. Afterward, computer use at schools has increased every year.

Today, the first thing that comes to mind is computers when we consider technology in language education. In language teaching, the use of computers started in1960s. Today, almost all schools and educational institutions use computers and other equipment related to computers in teaching languages. The educators in the field of language have developed Computer Assisted Language Learning (CALL). Levy (1997, p.1) defines CALL as "the search for and study of applications on the computer in language teaching and learning" and since then, CALL has been experiencing fast development. A new perspective has been brought to the language teaching and learning process by the computers that are more actively used with CALL.

The biggest revolution in the use of ICT for the Turkish Education System has just been experienced. One of the most outstanding and current investments made by MoNE is the Fatih Project (Movement of Enhancing Opportunities and Improving Technology Initiative) which aims to supply schools with the up-to-date ICT devices as an enormous effort of technology integration into Turkish educational context (Akcaoğlu, Gümüş, Bellibaş, & Boyer, 2014). The project focuses on providing equal opportunities in the whole country and improves the technological framework at schools by integrating the latest technological tools efficiently into in school educational processes (Fatih Project, 2014).

As a result of this epoch-making development in technology, long-established education standards and methods are greatly disputed by the fast-changing learning territory. The new norms of learning territory provide students of today with ever greater access to the Internet at any time anyplace. The competencies and attitudes of the teachers who are the main applicators and administrators of the fast-changing learning territory should come up with the new standards.

Even ICT seems to present all the advantages by itself; it does not play a facilitating role in the process of learning and teaching if it is not implemented in a skillful way. Therefore the necessity of teaching staff education emerges to engage ICT in teaching foreign language process (Chapelle, 2003). ICT should be fitted into instruction by the instructors in order to get successful outputs from teaching and learning a foreign language.

1.3. Statement of the Problem

The given feedbacks about the perceptions of the users of a technological tool, the machine or invention determine the usefulness of it. According to Sayır (2014), students' and teachers' attitudes towards a teaching material or method affect its benefits. (p.16) However, the educational technologies can be used by the students on a great rate; the teachers are the major users of ICT in the classroom and have a predominant effect on assigning the beneficiary of the ICT tools. The actual ICT tools and integrated technology for instruction in the Ministry of National Education (MoNE) public high school classrooms are the products of the Fatih Project. The technical components of the project are Interactive Whiteboards (IWB), tablet PCs for teachers and students, multifunctional printers, broadband cable Internet access, and document cameras. Even though the joint project of the MoNE and the Ministry of Transportation and Communication in which the technical components would be supplied until the end of 2013 had been announced in November 2010, 432.288 of 582.288 (74%) IWBs were installed to the classrooms, 1.437.800 tablet PCs were distributed to teachers and students, 41.996 (100%) multifunctional printers and document cameras were supplied to schools and 3100 of 12414 (24%) schools were functioning broadband cable Internet access by the end of 2018 (Fatih Project, 2019).

As the teachers are the main stakeholders of the ICT in the classroom, the Fatih Project was designed to take the teachers to the in-service programs. 114.308 teachers were taken to local face to face courses titled "the Fatih Project, Use of ICT in Education" (Fatih Project, 2019). The number of the participants taken into the course was so low and this was also another inconsistency as seen in technical components supplement.

In such a large-scale project, academic research studies are needed to get feedback about the perceptions of the main stakeholders for the usefulness of the ICT components of the Fatih Project. This study aims to explore the High School English Teachers' (HSETs') perceptions of using ICTs in language teaching. As it is a descriptive study, a clear and big picture of the recent situation in the classrooms will be drawn and the attitudes and thus perceptions of the English teachers at high schools would provide important evidence for both teachers and education policy-makers.

1.4. Aim of the Study

The biggest revolution in the use of ICT for the Turkish Education System has just been experienced. One of the most outstanding and current investments made by MoNE is the Fatih Project (Movement of Enhancing Opportunities and Improving Technology Initiative) which aims to supply schools with the up-to-date ICT devices as an enormous effort of technology integration into Turkish educational context (Akcaoğlu, Gümüş, Bellibaş, & Boyer, 2014). The project focuses on providing equal opportunities in the whole country and improves the technological framework at schools by integrating the latest technological tools efficiently into in school educational processes (Fatih Project, 2014).

The aim of this study is to determine the perceptions and competencies of HSETs about the use of ICT in the Fatih Project equipped schools, in which the project also equalizes the teachers in terms of ICT use, in the scope of English language teaching and learning. As ICT tools provided by the Fatih Project are being used recently in high schools, the perceptions and attitudes of HSETs towards ICT can be assessed under similar conditions. A clear and big picture of the recent situations of HSETs' ICT perceptions will be drawn in a descriptive way.

1.5. Significance of the Study

The use of ICT in classrooms has been a popular subject for researchers after the schools were equipped with the Fatih Project's technical components. That's why the number of conducted studies on this phenomenon has arisen since 2012. These studies can be grouped as those investigating stakeholders' perceptions of the Fatih Project tools (Dinçer, Şenkal, & Sezgin, 2013), student perceptions (Dündar & Akçayır, 2014; Kırali, 2013; Pamuk, Çakır, Ergun, Yılmaz, & Ayas, 2013; Salman, 2013; Sayır, 2014; Şad & Özhan, 2012), teacher perceptions(Akcaoglu et al., 2014; Banoglu, Madenoglu, Uysal, & Dede, 2014; Çetinkaya & Keser, 2014; Çiftci, Taşkaya, & Alemdar, 2013; Dasdemir, Cengiz, Uzoglu, & Bozdogan, 2012; Gürol, Donmuş, & Arslan, 2012; Koçak, 2013; Kurt, Kuzu, Dursun, Güllüpınar, & Gültekin, 2013; Pamuk et al., 2013; Özdemir & Bozdogan, 2013; Salman, 2013; Sayır, 2014; Türel, 2012), administrator perceptions (Dursun, Kuzu, Kurt, Güllüpınar, & Gültekin, 2013; Karataş & Sözcü, 2013), parent perceptions (Güllüpınar, Kuzu, Dursun, Kurt, & Gültekin, 2013), pre-

service teacher perceptions (Aksu, 2014; Çuhadar, 2014; Ocak, Gökçearslan, & Solmaz, 2014; Uzoglu & Bozdogan, 2012), self-efficacy beliefs (Kocaoğlu, 2013; Yeni-Palabıyık, 2013) of teachers about integrating project tools. Some of the researchers focused partially on any of the technological components (Çetinkaya & Keser, 2014; Dursun et al., 2013; Koçak, 2013; Pamuk et al., 2013; Salman, 2013, Sayır, 2014; Tavacı-Gelir, 2015) or ICT perceptions of teachers from any other disciplines (Akıncı et al., 2012; Banoğlu et al., 2014; Kayaduman, Sırakaya & Seferoğlu, 2011; Yeni-Palabıyık, 2013). There are not so many studies focusing on English Teachers. The studies on English teachers are also based partially on IWB (Koçak, 2013; Sayır, 2014; Pamuk et al., 2013) or tablet PCs (Çetinkaya & Keser, 2014; Dündar & Akçayır, 2014; Tavacı-Gelir, 2015) and also a partial skill such as speaking (Sayır, 2014) or vocabulary teaching (Tavacı-Gelir, 2015).

This study focuses on HSETs' perception of using ICT taking all the ICT based and traditional (non-ICT based) materials into account within the backgrounds and expectations of the participants concerning teaching methods and approaches.

1.6. Research Questions

In this study, considering the fact that ICT tools provided within the Fatih Project are used in public high schools, the competencies and attitudes of HSETs towards ICT need to be assessed. A clear and comprehensive picture of the situation will be drawn descriptively within the following five main research questions. It is aimed to clarify the competencies and attitudes of HSETs throughout the prior ICT use before the implementation of the Fatih Project, the current ICT use within the Fatih Project and their belief on expectations for the following processes.

1. How competent are the HSETs in the use of ICT and what kind of ICT competency procedures experienced by HSETs within or without the Fatih Project?

2. What are the demographic features affecting ICT utilizing in English as a Foreign Language (EFL) classrooms?

3. What kind of ICT tools do the HSETs prefer in EFL classrooms?

4. What are the HSETs' perceptions about the use of ICT materials in EFL classrooms?

5. What are the contributions of the Fatih Project to foreign language teachers and learners in teaching the target language?

1.7. Assumptions and Limitations

The initiative of this study is to examine the perceptions of teachers on the issue of ICT in classrooms. In the study, it is assumed that the participants are able to understand the data collection instrument. As the pilot study was conducted, the clarity of the questions is discussed with the participants and a few ambiguous expressions are redesigned. The participants are assumed to understand the items in the actual questionnaire. The researcher assumes the participants to respond to the items in the data collection instrument sincerely and honestly.

This study was carried out in public high schools which have the technical components of the Fatih Project in Kayseri. The teachers get standard ICT opportunities in classrooms. The data for this study were collected during the 2013/2014 academic year. In addition, the study conducted to the participants were randomly selected and the conduction dates of the data collection tools is a part of a fast-changing process, it ignores the changes of the English teachers' use of ICT in time, and the study also does not take the personal differences into account.

One more limitation can be assumed as that, the study was conducted through limited types of data collection procedures; 45 closed items and an open-ended item in a questionnaire. Other types of means may be used extra to prove the data and get much more specific and reliable feedback.

1.8. Conclusion

In this chapter, initially, the subject matter was introduced. First, the background of the study, the development of technology in parallel with the development of ICT in the classroom, was mentioned. Then, the statement of the problem, aim, and significance of the study were stated. Next, the assumptions and limitations were expressed. Finally, the research questions were presented in this welcoming part of the study.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

In this chapter, early conducted studies on ICT use in education are discussed and the effect of technology on educational practices is arranged. First, the historical development of using technology in the classroom is discussed. Then, ICT in language teaching, in particular, is presented. Next, research on the beliefs of teachers towards ICT is handled with by clarifying the ICT implementation of teachers' language teaching practices. Lastly, the chapter focuses on teacher perceptions of ICT use in Foreign Language Teaching in various countries.

2.2. Definition of Technology

The word "technology" is defined in Meriam Webster Dictionary as:

> *"plural* technologies
>
> *1a* : the practical application of knowledge especially in a particular area: ENGINEERING 2 *medical technology b*: a capability given by the practical application of knowledge *a car's fuel-saving technology*
>
> *2*: a manner of accomplishing a task especially using technical processes, methods, or knowledge of *new technologies for information storage*
>
> *3*: the specialized aspects of a particular field of endeavor *educational technology."*

According to the basic definition given above the word, technology is integrated with practicality in all definitions for different areas. Aim of using technology in a field means to be practical.

Students of now often called digital natives or the Net Generation, grow up with technology. They are all born after 2000 and so on. That's why they have never lived without the Internet. Their whole life has been spent by using the Internet, cell phones,

computers, tablet PCs and so on. Technology is an integral part of their life. In contrary to the students, teachers, especially the teachers working at the city centers are older due to their service points, are the digital non-natives that many of them could manage to use the digital world native like even they had no idea about technology when they were students.

2.3. Historical Development of ICT in the Classroom

It was the second quarter of the 1990s that MoNE started to put great importance on the integration of educational technologies into schools (Akkoyunlu, 2009). Because of the crucial importance of technology integration, MoNE has initiated many attempts to apply ICT in the Turkish educational system (Özdemir & Kılıç, 2007). In order for MoNE to accomplish these attempts, it is of significant importance to support these attempts with a variety of research dealing with the determinant elements at the beginning of the process of integrating ICT in Turkish educational framework (Toprakcı, 2006). Accordingly, there have been abundant studies examining factors which affect ICT applications at public schools in Turkey. The factors affecting the implementation of technology in international studies also coincided with the analysis of studies conducted in the Turkish setting.

A comprehensive study was conducted with a large number of participant teachers and principals from every degree of schools from various areas by the researcher Toprakci (2006). In his study, he lined up the difficulties experienced within technology application as financial limitations; lack of technical support sources of in-service ICT trainings for the school staff lack of educational software programs, the limited number of ICT devices to be used, a very outdated and slow system related to ICT, concerns and attitudes of the city directorates of the MoNE, teachers and principals' educational expertise and the resistance of being open to new ideas, also their eagerness and motivation by means of importance in a descending order.

In his study, Toprakci (2006) asserted that the attempts of MoNE to integrate technology into the Turkish Educational System are not to be expected to be successful without taking these impediments into account. Relating to the obstacles in the course of successful technology integration, it was revealed that the insufficient features of computers in classes, the poverty of in-service training and the low percentage of

compatibility between syllabus and the using ICT conditions brought the outcome of anxiety of teachers about using ICT in classes (Çağıltay & Çakıroğlu 2001). In his study, Gülbahar (2007) thoroughly examined the facts related to ICT use in a private kindergarten to 12th grade (K-12) school in Turkey. In this quantitative study, 105 teachers, 25 administrative staff, and 376 students' processed data led her to suggest using cutting-edge resources, supplying equity of connection to resources by principals, teachers and students, the support services arrangements and reward systems and the integration of technology into the curriculum during technology implementation. Semi-structured interview supported results indicated that even administrator staff and teachers felt adequate in using ICT available; they also expressed the lack of guidance that would lead them to a sufficient integration. However, the students expressed that they do not handle ICT sufficiently in their classes. At the end of the study, it is clarified how needed data were gathered and processed results were used to build suggestions to draw an ICT implementation plan for a school.

In another study, the problems met through effective IWB use, as it was one of the currently used ICT tools, were examined by Somyürek, Atasoy, and Özdemir (2009). In their evaluative case study, a comparison between previous ICT integration attempts and the current smart board investments in all degrees of education were aimed with consideration of problems that hinder the effective use of IWBs. The quantitative data were collected via questionnaires, the qualitative side was of teacher and pupil semi-structured interviews and tagging of documents from participants through various Turkish schools in all degrees. They concluded that "when the needs for in-service training, digital education materials, support, maintenance, and administration are not addressed, educational ICT is unlikely to deliver the expected results" as similar to previous ICT integration attempts.

As expressed by the teachers in Somyürek, Atasoy, and Özdemir (2009), because of the insufficient digital educational materials' quantity and quality, they were not capable of using IWBs efficiently in their lessons. These teachers expressed that they had to find the necessary materials by themselves because neither MoNE nor their school made no support in this respect. In the study by Göktaş, Yıldırım, and Yıldırım (2009), it is aimed to investigate the major barriers and possible facilitators for integrating ICT into pre-service teacher education programs. The data were collected through questionnaires

from 53 deans of education faculties, 111 teacher trainers, and 1.330 prospective teachers and additionally six interviews were held out with teacher trainers and six prospective teachers. They came up with the similar conclusions with the previous attempts; the lack of in-service training and resources were revealed as the main difficulties to ICT implication, which could be contributed possible through the preparation of a technology plan across Science Technology Education (STE). In connection with the facts that affect elementary school teachers' technology adaptation process, in an enormous number of participated with 1080 classroom teachers Karaca's (2011) quantitative study, technological competence was revealed as the most important fact determining their ICT use among other factors such as "principal support, computer use in years, colleague support and teachers' attitude and belief towards using technology".

A study was conducted by Beemt and Isabelle (2016) aimed to contribute to teacher professional development (TPD) on ICT by exploring socio-cultural factors such as places, activities and so on, which constitute teachers' learning ecology, the whole contexts that provided opportunities for learning. The data was collected via biographical interviews qualitatively. The results show that teachers are grouped as ICT minded and non-ICT minded analyzing a person's learning ecology entails investigating the start and development of teachers' ICT use, related beliefs and attitudes, and relevant others influencing this development.

2.3.1. The Fatih Project

One of the greatest and recent investments made by MoNE is the Fatih project which aims to provide ICT supply to all public schools with the up-to-date technological tools as an enormous effort of technology integration towards Turkish educational context (Akcaoğlu, Gümüş, Bellibaş, & Boyer, 2014). The project aims to provide equal opportunities in education and enhance the technological framework at schools by integrating ICT efficiently into school processes throughout every school of the country (Fatih Project, 2014). The reality of ICT is one of the most prominent aims of the Turkish education system and accordingly, the improvement of technical infrastructure at schools is planned, teachers and students are educated to use ICT successfully and a new syllabus including ICT factors is developed (Bilici, Akdur, Yildizbasi, Gunday, &Cicek, 2011). The project has five major components. These are: "(1) The provision

of hardware and software infrastructure (2) The provision and management of e-content (3) Effective use of Information Technology (IT) in curriculum (4) In-service training of teachers (5) Informed, safe, manageable and measurable use of IT (Fatih Project, 2014).” The aims of these components were clarified as in the following by Bilici et al (2011). The scope of the first component is to outfit 40.000 schools and 620.000 classrooms with IT equipment. Increasing the quality of the content of teaching and learning processes is to be the goal of the second component. The third component is to aim at incorporating IT efficiently into learning objectives for all the disciplines in the curriculum. The aim of the teachers’ in-service training is to upskill them to produce and develop e-content and use IT in their classes. The last component is aiming at promoting ICT use at all degrees of schools in teaching processes. The Fatih Project aims to provide every classroom at pre-school, primary and secondary school with an IWB and broadband Internet connection which work compatible with tablet PCs to be provided to teachers and students (Fatih Project, 2014). The Fatih Project also embraces to offer tools such as a multi-function printer, a document camera for each school (Yeni-Palabıyık, 2013).

The estimated duration of the completing of project equipment to be distributed and supplied to schools in five years; the priority ranking of the school types is descending from high schools to pre-schools. In the course of this first five years, it is planned that the hardware and software framework is obtained and distributed; e-content is generated, guiding teacher books are updated, face to face and online in-service training are held and the need for informed, safe, manageable and measurable use of IT and Internet is met (Fatih Project, 2014). Multimedia supported e-contents and interactive e-books are the e-content of the project (Alkan et. al., 2011), and they will be available both online and offline through related ICT tools. (Yeni-Palabıyık, 2013). Two different sources are selected for e-contents: teachers and the other producers will prepare e-content. Face to face and online in-service training will be given to teachers with a view to developing skills to use the ICT tools within the project.

It is obvious that the Fatih Project can be considered as the biggest revolution in the Turkish education system due to its costly budget and innovative nature. On condition that the project fulfills all its goals, it can serve a great contribution to national education (Akıncı, Kurtoğlu, & Seferoğlu, 2012). On the other hand, it is indicated that

the project already has some limitations sourcing back its planning periods. The stakeholders, at first teachers and administrators, who are supposed to use these ICT tools are the main element for the success of the project, were not included and this cooperation deficit among collaborators keeps a potential controversy to the integration and use of new ICT efficiently by these stakeholders.

2.3.1.1. Studies on the Fatih Project

Most of the studies on this biggest revolution in the history of MoNE, the Fatih Project focused on the perceptions and attitudes of the stakeholders (Dinçer, Şenkal, & Sezgin, 2013). These studies can be divided into groups with regard to their aims and participants as those investigating teacher perceptions (Akcaoglu et al., 2014; Banoglu, Madenoglu, Uysal, & Dede, 2014; Çetinkaya & Keser, 2014; Çiftci, Taşkaya, & Alemdar, 2013; Dasdemir, Cengiz, Uzoglu, & Bozdogan, 2012; Gürol, Donmuş, & Arslan, 2012; Koçak, 2013; Kurt, Kuzu, Dursun, Güllüpınar, & Gültekin, 2013; Pamuk et al., 2013; Özdemir & Bozdogan, 2013; Salman, 2013; Sayır, 2014; Türel, 2012), investigating administrator perceptions (Dursun, Kuzu, Kurt, Güllüpınar, & Gültekin, 2013; Karataş & Sözcü, 2013), investigating parent perceptions (Güllüpınar, Kuzu, Dursun, Kurt, & Gültekin, 2013), investigating pre-service teacher perceptions (Aksu, 2014; Çuhadar, 2014; Ocak, Gökçearslan, & Solmaz, 2014; Uzoglu & Bozdogan, 2012), investigating self-efficacy beliefs of teachers about ICT components within the project (Kocaoğlu, 2013; Yeni-Palabıyık, 2013), investigating student perceptions of the Fatih Project tools (Dündar & Akçayır, 2014; Kırali, 2013; Pamuk, Çakır, Ergun, Yılmaz, & Ayas, 2013; Salman, 2013; Sayır, 2014; Şad & Özhan, 2012). The studies mentioned above were examined during this study and it was found out that a vast majority of them were conducted at pilot schools where the Fatih Project tools were mounted.

Even though the results of different studies on the Fatih Project cannot be generalized to all schools because the potential differences from school to school and from city to city, the practice of the project drastically changes, the studies mentioned above have some common subjects and results about the significance and scope of the projects as positive and negative ways as discussed below (Dursun et al 2013). According to students the Fatih Project tools were positive (Dündar & Akçayır, 2014; Kırali, 2013; Koçak, 2013; Pamuk et al., 2013; Salman, 2013; Sayır, 2014; Şad & Özhan, 2012). Kırali's (2013)

study investigated the perceptions of students about the distribution and use of tablet PCs at a high school in İstanbul and it was revealed that the students had positive attitudes towards the use of tablet PCs for learning. According to Dündar & Akçayır's (2014) study, the students expressed the usefulness of tablet PCs. Students from eight different public schools in Muş pointed out the benefit of IWBs in EFL instruction, especially at improving their speaking skill (Sayır, 2014). The technical components of the project were likely to increase their motivation and make the practitioners teach more effectively (Salman, 2013; Sayır, 2014). On the other hand, students' anxiety in terms of technical problems is observed (Koçak, 2013; Sayır, 2014) and Internet restrictions (Dündar & Akçayır, 2014) which they experienced while using IWB and tablet PCs. They expressed their expectations about filtration of the Internet and they wanted to have the chance to reach more external sources besides the sources provided as standard in tablet PCs by MoNE. They also indicated that they need the opportunity to transfer data between computers and tablet PCs to use them more efficiently (Dündar & Akçayır, 2014).

Many researches clarified that teachers had positive attitudes towards technical components of the project just like the students (Çiftçi et al., 2013; Koçak, 2013; Sayır, 2014). Many teachers expressed that the enriched content by means of technical components of the project, the visualized materials were more interesting for the students (Akcaoglu et al., 2014; Banoglu et al., 2014; Daşdemir et al., 2012; Pamuk et al.; 2013; Yeni-Palabıyık, 2013). Teachers admitted the advantages of tablet PCs (Dündar & Akçayır, 2014), yet still, they had some concerns with regard to their functions and ergonomics. Akcaoğlu et al. (2014) showed that teachers were not satisfied with the restricted "functionality" of tablet PCs which could not connect to the Internet and mainly used for the purposes of reading the pre-loaded e-books and taking notes. The "lack of connectivity" among teacher tablet PCs and IWBs, teacher tablet PCs and student tablet PCs, teacher tablet PCs and IWBs were the experienced limitations and on this condition, teachers admit it would be better if they could use these tools interactively. Due to the lack of connection between teacher and student tablet PCs, teachers could not observe students who used these tools for undesirable activities (e.g., playing games, listening to music, etc.) in the course of a lesson (Çetinkaya & Keser, 2014).

The fact that e-content and interactive teaching materials to be used in tablet PCs was insufficient and difficult to develop new materials in these devices were other substantial obstructions (Çetinkaya & Keser, 2014; Dursun et al., 2013). In parallel with this, the teachers emphasized that they need more materials such as e-contents or other interactive applications for their tablet PCs (Dündar & Akçayır, 2014). It was also observed that tablet PCs did not function properly and it was hard to overcome these technical problems without professional technical support (Çetinkaya & Keser, 2014). In addition to this, the version of the software was deficient and an update for software must be done on tablet PCs as soon as possible. Tablet PCs distribution to students was perceived negatively by many of the teachers.

In their study, Pamuk et al. (2013) indicated that a great number of the teachers did not allow their students to use their tablet PCs in the classroom during lessons. They think that tablet PCs constitute an obstruction to the natural flow of the lesson. In their study, Pamuk et al. (2013) made allowances for the parameters mentioned above and figured out that teachers use the tablet PCs more often than not. Pamuk et al. (2013) analyzed 30 investigations about the feelings and experiences of the teachers in relation to IWBs. He found out that teachers experienced many troubles when they attempted to use IWBs. In the same context, one of the findings of Pamuk et al. (2013) was that teachers who used the IWB more often in class generally resorted to present the slides they had prepared before. According to the investigations of Akcaoğlu (2014), Banoğlu et al. (2014), Pamuk et al. (2013) and Yeni-Palabıyık (2013), IWB possessed a number of problems. Some of the most significant ones were listed as follows: insufficient e-contents or e-materials, lack of interactivity between tablet and IWB, inadequate Internet access at school and outside the school like the tablets and the lack of antivirus programs. Banoğlu et al. (2014) alleged that it was not easy for teachers to find convenient materials for IWBs. According to the study by Akcaoğlu et al. (2014), the teachers were not allowed to use their self-prepared materials, on the contrary, they had to use the materials of the Ministry of National Education portal.

The hardware and software limitations were the other problems mentioned in a variety of researchers. (Türel, 2012; Koçak, 2013; Sayır, 2014; Çetinkaya&Keser, 2014; Gürol et al., 2012) It was asserted in the study of Kurt et al. (2014) that although they provided a one-way communication and forced the students into a passive listener, teachers used

IWBs more frequently and widely than tablet PCs. According to a study by Şad and Özhan (2012), the students' learning was boosted IWBs, however, the elements that helped them to enhance the learning process were also provided by computers and other computer-based technologies enhanced their learning which indicated teachers were not able to use IWB satisfactorily. When those facts mentioned above were taken into account, the teachers primarily use the IWBs only as a projector or computer to show their presentation materials (Pamuk et al., 2013 and Kurt et al., 2013). In their studies, Akıncı et al. (2012), Kayaduman, Sırakaya, and Seferoğlu (2011) underlined the fact that the success of the Fatih Project was assisted by the teachers' roles. In order to carry out the Fatih Project successfully, Kayaduman et al. (2011) suggested that the competencies of the teachers which are related to ICT should be thoroughly investigated. According to the computer teachers at pilot schools in Eskişehir, the teachers did not possess satisfactory technology usage competencies.

Many researchers such as Akcaoğlu et al. (2014), Akıncı et al. (2012), Banoğlu et al. (2014), Sayır (2014), and Yeni-Palabıyık (2013) suggested that in-service training for teachers should always be at hand. Yeni-Palabıyık (2013) on the other hand suggested that in-service training on the Fatih Project generally were not found adequate by the teachers in terms of the qualification of content, practice, guidance, and expertness of the trainers. Having intensive working conditions and less time for in-service training, these teachers found it difficult to learn the Fatih Project tools. With respect to a study by Banoğlu et al. (2014), in-service training was indicated by the teachers as incorporating inconvenient contents in terms of the practicality. Akcaoğlu et al. (2014) stated in the same vein that teachers frequently coincided with technical support without pedagogical and technical assistance. In a study by Kocaoğlu (2013), it was found out at a pilot school of the Fatih Project that the teachers complained about their pre-service teacher education programs they had which they found inadequate to handle technological tools in an effective way.

In their studies, Banoğlu et al. (2014) and Dinçer et al. (2013) found out that the Fatih Project can be complemented only when higher education institutions and MoNE worked together according to the teachers investigated in those studies. As for the pre-service teacher education programs, they should be revised to meet the needs for the tools of the Fatih Project. Pamuk et al. (2013) emphasized that these programs should

turn the customary theoretic technical manner into the practical and pedagogical one. Çiftçi et al. (2013) suggested that teacher education programs should provide prospective teachers with an ICT course that serves the qualifications to use the Fatih Project tools efficiently. Kocaoğlu (2013) implemented a study in Kayseri to 278 teachers at pilot high schools about self-efficacy of the teachers in terms of the classroom integration of the Fatih Project tools. According to the results of the study, the levels of self-efficacy beliefs were just the opposite of age and year of experience. On the other hand, levels of self-efficacy beliefs were found to be parallel to the frequency levels of computer, social media and smartphone usage habits. In the same direction with the issue, 114 Turkish second language (L2) English teachers working at the Fatih Project pilot study high schools in Sakarya were examined in terms of the self-efficacy beliefs about integrating the Fatih Project tools into the classroom (Yeni-Palabıyık, 2013). The researchers observed classroom practices and implemented interviews and questionnaires. It was found out that the teachers had high levels of self-efficacy beliefs for technology integration, but on the contrary, they did not accomplish the integration of the technology in their classroom practices. According to those teachers, they did not have enough alternative materials and e-content to select.

To many researchers such as Dinçer et al. (2013), Salman (2013) and Yeni-Palabıyık (2013), not only did the teachers need in-service training but the students also needed some kind of training programs to learn how to use IWB and tablet PCs effectively. These researchers suggested that the Fatih Project could not be applied successfully without integrating computer technology courses even into the primary school curriculums, because computer competency of the students had also enormous importance. In the study of Dursun et al. (2013), school managers pointed out that, as stated above, students should be taught how to use the Fatih Project tools and how to reach convenient online materials. According to Akcaoğlu et al. (2014) and Bilici et al. (2011), the Fatih Project was mainly planned to help the students become more productive and active during the courses but Akcaoğlu et al. (2014) found out that the Fatih Project tools were used by the teachers by and large. Pedagogical changes needed by the new technology are mainly prevented by the university entrance exams of our school system today which are the hardest challenge for the students to overcome (Akcaoğlu et al., 2014). According to researchers such as Koehler, Mishra, Akcaoglu, and Rosenberg (2013), this challenge can be got through with the following way:

> "Due to the intertwined relationships among technology, pedagogy, and content, teachers face a great number of decisions. These decisions shift with permutations of technology, pedagogy, and subject-matter and classroom context. The diversity of possible responses implies that a teacher should be an active agent and to become designers of their own curriculum (p.4)."

A study was conducted by Güllüpınar et al. (2013) on parents' viewpoint of the Fatih Project at four pilot schools in Ankara, Karaman, Mersin, and Uşak. The research findings unclosed that although they were one of the stakeholders, parents did not know enough about the project, accordingly they are not sure about the benefits of the project for their children. Because of these attitudes of the parents, Güllüpınar et al. (2013), put forth that parents should also involve in the project. In-service training should be given to the parents to make sure that they are computer literate and contribute to the success of the project. In the study, it was suggested that technology should be used as a tool to connect home and school, besides, school materials should be accessible from everywhere for effective cooperation between parents and school.

Dursun et al. (2013) conducted research in order to examine the views of school administrators on the Fatih Project. The study was conducted at five pilot schools in Ankara, Uşak, Karaman, and Mersin. Most of the school administrators expressed their support to the project indicating that the Fatih Project tools made the lessons more attractive and promoted more effective learning for students and thus the project enriched the classroom. On the other hand, they called attention to the need for technical staff to help teachers who had difficulty in using IWB and tablet PCs effectively on account of the insufficient technical support. With the same perspective, a study was conducted by Karataş & Sözcü (2013) in relation to the attitudes of school administrators at five districts in İstanbul towards the Fatih Project. It was revealed in the study that school administrators did not have enough information about the project since they could not benefit from the training seminars and did not feel competent enough to use it effectively for administrative purposes, which pinpointed the need for in-service training that proves to be useful for school administrators. The administrators remarked that they needed technical personnel to use the Fatih Project tools effectively at schools. The stakeholders: teachers, parents, and administrators indicated radiation as

a risk to students' health (Daşdemir et al., 2012; Dursun et al., 2013; Güllüpınar et al., 2013; Özdemir & Bozdoğan, 2014).

The studies on the Fatih Project, for the most part, were conducted at pilot schools of the Fatih Project. As distinct from these studies, Genç and Genç (2013) conducted a study at schools where Fatih Project was not introduced yet. The study was conducted with 184 primary school teachers at schools in Edirne, Bartın, and İstanbul. The study examined the knowledge of these teachers about the project and it was found out that most of the teachers did not have any information and they expressed their insufficient knowledge relied only on TV. With the same aspect, a study by Gürol et al. (2012) with 26 primary school teachers in Elazığ revealed that although their schools have not been introduced with the project, the teachers already had a positive and negative impression.

According to a recent study conducted by Sozen and Coşkun (2017), two major technological components, which are IWB and tablet PC usage related to teachers' perceptions are aimed to be analyzed using gender, branch, school type, and education status variables. The quantitative study was carried out with the data collected from 323 high school teachers via the questionnaires. The results showed that even though there were no significant differences through gender, branch school type and education status of the participants play an active role in the perception of IWB and tablet PC use.

As the technologic components of the Fatih Project were implied to the schools the researchers started to question the e-contents within the project complements. In a qualitative study conducted by Kizilet and Özmen (2017), Educational Information Network (EBA), the established educational e-content provider of the project which had two million registered users in 2017, was aimed to be examined from the perceptions of two academicians and seven authorities about the electronic content of the electronic content of the project offered for English language teaching. The study revealed that e-contents of the project were the most crucial part for academicians. The efforts of MoNE for the e-content were highly appreciable by academicians. Even the previous studies on the contents (e.g. Göktaş et al., 2006) indicated an insufficiency, the outcomes of the study stated adequacy of e-contents for English language teaching.

2.4. The Use of ICT for Educational Purposes

ICT has been a research topic for about a few decades and since the introduction of the ICT, the studies have uncovered that teachers encounter a great number of factors affecting their application of technology in their classrooms. Most factors that are held commonly in literature are; time pressure, insufficiency of materials and resources, lack of trainings and professional support on technical issues, inadequate standards or curricula for technology, teacher attitudes towards technology and feeling confident in its use, technology education backgrounds, technology preferences, use of ICT in schools or school climate, teacher belief in the usefulness of ICT for teaching and peer support.

From a different point of view, the use of ICT can be evaluated as the goal itself or the facilitator for the learning processes. When the use of computers and the Internet for instructional purposes are investigated by the researchers in terms of the desired outcome of a process, there are three main approaches to be taken into account:

1. "Learning about computers and the Internet, in which technological literacy is the end goal;
2. Learning with computers and the Internet, in which the technology facilitates learning across the curriculum; and
3. Learning through computers and the Internet, integrating technological skills development with curriculum applications (Richmond, 2005)."

As for the evaluation of the use of ICT in education, the criteria for the evaluation become another issue to be considered by the researchers. In a study by Tinio (2003), it was suggested that in the evaluation of the overall impact of the use of ICT in education, four broad intertwined issues such as effectiveness, cost, equity, and sustainability must be taken into account.

2.5. ICT in Foreign Language Teaching

ICT has been a wide study field for researchers since the early technological instruments have emerged in Foreign Language Teaching. As the ICT tools develop the number of studies has risen enormously. A study conducted by Stefanova E., Boytchev P, Nikolova N., Kovatcheva E., Sendova E. (2009) proposed that there are countless

studies suggesting that computerized media and a multimedia environment can be beneficial to learning the vocabulary of the target foreign language. Nevertheless, in the studies, primarily vocational or teacher-produced materials have been used. Computer-based materials designed for foreign language learning, which prompt students' writing, has been found out to help vocabulary learning. The online discussion has been suggested as a perfect tool for creating social construction of knowledge.

According to the study conducted by Elia, (2007), ICT plays a considerable role in developing intercultural competence, which is a part of learning a second or foreign language. The key function of ICT is to provide a variety of different approaches as well as learning styles which reinforce the material by giving the chance of multi-format. In effective learning, taking pleasure from the activities is very important. To conclude, captivating learners' interest, increasing personal discovery, generating enthusiasm and the desire to learn thereby give a start to an interest to improve the learners' motivation.

The students enjoy while dealing with ICT and they usually use ICT in order to develop their language skills. The use of ICT takes their attraction because it is challenging and it is also a part of their daily lives. However, when students use ICT in the class the "… undeniable improvement of language skills and strategies related to handling information and the language through which it is conveyed in the stages of searching, analyzing and processing information", (Lanni, 2005), when mixed together along with other skills students, are benefited and gain much more than what was expected. Nevertheless, due to the students' simultaneous, natural and often incidental acquisition of IT skills, that are needed in order to manage hardware and software so that various tasks are completed and problems are solved. In the study conducted by Jarvis (1998), it is believed that by integrating basic IT skills in the EFL classroom, language skills are developed and learners are equipped with technology skills at the same time. The applications of these technology skills go beyond the EFL.

Some of the skills and strategies involved in ICT based language activities are listed in the study conducted by Lanni (2005):

- "Technology skills in the use of hardware and software,
- Navigation skills (search, discrimination, skimming, scanning, evaluation of sources, material, types of texts, style, information),

- Choice of suitable paths inside the hypertext/hypermedia in order to find the desired results,
- Definition of the characteristics of the information (origin, quality, relevance, reliability),
- Use of search engines (planning the search, devising the possible key words, choosing different types of search engines according to the purpose of the search),
- Use of the information according to the pre-determined objectives and tasks,
- Use of the written language as a means of communication (formal/informal) in e-mail and chat exchange as well as blogs,
- Use of the oral language as a means of communication in video conferencing,
- Use of the oral language as a means of communication while discussing reporting, negotiating and mediating inside the class with the teacher and the other students."

In the education area, people admit that ICT is a considerable source for the traditional classrooms when used properly and it can be one of the inseparable components when the matter is the foreign language classroom. In their study, Windeatt, Hardisty, and Eastment (2000) asserted the Internet as the undeniable fact that, in the language classrooms, the Internet was seen as a tool with high potential but the influence largely depends on the way it was used by the teachers and the students. Teaching and learning process in the EFL classrooms had experienced a comprehensive and intensive change since the perspective of the people drastically changed in terms of the Internet and multimedia computers. In the study conducted by Lanni (2005), it was stressed that the Internet provided teachers with tons of sources and enabled them to visualize almost everything and thus more comprehensible for the students. Hereby it creates a ground for a better language learning atmosphere to enable higher quality in understanding and production of the language.

When we take the researchers and studies mentioned above into consideration, it is obvious that ICT has made an undeniable contribution to EFL classrooms in favor of perspectives of both teachers and students and the field of EFL.

2.6. Teacher Attitudes towards the Use of ICT

With its aspect of ensuring equity and enriching the process of learning and teaching, education can get the universally accessible characteristic with the help of the leading role of ICT. ICT can also improve teachers' professional development and can provide more efficient systems of education management, governance, and administration. (UNESCO, 2015)

In order to be appointed as a teacher, according to the National Policy of Turkey, the candidates must be equipped with three areas of knowledge; content knowledge, pedagogical knowledge (pedagogical formation) and general cultural knowledge (MoNE, 2009). According to the study by Koh et al. (2010), the term of content knowledge (the knowledge of subject matter) means how subject matter should be taught. Abbitt (2011a) describes pedagogical knowledge as the knowledge of educational processes or methods of teaching and learning including classroom management, assessment of student learning, planning, etc. General cultural knowledge is the term to represent intellectual knowledge of all the cultural improvements together. Content knowledge and pedagogical knowledge is blended in the lately worldwide studies as Pedagogical Content Knowledge (PCK) (Abbitt, 2011; Koh, Chai & Tsai, 2010; Koehler & Mishra, 2006).

In their study, Koehler, and Mishra (2006), PCK was described as a mixture of content and pedagogy into an understanding of how particular aspects of subject matter are organized, adapted and represented for instruction. As the years passed and education and technology have experienced new changes, this term has transformed into Techno-pedagogical content knowledge (Abbitt, 2011; An & Reigeluth, 2011; Hofer & Harris, 2011; Koehler & Mishra, 2006; Koh, et al., 2010; Wetzel & Marshall, 2011). Then the term Techno-pedagogical content knowledge (TPCK) turned into TPACK in order to pronounce it much easier and also, for effective technology integration, to underline the integrated use of technology, pedagogy, and content knowledge. In the study conducted by Koh, et al. (2010), TPACK was described as not body of knowledge itself; but a composition of technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK) that emerged in the course of teaching. Technology provides with all of this body of knowledge in an integrated manner and thus all the teachers

from different experience and backgrounds can get the chance to provide with equal quality to their classrooms.

In a study conducted by Çakır (2016, p.172), "Mobile technology has an irresistible role in foreign language teaching and attitudes and beliefs towards teaching and learning need to be strictly revised in order to be able to keep up with the technology-friendly learners." Some teachers hesitate about this phenomenon. Their reasons are sometimes fear of change, sometimes lack of time and support, etc. In this vein, Çakır (2016, p.183) states, "Technology, of course, is a phenomenon that cannot and should not be neglected as long as it is used effectively at the right time, in the right proportion. The content and the type of activities need to be chosen meticulously in order to save time and enhance learning." They have the right to some extent to think so because the new digital technology evolves such fast manner that it is not likely to slow down to catch up in the near future. Moreover, the only thing that the teachers must do is not learning how to use the current technology tools; they also have to learn new techniques and skills as current technologies become outdated.

There are many studies presenting the lack of confidence as one of the main impediments for the integration of ICT (Bingimlas, 2009; Schoepp, 2004). The motivation of the teacher is influenced by the frequency of interaction with such tools of technology (Cox, Preston & Cox, 1999). It is still of great importance that the teachers must be able to prepare such activities that enhance collaborative exploration in the classroom environment in terms of e-learning tasks (Kimber, Pillay & Richards, 2007). In the study conducted by Pelgrum (2001), it was stated that teachers did not have sufficient knowledge and skills regarding ICT; and in most countries, teachers did not acquire the adequate facilities to catch up the new technologies. Teachers need to feel as professional users of technology because professional development is a very important issue. The lack of confidence of the teachers turns into fear of failure in using the technology if they are subjected to a new system, they feel they are not enough equipped. This shows that teachers need to be educated in order to keep up with the changing education systems. The use of technology integration in learning and teaching process is not an issue in the teacher training system in Turkey and therefore when the teachers are occupied they do not have any confidence and competence in terms of technology integration.

The use and integration of ICT have been affected by the resistance to change according to many studies (Cox, Preston & Cox, 1999; Bingimlas, 2009; Schoepp, 2004). In her study, Akbaba (2006) urged that, based on the views of computer coordinators, teachers did not show any enthusiasm to use the technology and they are even willing to create their own e-mail accounts which were seen as a must in the use of these technologies. In another study, Schoepp (2004) suggested that even though teachers believed that there was a lot more than enough technology available, they did not express that these tools had a supportive effect in teaching. Cox, Preston, and Cox, (1999) found out that teachers' resistance to change is due to the lack of necessary education to keep up with the changes. The condition is not too different from that of Turkey in most of the developing countries. In order to achieve contemporary developments, all the teachers need to pluck up the courage and believe in themselves.

Mumtaz (2000) investigated the factors affecting technology integration; in his study, he listed those factors as the following:

- "lack of teaching experience with ICT;
- lack of on-site support for teachers using technology;
- lack of help supervising children when using computers;
- lack of ICT specialist teachers to teach students computer skills;
- lack of computer availability;
- lack of time required to successfully integrate technology into the curriculum;
- lack of financial support (p.320)."

According to the study conducted by Mumtaz (2000), teachers' beliefs about teaching via ICT were more critical than the other factors mentioned above in terms of unfavorable effect to technology integration. One of the criteria for technology use is feasibility since "teachers use computers in ways that address their most direct needs, bring them maximal benefits, do not demand excessive time to learn, and do not require them to reorganize their current teaching practices" (Zhao & Frank, 2003, p.821). In their study, Hernández and Ramos (2005) urged that technology was used more frequently by the teachers whose teaching philosophies were more constructive.

In their study, Scheffler and Logan (1999) stated that in order to achieve technology integration effectively, computer competences needed by teachers should be defined

constantly and updated as new technologies emerge. According to the study by Kessler and Plakans (2008), it is of great importance to signalize those competences with the context in which new technology is going to be used inasmuch as it was needed by the teachers who had no problem with the technology use and focus more on contextualizing in the integration of the technology.

In many various English as a second language (ESL) and EFL studies, (i.e. Aydin, 2013; Egbert et al., 2002; Hong, 2009, 2010; Lam, 2000; Meskill et al., 2006; Sumi, 2011; Yunus, 2007) the factors which affect technology use has also been explored. In the study conducted by Moore et al., (1998) it was found out that EFL teachers scarcely use technology for the purpose of teaching culture. In the study of Meskill et al. (2006), it was found out that lack of time to learn about technology and also use it in class and lack of resources were the main impediments to technology integration for ESL teachers. The attitudes of the language teachers towards the importance of technology use in language teaching play a key role in technology integration. In his research, Lam (2010) asserted that teachers are heavily influenced by their personal inclinations towards technology in making decisions about technology usage which shows that one of the first attempts to persuade teachers to use technology is to show them the importance of technology and its potential in learning and teaching language.

In a study conducted by Aydın (2013), 157 Turkish EFL teachers' perceptions about the use of computers in EFL teaching and learning were investigated via a background questionnaire and five scales designed by Papanastasiou and Angeli (2008) for mirroring the case of Turkey from Balıkesir, a town in the Marmara Region. The findings were held in five aspects: Turkish EFL teachers' knowledge of computer software, their personal computer use, their attitudes toward computers, their self-confidence with respect to computer use, and their perceptions of school climate and support, and the categorization arranged in this study was similar to the sections of questionnaire used in this study. The findings of the study briefly revealed that:

> "Turkish EFL teachers have the requisite knowledge to use the Internet, email, word processing and presentation software, and they have positive attitudes toward computer usage, high levels of self-confidence in integrating computers into the teaching and learning process and positive feelings about the school climate and the support offered by the school. On the other hand, they perceived problems in

> their ability to use concept mapping, databases, publishing and multimedia authoring software, webpage authoring software, microworlds/ simulations and modeling software as well as their ability to program languages and integrate computers into the school curriculum and in the school's ability to provide the technical and instructional support, the technical infrastructure, and the requisite ICT coordination in schools (228)."

Fernandez and Colmenero (2016) conducted a case study and found out that teachers have a positive attitude towards ICT in general, and male teachers had more frequent interaction with ICT. When the gender distribution was taken into account, male teachers were found to have more positive attitudes towards ICT than female teachers did. However, there was no difference between the genders in terms of the role of ICT in professional and educational development.

The effect of prior technology education and the role of school climate on in-service teachers' use of computers in their classrooms were investigated by Hong (2009). A survey questionnaire was applied to 200 secondary school teachers who worked at state schools. The results of the study stated that prior technology education contributed significantly to L2 teachers' use of technology in the classroom. Technology use was more frequent when compared to the schools with few teachers equipped with technology education. His statistical analysis also urged that in order for frequent technology use in the classroom, a technology education of 150 hours is absolutely needed. The school climate also contributed to the positive relationship between prior technology education and technology use in the classroom.

In his study, Akcaoğlu (2008) asserted that there was not a clear vision for technology integration and also the technology infrastructure was not sufficient in Turkey. Bayram and Seels (1997) stressed that one of the main obstacles to technology implementation in Turkey was economic limitations. According to Bayram and Seels (1997), Top (2007) and Kılıçkaya (2012), private schools were more technologically equipped than state schools. Accordingly, private school teachers use technology more effectively compared to those teachers at state schools. Top (2007) also stated that private school English teachers used technology more frequently than other English teachers. Private school teachers thought to have more knowledge of technology than teachers at state school did. On the other hand, Akcaoğlu (2008) found out that even private schools did

not have adequate computer infrastructure and therefore teachers of English could not use computers for instructional purposes.

In their study, Gulbahar and Guven (2008, p.37) specified that "teachers must be part of the decision-making process with respect to the implementations of ICT innovations in schools, so that they may commit to the innovation with conviction." ICT implementation attempts should, therefore, put the teachers' attitudes towards technology and their technological competence into the center. The teacher attitude towards technology had been investigated in many studies and all had a common finding that teachers had positive attitudes toward technology. Using computers for teaching and learning was believed to have a positive contribution according to a sample of teachers taken from three different cities in Turkey (Çağıltay, Çakıroğlu et al., 2001). Similarly in primary schools, despite many barriers to technology integration, social studies teachers also had positive attitudes towards the use of ICT in their classes (Gulbahar & Guven, 2008).

Unlike the positive attitudes of the teachers, the technology was used rarely in classes. Seferoğlu, Akbıyık, and Bulut (2008) reported that a considerable amount of elementary school teachers did not use any computer program in their classes. Other elementary school teachers reported that they only use presentation programs such as Microsoft Word. In their study, Çağıltay, Çakıroğlu et al. (2001) urged that teachers used computers only for preparing exam questions, grading, and administrative purposes. The findings of such studies exhibited the importance of in-service training for teachers to integrate technology into their classes, as also suggested by Gülbahar (2007) and Seferoğlu et al. (2008). The focus of the in-service training should be both on the technical and pedagogical aspects (Somyürek, Atasoy & Özdemir 2009). In their study, the teachers reported that they did not use IWBs in their classes because they did not take any technical and pedagogical training. According to Gülbahar (2007), the reward systems should be developed at schools in order to encourage teachers to use technology in their classes besides the in-service training.

In a study conducted by Top (2007), it was stated that an effective technology integration could be possible through a shared technology integration vision adopted by all parties, who should be involved in the whole process of implementation and take

responsibilities such as teachers, consultants, educational technologists and field experts (Gülbahar, 2007). Gülbahar (2007) and Somyürek, Atasoy, and Özdemir (2009) suggested in their studies that during the process of technology integration, a technology plan could be developed at schools and this plan should be revised continuously for effective implementation of technology.

Technology integration into classes by the teachers was found to be affected with a significant amount by the role of administrators in terms of motivation and facilitation. The study conducted by Somyürek, Atasoy, and Özdemir (2009) revealed that teachers mainly complained about the lack of technology support and maintenance which disrupted their technology use in their classes. The administrators generally had positive attitudes towards teachers` use of technological resources in schools (Top, 2007). However, the administrative support did not go beyond verbal approval or encouragement. Many studies on the issue (Akcaoğlu, 2008; Göktaş et al., 2009; Seferoğlu et al., 2008; Semiz, 2011) showed that there is a need for pre-service teacher education programs to provide teachers with the knowledge and skills to integrate technology into the classroom setting, which was to affect their subsequent technology use. In the study by Akcaoğlu (2008), teacher education at the universities only was not enough to enable language teachers to use technology effectively in their classes. Seferoğlu et al. (2008) suggested that elementary school pre-service teachers improve their technological competence via trial and error method. In the study by Göktaş et al. (2009), it was stated that pre-service teachers should take the teacher educators as role models in using ICT in their classes. On the other hand, pre-service teachers enrolled in physical education programs across Turkey reported that faculty members were not good models in integrating technology (Semiz, 2011), which showed that the faculty members also needed professional development activities.

Arkın (2003) investigated the factors affecting Turkish L2 English teachers' attitudes towards online resources. The study revealed that the teachers started to use frequently a certain online supplementary vocabulary teaching resource which was illustrated during an in-service training that showed that in-service training changed teachers' attitudes towards technology positively and encouraged them to use it in their classes. In the same vein, Akcaoğlu (2008) made a survey questionnaire and interview with pre-service and in-service English teachers at private schools. In his study teachers reported that

they were equipped with high levels of technological competence but indeed their use of technology was quite limited in language classes. Similarly, Karakaya (2010) investigated Turkish L2 English teachers' attitudes towards computer technology and how often and how much they make use of technology for instructional purposes. With the help of a questionnaire and interview, he collected extensive data from English teachers at state schools across Turkey. According to the findings of the study, English teachers could not use computer technology effectively for teaching and learning purposes although they had positive attitudes towards computers. He concluded that in-service training was of crucial importance on the effective integration of technology when the findings were taken into consideration. In the study, English language teaching (ELT) teacher education programs were also highlighted as a non-negotiable need.

2.7. ICT in Various Countries

ICT has been seen as a prominent potential to improve the quality of education in developing countries. In this regard, ICT can be thought of as a convenient potential to equalization of opportunity in education. One of the statements of the World Development Report Online (1998) says that "ICTs have a considerable effect to facilitate the acquisition and absorption of knowledge, which offers developing countries revolutionary opportunities to enhance educational systems, improve policy formulation and execution, and widen the range of opportunities for business and the poor." The sense of isolation is one of the tremendous difficulties experienced by people in poor countries. This sense of isolation is expected to be reduced by the new communications technologies and ICT promises to introduce unprecedented ways for accession to knowledge (World Bank, 1998).

Regarding the utilization of ICT by the teachers, Yunus (2007) conducted a study in Malaysia and according to the findings of the study, the teachers did not widely use ICT for the purposes of language teaching and learning. The teachers reported that ICT was a useful tool in language teaching and they had positive attitudes towards its use in language classes, on the other hand, they presented the lack of access to computers, low-quality hardware, lack of technical support and training as the impediments in front of its use. Those factors affecting the use of ICT were also repeated in the study conducted by Kessler and Plakans (2008), who found out that "access to technology",

"continued practice", and "technical support" helped ESL teachers build confidence in using analog and digital audio and video in their classes.

Similarly, in the study by Chen (2012), it was asserted that Taiwanese EFL teachers' level of computer phobia and their computer self-efficacy were affected by access to computers in schools. In accordance with the same issue, 10 graduate students working as second language teachers were interviewed in the study by Lam (2000) and the reasons for these teachers' use and non-use of technology in their classes were listed. According to the findings of the study, the teachers who believed in the benefits of technology use in language teaching were most likely to fall back on technology use. The reasons for using technology were enumerated as "helping their students learn the target language better, such as offering a variety of input and motivating students", while the reasons for preferring not to use technology were proclaimed as "a lack of confidence in the advantages of computer-assisted instruction for students". The impediments to using technology in their classes were listed as lack of resources, professional support, and confidence in computer skills. The results in Sardegna and Yu's (2014) study for ICT perceptions of Taiwanese teachers prove that there are three main factors affecting computer use: limited facilities, time and computer knowledge.

In a study carried out by Alresheed, Leask and Raiker (2015) in Saudi schools, the Saudi Ministry of Higher Education aims to provide most (not all like in the Fatih Project) educational institutions with ICT even though it was perceived by Saudis to promote anti-religious and anti-cultural morality as a result of easy availability of images of women, and discussions of taboo subjects. Teacher training was not well designed and planned. So only 36,4% of the Saudi teachers were taken to any form of ICT training within the project. The results of the study show that religious, cultural and politic issues play a crucial role in integrating ICT to the classrooms.

Kenya is another country that embarks on the policy of ICT investments as a remedy for the continuous dropping of public education quality. Tabira and Otieno (2017) investigated on the same subject to interpret the distinctions in student comprehension and the performance of teachers who exercise ICT tools and who resort to classic teaching methods in the classroom. Their aim was to unearth the effectiveness of low-cost ICT-based program. The study was a comparative study, however, the findings were comprised of complex results and did not provide with clear results. According to

the results, the teachers themselves were found to be competent in the development of suitable and new materials. By the same token, if it is possible to constitute a team of teachers, they can develop or create plenty of low-cost materials which are right in harmony with the curriculum. As soon as the approach and curriculum updates were not held, the integration of ICT would be a failure for Kenya.

Kubato, Yamamoto, and Morioka (2018) conducted a comparative case study in the Philippines. They started the campaign of the Philippine government named One Laptop per Child (OLPC) movement to enhance the ICT opportunities of developing countries with the developed ones. In their comparative case study that is held in two high schools, a rural and an urban high school, they adopted questionnaires and interviews in order to find out how to teach ICT in a school setting and promote ICT in education in developing countries. The results of the study showed that the government policy on the above mentioned OLPC campaign was only of the donation based on old computers from the big companies. The donations were only at the urban schools and there was no interest in rural schools. As the computers were old, the teachers were technologically illiterate, the curriculum was not well developed and used for ICT educational activities so that the participant children of OLPC project were not able to benefit from ICT at all.

2.8. Conclusion

In this chapter, prior studies on ICT use in education were discussed and the effect of technology on educational practices was presented. First, the historical development of using technology in the classroom was discussed. Then, ICT in language teaching, in particular, was presented. Next, research on the attitudes of teachers towards ICT was handled with by clarifying the ICT implementation of teachers' language teaching practices. Lastly, the chapter focused on teacher perceptions of ICT use in Foreign Language Teaching in various countries.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter includes the methodology of the study. The participants, the setting, group size and selection, data collection tool, data collection procedures, data analysis procedures and the pilot study done prior to the actual study is explained in details.

3.2. Design of the Study

In this study on the investigation on HSETs' perceptions of using ICTs in teaching language, ICT preferences in correlation with their teaching methods were examined at public high schools context. The study took place at public high schools of Kayseri, Turkey. As the Fatih Project began in 2012, Kayseri was one of the pilot cities of the project with two high schools which were Kadir Has Anatolian High School and Kilim Social Sciences Anatolian High School. At the time this study was conducted and the data gathering tool was applied to the subjects in 2013 / 2014 Academic Year, all the subjects' schools were equipped with IWBs, multifunctional printers, tablet computers for both students and teachers, document cameras and broadband cable Internet access within the Fatih Project. At the first year of the project, the subject group was aware and just met with the highest level of technological equipment ever in Turkish educational history.

After the selection of the subject group, the literature was reviewed to find the most suitable tool for collecting the data. As the study was one of the first and comprehensive ones within the updated new ICT materials there was no data collection tool to be employed and assessed. The researcher prepared a questionnaire in line with the hypothesis, literature reviews and content of ICT provided to the teachers. The instrument consisted of five sections and 46 items; (1) Information about the

Participants, (2) ICT Background, (3) ICT in the Classroom, (4) Expectations from the Fatih Project, (5) Material and Method Preferences. The first four sections, composed of 40 items, were designed in closed structure in which the participants were supposed to choose the closest answer to their opinions. The fifth section was of more qualitative data to prove and correlate the previous four sections.

The researcher used his self-generated questionnaire while collecting data. The quantitative data was enough to quantify the problem by itself, however, it was not enough to give a reasonable and reliable idea from the points of the participants' view. The questionnaires administered in this study provided with statistical data to the researcher and the responses to the open-ended item, the data collected via the last and optional parts of the questionnaire paper filled with the ideas of the participants, made it possible for the researcher to evaluate the data more in details.

In order to be sure of the reliability and validity of the instrument a pilot study was conducted to 20 teachers. It was of great importance to motivate the subjects for increasing response rates, therefore, the subjects in both the pilot study and actual study were informed about the aim of the study and the participation was at a good extent. This refers to the idea that "by responding to the survey, the subjects will be compensated in return in a way that meets some of their needs" (Dillman, 2000). After the conduction of the pilot study, the items were reduced to 46 from 50 items as the Cronbach's Alpha was 0.601 in reliability statistics.

The collected quantitative data via the questionnaires were analyzed through the program, Statistical Package for Social Sciences for Windows (SPSS) with the version of 20.0. The collected qualitative data via the open-ended question were analyzed to support the quantitative data through content analysis. According to Ary, Jacobs, and Sorensen (2010), content analysis is a research method applied to written or visual materials for identification of the material. In their study, Mackey and Gass (2005) urged that the schemes for qualitative coding generally emerge from the data rather than being decided on and pre-imposed prior to the data being collected or coded. Therefore, the researcher examined the given answers to the questions related to the context of prior quantitative parts of the questionnaire; coded and categorized them within the re-occurring patterns and themes to reach meaningful conclusions.

3.3. Setting and Participants

3.3.1. Setting

The study took place at high schools in Kayseri, Turkey. The Fatih Project has the planning of ICT settlement step by step from high schools to primary schools; therefore, high school levels were preferred. As one and the major aim of the Fatih Project was to enhance opportunities and make equality between rural and urban schools, no distinction or limitation of the school location is minded by the researcher.

The participants were randomly selected and 75 of them were of urban schools with the percentage of 71.2, 19 of them were of rural-urban schools with the percentage of 18.3 and only nine, 8.27% of them were working at a school located in a rural area of Kayseri, however, only one participant did not express the location of his or her own school. Based on the analyzed data as given in Table 1, most of the participants, more than 70% work at urban schools and the study is conducted mostly under urban conditions.

Table 1. Descriptive statistics of school locations

Variable		Frequency	Percent	Valid Percent
Location of the School	Urban	75	72.1%	72.8%
	Rural-urban	19	18.3%	18.4%
	Rural	9	8.7%	8.7%
	Missing	1	1.0%	
	TOTAL	104	100.0%	100.0%

The staff populations of the schools would also give another idea about the setting that the study was conducted. According to the descriptive studies of the staff sizes of schools; 56 of the schools had 21-50 staff representing 54.4%, 21 of the schools had 1-20 staff representing 20.4%, 17 of the schools had 51-100 staff representing 16.5% and nine schools had 100 and more staff representing 8.7%. As one of the participants did not respond to this item 1% of the staff size was missing. According to the analyzed data given in Table 2, most of the participants (54.4%) worked at 21 to 50 staff populated schools.

Table 2. Descriptive statistics of staff school populations

Variable		Frequency	Percent	Valid Percent
Staff Population of the School	1-20	21	20.2%	20.4%
	21-50	56	53.8%	54.4%
	51-100	17	16.3%	16.5%
	100-more	9	8.7%	8.7%
	Missing	1	1.0%	
	TOTAL	104	100.0%	100.0%

Another clue about the setting of the study was the size of the school in terms of the pupil population. The study was carried out at 40 schools having 501-750 pupils representing 38.8%, at 33 schools having 301-500 pupils representing 32%, at 18 schools having 751-1000 pupils representing 17.5%, at five schools of having 1001 and more pupils representing 4.9%, at five schools of having 151-300 pupils representing 4.9% and at two of the schools of having 1-150 pupils representing 1.9%. As one of the participants did not respond to this item one of the school pupil sizes was missing. Based on the analyzed data given in Table 3, there was not a strict distribution as in the previous two tables there was no dominance or majority of the pupil population feature of the schools. Besides, there was no distinction between the numbers of participants working at the same schools.

Table 3. Descriptive statistics of school pupil populations

Variable		Frequency	Percent	Valid Percent
Pupil Population of the School	1-150	2	1.9%	1.9%
	151-300	5	4.8%	4.9%
	301-500	33	31.7%	32.0%
	501-750	40	38.5%	38.8%
	751-1000	18	17.3%	17.5%
	1001-more	5	4.8%	4.9%
	Missing	1	1.0%	
	TOTAL	104	100.0%	100.0%

3.3.2. Participants

The participants that were used for the current study were English Teachers at public high schools in Kayseri, Turkey. There were a total of 104 participants. All of the participants were Turkish native speakers. The participants according to the gender

distribution were 46 male teachers representing 44.2% and 58 female teachers representing 55.8% of all participants.

Table 4. Descriptive statistics of participants' gender distribution

Variable		Frequency	Percent	Valid Percent
Gender of the Participants	Male	46	44.2%	44.2%
	Female	58	55.8%	55.8%
	TOTAL	104	100.0%	100.0%

The ages of the participants ranged from 20-24 to 45 and more. There were 37 participants who were 30-34 years old representing 35.9%, 26 participants of 35-39 years old representing 25.2%, 24 participants of 25-29 years old representing 23.3%, eight participants of 40-44 years old representing 7.8%, four participants of 20-24 and 45-more years old each representing 3.9% in 2013/2014. As one of the participants did not respond to this item one of the participant age was missing. According to the data analyzed in Table 5, the mean (*M*) age was 30-34 years old. It gave the researcher an idea of a young subject group.

Table 5. Descriptive statistics of participants' age distribution

Variable		Frequency	Percent	Valid Percent
Ages of the Participants	20-24 years old	4	3.8%	3.9%
	25-29 years old	24	23.1%	23.3%
	30-34 years old	37	35.6%	35.9%
	35-39 years old	26	25.0%	25.2%
	40-44 years old	8	7.7%	7.8%
	45-more years old	4	3.8%	3.9%
	Missing	1	1.0%	
	TOTAL	104	100.0%	100.0%

Teaching experiences of the participants were somehow closer to their ages. 44 of the participants had 5-9 years of teaching experience representing 42.7%, 26 of the participants had 10-14 years of teaching experience representing 25.2%, 19 of the participants had 15-19 years of teaching experience representing 18.4%, eight of the participants had 1-4 years of teaching experience representing 7.8%, four of the participants had 25 and more years of teaching experience representing 3.9% and two of participants had 20-24 years of teaching experience representing 1.9% in 2013/2014

academic year. As one participant did not respond to this item we had a missing value. Based on the data analyzed in Table 6, the dominant teaching experience was of 5-9 years.

Table 6. Descriptive statistics of participants' teaching experience

Variables		Frequency	Percent	Valid Percent
Teaching Experience	1-4 years	8	7.7%	7.8%
	5-9 years	44	42.3%	42.7%
	10-14 years	26	25.0%	25.2%
	15-19 years	19	18.3%	18.4%
	20-24 years	2	1.9%	1.9%
	25-more years	4	3.8%	3.9%
	Missing	1	1.0%	
	TOTAL	104	100.0%	100.0%

There are many departments of universities that are accepted as the source of English Teachers by the MoNE. These departments are also crucial for this study to realize the use of ICT and the method preferences in correlation with the graduating department. The participants were asked to write their faculty or department of graduation in an open structure at the 7th item of the first informative part of the questionnaire. The results seen in Table 7 showed that the participants were graduated from only two major source departments. 81 of the participants were graduated from ELT departments of Education Faculties representing 79.4% and 21 of the participants were graduated from English Language and Literature (ELL) departments representing 20.6%. Although two of the participants did not respond to this item, the majority of ELT graduated participants were observed.

Table 7. Descriptive statistics of participants' graduation faculties

Variables		Frequency	Percent	Valid Percent
Faculty of Graduation	ELT	81	77.9%	79.4%
	ELL	21	20.2%	20.6%
	Missing	2	1.9%	
	TOTAL	104	100.0%	100.0%

3.4. Data Collection Tool

As soon as the aim and the focus of the study were identified, it was necessary to consider what kind of data would be used to validate the research and how this could be attained. A questionnaire is a " … survey of different opinions from (generally) a large number of participants who provide anonymous replies. The questions are standardized, i.e. each respondent receives the same number and kind" (Macintyre, 2000). The researcher prepared a questionnaire in accordance with the hypothesis, literature reviews and content of ICT provided to the teachers. The questionnaire was of five sections: (1) Information about the Participants, (2) ICT Background, (3) ICT in the Classroom, (4) Expectations from the Fatih Project, (5) Material and Method Preferences. The questionnaire labeled as ICT Survey was written in English and a brief note was written at the beginning of it addressing the participants to inform about the aim of the study. The size of the survey was in ergonomically designed three standard A4 pages. The questionnaires were used as hard copies, in printed versions. (See Appendix A)

The pilot study helps the researcher by mirroring the process; however, it is completely different from the actual study. Tavacı-Gelir (2015) counts five major aims of the pilot study in her study. These are: "(1) To observe the duration of completing the questionnaire by the participant, (2) to check if the items have no uncertainty or ambiguity in terms of language, (3) to get a constructive feedback from the participants about the concepts and terms used in the tests and in the questionnaire, (4) to get the eliciting items and omitting negatively or positively the same rated items, (5) to do Cronbach's Alpha analysis for the internal consistency of the questionnaire in order to determine whether the items in the questionnaire all reliably measure the same topic" (p.64).

The first version of the instrument consisted of five sections and 50 items before it was conducted to 20 participants in the pilot study. The first four sections, 40 items were designed in closed structure in which the participants were supposed to choose the closest answer to their ideas. The fifth section was of more qualitative data to prove and correlate the previous four sections.

After the pilot study was conducted with 20 participants, the ultimate, actual questionnaire consisted of five sections and 46 items. The first four sections, 40 items were designed in closed structure in which the participants were supposed to choose the closest answer to their ideas. The fifth section was of more qualitative data to prove and correlate the previous four sections. The detailed results and the revisions of the questionnaire were shown in sections.

At first section, information about the participants, in items from number 1 to 7 the participants were asked to give information about their age, gender, experience, school size, etc. This section was of 10 items before the pilot study, but the items of pupil levels, school status (public or private) and a number of computers at the school were taken out of the instrument as the participants were all public secondary school teachers and the Fatih Project had no technological component of computer at school.

The second section of the instrument was ICT Background. In 16 items from number 8 to 23, there were yes/no questions to measure the ICT usage of the participants in his or her daily life like having a personal computer, using office programs, preparing teaching materials, being educated at using ICT, etc. This section was of 18 items before the pilot study, but the items of having an email address, doing online shopping, managing bank accounts by Internet banking and downloading or uploading files were all gathered the same responses from the participants and there was no relevance to use of technology with education. After this mentioned four items were deleted, two new items of having in-service training within the Fatih Project were added to this part of the instrument.

At the following section named ICT in the Classroom, in seven items from number 24 to 30, the Likert scale statements ranging from (1) Never to (5) Always were used to measure the preference of teachers for using technology, the participants' familiarity and accessibility to the technological devices during their lessons. This section was of eight items before the pilot study, but the item related to the use of an Overhead Projector (OHP) is omitted as there was no positive response from the pilot group.

The fourth and the most crucial part was labeled as Expectations from the Fatih Project. In ten items from number 31 to 40, the participants were asked to express their ideas about the project in a Likert scale ranging from (1) Strongly Disagree to (5) Strongly Agree. There was no update in this part after the pilot study.

The last, correlative and qualitative section was Material and Method Preferences. In last six statements of the instrument, the participants were asked to rank six technological components from the most important to the least, tick the methods, approaches, and materials they preferred in teaching EFL in a multiple way. The last part of the instrument, item number 46, was a half-page of free space on paper that the participants can write their additional ideas optionally.

The results of the data analysis from the questionnaire were presented by using tables and charts displaying mean scores (*M*), standard deviations, frequencies, and percentages. After the conduction of the pilot study, the Cronbach's Alpha of the questionnaire was 0.601 in reliability statistics. The Cronbach's Alpha score of the pilot study was reliable but the lowest reliability was observed, therefore the questionnaire has been completely updated as mentioned above and an instrument with high reliability, which has 0.776 Cronbach's Alpha score, was generated.

The closed type questionnaires do not give the participants to express their own authentic ideas, they only let them find the closest one. Therefore, open-ended items in questionnaires give the chance of expressing their own authentic ideas in a direct way. In this study, 16 of 104 participants filled in the half page of the 46th item in the questionnaire. In this optional part of the questionnaire, the participants were supposed and invited to write their own comments about the use of ICT according to their own observation of the development for the technology used in classroom since the early stages of their own education life as a student or the development since they started teaching EFL.

The qualitative data obtained through the open-ended optional part of the questionnaire let the researcher prove and correlate the quantitative data collected via the first four sections of the questionnaire. The written responses of the volunteer participants made the data analysis clearer.

3.5. Data Collection Procedure

The data for this research were collected during the 2013/2014 Academic Year. The pilot study and the actual study instruments were printed out or sent via email to the public HSETs. The participants were informed about the aim and function of the study

in written via the brief note at the beginning of the questionnaire and orally. Besides, an informed consent form was also applied to participants to inform them about the aim and procedure of the study and have their written acceptance to take in this study even the processed data would be presented anonymously. (See Appendix B) Face to face interactions with the colleagues helped the collection of the data. In most of the schools, one of the colleagues was a friend and helped the researcher to take the questionnaires, filled by the colleagues from the same school and bring back. The collected hard copy questionnaires were numbered as the mail questionnaires were printed and then numbered.

3.6. Data Analysis Procedure

The collected quantitative data via the questionnaires were analyzed through the program, SPSS with the version of 20.0. The collected data via the open-ended item conducted to support the quantitative data were analyzed through content analysis.

The study was a basic descriptive study that showed the means, frequencies, percentages of the responses, however, the variables such as age, gender, graduation, experience, etc. which are thought to affect the results in hypothesis to be proved of the survey were considered in inter-item correlations. As the quantitative data were analyzed 35 qualitative responses from 16 participants were taken into consideration in content analysis.

The reliability of the qualitative data in this study was also another fact to be considered. Patton (2001) states that validity and reliability are two factors which any qualitative researcher should be concerned about while designing a study, analysing results and judging the quality of the study. This corresponds to the question that “How can an inquirer persuade his or her audiences that the research findings of an inquiry are worth paying attention to?" (Lincoln & Guba, 1985). To answer to the question, Healy and Perry (2000) assert that the quality of a study in each paradigm should be judged by its own paradigm's terms. For example, while the terms Reliability and Validity are essential criterion for quality in quantitative paradigms, in qualitative paradigms the terms Credibility, Neutrality or Confirmability, Consistency or Dependability and Applicability or Transferability are to be the essential criteria for quality (Lincoln &

Guba, 1985). The quality of the open ended item responses were evaluated according to the five essential criteria mentioned above.

3.7. Conclusion

In this chapter, the methodology of the study is represented. The participants, the setting, group size and selection, the data collection tool, data collection procedures, data analysis procedures, and the pilot study was done prior to the actual study are explained in details. The next chapter will provide information on the results of the data analysis using the mentioned statistical methods.

CHAPTER 4

DATA ANALYSIS

4.1. Introduction

This chapter of the research study presents the analysis of the data and findings gathered from questionnaires. Beginning with the demographic data presentation, the quantitative and qualitative data are presented in tables, figures, and charts. As the study is designed in mixed methods, the findings will be given both qualitative and quantitatively. The quantitative data in this study were processed from beginning to end via SPSS 20.0 and scores of the results are given in SPSS layout. The qualitative data were coded and grouped through content analysis.

4.2. Data Analysis

4.2.1. Quantitative Data Analysis

The quantitative research data were collected via the questionnaires generated by the researcher. The questionnaire consisted of five major sections. The responses of the participants were typed in numerically to the data set of the processor. Moreover, the mean scores of each participant for five sections were obtained by computing the mean scores into a new variable column in the processor. These mean scores allowed the researcher to make a descriptive analysis and inter-item correlations practically.

Before the researcher began processing the data, a One-Sample Kolmogorov Smirnov Test was conducted in order to get an idea of using parametric or non-parametric data analysis methods. The data convenience for normal distribution was checked out and the significance levels of the five sections' mean test scores were higher than .05 ($p >$ .05). As seen in Table 8, test distribution was normal and the parametric test methods

were used to make data analysis in this study. This result let the researcher make data analysis through SPSS 20.0 processor data analyze processes.

Table 8. One-sample Kolmogorov-Smirnov test results

		Mean Demographic	**Mean ICT Background**	**Mean ICT Classroom**	**Mean Fatih**	**Mean Material Method**
N		104	104	104	104	104
Normal Parameters(a,b)		2.2942	.6518	2.9597	3.5474	1.0026
Most Extreme Differences		.46764	.19922	.84782	.71994	.19362
		.108	.187	.092	.096	.157
		.108	.099	.092	.093	.076
		-.065	-.187	-.086	-.096	-.157
Kolmogorov-Smirnov Z		1.098	1.902	.938	.982	1.600
Asymp. Sig. (2-tailed)		**.179**	**.091**	**.343**	**.290**	**.312**

a Test distribution is Normal.
b Calculated from data.

4.2.1.1. Analysis of Demographic Data

This part represents the processed quantitative data of demographic facts. The demographic data about the participants' profile as mentioned in the previous chapter are age, gender, experience, school size, graduation faculty, location of the schools. The processed demographic data collected from the participants via the first part of the questionnaire are presented in Table 9.

Table 9. Demographic data of the participants

Variable	Groups	Frequency	Percentage
Teaching Experience	*1-4 years*	8	7.8%
	5-9 years	44	42.7%
	10-14 years	26	25.2%
	15-19 years	19	18.4%
	20-24 years	2	1.9%
	25 - more years	4	3.9%
	Missing	1	
	TOTAL	104	100.0%
Age of the Participants	*20-24 years*	4	3.9%
	25-29 years	24	23.3%
	30-34 years	37	35.9%
	35-39 years	26	25.2%
	40-44 years	8	7.8%
	45-more years	4	3.9%
	Missing	1	
	TOTAL	104	100.0%
Gender	*Male*	46	44.2%
	Female	58	55.8%
	TOTAL	104	100.0%
Staff Population of the School	*1-20*	21	20.4%
	21-50	56	54.4%
	51-100	17	16.5%
	100 and more	9	8.7%
	Missing	1	
	TOTAL	104	100.0%
Pupil Population of the School	*1-150*	2	1.9%
	151-300	5	4.9%
	301-500	33	32.0%
	501-750	40	38.8%
	751-1000	18	17.5%
	1001 and more	5	4.9%
	Missing	1	
	TOTAL	104	100.0%
Location of the School	*Urban*	75	72.8%
	Rural-urban	19	18.4%
	Rural	9	8.7%
	Missing	1	
	TOTAL	104	100.0%
Department of Graduation	*ELT*	81	79.4%
	ELL	21	20.6%
	Missing	2	
	TOTAL	104	100.0%

The study was carried out with 104 high school English teachers. The teaching experience of the participants would provide the researcher with some valuable data about the subject group.

44 of the participants had 5-9 years of teaching experience representing 42.7%, 26 of the participants had 10-14 years of teaching experience representing 25.2%, 19 of the participants had 15-19 years of teaching experience representing 18.4%, eight of the participants had 1-4 years of teaching experience representing 7.8%, four of the participants had 25 and more years of teaching experience representing 3.9% and two of participants had 20-24 years of teaching experience representing 1.9% in 2013/2014 academic year. One participant did not respond to this item.

According to the data analyzed in Table 9 the dominant teaching experience was of 5-9 years. The majority of the subject group was composed of experienced HSETs. The experience of the participants may lead the researcher to assume them to make comparisons and inferences about ICT use in different periods of their teaching.

The ages of the participants ranged from 20-24 to 45 and more. There were 37 participants who were 30-34 years old representing 35.9%, 26 participants of 35-39 years old representing 25.2%, 24 participants of 25-29 years old representing 23.3%, eight participants of 40-44 years old representing 7.8%, four participants of 20-24 and 45-more years old each representing 3.9% in 2013/2014. As one of the participants did not respond to this item a participant's age was missing. According to the data analyzed in Table 9 the mean age was 30-34 years old and they were naturally coherent with the experiences of the participants. It gave the researcher an idea of a young subject group.

The participants according to the gender distribution were 46 male teachers representing 44.2% and 58 female teachers representing 55.8%. The gender distribution of the participants are nearly equal and this homogenous like aggregation may lead the researcher to make consistent interpretations.

Based on the descriptive data represented in Table 9 about the staff sizes of schools; 56 of the schools had 21-50 staff representing 54.4%, 21 of the schools had 1-20 staff representing 20.4%, 17 of the schools had 51-100 staff representing 16.5% and nine schools had 100 and more staff representing 8.7%. As one of the participants did not respond to this item one participant's school staff size was missing. Most of the participants, more than 50% worked at 21 to 50 staff populated schools. This data gives information about the study was conducted at middle-sized high schools.

Another clue about the setting of the study was the size of the school in terms of the pupil population. The study was carried out at 40 schools having 501-750 pupils representing 38.8%, at 33 schools having 301-500 pupils representing 32.0%, at 18 schools having 751-1000 pupils representing 17.5%, at five schools of having 1001 and more pupils representing 4.9%, at five schools of having 151-300 pupils representing 4.9% and at two of the schools of having 1-150 pupils representing 1.9%. As one of the participants did not respond to this item the school pupil size of one participant was missing. According to the analyzed data given in Table 9, there was neither a strict distribution nor dominance or majority of the pupil population feature of the schools. Besides, there was no distinction between the number of participants working at the same schools.

75 of participants were of urban schools with the percentage of 72.8, 19 of them were of rural-urban schools with the percentage of 18.4 and only nine, 8.7% of them were working at a high school located in a rural area of Kayseri, however, only one participant did not express the location of his or her own school. Even the schools have the same ICT based opportunities, the data shows that most of the participants, more than 70%, work at urban schools and the study is conducted mostly under urban conditions.

The last demographic data from Table 9 to be interpreted is about the graduation of the participants. There are many departments of universities that are accepted as the source of English teachers by the MoNE. The participants were asked to write their faculty or department of graduation in an open structure at the seventh and last item of the first informative part of the questionnaire. The processed data in Table 9 showed that the participants were graduated from only two major source departments. 81 of the participants were graduated from ELT departments of education faculties representing 79.4% and 21 of the participants were graduated from ELL departments representing 20.6%. Although two of the participants did not respond to this item, the majority of ELT graduated participants were observed. This descriptive data about the departments are also crucial for the researcher to realize the use of ICT and the method preferences in correlation with the graduate departments of the participants.

4.2.1.2. Data Analysis of ICT Background

The needed data about the daily ICT experiences of the participants and the responses to ICT background part (items 8-23) of the questionnaire are taken into account to clarify the factual ICT competency and awareness of the participants. In 16 items from number 8 to 23, there were yes/no questions to measure the ICT usage of the participants in his or her daily life like having a personal computer, using office programs, preparing teaching materials, being educated at using ICT, etc.

Table 10. Descriptive statistics of having a PC

Variable	Groups	Frequency	Percentage
	Yes	93	89.4%
Having a PC	*No*	11	10.6%
	TOTAL	104	100.0%

In ICT background part of the questionnaire the participants were asked whether they have a PC at home.93 of the participants responded yes to this question representing 89.4% and 11 of them responded negatively representing 10.6%. A big majority, almost 90%, of the participants have their own PCs at home.

Table 11. Descriptive statistics of having instant Internet access

Variable	Groups	Frequency	Percentage
	Yes	88	86.3%
Having instant	*No*	14	13.7%
Internet access	*Missing*	2	
	TOTAL	104	100.0%

The participants were asked whether they have instant Internet access at home. 88 of the participants responded yes to this question representing 86.3% and 14 of them responded no representing 13.7%, two of the participants did not respond to this item. It can be inferred from the Table 11 that a great deal of the participants have instant Internet access and it can also be interpreted that only five of the participants representing 4.8% have a computer but not instant Internet access when compared with Table 10.

Table 12. Descriptive statistics of personal Internet use preferences

Variable	Groups	Frequency	Percentage
Checking e-mails everyday	*Yes*	68	65.4%
	No	36	34.6%
	TOTAL	104	100.0%
Having a web/blog site	*Yes*	17	16.3%
	No	87	83.7%
	TOTAL	104	100.0%
Having membership on websites	*Yes*	79	76.0%
	No	25	24.0%
	TOTAL	104	100.0%

Personal Internet use related issues of the participants are asked to collect data about their ICT backgrounds such as checking emails daily, having a web/blog site and having membership on websites within yes/no responses.

The 68 participants representing 65.4% check their emails every day, however, 36 participants representing the other 34.6 % do not. Almost two-thirds of the participants check their e-mails daily.

At another clue giving item about the ICT backgrounds of the participants' personal use, the participants were asked whether they a have web/blog site. 17 of the participants representing 16.3% have a web or blog site but 87 participants representing 83.7% of the subject group do not. A majority of participants' not having a web or blog site was observed.

Having membership on websites was another item about the personal ICT background and 79 of the participants representing 76.0% gave positive responses and 25 of the participants representing 24.0% gave negative responses. Almost two-thirds of the participants have membership on websites.

These descriptive analyses stated above would help the researcher make correlations about the demographic facts and personal ICT backgrounds of the participants in the following parts of the study.

The participants were asked for responding chosen four prior ICT acquisition processes with choosing yes or no answers, the frequency and percentages for attendance to ICT proficiency processes are presented in Table 13.

Table 13. Descriptive statistics of licensed ICT use in classroom

Variable	Groups	Frequency	Percentage
Having a certificate of main skills	*Yes*	64	61.5%
	No	40	38.5%
	TOTAL	104	100.0%
Taking computer lessons at university	*Yes*	79	76.0%
	No	25	24.0%
	TOTAL	104	100.0%
The Fatih Project in-service training Step 1	*Yes*	34	32.7%
	Nno	70	62.3%
	TOTAL	104	100.0%
The Fatih Project in-service training Step 2	*Yes*	29	27.9%
	No	75	72.1%
	TOTAL	104	100.0%

The processed data about learning to use ICT processes obtained from four items (13-16) in the questionnaire are presented in Table 13. These are the licensed obstacles of education towards ICT use processes.

The participants were asked whether they have a certificate of operating a computer containing main skills. While 64 of the participants representing 61.5% have a certificate of an operating a computer containing main skills, 40 of them representing 38.5% do not have. The dates of the certificates and curriculum about the learned skills were not asked. As the computer operation certificates can be received from different institutions and companies, the curriculum and duration of the courses may show differences. The results show us that more than three-fifths of the participants have completed a process voluntarily for being an ICT user.

The participants' having taken computer lessons as a part of their undergraduate curriculum result were 79 representing 76.0% positive and 25 representing 24.0% negative. The computer lessons were embedded in the undergraduate curriculums to the departments of universities as the computers were started to be used in the classroom. According to the demographic data presented in Table 9, the number of the participants with the teaching experience less than 15 years which means them to start teaching after the millennium is 78 representing 75% and the number of the participants below ages 35 is 65 representing 62.5%. The number of having taken computer lessons as a part of their undergraduate curriculum participants matches the number of below 35 aged participants and less than 15 years experienced teachers.

The most crucial and updated parts of the ICT learning processes were the in-service training which was held by MoNE in two steps. The first step was of main ICT skills such as an introduction of hardware and the office software programs. The second step was a further step that follows the first one and related to the use of the Fatih Project technical components such as IWB and tablet PCs. The number of teachers taken to local face to face courses in 2 steps was 114.308 by the end of 2018 (Fatih Project, 2019). As there is no detailed report on the disciplines of the participants, the number of HSETs who attended these courses in overall Turkey is unknown.

In this study, the HSETs were asked whether they took first step in-service training for use of ICT within the Fatih Project. While 34 of the participants representing 32.7% have taken the first step in-service training for use of ICT within the Fatih project, 70 of the participants representing 67.3% have not taken.

The HSETs were asked whether they took the second step in-service training for use of ICT within the Fatih Project. While 29 of the participants representing 27.9% have taken the second step in-service training for use of ICT within the Fatih Project, 75 of the participants representing 72.1% have not taken.

As the study was conducted after the implementation of the Fatih Project the number of participants who took the courses is quite low. As concerned the issue that the high school authorities put the other ICT tools such as computers and projectors out of the classrooms after the IWBs are equipped, a great number of HSETs had to experience the IWBs by themselves.

Table 14. Descriptive statistics of practical PC use for educational purposes

Variable	Groups	Frequency	Percentage
Use of MS Word	*Yes*	92	88.5%
	No	12	11.5%
	TOTAL	104	100.0%
Use of MS Powerpoint	*Yes*	88	84.6%
	No	16	15.4%
	TOTAL	104	100.0%
Use of MS Excel	*Yes*	44	42.7%
	No	59	57.3%
	Missing	1	
	TOTAL	104	100.0%
Designing visuals	*Yes*	74	71.8%
	No	29	28.2%
	Missing	1	
	TOTAL	104	100.0%
Exploiting visuals	*Yes*	85	81.7%
	No	19	18.3%
	TOTAL	104	100.0%
Exploiting audios	*Yes*	84	80.8%
	No	20	19.2%
	TOTAL	104	100.0%

The participants are required to respond to six items for clarifying the practical obstacles of using PC for educational purposes. The items were related to four main Microsoft (MS) software programs and two Internet skills concerning exploitation of audio and visuals.

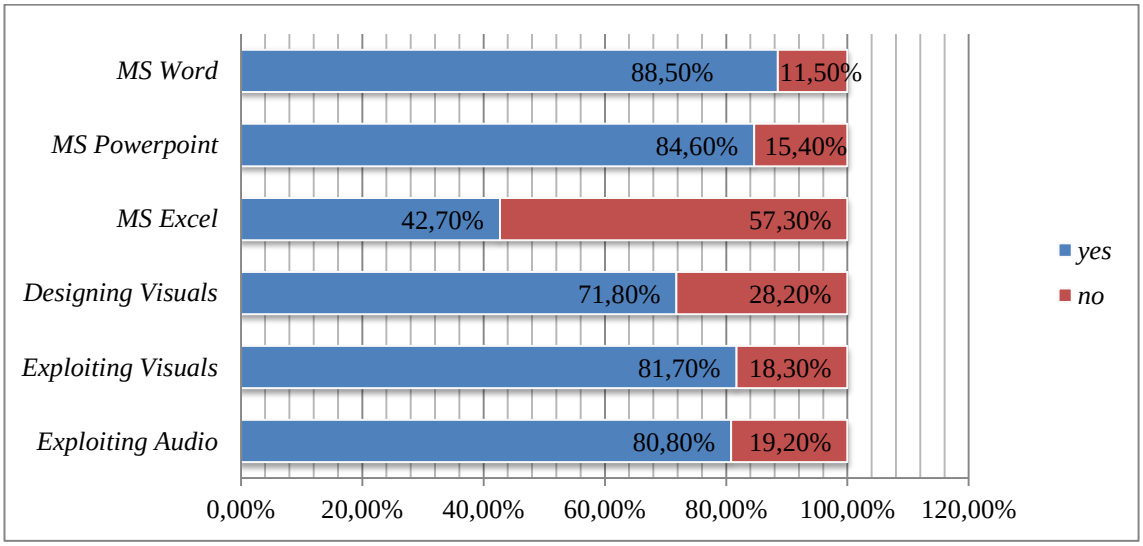


Figure 1. Practical ICT use for educational purposes

First, the participants were asked whether they prepare their exam papers on the computer in MS Word. While 92 of the participants representing 88.5% expressed that they prepare their exam papers on the computer in MS Word, 12 participants representing 11.5% do not. Then, the participants were asked whether they can prepare slide shows, teaching materials using MS Powerpoint. While 88 of the participants representing 84.6% expressed that they can, 16 of the participants representing 15.4% expressed that they cannot. Next, the participants were asked whether they use mathematical formulas in MS Excel. While 44 of the participants representing 42.7% use mathematical formulas in MS Excel, 59 of the participants representing 57.3% do not and one of the participants had no response to this item. After that, the participants were asked whether they are good at designing visual material via computer. While 74 of the participants representing 71.8% were good at designing a visual material via computer, 29 of the participants representing 28.2% were not and one of the participants had no response to this item.

Finally, in two items about using the Internet for exploiting any visual or audio material, the participants were asked to response two items. At first, they were asked whether they know how to exploit any visual materials such as videos or pictures. While 85 of the participants representing 81.7% know how to exploit any visual materials, 29 of the participants representing 28.2% do not and one of the participants had no response to this item. Second, the participants were asked whether they know how to exploit any audio materials such as audio or sounds. While 84 of the participants representing 80.8% know to exploit any audio materials, 20 of the participants representing 19.2% do not.

Table 15. Descriptive statistics of E-content awareness in Educational Information Network (EBA)

Variable	Groups	Frequency	Percentage
Being aware of e-content published in EBA	*Yes*	67	64.4%
	No	37	35.6%
	TOTAL	104	100.0%

The participants were asked whether they are aware of the e-contents published in EBA within the Fatih Project.

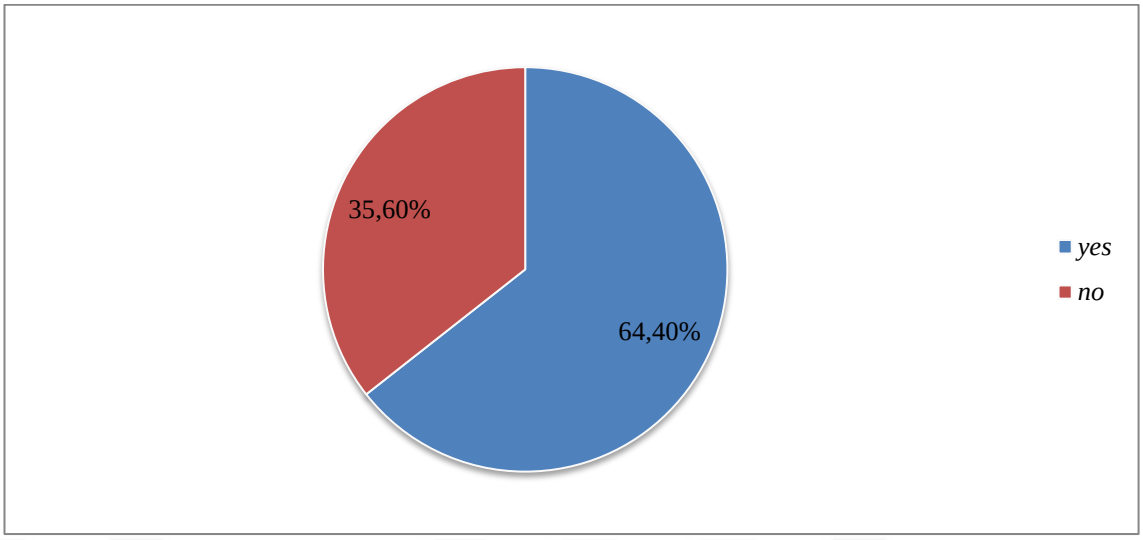


Figure 2. E-content awareness in EBA

Based on the presented data in Figure 2; while 67 participants representing 64.4% were aware, the rest 37 participants representing 35.6% were not. EBA was generated to use e-contents instead of current course books. The amounts of the participants show that almost one-third of the HSETs do not have an idea about the major content source within the project.

4.2.1.3. Data Analysis of ICT in the Classroom

The third part of the questionnaire was labeled as ICT in the classroom. The needed data about the participants' use of ICT in the classroom (items 24-30) of the questionnaire are taken into account to have an idea about the HSETs' ICT based material preferences and how often they take advantages of these materials. In seven items from number 24 to 30 there were statements related with using classroom ICT devices and a Likert scale ranging from (1) Never, (2) Sometimes, (3) Usually, (4) Often and (5) Always were adopted. The descriptive statistics of the responses of the participants were processed and presented in Table 16 as frequencies and percentages.

Table 16. Descriptive statistics of participants' use of ICT in the classroom

Variable	Groups	Frequency	Percentage
Using Computer	*Never*	10	9.6%
	Sometimes	25	24.0%
	Usually	32	30.8%
	Often	25	24.0%
	Always	12	11.5%
	TOTAL	104	100.0%
Using the Projector	*Never*	18	17.3%
	Sometimes	25	24.0%
	Usually	24	23.1%
	Often	29	27.9%
	Always	8	7.7%
	TOTAL	104	100.0%
Using Smart board	*Never*	24	23.1%
	Sometimes	9	8.7%
	Usually	17	16.3%
	Often	30	28.8%
	Always	24	23.1%
	TOTAL	104	100.0%
Having access to the Internet in Classroom	*Never*	20	19.6%
	Sometimes	25	24.5%
	Usually	15	14.7%
	Often	18	17.6%
	Always	24	23.5%
	Missing	2	
	TOTAL	104	100.0%
Using a packed software program	*Never*	37	35.9%
	Sometimes	40	39.2%
	Usually	15	14.7%
	Often	4	3.9%
	Always	6	5.9%
	Missing	2	
	TOTAL	104	100.0%
Preparing own interactive material	*Never*	9	8.7%
	Sometimes	46	44.7%
	Usually	26	25.2%
	Often	18	17.5%
	Always	4	3.9%
	Missing	1	
	TOTAL	104	100.0%
Keeping aside from using any technological devices	*Never*	5	5.0%
	Sometimes	4	4.0%
	Usually	14	13.9%
	Often	45	44.6%
	Always	33	32.7%
	Missing	3	
	TOTAL	104	100.0%

The third part of the quantitative instrument was applied to 104 high school English teachers. The computer as an ICT device preference frequency of the participants would provide the researcher some valuable data about the use of ICT materials that were implemented before the Fatih Project.

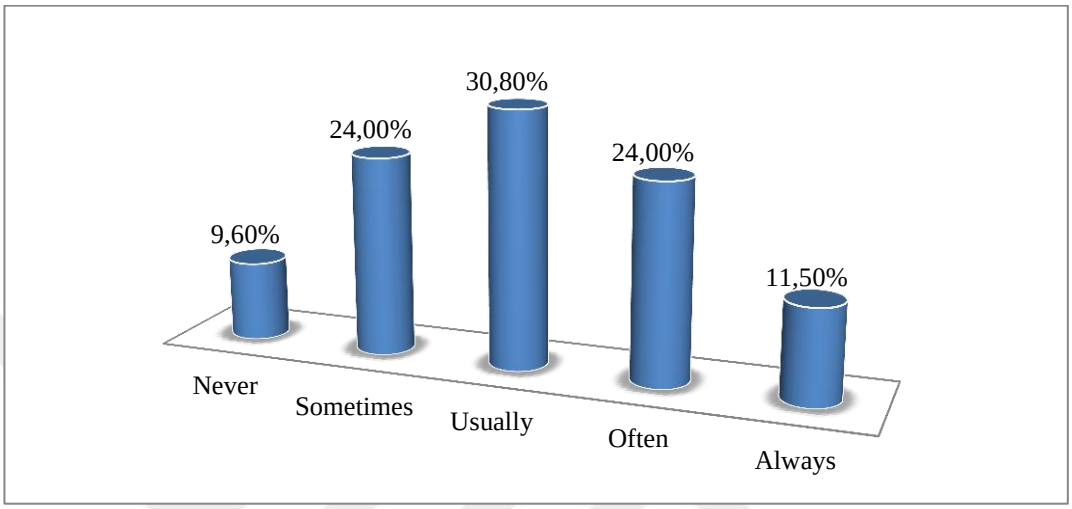


Figure 3. Frequency distribution of using computer

According to the descriptive data presented in Table 16 about the frequency distribution of participants' computer preference; 32 of the participants representing %30.8 responded usually, 25 participants representing 24.0% responded sometimes, 25 other participants representing 24.0% responded often, 12 of the participants representing 11.5% responded always and ten of the participants representing 9.6% responded as never.

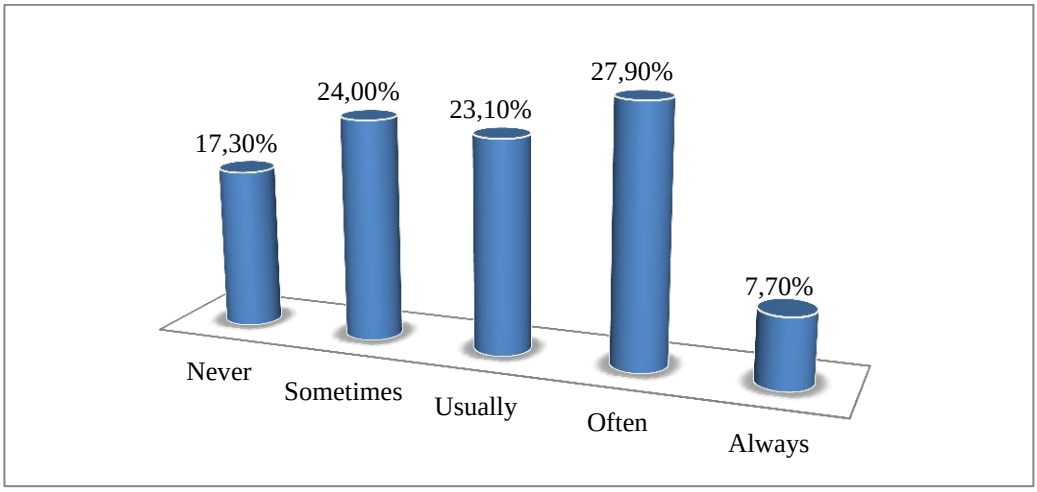


Figure 4. Frequency distribution of using a projector

As also seen in Figure 4, about the frequency distribution of participants' projector preference; 29 of the participants representing %27.9 responded often, 25 participants representing 24.0% responded sometimes, 24 participants representing 23.1% responded usually, 18 of the participants representing 17.3% responded never and eight of the participants representing 7.7% responded as always.

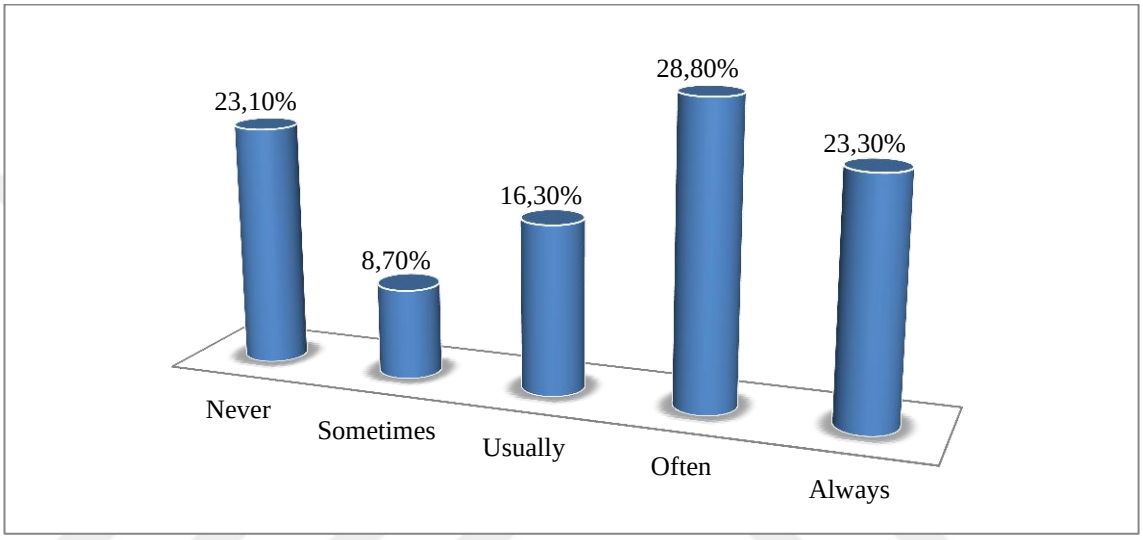


Figure 5. Frequency distribution of using smartboards

The percentages about the frequency distribution of the participants' smart board preferences are shown in Figure 5. While 30 of the participants representing %28.8 responded often, 24 participants representing 23.1% responded never and other 24 participants representing 23.1% responded always in a contrary way. 17 of the participants representing 16.3% responded usually and nine of the participants representing 8.7% responded as sometimes.

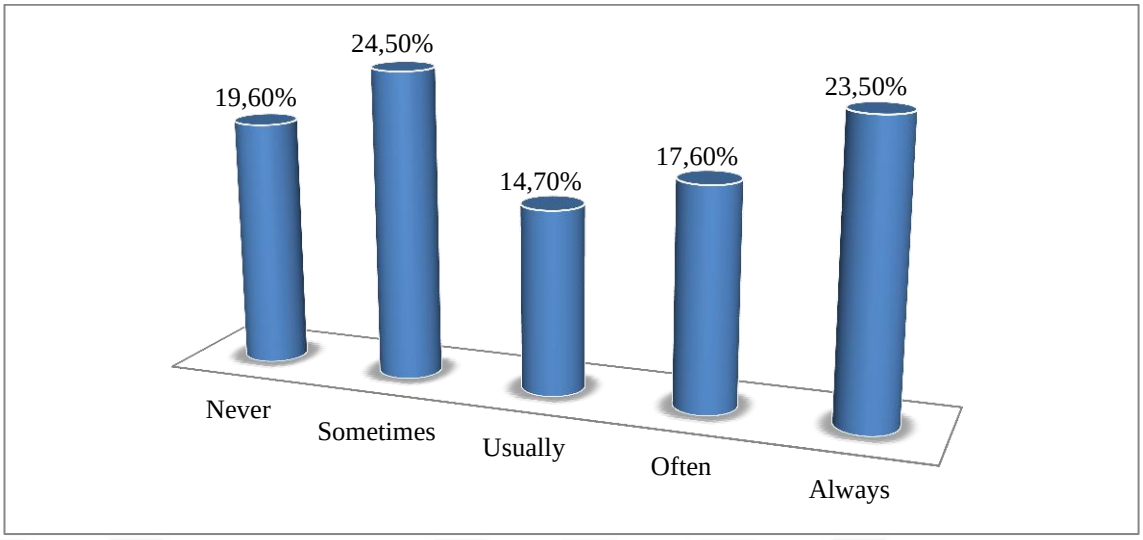


Figure 6. Frequency distribution of having access to the Internet in the classroom

The percentages about the frequency of the participants' having access to the Internet in classroom preferences are shown in Figure 6. While 25 of the participants representing %24.5 responded sometimes, 24 participants representing 23.5% responded always, 20 participants representing 19.6% responded never, 18 of the participants representing 17.6% responded often and 15 of the participants representing 14.7% responded as usually. Two of the participants did not respond to this item.

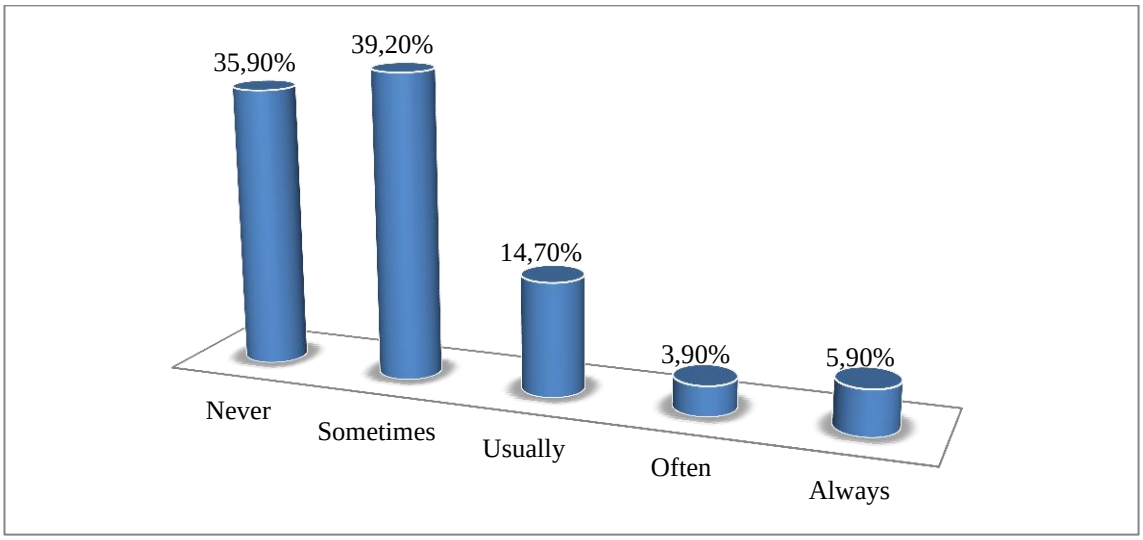


Figure 7. Frequency distribution of using packed software programs

The percentages about the frequency distribution of the participants' using packed software programs preferences are shown in Figure 7. While 40 of the participants representing %39.2 responded sometimes, 37 participants representing 35.9%

responded never, 15 participants representing 14.7% responded usually, six of the participants representing 5.9% responded always and four of the participants representing 3.9% responded as often. Two of the participants did not respond to this item.

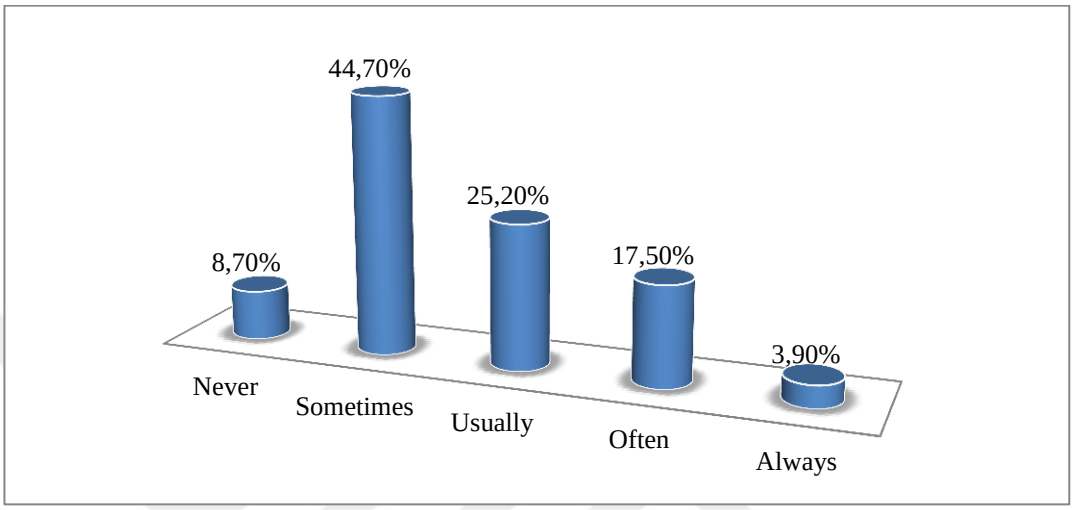


Figure 8. Frequency distribution of preparing own interactive material

The percentages about the frequency distribution of the participants' preparing their own interactive teaching materials are shown in Figure 8. 46 of the participants representing 44.7% responded sometimes, 26 participants representing 25.2% responded usually, 18 participants representing 17.5% responded often, nine of the participants representing 8.7% responded never and four of the participants representing 3.9% responded as always. One of the participants did not respond to this item.

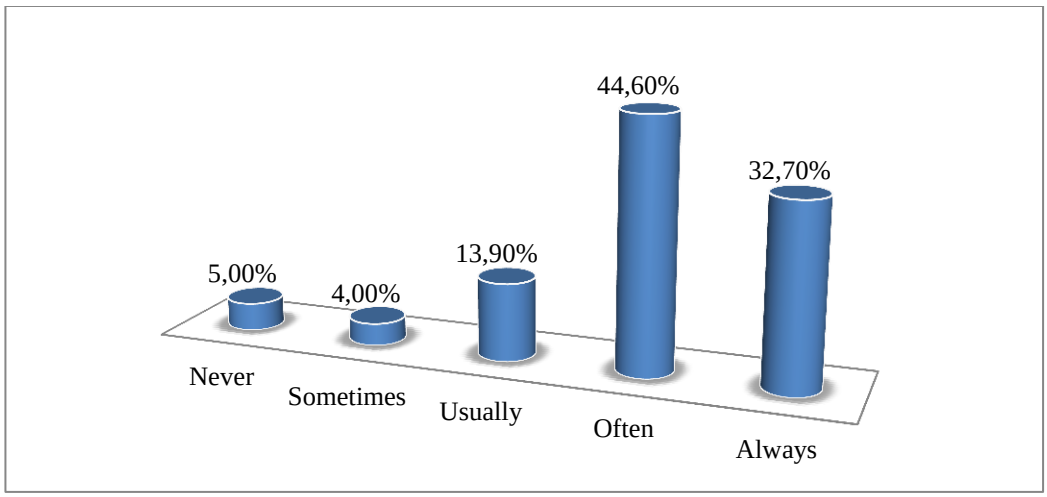


Figure 9. Frequency distribution of keeping aside from ICT tools

The percentages about the frequency distribution of the participants' keeping themselves aside from ICT devices in the classroom are shown in Figure 9. 45 of the participants representing 44.6% responded often, 33 participants representing 32.7% responded always, 14 participants representing 13.9% responded usually, five of the participants representing 5.0% responded never and four of the participants representing 4.0% responded as sometimes. Three of the participants did not respond to this item.

The means of the responses to these items in descending order (Table 17) provides another processed data about the overall thought of the participants and the priority among the variables.

Table 17. Descriptive statistics of ICT preferences in the classroom

Item No	Statement	N	Mean
24	*I use the computer in my classroom.*	104	3.04
27	*I have access to the Internet in my classroom.*	102	3.01
25	*I use the projector in my classroom.*	104	2.85
29	*I prepare my own interactive teaching materials.*	103	2.63
26	*I use a smart board in my classroom.*	104	2.42
30	*I keep aside from using any technological devices during my lessons.*	101	2.04
28	*I use packed software programs during lessons. (Except Dyned)*	102	2.04
	Valid N (listwise)	98	

The descending statistical mean scores of the third section from 24 to 30th items presented in Table 17are useful for the researcher to clarify the ICT habits and preferences of the participants. The highest mean score is observed for the 24th item. Unfortunately, the HSETs' preference for using packed software programs has the lowest mean score in this section.

4.2.1.4. Data Analysis of the Fatih Project Expectations

The fourth part of the questionnaire was labeled as Expectations from the Fatih Project. The needed data about the participants' project expectations (items 31-40) of the questionnaire are taken into account to have an idea about the participants' sight in terms of contribution to the teaching process, the readiness of the whole stakeholders, the future of the project whether it is the biggest revolution or will be a failure. In ten items from number 31 to 40 there were closed structure statements that can be the Fatih Project opinions of the participants and a Likert scale ranging from (1) Strongly

Disagree (SD), (2) Disagree (D), (3) Neither Agree nor Disagree (NAD), (4) Agree (A) and (5) Strongly Agree (SA) were adopted. The descriptive statistics of the responses of the participants were processed and presented in Table 18 as frequencies and percentages.

Table 18. Descriptive statistics of participants' use of ICT in the classroom

Variable	Groups	Frequency	Percentage
Biggest Revolution for the Turkish Education System	*SD*	6	5.8%
	D	7	6.7%
	NAD	29	27.9%
	A	56	53.8%
	SA	6	5.8%
	TOTAL	104	100.0%
Solution to All Educational Problems	*SD*	6	5.8%
	D	17	16.5%
	NAD	26	25.2%
	A	49	47.6%
	SA	5	4.9%
	Missing	1	
	TOTAL	104	100.0%
Readiness Thought about School Administration Staff	*SD*	8	7.8%
	D	19	18.4%
	NAD	19	18.4%
	A	36	35.0%
	SA	21	20.4%
	Missing	1	
	TOTAL	104	100.0%
Readiness Thought about Participants' himself/herself	*SD*	5	4.8%
	D	7	6.7%
	NAD	26	25.0%
	A	36	34.6%
	SA	30	28.8%
	TOTAL	104	100.0%
Readiness Thought about Colleagues	*SD*	7	6.7%
	D	14	13.5%
	NAD	29	27.9%
	A	29	27.9%
	SA	25	24.0%
	TOTAL	104	100.0%
Readiness Thought about Students	*SD*	10	9.6%
	D	11	10.6%
	NAD	26	25.0%
	A	33	31.7%
	SA	24	23.1%
	TOTAL	104	100.0%
Contribution Thought to Participants' Teaching	*SD*	4	3.8%
	D	6	5.8%
	NAD	19	18.3%
	A	45	43.3%
	SA	30	28.8%

	TOTAL	104	100.0%
Contribution Thought to Students' Learning	*SD*	6	5.8%
	D	1	1.0%
	NAD	24	23.1%
	A	49	47.1%
	SA	24	23.1%
	TOTAL	104	100.0%
Thought of Project as a Failure	*SD*	1	1.0%
	D	11	10.7%
	NAD	48	46.6%
	A	30	29.1%
	SA	13	12.6%
	Missing	1	
	TOTAL	104	100.0%
ICT Abilities at Graduation	*SD*	8	7.7%
	D	8	7.7%
	NAD	23	22.1%
	A	57	54.8%
	SA	8	7.7%
	TOTAL	104	100.0%

The fourth part of the quantitative instrument was applied to 104 high school English teachers. As the HSETs are the major stakeholders of the Fatih Project their opinions about the overall project would provide valuable data about their perceptions and beliefs related to the project. In his part horizontal bar charts, figures 10 to 19 were enrolled to see the distribution of the data in closed type Likert tests.

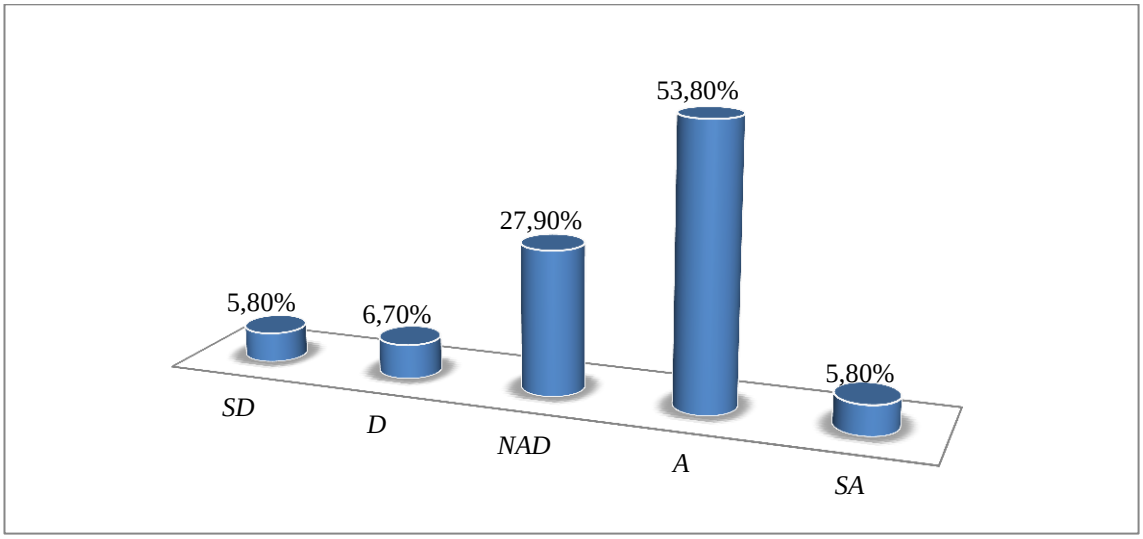


Figure 10. Frequency distribution of "Fatih will be the biggest revolution for the Turkish education system"

In 31st item, the participants were asked to respond their agreement or disagreement levels on statement "I believe this project will be the biggest revolution for Turkish Educational System" and the processed data about the distribution of the participants' response to item 31 is presented in Figure 10. 56 of the participants representing 53.8% strongly agree, 29 participants representing 27.9% neither agree nor disagree, seven participants representing 6.7% disagree, six of the participants representing 5.8% strongly disagree and the same size stands at the contrary edge that six of the participants representing 5.8% strongly agree.

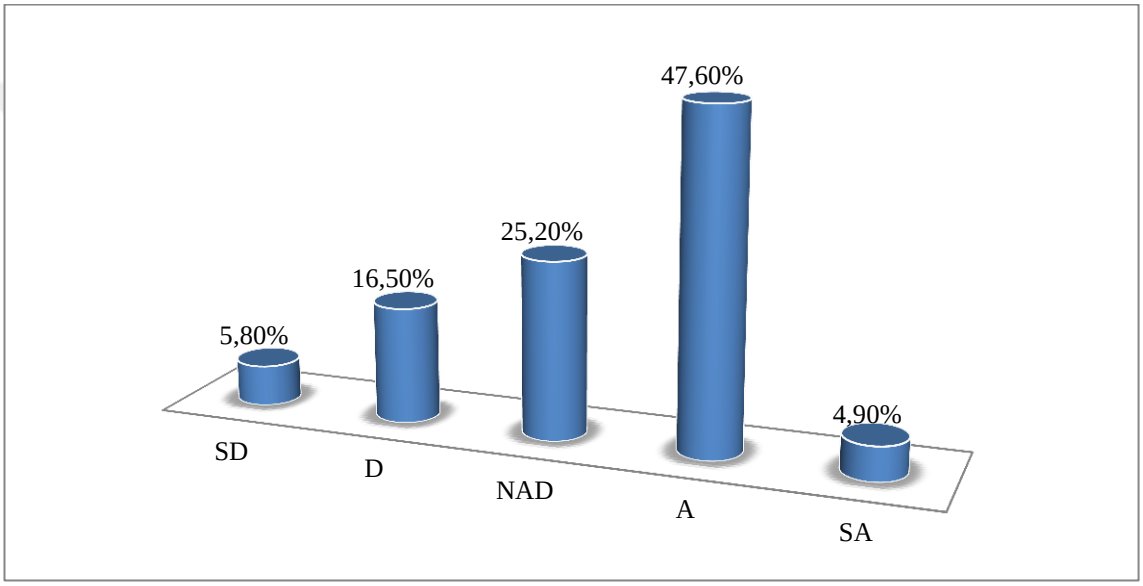


Figure 11. Frequency distribution of "Fatih will be a solution to all educational problems"

In 32nd item the participants were asked to respond their agreement or disagreement levels on statement "This project will lead a solution to all educational problems" and the processed data about the distribution of the participants' response to item 32 is presented in Figure 11. 47 of the participants representing 47.6% agree, 26 participants representing 25.2% neither agree nor disagree, 17 participants representing 16.5% disagree, six of the participants representing 5.8% strongly disagree and five of the participants representing 4.9% strongly agree.

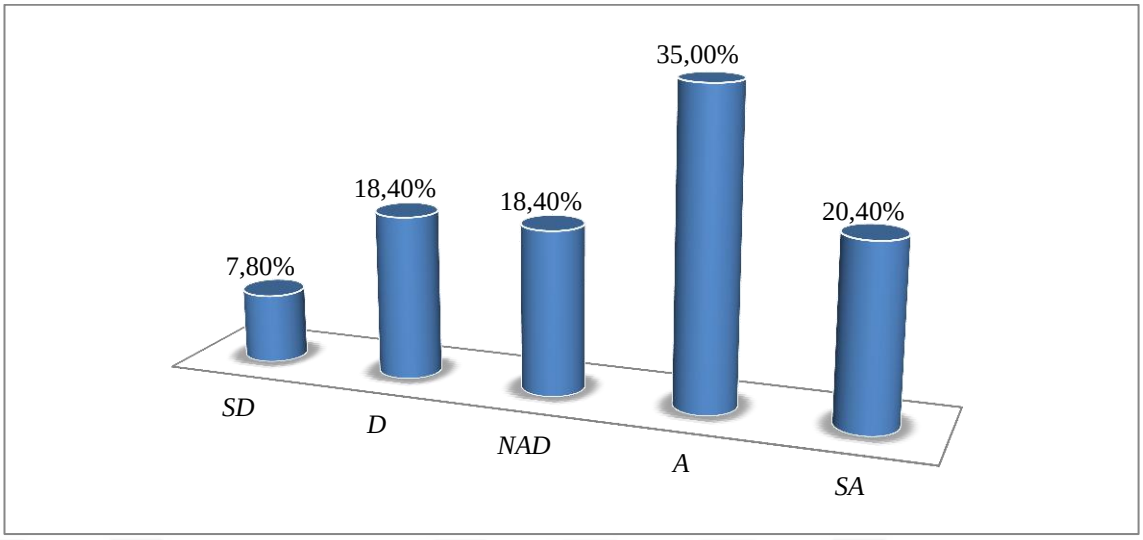


Figure 12. Frequency distribution of readiness thought for school administration

In 33rd item the participants were asked to respond their agreement or disagreement levels on statement "My school administration is ready for such a fast development in usage of ICT" and the processed data about the distribution of the participants' response to item 33 is presented in Figure 12. 36 of the participants representing 35.0% agree, 21 participants representing 20.4% strongly agree, 19 participants representing 18.4% disagree, 19 participants representing 18.4% neither agree nor disagree, eight of the participants representing 7.8% strongly disagree.

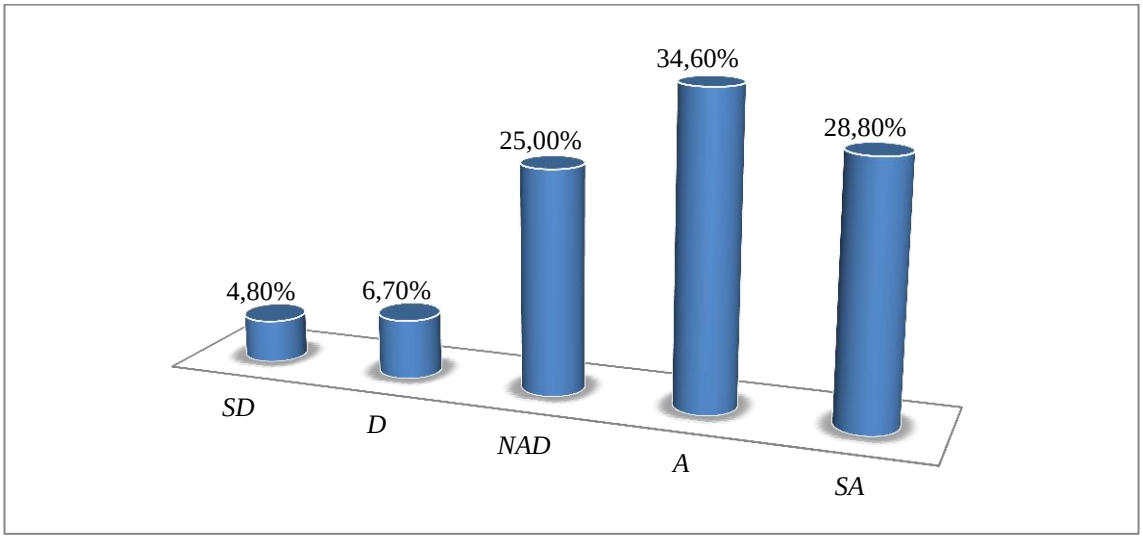


Figure 13. Frequency distribution of readiness thought for participants' himself/herself

In 34th item the participants were asked to respond their agreement or disagreement levels on statement “I am ready for such a fast development in usage of ICT” and the processed data about the distribution of the participants’ response to item 34 is presented in Figure 13. 36 of the participants representing 34.6% agree, 30 participants representing 28.8% strongly agree, 26 participants representing 25.0% neither agree nor disagree, seven participants representing 6.7% disagree, and five of the participants representing 4.8% strongly disagree.

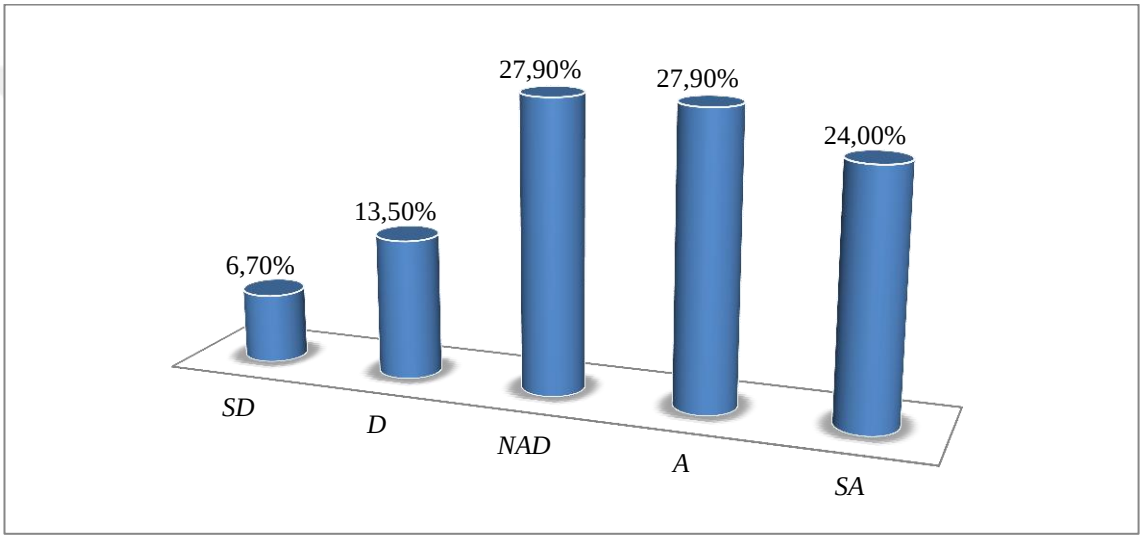


Figure 14. Frequency distribution of readiness thought for colleagues

In 35th item the participants were asked to respond their agreement or disagreement levels on the statement “My colleagues are ready for such fast development in usage of ICT” and the processed data about the distribution of the participants’ response to item 35 is presented in Figure 14. 29 of the participants representing 27.9% agree, 29 participants representing 27.9 % neither agree nor disagree, 25 participants representing 24.0% strongly agree, 14 participants representing 13.5% disagree and seven of the participants representing 6.7% strongly disagree.

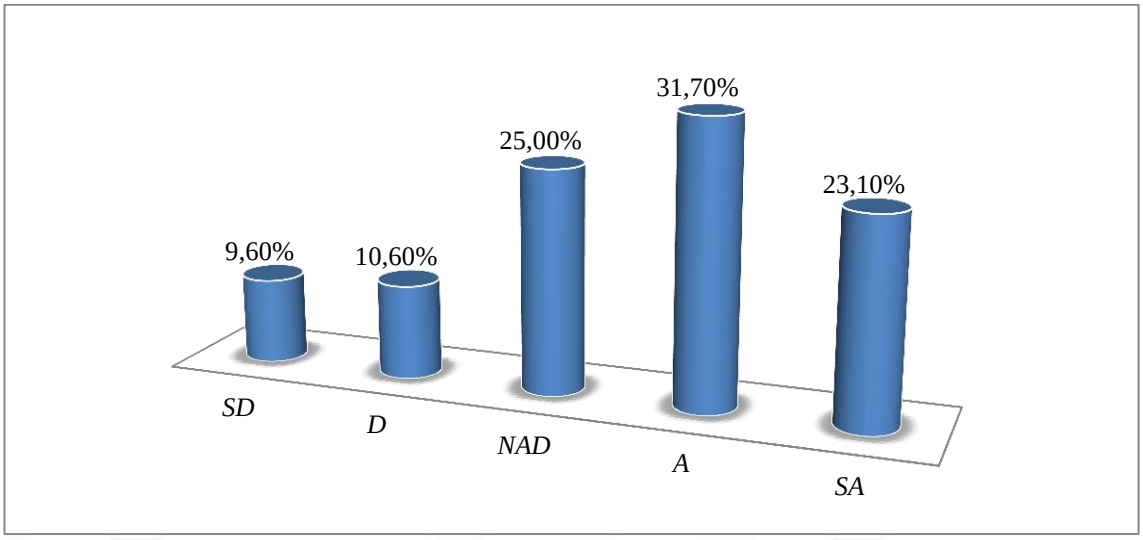


Figure 15. Frequency distribution of readiness thought for students

In 36th item the participants were asked to respond their agreement or disagreement levels on the statement "My students are ready for such fast development in usage of ICT" and the processed data about the distribution of the participants' response to item 36 is presented in Figure 15. 33 of the participants representing 31.7% agree, 26 participants representing 25.0 % neither agree nor disagree, 24 participants representing 23.1% strongly agree, 11 participants representing 10.6% disagree and ten of the participants representing 9.6% strongly disagree.

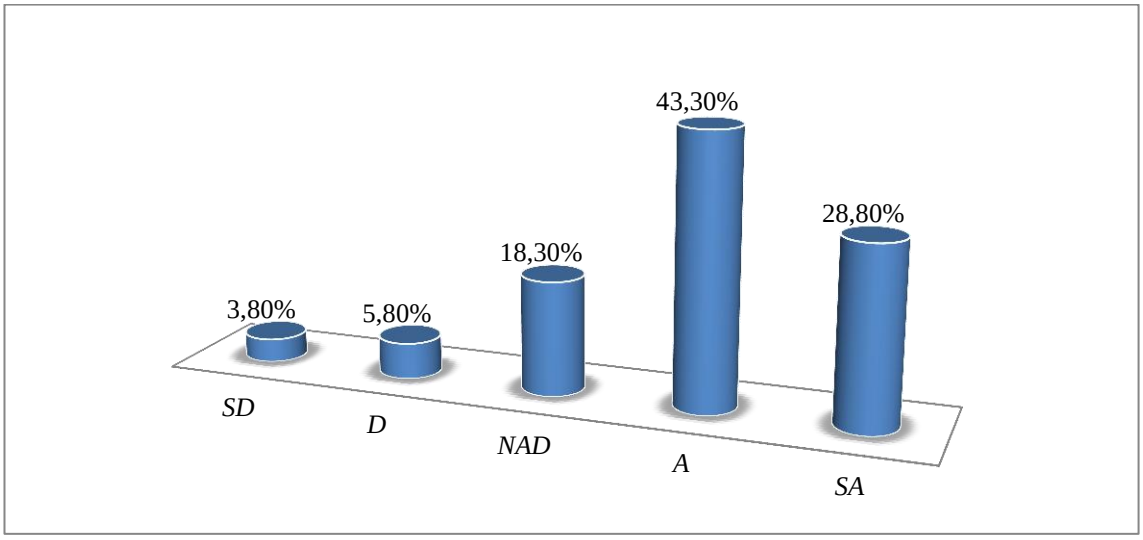


Figure 16. Frequency distribution of contribution to participants' teaching

In 37th item, the participants were asked to respond their agreement or disagreement levels on the statement "This project will contribute to my teaching" and the processed data about the distribution of the participants' response to item 37 is presented in Figure 16. 45 of the participants representing 43.3% agree, 30 participants representing 28.8% strongly agree, 19 participants representing 18.3% neither agree nor disagree, six participants representing 5.8% disagree and four of the participants representing 3.8% strongly disagree.

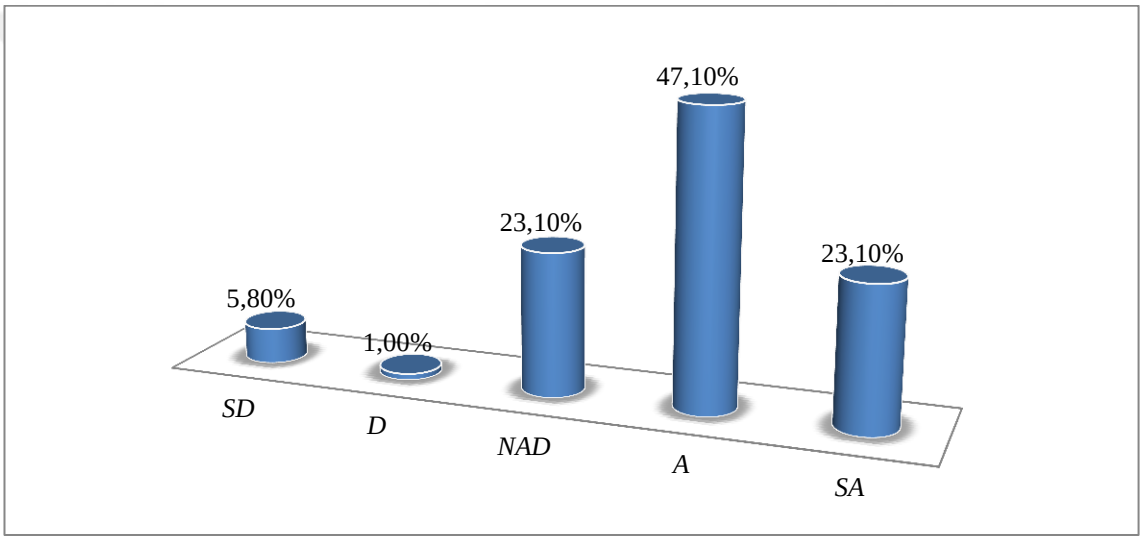


Figure 17. Frequency distribution of contribution to students' learning

In 38th item the participants were asked to respond their agreement or disagreement levels on the statement "This project will have a great contribution to my students' learning target language" and the processed data about the distribution of the participants' response to item 38 is presented in Figure 17. 49 of the participants representing 47.1% agree, 24 participants representing 23.1% strongly agree, 24 participants representing 23.1% neither agree nor disagree, six participants representing 5.8% strongly disagree and one of the participants representing 1% disagrees.

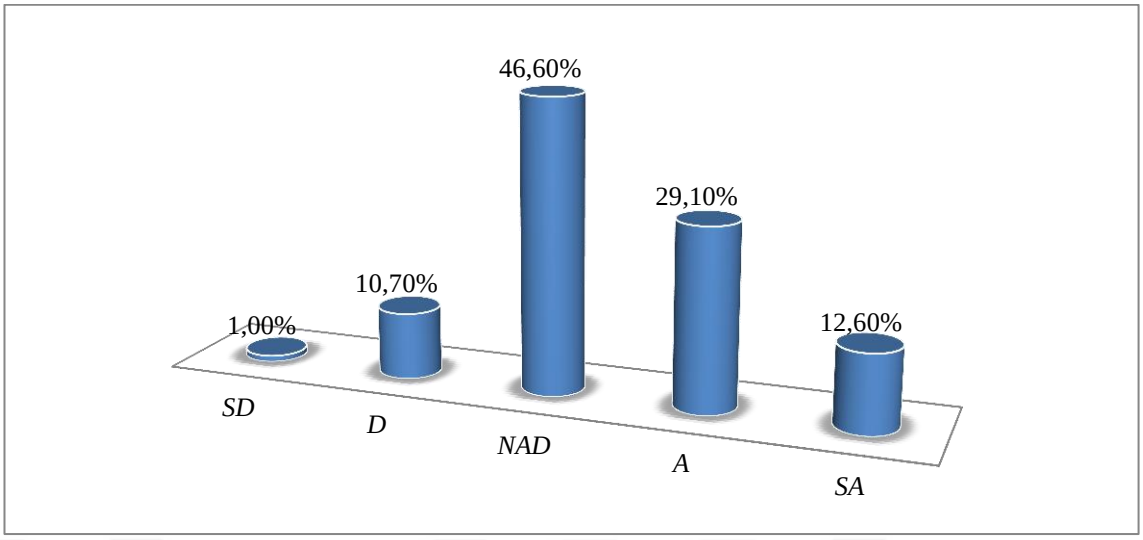


Figure 18. Frequency distribution of failure thought responses

In 39th item the participants were asked to respond their agreement or disagreement levels on the statement "This project will fail" and the processed data about the distribution of the participants' response to item 39 is presented in Figure 18. 48 of the participants representing 46.6% neither agree nor disagree, 30 participants representing 29.1% agree, 13 participants representing 12.6% strongly agree, 11 participants representing 10.7% disagree and one of the participants representing 1% disagrees.

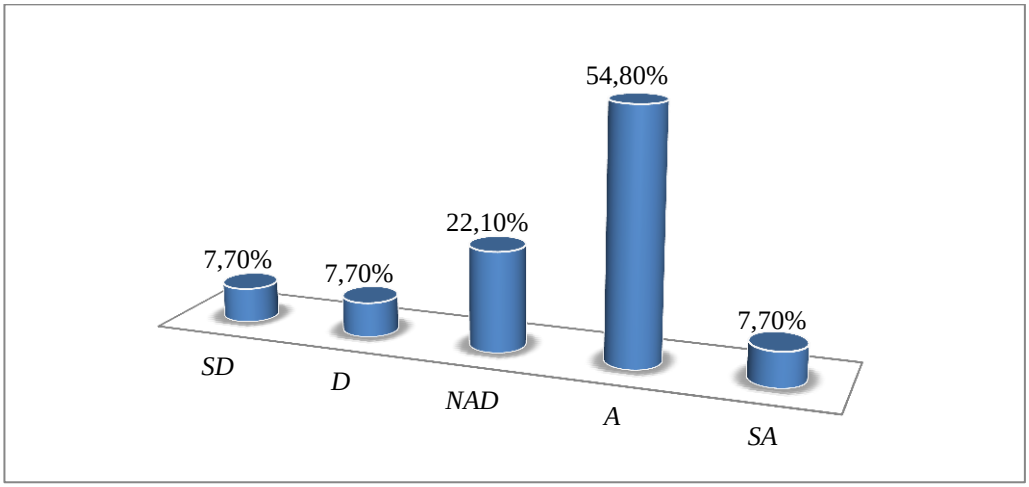


Figure 19. Frequency distribution of ICT abilities at graduation

In 40th item, the participants were asked to respond their agreement or disagreement levels on the statement "I have graduated from university with the abilities to use ICT in

the classroom." and the processed data about the distribution of the participants' response to item 40 is presented in Figure 19. 57 of the participants representing 54.8% agree, 23 participants representing 22.1% neither agree nor disagree, eight participants representing 7.7% strongly agree, eight participants representing 7.7% disagree and eight of the participants representing 7.7% strongly disagree.

The mean scores (*M*) of the responses to these items in a descending order provides another processed data about the overall thought of the participants and the priority among the variables.

Table 19. Descriptive statistics of the Fatih Project expectations

Item No	Statement	*N*	*M*
37	*This project will contribute to my teaching.*	104	3.875
38	*This project will have a great contribution to my students' learning target language.*	104	3.807
34	*I am ready for such fast development in the usage of ICT.*	104	3.759
35	*My colleagues are ready for such fast development in the usage of ICT.*	104	3.490
36	*My students are ready for such fast development in the usage of ICT.*	104	3.480
40	*I have graduated from university with the abilities to use ICT in the classroom.*	104	3.472
31	*I believe this project will be the biggest revolution for Turkish Education System.*	104	3.471
39	*This project will fail.*	103	3.418
33	*My school administration is ready for such fast development in the usage of ICT.*	103	3.417
32	*This project will lead a solution to all educational problems.*	103	3.291
	Valid N (listwise)	101	

The descending statistical mean scores of the fourth section from 31 to 40th items presented in Table 19 are useful for the researcher to clarify the expectation priorities of the participants. The highest mean score is observed for the 37th item. The HSETs almost agree that this project would contribute to their teaching. The following highest mean score was item 38 that express the contribution again but the contribution to students' learning target language. The expectation for readiness due on the stakeholders the HSETs ranks themselves to the first place as they are ready for such fast development in usage of ICT and they are followed by the colleagues, students, lastly the school administrators who have the lowest mean scores among the mentioned stakeholders. The mean scores of the HSETs belief on this project would be the biggest revolution or failure is so close to each other but the mean score for the belief of the biggest revolution for Turkish Education System is just a little step further.

Unfortunately, the HSETs' belief on the Fatih Project to lead a solution to all educational problems has the lowest mean score in this section.

4.2.1.5. Data Analysis of Activity, Method and Material Preferences

The fifth and last part of the questionnaire was through all means of tools in teaching. The needed data about the participants' preferences of activities, methods, materials (items 41-45) of the questionnaire are taken into account to have an idea about the participants' sight in terms of supportive tool preferences to the teaching process in the classroom. In 5 items from number 41 to 45, there were closed structure statements that contain ranking of the technical ICT components of the Fatih Project and multiple ticks allowed preference selections of activities, materials, and methods. The descriptive statistics of the responses of the participants in ranking the technical components were processed and presented in Table 20.

Table 20. Descriptive statistics of the Fatih Project technical components ranking

Variable	Groups	Frequency	Percentage
Interactive Board	*the most useful*	43	43.4%
	strongly useful	14	14.1%
	useful	10	10.1%
	less useful	14	14.1%
	useless	16	16.2%
	strongly useless	2	2.0%
	missing	5	
	TOTAL	104	100.0%
Tablet PCs for Teachers	*the most useful*	18	18.2%
	strongly useful	28	28.3%
	useful	21	21.2%
	less useful	15	15.2%
	useless	12	12.1%
	strongly useless	5	5.1%
	missing	5	
	TOTAL	104	100.0%
Broadband Cable Internet Access	*the most useful*	20	20.2%
	strongly useful	25	25.3%
	useful	23	23.2%
	less useful	16	16.2%
	useless	2	2.0%
	strongly useless	13	13.1%
	missing	5	
	TOTAL	104	100.0%
Tablet PCs for Students	*the most useful*	18	18.2%
	strongly useful	16	16.2%
	useful	21	21.2%
	less useful	26	26.3%

	useless	12	12.1%
	strongly useless	6	6.1%
	missing	5	
	TOTAL	104	100.0%
Multifunctional Printer	*the most useful*	8	8.1%
	strongly useful	10	10.1%
	useful	15	15.2%
	less useful	12	12.1%
	useless	30	30.3%
	strongly useless	24	24.2%
	missing	5	
	TOTAL	104	100.0%
Document Camera	*the most useful*	11	11.1%
	strongly useful	4	4.0%
	useful	6	6.1%
	less useful	14	14.1%
	useless	23	23.2%
	strongly useless	41	41.4%
	missing	5	
	TOTAL	104	100.0%

The participants were asked to rank the six main technical components of the Fatih Project for their usefulness. They ranked them using (1) for the most useful, (2) for strongly useful, (3) for useful, (4) for less useful, (5) for useless and (6) for strongly useless. The frequency of the variables is processed and presented in Table 20 in descending order of use of ICT tools within the Fatih Project.

Interactive board was ranked as; 1st the most useful by 43 participants representing 43.4%, 2nd strongly useful by 14 participants representing 14.1%, 3rd useful by ten participants representing 10.1%, 4th less useful by 14 participants representing 14.1%, 5th useless by 16 participants representing 16.2%, 6th strongly useless by two participants representing 2.0% and five participants did not respond to this item.

Tablet PCs for teachers were ranked as; 1st the most useful by 18 participants representing 18.2%, 2nd strongly useful by 28 participants representing 28.3%, 3rd useful by 21 participants representing 21.2%, 4th less useful by 15 participants representing 15.2%, 5th useless by 12 participants representing 12.1%, 6th strongly useless by five participants representing 5.1% and five participants did not respond to this item.

Broadband cable Internet access was ranked as; 1st the most useful by 20 participants representing 20.2%, 2nd strongly useful by 25 participants representing 25.3%, 3rd useful by 23 participants representing 23.2%, 4th less useful by 16 participants representing 16.2%, 5th useless by two participants representing 2.0%, 6th strongly useless by 13 participants representing 13.1% and five participants did not respond to this item.

Tablet PCs for students were ranked as; 1st the most useful by 18 participants representing 18.2%, 2nd strongly useful by 16 participants representing 16.2%, 3rd useful by 21 participants representing 21.2%, 4th less useful by 26 participants representing 26.3%, 5th useless by 12 participants representing 12.1%, 6th strongly useless by six participants representing 6.1% and five participants did not respond to this item.

Multifunctional printer was ranked as; 1st the most useful by eight participants representing 8.1%, 2nd strongly useful by ten participants representing 10.1%, 3rd useful by 15 participants representing 15.2%, 4th less useful by 12 participants representing 12.1%, 5thuseless by 30 participants representing 30.3%, 6th strongly useless by 24 participants representing 24.2% and five participants did not respond to this item.

Document camera was ranked as; 1st the most useful by 11 participants representing 11.1%, 2nd strongly useful by four participants representing 4.0%, 3rd useful by six participants representing 6.1%, 4th less useful by 14 participants representing 14.1%, 5th useless by 23 participants representing 23.2%, 6th strongly useless by 41 participants representing 41.4% and five participants did not respond to this item.

According to the processed data, the overall preference descriptive statistics of the technical components are presented in Table 21 in descending order. As the usefulness of ICT components within the Fatih Project was ranked, the descending order of the mean scores can provide data for the general usefulness preferences of HSETs.

Table 21. Descriptive statistics of HSETs' ICT ranking

Ranking	Variable	*N*	*M*
1	*Interactive Board*	99	4.48
2	*Tablet PCs for Teachers*	99	4.10
3	*Broadband Cable Internet Access*	99	4.06
4	*Tablet PCs for Students*	99	3.84
5	*Multifunctional Printer*	99	2.81
6	*Document Camera*	99	2.41
	Valid N (listwise)	99	

The processed data presented in Table 21 show the priority of ICT components within the Fatih Project. The interactive board is the most useful component which followed by teacher tablet PCs. These results show that HSETs pay more attention to the use of ICT in a classroom environment than their own use. The IWB is the most beneficiary technical component among the provided ICT tools. IWB is followed by teacher tablet

PCs and broadband Internet access. HSETs do not find student tablet PCs more useful than their own tablet PCs and broadband Internet access. As HSETs are the main practitioners of the classroom ICT tools they seem heedless for the tools of students and other technical components that are not equipped for use in the classroom such as multifunctional printers and document cameras. According to the processed mean scores of HSETs for ranking the technical components, the document camera is the most useless technical component of the Fatih Project which was followed by the multifunctional printer.

In the 42nd item of the questionnaire, the participants were asked to choose the classroom activities for the interaction of their students in multiple ways. A list of 12 classroom activities was given and they put a cross to the item box of the activity they prefer in their classroom. The preferred activities were typed into SPSS 20.0 processor numerically as 1 for preferred and 0 for not preferred activity. This made the researcher see the percentages and mean scores in a similar vein. The descriptive statistics containing frequencies, percentages, and means of the processed data is presented in Table 22 in descending order of means. The data would give the researcher an idea about activity preferences and the correlation of the activity and ICT preferences would be possible.

Table 22. Descriptive statistics of HSETs' activity preferences

Activity	***N***	**Frequency**	**Percentage**	***M***
Group Work	104	102	98.1%	.98
Pairwork	104	96	92.3%	.92
Dialogue	104	92	88.5%	.88
Project Work	104	78	75.0%	.75
Role Play	104	78	75.0%	.75
Translation	104	70	67.3%	.67
Performance Work	104	68	65.4%	.65
Tasks	104	66	63.5%	.63
Repetition	104	66	63.5%	.63
Portfolio Assessment	104	56	53.8%	.54
Songs	104	51	49.0%	.49
TPR Activities	104	22	21.2%	.21
Valid N (listwise)	104			

The HSETs were asked for expressing their activity preferences from the list with multiple allowances. According to the processed data presented in a descending order in

Table 23; 102 participants representing 98.1% preferred group work activities, 96 participants representing 92.3% preferred pair work activities, 92 participants representing 88.5% preferred dialogues, 78 participants representing 75.0% preferred project work and role play, 70 participants representing 67.3% preferred translation, 68 participants representing 65.4% preferred performance work, 66 participants representing 63.5% preferred tasks and repetition, 56 participants representing 53.8% preferred portfolio assessment, 51 participants representing 49.0% preferred songs and only 22 participants representing 21.2% preferred TPR activities for the interaction of their students.

In the 43rd item of the questionnaire, the participants were asked to choose the teaching materials they use in teaching English from the list of 16 teaching materials in a multiple ways. The preferred materials were typed into SPSS 20.0 processor numerically as 1 for preferred and 0 for not preferred activity. This made the researcher see the percentages and mean scores in a similar vein. The descriptive statistics containing frequencies, percentages, and means of the processed data is presented in Table 23 in descending order of mean scores.

Table 23. Descriptive statistics of HSETs' material preferences

Material	***N***	**Frequency**	**Percentage**	***M***
Coursebook	103	99	96.1%	.96
Workbook	103	97	94.2%	.94
Dictionary	103	95	92.2%	.92
Tests	103	93	90.3%	.90
Printable Materials/Worksheet	103	91	88.3%	.88
Real Objects	103	74	71.8%	.72
Videos	103	73	70.9%	.71
Songs	103	67	65.0%	.65
Puzzles	103	63	61.2%	.61
Games	103	61	59.2%	.59
Slides	103	58	56.3%	.56
Posters	103	57	55.3%	.55
Computer Software Programs	103	57	55.3%	.55
Flashcards	103	56	54.4%	.54
Bulletin Boards	103	28	27.2%	.27
Puppets	103	18	17.5%	.17
Valid N (listwise)	103			

The HSETs were asked for expressing their activity preferences from the list with a multiple allowance. According to the processed data presented in a descending order in Table 24; 99 participants representing 96.1% preferred coursebook, 97 participants representing 94.2% preferred workbooks, 95 participants representing 92.2% preferred dictionary, 93 participants representing 90.3% preferred tests, 91 participants representing 88.3% preferred printable materials and worksheets, 74 participants representing 71.8% preferred real objects, 73 participants representing 70.9% preferred videos, 67 participants representing 65.0% preferred songs, 63 participants representing 61.2% preferred puzzles, 61 participants representing 59.2% preferred games, 58 participants representing 56.3% preferred slides, 57 participants representing 55.3% preferred posters and computer software programs, 56 participants representing 54.4% preferred flashcards, 28 participants representing 27.2% preferred bulletin boards and only 18 participants representing 17.5% preferred puppets as a teaching English material. One of the participants did not respond to this item.

In the 44th item of the 5thsection, the belief of HSETs was asked to express their ideas in a fill in the blanks structure sentence of "I believe that through ICT we bring into the classroom." The participants were asked for completing the sentence with a multiple choice from the list of 5 facts related to the item. The descriptive statistics containing frequencies, percentages and mean scores of the processed data is presented in Table 24 in descending order of mean scores.

Table 24. Descriptive statistics of HSETs' beliefs in ICT

ICT brings	**Statistic**	**Frequency**	**Percentage**	***M***
Real Language	103	64	62.1%	.62
Authentic Material	103	63	61.2%	.61
Native Speaker	103	59	57.3%	.57
Novelty	103	48	46.6%	.47
Target Culture	103	37	35.9%	.36
Valid N (listwise)	103			

According to the processed data presented in a descending order in Table 24; 64 participants representing 62.1% expressed they believe that through ICT they bring real language into the classroom, 63 participants representing 61.2% expressed they believe that through ICT they bring authentic material into the classroom, 59 participants representing 57.3% expressed they believe that through ICT they bring native speaker

into the classroom, 48 participants representing 46.4% expressed they believe that through ICT they bring novelty into the classroom, 37 participants representing 35.9% expressed they believe that through ICT they bring real language into the classroom. One of the participants did not respond to this item.

In 45thand the last quantitative item of the questionnaire the participants were asked to choose the approaches and methods they usually prefer to use in the classroom. They were given five approaches and methods that they can choose multiply. The preferred approach and methods were typed into SPSS 20.0 processor numerically as 1 for preferred and 0 for not preferred activity. This made the researcher see the percentages and mean scores in a similar vein. The descriptive statistics containing frequencies, percentages and mean scores of the processed data is presented in Table 25 in descending order of mean scores.

Table 25. Descriptive statistics of HSETs' approach/method preferences

Approach / Method	***N***	**Frequency**	**Percentage**	***M***
Communicative Approach	103	99	96.1%	.96
Audio Lingual Method	103	65	63.1%	.63
Grammar-Translation Method	103	63	61.2%	.61
Total Physical Response	103	30	29.1%	.29
Suggestopedia	103	24	23.3%	.23
Valid N (listwise)	103			

The HSETs were asked for expressing their approach/method preferences from the list with a multiple allowance. According to the processed data presented in descending order in Table 25; 99 participants representing 96.1% preferred communicative approach, 65 participants representing 63.1% preferred audio-lingual method, 63 participants representing 61.2% preferred grammar-translation method, 30 participants representing 29.1% preferred total physical response and 24 participants representing 23.3% preferred Suggestopedia. One of the participants did not respond to this item.

4.2.2. Qualitative Data Analysis

The aim of implementing open-ended items was to expand the obtained data on questionnaires as well as to clarify the reasons participants proposed for their previous elicited answers. 16 of 104 participants responded to this optional part of the questionnaire with 35 responses which can be compiled under the task of using ICT in

the classroom. An overall statement on the purpose of the research was conducted to participants as follows:

> *"46. Please write your own comments about the use of technology. This may be your own observation of the development for the technology used in the classroom since the early stages of your educational life as a student or the development since you started teaching English as a Foreign Language (EFL). While responding to the subject with a few sentences or a paragraph, you may consider the technological components within the Fatih Project such as interactive boards, tablets, broadband Internet access, etc. and in-service training or teacher adequacies at using technology in EFL classrooms. (This part is optional)"*

The qualitative data collected via the open-ended item stated above were analyzed to support the quantitative data through content analysis. Content analysis is carried out within the schemes for qualitative coding generally emerge from the data rather than being decided on and pre-imposed prior to the data being collected or coded (Mackey & Gass, 2005). Therefore, the qualitative data was grouped for positive negative and neutral or uncertain views and they were presented in association with the quantitative parts of the questionnaire. The researcher aims to clarify the closed structured parts of the questionnaire with proof based tagged, non-parametric analyses of qualitative responses of the participants.

Firstly, the responses were coded in three groups; (1) positive responses, (2) uncertain responses and (3) neutral responses then the responses were regrouped thematically. The coding results of the qualitative data are presented in Table 26.

Table 26. Descriptive statistics of the coded qualitative responses

Responses	**Frequency**	**Percentage**
Positive	17	48.57%
Neutral	3	8.58%
Negative	15	42.85%
Valid N (listwise)	35*	100.00%

*based on multiple responses of the participants.

The responses of the participants will be presented with the demographic data of their genders and ages in brackets as *(participants' gender and age)* throughout the study.

4.2.2.1. Positive Responses

The 17 positive responses representing 48.57% of the whole responses of the participants can be grouped in relation to efficacy sight of views, motivation perceptions, benefits of ICT, timing issues and economic perceptions.

Most of the positive qualitative responses were cumulated on the contribution of ICT in the classroom. Four of the HSETs responded about the benefits of ICT for students' learning and their reaching, the rapid but beneficiary changes in a classroom environment within the use of online sources, a shortcut to reach a multi-intelligence environment, teaching concretely, IWBs' contribution even it works offline. However, the HSETs think that the revolution in the use of ICT may lead to a solution to some educational problems, not to all of them.

4.2.2.1.1. Positive Responses on Enhancing Efficacy and Solution to Educational Problems

Here are the pure responses of the participants related to the contributiveness of ICT tools within or without the Fatih Project and perception of ICT as a solution to educational problems.

> *"I believe that the use of technology will contribute to the student's learning and our teaching. It is a solution to some educational problems. (female and 30-34 years old)"*

> *"The use of technology in my classes will enable me to reach my goals better and it will give me the chance to create a multi-intelligence environment for learning. (male and 25-29 years old)"*

> *"Use of technology enables that education in the classroom atmosphere will be much updated. Thus, both students and the teachers will experience the feeling of stepping into the world in which global changes are fast and unpreventable. As for the teachers, they improve themselves professionally and become more productive. When we consider the subjects, they might be more concrete and rich thanks to the true use of technology. (female and 30-34 years old)"*

One can deduce from the above mentioned three excerpts that the contribution thought for use of ICT in classrooms is observed two tailed; both for teachers and students. ICT is illustrated as a gate which both students and teachers will step a multi-intelligence environment in which global changes are rapid and unpreventable.

"Especially the true use of technology among the students will make them have different points of view about the subjects. (female and 30-34 years old)"

"For the past ten years especially the Internet has become so common that almost every student of mine can now access it easily. When I think about my higher education years and also my university years, we couldn't use the technology as much as the students can now. Perhaps, the "smartboard" revolution, as we call it, will bring lots of facilities to the classroom such as instant Internet access, use of technology in class, more effective teacher and teaching. No matter how people consider the use of technology, I consider it as the most effective technological innovation in our education process. But, it is not the only thing that is likely to solve all the problems of our education system. (male and 30-34 years old)"

"IWB is still one of my chief material providers while I am teaching. Even though most of the materials and activities are available online, I cannot deny the indispensable profits of even an offline smartboard. Therefore, I believe that teaching and learning English with the help of smartboards with full-featured will be totally far more different and effective than the traditional ways. (male and 25-29 years old)"

It is clear from the excerpts of HSETs that a partial solution to educational problems is desired with the Fatih Project and ICT implementation would not be a solution to all of the educational problems but some of them. The development in Internet technology has become so common in the last ten years that the students are luckier than their teachers as they had the chance of using the Internet better than their teachers even they were students. As can be understood from all the excerpts that IWB is the most favorite of all even it works offline with few features. The positive effects of using ICT tools on teachers' professional development and productivity can also be interpreted from the excerpts.

4.2.2.1.2. Positive Responses on Motivation

Use of ICT is a motivational fact on the students of today. Traditional materials do not attract the students of the 21st century. The motivation factor of the technology was mentioned in four of the HSETs responses as follows:

"Technology is also motivating, nowadays the kids get bored so easily because they live in an era that everything changes so quickly. The kids may not like traditional materials like course books and notebooks. They are too used to computers. When a teacher does an activity on IWB that arises more interest than coursebook among students. (female and 30-34 years old)"

"After I have started to use IWB my courses have become a lot more flowing and interesting than before. (male and 30-34 years old)"

"Using technology is the best way of learning the target language. I think it is an effective way to take students' attention. So, they can learn easily. With technology, we can bring real sounds, words, pronunciations, etc. into the classroom. They can find the opportunity to take part in the lesson completely. (female and 25-29 years old)"

"Use of ICT in the classroom makes interactive learning much easier, the students enjoy using technology and they participate more in class. (male and 40-44 years old)"

As it can be inferred from the excerpts that technology corresponds with the needs of kids who can easily get bored with traditional methods and accustomed to quick changes. Kids show more attention to computers than books and notebooks. Technological tools, especially IWBs raise students' motivation on the subject of the lesson and they make the lesson more flowing and interesting which attract students to show more participation. Another view on technology is also clear from an excerpt that technology helps teachers to bring real sounds, words, pronunciations, etc. into the classroom.

4.2.2.1.3. Positive Responses on Benefits

Other responses of the HSETs contain the beneficiary sides of using ICT especially in teaching or learning a foreign language. A HSET focuses on the benefits of ICT to protect the environment as teachers don't have to use much paper in the classroom.

"The use of technology has brought enormous benefits in my EFL teaching process. (male and 30-34 years old)"

"Use of ICT is really important for our environment. We can work with a lot of subjects without using paper. With this, we are saving paper and also protect our environment. (male and 40-44 years old)"

"I strongly believe that development and changes in technology should be applied to education especially while teaching or learning a foreign language. Although I am an old (but experienced) teacher, I am fond of using and following new technology as well as new methods or techniques. (male and 45+ years old)"

As it is seen from the excerpts that use of ICT has enormous benefits in EFL teaching processes and to nature. ICT implementation should be applied to education immediately for both teaching and learning a foreign language and protecting the environment with saving paper.

4.2.2.1.4. Positive Responses on Timing

The factor of timing was debated in positive and negative ways by the HSETs. While some of the participants agreed with the use of ICT as a chance for more practicing, others regarded it as time-consuming. To achieve more goals in a limited time was one of the important responses obtained from the participants. The positive responses on the timing issue were as follows:

> *"First of all, technology gives you more time to practice more. Using technology, a teacher can gain time and use that time doing some other activities. (female and 30-34 years old)"*
>
> *"I have saved too much time and effort since I have been introduced with the Fatih Project (male and 30-34 years old)"*
>
> *"The use of technology makes the learning process faster, easier and more effective. (male and 45+years old)"*

As it can be interpreted from the excerpts that HSETs have some problems with using time efficiently and the use of technology helps them overcome these problems by making learning faster, easier and more effective. Moreover, as it is seen that HSETs gain time with the use of ICT and they can use that time for doing other activities since they have been introduced with the Fatih Project.

4.2.2.1.5. Positive Responses on Economy

As in every field of life, the issue of economy was associated with the project by a participant in a positive way. Even though the equipment for ICT cost is so expensive, the use of ICT is much cheaper for the teachers.

> *"Technology is cheap. Instead of using materials such as chalks, board markers, papers, etc. you can fulfill your duty cheaper using technological items in the classroom. (female and 30-34 years old)"*

As it can be understood from the excerpt that the use of ICT costs less for the HSET that they save the budget they pay for concrete presentation materials by using technology.

To sum up the positive response excerpts to the open-ended item, the beneficiary impact of ICT implementation can be interpreted from the excerpts as a solution to some educational problems, keeping up with the recent trends within development of Internet, motivation of students by raising their attention and leading their participation with ICT tools in lessons, the popularity of IWBs even at the times they work offline with less features, effects of ICT tools on professional development and productivity of their practitioners, IWBs' positive effect on timing and flowing of lessons, bringing real sounds, words, pronunciations, etc. into the classrooms, protection of environment with using less paper, an enormous benefit in EFL teaching processes.

4.2.2.2. Neutral Responses

According to the responses of three participants, the beneficiary aspect of ICT use depends on the attitude of the teachers. There is still uncertainty on the success of the project but, the attitudes of the teachers would be a determining factor for the advantages and disadvantages of it.

> *"Now, some use some do not. Some still say that it will not work, but I strongly agree that you cannot be successful if you do not use this technology. (male and 40-44 years old)"*

> *"The use of technology has started to become a little bit controversial over the past years. Like many other things, it has advantages and disadvantages. (female and 30-34 years old)"*

> *"I am not sure if this project can be applied in all schools of Turkey because the conditions of the rural schools are not equal to the urban schools. (female and 25-29 years old)"*

As it is seen from the excerpts that some of the HSETs show uncertain attitudes towards ICT implementation process as expressing their hesitations on whether this will work or not. They claim that the disadvantages of the use of ICT should also be considered besides its advantages. As it is clearly stated in a HSETs excerpt that even the project aims to equalize ICT conditions of schools the location differences would not allow this

equalization. The uncertain results seem applicable to some extent that the acceptation of a change may cause some hesitations and defense. As it can be understood from the first excerpt if the success is aimed the HSETs should use this technology.

4.2.2.3. Negative Responses

The 15 negative responses representing 42.85% of the whole responses of the participants can be grouped related with; students' misuse, technical and connection problems of the components, overuse, lack of training and lack of e-content.

4.2.2.3.1. Negative Responses on Students' Misuse

When the researcher applied coding and tagging processes within the content analysis to the qualitative data, the hesitation and negative view of participants towards the students' misuse was observed. At student related responses, the negative first-year experience of tablet PC distribution to the students was emphasized by the HSETs.

> *"As for the tablets distributed to the students, I don't believe that they have more positive contributions than they do negatively. (male and 30-34 years old)"*

> *"Distribution of tablet PCs to the students is also another big problem that they can misuse them. (male and 30-34 years old)"*

> *"I work at a boarding school and my school is in the Fatih Project. The 9th-grade students have their tablet PCs within the project. As far as I hear they misuse them in dormitory part of the school I do not allow them to bring their tablet PCs to my classroom. (female and 20-24 years old)"*

It is clear from the excerpts above that distribution of tablet PCs to students are regarded as a big problem. This problem of misuse probability can be associated with the timing of distribution done before the training of students and the hesitations of the HSETs may rely on their perception of their students' upper skills in the use of all kinds of technological devices. Unfortunately, as stated at the last excerpt the misuse issue was heard by A HSET who does not allow the entrance of tablet PCs to her classes.

> *"I am a great supporter of using technology in our classes yet strongly oppose some parts of the Fatih Project because there are many other necessities for our schools to improve. Distributing tablets to students, for example, is definitely, not a priority! (female and 25-29 years old)"*

> *"One of the purposes of the Fatih Project was to use tablets instead of books, I never thought this was a good idea, firstly being exposed to screen too much is really harmful to the eyes, secondly it is too costly, lastly it is highly possible for the tablets to be misused especially when we think about the age group, in the 21st century children already have troubles with smartphones, social media, etc., there is a lot of children who are addicted to computers for only entertainment purposes, what we need to do is directing students to use technology efficiently and encourage them to turn some pages, and we can achieve this by being role models, depending on technology most of the time in our classrooms will not do it. (female and 30-34 years old)"*

As it is seen from the excerpts, the distribution of tablet PCs to the students has been debated a lot by HSETs. Even there is no item addressed to the participants of the study on students' use of tablet PCs, the HSETs needed to express their view on this issue as negative as they could. As it can be interpreted from the excerpts that tablet PC distribution was considered as a big problem and HSETs mentioned two solutions as not allowing students to bring their tablet PCs into classrooms and being a role model for students to use technology efficiently.

4.2.2.3.2. Negative Responses on Technical and Connection Problems

The technological infrastructure of the ICT components was not adequate and this issue took place intensely in a big proportion of the responses. The technical problems of the ICT devices and the connection problems among them made the participants write lots of negative responses.

> *"The consumed technology within the Fatih Project seems good but the smartboards have lots of audio and connection problems. (male and 30-34years old)"*

> *"In my school, the background of the Fatih Project has not been completed yet. We can use only the smartboard without any Internet connection. (male and 25-29 years old)"*

> *"However, I have to express that the quality of Internet access to the boards affects the availabilities of them. (male and 30-34 years)"*

Another barrier to the successful implementation of the ICT into the classroom is observed at the above excerpts that the ICT tools of the project may have some

technical malfunctions or as the schools may experience Internet connection problems, the tools cannot be used efficiently.

> *"We do not have a necessary connection between student tablet PCs and mine and neither with IWB in the classroom. (female and 20-24 years old)"*

> *"Internet that is going to be used at smartboards must be limited. (male, 35-39 years old)"*

As it is obviously seen from the excerpts, HSETs were not satisfied with the technical features of the ICT components of the Fatih Project. The unavailability of connection among the ICT tools is the center of the complaints and the HSETs also complain about the audio problems of IWBs. Even the IWBs were used without an Internet connection in some schools, another response on demand to Internet limitation for IWBs show that HSETs also hesitate about their students to misuse IWBs.

4.2.2.3.3. Negative Responses on Overuse

ICT is not the goal but the tool. Its necessity is unquestionable however it should be used properly in terms of duration. Two of the participants expressed their hesitation and negative view about the overuse of ICT.

> *"There is no doubt that it provides visual data and important listening text but what about the over usage? (female and 30-34 years old)"*

> *"Teaching without using ICT is unimaginable in the 21st century. Technology is like salt in the meal which gives the taste and we should use it appropriately. Too much salt is not good for the taste of meal as too much technology is not so good for teaching, even salt is not used for every meal like desserts. (male and 30-34 years old)"*

The aim of technology integration is to enhance learning with supportive technological equipment and technology is a tool that must be used in full consistency. As it can be interpreted from the excerpts that HSETs took attention to the overuse of technology may cause more problems.

4.2.2.3.4. Negative Responses on Lack of Training

One of the excerpts received from the participants and given below summarizes how HSETs integrated into ICT use. The lack or inefficiency of in-service training may lead the HSETs to keep aside from technology or find their own solution courageously.

> *"As an English teacher first I was curious about using this smartboard but later I started using it in the classroom with the help of my students and it made me happy, then I found enough information from different places to use in class. (male and 40-44 years old)"*

The lack of in-service training is seen obviously in the excerpt that he expresses his curiosity was fulfilled with the help of his students and he could improve himself with some other resources.

4.2.2.3.5. Negative Responses on Lack of Contents

As the first year of the project was completed the e-contents were not so satisfactory for the HSETs. The following excerpts clarify the complaints obviously:

> *"We do not have enough e-content. Therefore we use Interactive Boards and tablet PCs for only making presentations. (female and 20-24 years old)"*

> *"I have been using it when necessary but, if you do not have any document about it, it is useless. There is nothing in EBA and we usually have Internet problems. (male and 40-44 years old)"*

As it is inferred from the excerpts that HSETs do not have sufficient e-content in EBA and this lowers the usefulness of IWB and tablet PCs that they use them only for making presentations.

To sum up the negative response excerpts to the open-ended item, the major negative perceptions on ICT use in classroom are; the priority and timing of tablet PC distribution to students found a threat for misuse, technological components of the project have connection problems to the Internet and among tools and some of the tools have technological deficiencies that lower their benefits, overuse is considered as a threat which may harm as much as lack of a technological tool, the lack of in-service

training and e-contents may lead HSETs to find their own solutions throughout the process.

4.3. Conclusion

In this chapter of the study, the analysis of the data and findings gathered from questionnaires were processed and the findings were presented via tables, figures, and charts, beginning with the demographic data presentation, then the quantitative and qualitative data. The overall discussion and discussion of the research questions will be held in the following chapter.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. Introduction

In this chapter, the processed data and findings mentioned in the previous chapter are summarized and discussed in relation to the relevant studies carried out before. This chapter also presents the assessment of the findings of the research questions. The findings are discussed separately for each research question. The overall conclusion of the study will be presented along with suggestions for further research.

5.2. Discussion of Findings

The study aims to determine the perceptions and competencies of HSETs about the use of ICT in the Fatih Project equipped schools, in which the project also equalizes the teachers in terms of ICT use, in the scope of English language teaching and learning. A clear and big picture of the recent situations of HSETs', who have been using the ICT tools within the Fatih Project and work under the equal conditions, ICT perceptions will be drawn in a descriptive way.

Throughout the study a comprehensive attitude questionnaire was applied to the participants, quantitative and qualitative data were gathered from the responses. The quantitative data was processed by parametric test methods and the findings were presented in five sections of the questionnaire in the fourth chapter. In the same vein, the qualitative data collected via optional open-ended part of the instrument was processed by content analysis and the findings were coded and grouped in relation with the quantitative instrument sections and presented as positive, uncertain and negative responses in the fourth chapter.

The discussion of quantitative data gathered via the questionnaire compiled of five sections is held in five sections as the findings were presented in the previous chapter. The findings of the open-ended item responses are mentioned in associated with these five sections and responses that are not related to the quantitative part but related to the subject matter were presented under an extra headline below.

5.2.1. Demographic Data

The first part of the questionnaire was prepared for gathering data about the age, gender, experience, graduation faculty factors of the participants and where the study was conducted in the size and location of the schools. The data collected here cannot be discussed by itself with the other studies carried out before, however, the data collected in this part is crucial for the researcher to have the idea of the study group and to make correlations about clarifying the attitude and competence level differences related to these factors.

The dominant teaching experience was of 5-9 years (42.7%). The majority of the subject group was composed of experienced high school English teachers. The experience of the participants may lead the researcher to assume them to make comparisons and inferences about ICT use in different periods of their teaching. The mean age was 30-34 years old and they were naturally coherent with the experiences of the participants (35.9%). The subject group may be appreciated as a young subject group. The gender distribution of the participants is nearly equal (n = 46 male, n = 58 female) and this homogenous like aggregation is an advantage to make consistent interpretations. The majority (54.4%) of the participants worked at 21 to 50 staff populated schools which mean that the study was mostly conducted at middle-sized high schools. There was neither a strict distribution nor dominance or majority of the pupil population feature of the schools. As Fatih Project equalized the ICT based opportunities for all high schools in Kayseri, the rural and urban areas were assumed to have the same ICT components. The item through the location of the school showed that most of the participants, more than 70%, worked at urban schools and the study was conducted mostly under urban conditions. The participants were graduated from only two major source departments. Majority of the participants (n = 81) were graduated from ELT departments of Education Faculties and the other (n = 21) participants were graduated from ELL departments.

5.2.2. ICT Background

The data about the daily ICT experiences of the participants in order to clarify the factual ICT competency and awareness of them were collected in the second part of the questionnaire within yes/no responses to 16 items. Based on the results, 93 participants have their own PCs at home and 88 of them have instant access to the Internet. The majority of HSETs were blessed with having Internet at hand. In the study conducted by Lanni (2005), it was stressed that the Internet provided teachers with tons of sources and enabled them to visualize almost everything and thus more comprehensible for the students. Hereby, it creates a ground for a better language learning atmosphere to enable higher quality in understanding and production of the language. The HSETs benefit from the Internet at their houses for the preparation process of the lessons. As Nault (2006) puts it, "Internet technology is helping make the study of global cultures more feasible than ever" (p. 324), and the participants of the study seem to put this technology into good use in their personal lives.

ICT proficiency of the participants through classroom use can be acquired by four prior ICT acquisition processes. These are having a certificate of using the computer within main skills, having computer lessons as a part of the undergraduate curriculum, step 1 and step 2 in-service training which contains main skills and use of IWB within the Fatih Project. In the study conducted by Pelgrum (2001), it was stated that teachers did not have sufficient knowledge and skills regarding ICT; and in most countries, teachers did not acquire the adequate facilities to catch up the new technologies. However, the findings of this study reject this view, as more than three-fourths of the participants, which may be called as the majority, have a certificate of an operating computer containing main skills. It means the majority of the HSETs have completed a process voluntarily for being an ICT user. As technology shows a rapid change, the time that Pelgrum's study was conducted may lose its validity.

In this study, the results prove that almost three-fourths of HSETs (n = 79) have taken computer lessons as a part of their undergraduate curriculum. The number of them matches with the number of below 35 aged participants (n = 77) and less than 15-year experienced teachers (n = 81). Even the HSETs express they have taken computer lessons as a part of their undergraduate curriculum, in a study by Kocaoğlu (2013) it was found out that the teachers complained about their pre-service teacher education

programs they had which they found inadequate to handle technological tools in an effective way. In this sense, Banoğlu et al. (2014), Çiftçi et al. (2013) and Dinçer et al. (2013) found out that, the Fatih Project can be complemented only when higher education institutions and MoNE worked together according to the teachers investigated in those studies. The lack of computer lessons in the undergraduate curriculum was observed in experienced teachers which can be interpreted as the young practitioners of ICTs in classrooms had computer lessons and this corresponds with Kocaoğlu (2013), besides the computer lessons in undergraduate curriculum should be revised as suggested by Banoğlu et al. (2014), Çiftçi et al. (2013) and Dinçer et al. (2013). .

The most crucial and updated parts of the ICT learning processes were the in-service training which were held by MoNE in two steps. The first step was of main ICT skills such as an introduction of hardware and office programs. The second step was a further step that follows the first one and related to the use of the Fatih Project technical components such as IWBs and tablet PCs. The number of teachers taken to local face to face courses in 2 steps was 114.308 by the end of 2018 (Fatih Project, 2019). As there is no detailed report on the discipline or branch distribution of the participants, the number of HSETs who attended these courses in overall Turkey is unknown. Many researchers such as Akcaoğlu et al. (2014), Akıncı et al. (2012), Banoğlu et al. (2014), Sayır (2014), and Yeni-Palabıyık (2013) draws attention to the necessity of the in-service training for teachers in every term of their professional career. In this study, while 34 participants have taken the first step, the rest 70 participants have not and 29 participants have taken the second step, while the rest 75 participants have not taken for use of ICT by the end of 2013/2014 academic year when the high school ICT implementation within the Fatih Project was completed. As the study was conducted after the implementation of the Fatih Project, the number of participants who took the courses is quite low. As concerned the issue that the high school authorities put the other ICT tools such as computers and projectors out of the classrooms after the IWBs were equipped, a great number of HSETs had to experience the IWBs by themselves as it was confessed by a HSET:

> *"As an English teacher first I was curious about using this interactive board but later I started using it in the classroom with the help of my students and it made me happy, then I found enough information from different places to use in class. (male and 40-44 years old)"*

As it is seen from the excerpt, the HSET who has no training on the subject applies a trial and error method with the help of his students. This finding corresponds with Seferoğlu et al. (2008) who suggested that elementary school pre-service teachers improve their technological competence via trial and error method in his study.

In this study, HSETs' in-service training responses were observed through two types; (1) Most of the HSETs (62.3%) have not taken any in-service training within the Fatih Project. (2) The in-service training on the Fatih Project was not found adequate based on open-ended item responses. In both groups the HSETs were complaining about the lack and inadequacy of the in-service training. Even the study was conducted after a year of experiencing the whole ICT components, the HSETs were not taken into in-service training or taken into inadequate in-service training. HSETs asserted that they have learned to use IWBs and other ICT components with trial and error method or with the help of their students, however, some of the HSETs kept themselves away from IWBs because they did not want to take the responsibility and they were afraid of damaging IWBs. In the same vein the participants of Somyürek, Atasoy, and Özdemir (2009), the teachers reported that they did not use IWBs in their classes because they did not take any technical and pedagogical training. With respect to a study by Banoğlu et al. (2014), in-service training was indicated by the teachers as incorporating inconvenient contents in terms of the practicality. Akcaoğlu et al. (2014) stated in the same vein that teachers frequently coincided with technical support without pedagogical and technical assistance.

In their study, Çağıltay, Çakıroğlu et al. (2001) urged that teachers did not use computers for instructional purposes but only for preparing exam questions, grading, and administrative purposes. In this study, the participants were required to respond to six items for clarifying the practical obstacles of using PCs for educational purposes. The items were related to four main Microsoft (MS) software programs and two Internet skills concerning exploitation of audio and visuals. Based on the processed data for the given responses, HSETs are adequate enough to use PC for educational purposes to different extents for each item ranging from the lowest one (42.7%) as use of Microsoft Excel to highest one (88.50%) as capable of using Microsoft Word. HSETs are qualified enough to use PC for educational purposes which reject Çağıltay, Çakıroğlu et al. (2001). Seferoğlu, Akbıyık, and Bulut (2008) assert in their study that they only use

presentation programs such as Microsoft Word, in the contrary, the findings prove that HSETs can do more with computers within their responses towards the use of MS Word (88.5%), MS Powerpoint (84.6%), MS Excel (42.7%), designing visuals (71.8%), exploiting visuals (81.7%), exploiting audios (80.8%).

EBA was generated to use e-contents instead of current course-books. The amounts of the participants show that more than one-third of the HSETs (35.6%) do not have an idea about the major content source within the project. In a qualitative study conducted by Kizilet and Özmen (2017), it is revealed that EBA e-contents of the project were the most crucial part for academicians. The efforts of MoNE for the e-content were highly appreciable by academicians. In contrary to the academicians, one-third of main stakeholders are not aware of the e-contents published in EBA and according to Akçaoğlu et al. (2014), even they were not allowed to use their self-prepaid materials.

5.2.3. ICT in the Classroom

The data about the classroom ICT usage of the participants in order to consider the participants' ICT based material preferences and how often they take advantages of these materials were collected in the third part of the questionnaire within a Likert scale in seven items.

HSETs are free to utilize any kinds of ICT based materials in classrooms and they have free will to use ICT in the classroom under the circumstances of the classroom environment. According to Gülbahar (2007), reward systems should be developed at schools in order to encourage teachers to use technology in their classes. A reward system may work to raise the level of ICT use in classrooms. The results prove that the participants of the study mostly utilize ICT in classrooms by using computers. HSETs attitudes towards ICT tools or services in the classroom are; using computers (M = 3.04/5.00) having access to the Internet in classrooms (M = 3.01), using projectors (M = 2.85), using packed software programs (M = 2.04) in classrooms in descending order respectively.

Even the teachers complain about that they were not allowed use their self-prepared materials in IWBs (Akçaoğlu et al., 2014), the responses of the HSETs show that nearly half of them (M = 2.63) never or seldom prepare their own interactive teaching materials.

The reverse coded item of keeping aside from using any technological devices during lessons show a significant mean score that almost half of the HSETs (*M* = 2.04) do not utilize any ICT based applications in their classrooms. Similarly, Seferoğlu, Akbıyık, and Bulut (2018) assert that unlike the positive attitudes of teachers, the technology was used rarely in classes.

The lowest mean of the utilized ICT based application is packed software programs (*M* = 2.04). Almost three-fifth of the HSETs do not use any packed software programs and the other two fifth use it sometimes. The results correspond with the study of Seferoğlu, Akbıyık, and Bulut (2018) in which they reported that a considerable amount of elementary school teachers did not use any computer program in their classes.

5.2.4. The Fatih Project Expectations

The data about HSETs' Fatih Project expectations in terms of its contribution to the EFL classrooms, whole stakeholders' readiness and future of the project were analyzed through ten items a Likert scale with agreement or disagreement expressions. Before discussing the Fatih Project expectation findings of the study, it would be possible to see a general framework of the studies carried out on technology integration attempts just before the project was announced. The prior research findings in this issue will help us enlighten the perceived circumstances of technology integration in Turkey.

In his study, Akcaoğlu (2008) asserted that there was not a clear vision for technology integration and also the technology infrastructure was not sufficient in Turkey. Bayram and Seels (1997) stressed that one of the main obstacles to technology implementation in Turkey was economic limitations. According to Bayram and Seels (1997), Top (2007) and Kılıçkaya (2012), private schools were more technologically equipped than state schools. Accordingly, private school teachers use technology more effectively compared to those teachers at state schools. Top (2007) also stated that private school English teachers used technology more frequently than other English teachers. Private school teachers thought to have more knowledge of technology than teachers at state schools did. Gülbahar (2007) and Somyürek, Atasoy, and Özdemir (2009) suggested in their studies that during the process of technology integration, a technology plan could be developed at schools and this plan should be revised continuously for effective implementation of technology. Findings of this study also show that HSETs show a

positive attitude towards the Fatih Project. The participants believe that ICT contributes to both their teaching (*M* = 3.87/5.00) and students' learning the target language (*M* = 3.81). In contrary to Akçaoğlu (2008), a clear vision for technology integration was planned within the Fatih Project and technology infrastructure has been enhancing in Turkey (Fatih Project, 2019). Even it was stressed in Bayram and Seels (1997), the main obstacle caused by economic limitations were overcome and the English teachers at state schools were provided with the similar opportunities to use technology which rejects the findings of Bayram and Seels (1997), Top (2007) and Kılıçkaya (2012). The need for a school technology plan which should be developed and revised is observed as stated in a school technology plan by Gülbahar (2007) and Somyürek, Atasoy, and Özdemir (2009).

The sight of HSETs towards the readiness of stakeholders or applicators of the project was also observed respectively. The results were not surprising that the HSETs rank themselves to the first place as they are ready for such a fast development in usage of ICT (*M* = 3.76/5.00) and they are followed by the colleagues (*M* = 3.49), students (*M* = 3.48), lastly the school administrators (*M* = 3.42) which have the lowest mean statistics among the stakeholders.

This study reveals that after the implementation and almost one year of experiencing duration HSETs show self-confidence that they feel themselves (*M* = 3.76) more ready than the other stakeholders (*M*colleagues = 3.49; *M*students = 4.48; *M*administrators = 3.42) of the project.

HSETs believe that their colleagues are ready (*M* = 3.49) and can overcome this rapid development in the usage of ICT. In the same vein, in their studies, Akıncı et al. (2012), Kayaduman, Sırakaya and Seferoğlu (2011) stressed the fact that the achievement of the Fatih Project was assisted by the teachers' roles. If teachers keep on their positive attitudes and beliefs in their colleagues this project would show a success. The administrators generally had positive attitudes towards teachers` use of technological resources in schools (Top, 2007). However, administrative support did not go beyond verbal approval or encouragement. Therefore, HSETs in this study rely on their school administrators less than the other stakeholders, but the mean score (*M* = 3.44) of their responses are still satisfying which can be considered a positive attitude consistent with Top (2007). The positive attitudes of the school administrators for their readiness were

processed within the HSETs' responses that the agreement and disagreement distributions were observed as; 34.6% agreed, 20.2% strongly agreed, 18.3% disagreed, 18.3% neither agreed nor disagreed and 7.7% strongly disagree.

The HSETs hesitate about the future of the project. The mean scores of the HSETs' belief on this project would be the biggest revolution (M = 3.47) or a failure (M = 3.42) is so close to each other but the mean score for the belief of the biggest revolution for Turkish Education System is just a little step further. Unfortunately, the HSETs' belief on the Fatih Project to lead a solution to all educational problems has the lowest mean score in this section (M = 3.29). Based on the open-ended item responses held within this study two HSETs clarify the problem as:

> *"I believe that the use of technology will contribute to the student's learning and our teaching. It is a solution to some educational problems (female and 30-34 years old)"*
> *"…But, it is not the only thing that is likely to solve all the problems of our education system (male and 30-34 years old)."*

As it can be inferred from the excerpts that, the contribution of the use of technology to teaching and learning processes is beyond doubt however the Fatih Project can lead solutions only to some of all educational problems.

5.2.5. Material and Method Preferences

In this part, the findings to be discussed were through all means of tools in teaching. HSETs' preferences of activities, methods, materials are taken into account to have an idea about the participants' sight in terms of supportive tool preferences to the teaching process in the classroom. According to Elia, (2007), ICT has a crucial role in developing intercultural competence, which is a part of learning a second or foreign language. The key function of ICT is to provide a variety of different approaches as well as learning styles which reinforce the material by giving the chance of multi-format. In effective learning, taking pleasure from the activities is very important. To conclude, captivating learners' interest, increasing personal discovery, generating enthusiasm and the desire to learn thereby give a start to an interest to improve the learners' motivation.

MoNE equips schools with six technical components within the Fatih Project. These are; IWBs, multifunctional printers, broadband cable internet access, tablet PCs for both teachers and students and document cameras (Fatih Project, 2019). The views of HSETs

for the priority of these technical components are crucial that their views on the priority of each component are ranked by them for their efficacy and usefulness. The mean scores for the technical components were processed as *M* = 4.48/6.00 for IWB, *M* = 4.10 for teacher tablet PCs, *M* = 4.06 for broadband cable Internet access, *M* = 3.84 for student tablet PCs, *M* = 2.81 for multifunctional printer, *M* = 2.41 for document camera and these six components provided within the Fatih Project were considered to have a positive impact on HSETs. In parallel with this, many researches clarified that teachers had positive attitudes towards technical components of the project (Çiftçi et al., 2013; Koçak, 2013; Sayır, 2014), even though the hardware and software limitations were mentioned in a variety of researchers (Çetinkaya & Keser, 2014; Gürol et al., 2012; Koçak, 20113; Türel, 2012). Moreover, HSETs feel motivated by this huge budgeted technology investment that is given to their use. This idea is also supported by Cox, Preston and Cox' study (1999) that the motivation of teacher is influenced by the frequency of interaction with such tools of technology.

Based on the quantitative ranking responses of HSETs, IWB (*M* = 4.48) is the most useful component among the six mentioned technical components of Fatih Project and it is followed by tablet PCs for teachers (*M* = 4.10). A response which proves the being a chief material provider of IWBs was observed as:

> *"IWB is still one of my chief material providers while I am teaching. Even though most of the materials and activities are available online, I cannot deny the indispensable profits of even an offline smartboard. Therefore, I believe that teaching and learning English with the help of smartboards with full-featured will be totally far more different and effective than the traditional ways. (male and 25-29 years old)"*

Even IWB, which was mentioned as chief material provider in a response of a HSET, was full featured when it was used with access to the Internet, it is still beneficiary when used offline. Here are two responses which also express the technical and connection problems experienced by IWB users:

> *"The consumed technology within the Fatih Project seems good but the smartboards have lots of audio and connection problems. (male and 30-34 years old)"*
> *"However, I have to express that the quality of Internet access to the boards affects the availabilities of them. (male and 30-34 years old)"*

Based on mean scores of IWBs and tablet PCs, it is seen that, HSETs pay more attention to use of ICT in the classroom environment than their own use that supports the study of Kurt et al. (2014) that although they provided a one-way communication and forced the students into a passive listener, teachers used IWBs more frequently and widely than tablet PCs. Even though IWB is the most popular component among HSETs, Pamuk, et al., (2013) found out that teachers experienced many troubles when they attempted to use IWBs.

IWB (*M* = 4.48) is followed by teacher tablet PCs (*M* = 4.10) and broadband Internet access (*M* = 4.06). Some HSETs pay great attention to having Internet access and they perceive the technology revolution mostly on the Internet rather than the other concrete ICT tools. In this respect, a HSET state as follows:

> *"For the past ten years especially the Internet has become so common that almost every student of mine can now access it easily. When I think about my higher education years and also my university years, we couldn't use the technology as much as the students can now. Perhaps, the "smartboard" revolution, as we call it, will bring lots of facilities to the classroom such as instant Internet access, use of technology in class, more effective teacher and teaching. No matter how people consider the use of technology, I consider it as the most effective technological innovation in our education process. (male and 30-34 years old)"*

Internet is a popular choice that never loses its popularity as Windeatt, Hardisty, and Eastment (2000) asserted the Internet as the undeniable fact that, in the language classrooms, the Internet was seen as a tool with high potential but the influence largely depends on the way it was used by the teachers and the students.

HSETs do not find student tablet PCs (*M* = 3.84) more useful than their own tablet PCs and broadband Internet access. HSETs show a remarkable positive attitude towards the use of tablet PCs; however, there are lots of negative observations on tablet PCs in prior researches related to tablet PCs. These negative findings on tablet PCs can be summed as; not functioning properly and the need to technical professional support to overcome technical problems (Çetinkaya & Keser, 2014), negative attitude towards their functions and ergonomics (Dündar & Akçayır 2014), lack of e-content and interactive teaching materials in them (Çetinkaya & Keser, 2014, Dursun et al., 2013), functionality problems based on connection to Internet (Akçaoğlu et al., 2014).

HSETs find student tablet PCs less beneficiary when compared with the other classroom ICT tools. It seems to be a neutral result of using the tools by teachers or

students. According to Akcaoğlu et al. (2014) and Bilici et al. (2011), the Fatih Project was mainly planned to help the students become more productive and active during the courses but Akcaoğlu et al. (2014) found out that the Fatih Project tools were used by the teachers by and large. Due to the lack of connection between teacher and student tablet PCs, teachers could not observe students who used these tools for undesirable activities (e.g., playing games, listening to music, etc.) in the course of a lesson (Çetinkaya & Keser, 2014). The issue of misuse of tablet PCs by students led a hesitation on HSETs and this fact was mentioned by a participant as follows:

> *"As for the tablets distributed to the students, I don't believe that they have more positive contributions than they do negatively. (male and 30-34 years old)"*

Even the use of tablet PCs was considered as a threat to the classroom management of a HSET that it was forbidden to bring these ICT tools to the classrooms as stated below:

> *"I work at a boarding school and my school is in the Fatih Project. The 9th-grade students have their tablet PCs within the project. As far as I hear they misuse them in dormitory part of the school I do not allow them to bring their tablet PCs to my classroom. (female and 20-24 years old)"*

An excerpt on the features of the 21st century and their attitudes towards the use of the Internet and technology summarizes the situation and the reasons for these legitimate worries of HSETs below:

> *"One of the purposes of the Fatih Project was to use tablets instead of books, I never thought this was a good idea, firstly being exposed to screen too much is really harmful to the eyes, secondly it is too costly, lastly it is highly possible for the tablets to be misused especially when we think about the age group, in the 21st century children already have troubles with smartphones, social media, etc., there is a lot of children who are addicted to computers for only entertainment purposes, what we need to do is directing students to use technology efficiently and encourage them to turn some pages, and we can achieve this by being role models, depending on technology most of the time in our classrooms will not do it. (female and 30-34 years old)"*

HSETs, who had been experiencing the Fatih Project ICT tools for almost a year at the time the instruments were conducted, have a great number of negative views on the perspectives through the students' use. The hesitation of HSETs on students to misuse their tablet PCs is crystal clear based on many of the qualitative responses. The distribution of tablet PCs to the students came early for the HSETs. The tablet PCs were distributed before the students were educated on using them for educational purposes. In

the same vein, school administrators point out that, students should be taught how to use the Fatih Project tools and how to reach convenient online materials (Dursun et al., 2013). Besides the necessity for ICT courses for high school students, Dinçer et al. (2013), Salman (2013) and Yeni-Palabıyık (2013), suggested that the Fatih Project could not be applied successfully without integrating computer technology courses even into the primary school curriculums, because computer competency of the students had also enormous importance.

HSETs were so worried about the misuse of tablet PCs by students that some of them expressed they restricted their students to bring tablet PCs to the classroom. One of the participants expressed that he works at a boarding school and he wants his students to leave their tablet PCs at dormitories. The same situation is observed in a study by Pamuk et al. (2013), in which it was indicated that a great number of teachers did not allow their students use their tablet PCs in the classroom during lessons. They think that tablet PCs constitute an obstruction to the natural flow of the lesson.

The matter of students' misuse should be overcome somehow and the major reason that causes this situation is expressed as HSETs cannot connect and observe tablet PCs from their tablet PCs or IWBs. Çetinkaya and Keser (2014) state the same reason that leads HSETs to worry about students misuse as "due to the lack of connection between teacher and student tablet PCs, teachers could not observe students who used these tools for undesirable activities (e.g., playing games, listening to music, etc.) in the course of a lesson."

HSETs find the replacement of tablet PCs for books inappropriate for the health of the students. They defend firstly being exposed to screen too much is really harmful to the eyes.

According to the findings of HSETs for ranking the technical components in this study, the document camera (M = 2.41) is the most useless technical component of the Fatih Project which was followed by the multifunctional printer (M = 2.81). As HSETs are the main users of the classroom ICT tools they seem heedless for the tools of students and other technical components that are not equipped for use in classroom such as multifunctional printer and document camera.

The technological infrastructure of the six ICT components within the Fatih Project was not adequate and this issue took place intensely seven (20.0%) of all qualitative

responses as stated above. HSETs intensively complain about the technical problems of the ICT devices and the connection problems among them. The commonly experienced problems on IWBs expressed by HSETs correspond with the following studies: Internet restrictions stated in Dündar and Akçayır's study (2014); tablet PCs' not functioning properly and need professional technical support as stated in Çetinkaya and Keser's study (2014); limitation to reach more external sources besides the sources provided as standard in tablet PCs by MoNE stated in Dündar and Akçayır's study (2014); the lack of connectivity among teacher tablet PCs and IWBs; teacher tablet PCs and student tablet PCs, teacher tablet PCs and IWBs in stated Çetinkaya and Keser's study (2014); hardware and software limitations stated in Gürol et al. (2012); Koçak (2013), Sayır (2014) and Türel's (2012) studies, IWB related problems such as lack of interactivity, anti-virus programs and inadequate internet access in Akçaoğlu (2014), Banoğlu et al. (2014), Pamuk et al. (2013) and Yeni-Palabıyık (2013)'s studies.

The activity preferences were another matter of fact and chosen 12 activities for the interaction of the students were presented to participants for responding to their preferences in a multiple ways among the choices. The HSETs preference of classroom interaction activity uses are counted and the descriptive statistics of findings were presented in descending order. Based on the findings HSETs use; group work (98.1%), pair work (92.3%), dialogue (88.5%), project work (75.0%), role play (75.0%), translation (67.3%), performance work (65.4%), tasks (63.5%), repetition (63.5%), portfolio assessment (53.8%), songs (49.0%) and TPR activities (21.2%) respectively.

According to the overall material preferences even they were ICT based or not, the HSETs' responses provided another priority ranking of material preferences in descriptive statistical means. The HSETs prefer course books (96.1%), workbooks (94.2%), dictionaries (92.3%), tests (90.3%), printable materials/worksheets (88.3%), real objects (71.8%), videos (70.9%), songs (65.0%), puzzles (61.2%), games (59.2%), slides (56.3%), posters (55.3%), computer software programs (55.3%), flashcards (54.4%), bulletin boards (27.2%) and puppets (17.5%) as materials in teaching English respectively. The overall *M* for all preferences is calculated as 0.6571/1.000 which may be interpreted as HSETs use all kinds of materials in teaching English. Four of the materials (videos, songs, slides, computer software programs) are directly related with ICT based classroom materials and the *M* for ICT based material preferences is *M* =

0.6350/1.000 which means that HSETs' preferences of ICT based materials correspond with their overall material preferences. The most preferred material was coursebook (96.1%) followed by workbook (94.2%) and the least preferred was puppets (17.5%). In this vein, Çakır (2015) conducted a study on material perceptions of English teachers within four groups of materials preferences. Based on the responses of all English teachers (*n* = 38), the coursebook was regarded as (always = 92.1% and sometimes = 7.9%) the fundamental element of teaching with a full participation and it was followed by workbook (97.4%) which is also similar to the workbook preferences (94.2%) of this study (p.542).

The beliefs of HSETs on what they bring to their classroom through ICT are real language (62.1%), authentic material (61.2%), native speaker (57.3%), novelty (46.6%) and target culture (35.9%) respectively. The low impact of target culture through ICT in classrooms is consistent with the finding of Moore et al. (1998) that it was found out that EFL teachers scarcely use technology for the purpose of teaching culture.

HSETs' approach and method preferences are found out as communicative approach (96.1%), audio-lingual method (63.1%), grammar translation method (61.2%), total physical response (29.1%) and Suggestopedia (23.3%) respectively. The approach and method preference findings of this study show difference with the study conducted by Çakır and Kafa (2013) that in their study grammar-translation method was the most frequently used method which was followed by total physical response, communicative language teaching, direct method and audio-lingual method based on 63 EFL teachers' responses.

5.2.6. Discussion of Other Findings in Qualitative Responses

Open-ended item findings were discussed and responses were given as excerpts in association with the quantitative findings of the study but some extra findings which should also be discussed within the study emerged on motivation and timing.

Based on four of the responses (11.43% of all and 23.53% of positive responses) HSETs' use of ICT has a motivating impact on students. These responses are:

> *"Technology is also motivating; nowadays the kids get bored so easily because they live in an era that everything changes so quickly. The kids may not like traditional materials like course books and notebooks. They are too used to computers. When a teacher does an activity on IWB that arises more interest than coursebook among students. (female and 30-34 years old)"*

> *"After I have started to use IWB my courses have become a lot more flowing and interesting than before. (male and 30-34 years old)"*

> *"Using technology is the best way of learning the target language. I think it is an effective way to take students' attention. So, they can learn easily. With technology, we can bring real sounds, words, pronunciations, etc. into the classroom. They can find the opportunity to take part in the lesson completely. (female and 25-29 years old)"*

> *"Use of ICT in the classroom makes interactive learning much easier, the students enjoy using technology and they participate more in class. (male and 40-44 years old)"*

As it is seen in excerpts mentioned above, the use of ICT is a motivational fact on the students of today and traditional materials do not attract the students of the 21st century. This finding corresponds to the findings of Salman (2013) and Sayır (2014) in which they clarified that the technical components of the project were likely to increase students' motivation and make the practitioners teach more effectively.

The beneficiary aspect of the use of ICT on timing was another issue that was not assumed by the researcher and not itemized in the quantitative part of the instrument but was emerged in three different responses (8.57% of all and 17.64% of positive responses) to the qualitative open-ended item as follows:

> *"First of all, technology gives you more time to practice more. Using technology, a teacher can gain time and use that time doing some other activities. (female and 30-34 years old)"*

> *"I have saved too much time and effort since I have been introduced with the Fatih Project (male and 30-34 years old)"*

> *"The use of technology makes the learning process faster, easier and more effective. (male and 45+years old)"*.

One can easily deduce from the excerpts that HSETs perceive ICT tools contributive for their timing in their lessons. With the use of ICT HSETs has a chance for more practicing, save too much time and effort since they have been introduced to the Fatih Project. They achieve more goals in a limited time is another emphasis of the participants. In the same vein, Çakır (2016, p.183) states, "Technology, of course, is a

phenomenon that cannot and should not be neglected as long as it is used effectively at the right time, in the right proportion. The content and the type of activities need to be chosen meticulously in order to save time and enhance learning."

The overall discussion of this descriptive study findings are held above and the consistent and inconsistent sides of this study with the prior studies in this field are tried to be debated. The followed up route was of the five sections of the quantitative findings and an extra section which was not presumed before and emerged in qualitative findings are also stated.

5.3. Discussion of Research Questions

After the overall discussions through the findings of this study, the five research questions mentioned in chapter 1 will be discussed here.

5.3.1. How competent are the HSETs in the use of ICT and what kind of ICT competency procedures experienced by HSETs within or without the Fatih Project?

Four main ICT competency procedures which may be experienced by HSETs were itemized and the descriptive statistics of their responses to these items were presented in Table 27.

Table 27. Descriptive statistics of attending licensed ICT acquisition processes

Variables	**Frequency**	**Percentage**
Having a certificate of main skills	64	61.5%
Taking computer lessons at university	79	76.0%
Taking Step 1 in-service training	34	32.7%
Taking Step 2 in-service training	29	27.9%

The items can be categorized as before or without the Fatih Project and after or within the Fatih Project. The first two items concerning having a certificate of main skills and taking computer lessons at university can be associated with the ICT competency procedures without the Fatih Project and the following two items concerning step1 and 2 in-service training are directly within the Fatih Project.

The first item is a procedure that is not a compulsory process that each HSET can experience voluntarily. Based on the findings of this item, 61.5% of all HSETs experienced this procedure. The second item of the procedures without the Fatih Project is a compulsory process and 76.0% of the participants took computer lessons as a part of their undergraduate curriculum.

The in-service training within the Fatih Project was handled in two steps. These two steps are given to the teachers by turns. Considering the fact that the instrument was conducted to the HSETs after a year of experiencing ICT tools within the project the level of participation to in-service training is low. 32.7% of the participants attended the step 1 in-service training and only 27.9% of them attended to step 2 at the time this research instrument was conducted.

The same insufficiency of in-service training was also observed in the studies carried out just after the implementation of the project and in these studies, it was also suggested that in-service training for teachers should always be at hand. (Akçaoğlu et al., 2014; Akıncı et al., 2012; Banoğlu et al., 2014; Sayır, 2014 and Yeni-Palabıyık, 2013). In this regard, one of the participants stated as follows:

> *"As an English teacher first I was curious about using this smartboard but later I started using it in the classroom with the help of my students and it made me happy, then I found enough information from different places to use in class. (male and 40-44 years old)"*

The excerpt given above proves that the participant has learned to use IWBs and other ICT components with trial and error method or with the help of their students, however, some of the HSETs kept themselves away from IWBs because they did not want to take the responsibility and they were afraid of damaging IWBs. Similarly, Somyürek, Atasoy, and Özdemir (2009) reported that teachers did not use IWBs in their classes because they did not take any technical and pedagogical training.

5.3.2. What are the demographic features affecting ICT utilizing in EFL classrooms?

The demographic features of ICTs can be counted as experience, age and gender factors in which the necessary data was gathered by the first section of the questionnaires. The ICT utilization processes are also held in three different sections; assessing the prior ICT competencies of the HSETs which also contain use of technology for daily

purposes labeled as ICT background, items for observing the actual ICT use attitudes of the HSETs without the Fatih Project tools labeled as ICT in the Classroom and the items associated with the Fatih Project perceptions.

All the quantitative data about the demographic features and ICT utilization processes were typed into the SPSS (20.0) processor and parametric data analysis methods were applied to find whether there was a significant correlation between these variables. The mean scores of each participant for these three ICT utilization processes mentioned above were obtained by computing the mean scores into a new variable column in the processor. These mean scores allowed the researcher to make inter-item correlations practically.

The first demographic feature to be assessed was teaching the experience of HSETs and their correlations with mean scores of ICT Background, ICT in the classroom and the Fatih Project Perceptions.

Firstly, it was hypothesized whether there was a significant relation between HSETs teaching experiences and their prior ICT uses. The Pearson correlation scores of teaching experiences and ICT backgrounds of HSETs are presented in Table 28.

Table 28. Pearson correlation of teaching experience and ICT background

		Teaching Experience	*Mean of ICT Background*
Teaching Experience	Pearson Correlation	1	-.264(**)
	Sig. (2-tailed)		.007
	N	103	103
Mean of ICT Background	Pearson Correlation	-.264(**)	1
	Sig. (2-tailed)	.007	
	N	103	104

** Correlation is significant at the 0.01 level (2-tailed).

As it is seen from Table 28, The Pearson correlation score between HSETs teaching experiences and their prior ICT uses occurs as -.264 which cannot be assessed as a correlation as $p < 0.5$. However, this negative score can partially be assessed as; the more experience means, the less ICT background. The more HSETs have the experience, the less have prior ICT uses for educational purposes and also they use less technology for their daily purposes.

Secondly, it was hypothesized whether there was a significant relation between HSETs teaching experiences and utilization of ICT tools in their classrooms. The Pearson correlation scores of teaching experiences and ICT use in the classroom of HSETs are presented in Table 29.

Table 29. Pearson correlation of teaching experience and ICT in the classroom

		Teaching Experience	*Mean of ICT in the Classroom*
Teaching Experience	Pearson Correlation	1	-.229(*)
	Sig. (2-tailed)		.020
	N	103	103
Mean of ICT in the Classroom	Pearson Correlation	-.229(*)	1
	Sig. (2-tailed)	.020	
	N	103	104

* Correlation is significant at the 0.05 level (2-tailed).

One can deduce from the Table 29 that there is not a significant correlation between HSETs teaching experiences and their actual ICT utilization in classrooms. The Pearson correlation score occurs as -.229 which can be interpreted as the more HSETs have the experience, the less ICT use in their classrooms.

Third and last correlation to be checked for the experience was hypothesized whether there was a significant relation between HSETs teaching experiences and their Fatih Project perceptions. The Pearson correlation scores of teaching experiences and Fatih Project perceptions of HSETs are presented in Table 30.

Table 30. Pearson correlation of teaching experience and Fatih project perceptions

		Teaching Experience	*Mean of Fatih Perceptions*
Teaching Experience	Pearson Correlation	1	-.291(**)
	Sig. (2-tailed)		.003
	N	103	103
Mean of Fatih Perceptions	Pearson Correlation	-.291(**)	1
	Sig. (2-tailed)	.003	
	N	103	104

** Correlation is significant at the 0.01 level (2-tailed).

Based on the findings presented in Table 30, there is not a significant correlation between HSETs teaching experiences and their Fatih Project perceptions. The Pearson

correlation score occurs as -.291 which can be interpreted as the more HSETs have the experience, the less positive perceptions they have towards the Fatih Project.

When the factor experience as a demographic feature was correlated with three different steps of ICT utilization processes negative significance of the correlation was observed for all of these three processes. This inverse proportion of experience and ICT utilization was also observed at a response of HSET as follows:

> *"..... Although I am an old (but experienced) teacher, I am fond of using and following new technology as well as new methods or techniques. (male and 45+ years old)"*

As it can be interpreted from the excerpt that the HSET needed to express his experience in brackets and he proves the overall idea of experienced teachers utilize fewer technologies and tries to keep himself aside from this general judgment.

The inverse proportion based on the parametric data processes of the study and proven by the HSET excerpt is consistent with the study of Kocaoğlu (2013) who urges the levels of ICT use were just the opposite of age and year of experience.

The second demographic feature to be assessed was ages of HSETs and their correlations with mean scores of ICT Background, ICT in the classroom and the Fatih Project perceptions.

Firstly, it was hypothesized whether there was a significant relation between HSETs ages and their prior ICT uses. The Pearson correlation scores of ages and ICT backgrounds of HSETs are presented in Table 31.

Table 31. Pearson correlation of participants' age and ICT background

		Age of the Participant	*Mean of ICT Background*
Age of the Participants	Pearson Correlation	1	-.286(**)
	Sig. (2-tailed)		.003
	N	103	103
Mean of ICT Background	Pearson Correlation	-.286(**)	1
	Sig. (2-tailed)	.003	
	N	103	104

** Correlation is significant at the 0.01 level (2-tailed).

As it can be interpreted from the Table 31, there is not a significant correlation between HSETs ages and their prior use of technology ($p < 0.5$). The Pearson correlation score

occurs as -.286 which can be interpreted as older HSETs utilize less technology in their daily life and for educational purposes.

Then, it was hypothesized whether there was a significant relation between HSETs ages and utilization of ICT tools in their classrooms. The Pearson correlation scores of ages and ICT use in Classroom of HSETs are presented in Table 32.

Table 32. Pearson correlation of participants' age and ICT in the classroom

		Age of the Participants	*Mean ICT in the Classroom*
Age of the Participants	Pearson Correlation	1	-.193
	Sig. (2-tailed)		.051
	N	103	103
Mean ICT in the Classroom	Pearson Correlation	-.193	1
	Sig. (2-tailed)	.051	
	N	103	104

As it is seen in Table 32, there is not a significant correlation between HSETs ages and their actual ICT utilization in classrooms. The Pearson correlation score occurs as -.193 which can be interpreted as even it is not considered to be significant there is a negative correlation which means the older HSETs utilize less ICT in the classroom when compared with the youngers. The older HSETs are, the less ICT they use in their classrooms.

Third and last correlation to be checked for HSETs age was hypothesized whether there was a significant relation between HSETs ages and their Fatih Project perceptions. The Pearson correlation scores of ages and the Fatih Project perceptions of HSETs are presented in Table 33.

Table 33. Pearson correlation of participants' age and Fatih project perceptions

		Age of the Participants	*Mean of Fatih Perceptions*
Age of the Participants	Pearson Correlation	1	-.254(**)
	Sig. (2-tailed)		.010
	N	103	103
Mean of Fatih Perceptions	Pearson Correlation	-.254(**)	1
	Sig. (2-tailed)	.010	
	N	103	104

** Correlation is significant at the 0.01 level (2-tailed).

Based on the findings presented in Table 33, there is not a significant correlation between HSETs ages and their Fatih Project perceptions ($p < 0.5$). The Pearson

correlation score occurs as -.254 which can be interpreted as how older the HSET is, that much negative perception they have for the Fatih Project.

When the factor age as a demographic feature was correlated with three different steps of ICT utilization processes a negative significance of the correlation was observed for all of these three processes. This inverse proportion corresponds with the correlation findings of experience factor mentioned above in it and it is also consistent again with the study of Kocaoğlu (2013) in which he urges the levels of ICT use were just the opposite of age and year of experience.

The third and last demographic feature to be assessed was genders of HSETs and their correlations with mean scores of ICT background, ICT in the classroom and the Fatih Project perceptions.

At first, the parametric correlation analysis was run to clarify whether there was a significant relationship between HSETs genders and their prior ICT uses. The Pearson correlation scores of genders and ICT backgrounds of HSETs are presented in Table 34.

Table 34. Pearson correlation of participants' gender and ICT background

		Gender of the Participants	*Mean ICT Background*
Gender of the Participants	Pearson Correlation	1	-.168
	Sig. (2-tailed)		.089
	N	104	104
Mean ICT Background	Pearson Correlation	-.168	1
	Sig. (2-tailed)	.089	
	N	104	104

As it is seen in Table 34, there is not a significant correlation between HSETs genders and their prior use of technology. The Pearson correlation score occurs as -.168 which can be interpreted as the correlation level is not significant at any levels of 0.01 and 0.05.

Based on the gender distribution of the participants, it was hypothesized whether there was a significant relationship between HSETs genders and utilization of ICT tools in their classrooms. The Pearson correlation scores of ages and ICT use in Classroom of HSETs are presented in Table 35.

Table 35. Pearson correlation of participants' age and ICT in the classroom

		Gender of the Participants	*Mean ICT in the Classroom*
Gender of The Participants	Pearson Correlation	1	.049
	Sig. (2-tailed)		.620
	N	104	104
Mean ICT in the Classroom	Pearson Correlation	.049	1
	Sig. (2-tailed)	.620	
	N	104	104

As it is seen in Table 35, there is not a significant correlation between HSETs genders and their actual ICT utilization in classrooms. The Pearson correlation score occurs as 0.049 which can be interpreted as the correlation level is not significant at any levels 0.01 and 0.05. It means there is not a significant relationship between the ages of participants and their ICT utilization preferences in classrooms.

Third and last correlation to be checked for HSETs gender was hypothesized whether there was a significant relationship between HSETs genders and their Fatih Project perceptions. The Pearson correlation scores of genders and the Fatih Project perceptions of HSETs are presented in Table 36.

Table 36. Pearson correlation of participants' gender and the Fatih Project perceptions

		Gender of the Participants	*Mean Fatih Perceptions*
Gender of the Participants	Pearson Correlation	1	-.142
	Sig. (2-tailed)		.047
	N	104	104
Mean Fatih Perceptions	Pearson Correlation	-.142	1
	Sig. (2-tailed)	.047	
	N	104	104

Based on the findings presented in Table 36, there is not a significant correlation between HSETs ages and their Fatih Project perceptions. The Pearson correlation score occurs as -.142 which means there is not a significant relationship between gender of participants and their Fatih Project perceptions.

The genders of HSETs as a demographic factor was correlated with three different steps of ICT utilization processes and the results show that there is not a significant relationship between gender and all of these three ICT utilization processes. This finding is consistent with Sozen and Coşkun's study (2017) which proved that there was

no significant difference through the gender of the participants in the perception of IWB and tablet PC use. However, the finding of a neutral effect of gender in ICT utilization rejects the case study of Fernandez and Colmenero (2016) who found out male teachers have more attitudes towards ICT than female teachers.

To sum up, in order to answer the second research question of this study, the three demographic features, which are experience, age, and gender, affecting ICT utilization in EFL classrooms, were interpreted within the correlation of the findings of the study and proven by HSET excerpts discussed with prior related studies in this topic. The demographic features do not affect ICT utilization in EFL classrooms.

5.3.3. What kind of ICT tools do the HSETs prefer in EFL classrooms?

ICT tool preferences of the HSETs can be analyzed in two groups as before the Fatih Project and after the implementation of the Fatih Project. The necessary findings for the preference priority of each ICT tool in each group were gathered via the related items of the questionnaire.

The findings of the study show that the ICT tool preferences for non Fatih Project ICT tools were observed as computers (M = 3.04/5.00), Internet (M = 3.01), projector (M = 2.85), smartboards (M = 2.42), packed software programs (M = 2.04) respectively. According to the results it can be stated that the participants of the study mostly prefer computers (M = 3.04) for utilizing ICT in classrooms. The least preferred ICT tools were software programs (M = 2.04). Almost three-fifth of the HSETs do not use any packed software programs and the other two fifth use it sometimes. In this sense, the results are consistent with the results of Seferoğlu, Akbıyık, and Bulut (2018) in which they reported that a considerable amount of elementary school teachers did not use any computer program in their classes.

According to the ranking of six major technical components within the Fatih Project's technical components, the HSETs expressed their attitudes on the usefulness of each tool which may also be interpreted as preferences of HSETs. HSETs' preference of the Fatih Project ICT tools emerged as IWB (M = 4.48/6.00), tablet PCs for teachers (M = 4.10), broadband cable Internet access (M = 4.06), tablet PCs for students (M = 3.84), multifunctional printer (M = 2.81) and document camera (M = 2.41) respectively. The least preferred ICT tool within the project was the document camera (M = 2.41) which

was distributed only one for each school (Fatih Project, 2019). The feature of the document camera is not a stable tool equipped in the classroom and this may lower its preferences of use by HSETs. The IWB (M = 4.48) is the most preferred ICT tool among the technical components of the Fatih Project as it was also stated by one of the HSETs.

> *"IWB is still one of my chief material providers while I am teaching…"*
> *(male and 20-24 years old)*

As it is seen from the excerpt that IWB is considered as the chief material provider while he is teaching. IWB is a material by itself and the other materials provided by IWBs are the e-contents published in EBA and software programs.

The last ICT tool to be discussed through the preferences within the Fatih Project is e-contents published online in EBA. At the year the instrument was conducted the awareness of the HSETs was 64.4%. One can deduce from the percentage that almost two-fifth of the HSETs had no idea about the chief e-content provider of the Fatih Project, and according to Akçaoğlu et al. (2014), even teachers were not allowed to use their self-prepaid materials.

To sum up, the findings on ICT tool preferences of HSETs in EFL classrooms related with the third research question of the study, HSETs utilization and preference of ICT tools within and without the Fatih Project which were mentioned above with different mean variances according to the number of their Likert choices (highest M = 5.00 for non Fatih and highest M = 6.00 for the Fatih Project tools) were customized with the direct proportion to the percentages. The preferences for all the ICT tools emerged as IWBs (75.0%), teacher tablet PCs (68.0%), computers (62.0%), Internet access (67.0%), student tablet PCs (64.0%), projectors (57.0%), multifunctional printers (47.0%), packed software programs (41.0%) and document cameras (40.0%) respectively.

5.3.4. What are the HSETs' perceptions about the use of ICT materials in EFL classrooms?

In the fourth research question of the study, the HSETs' perceptions about the use of ICT materials in EFL classrooms needed to be clarified through ICT based and non ICT based material preferences, approach and method preferences and classroom interaction activity preferences.

In the 43rd item of the questionnaire 16 ICT based and non ICT based materials were offered to the participants and they were asked for responding their preferences of use among these materials in teaching English in multiple ways. The processed data of the preferences show that the HSETs prefer course-books (96.1%), workbooks (94.2%), dictionaries (92.3%), tests (90.3%), printable materials/worksheets (88.3%), real objects (71.8%), videos (70.9%), songs (65.0%), puzzles (61.2%), games (59.2%), slides (56.3%), posters (55.3%), computer software programs (55.3%), flashcards (54.4%), bulletin boards (27.2%) and puppets (17.5%) as materials in teaching English respectively.

The overall mean score for all preferences is calculated as M = 0.6571/1.000 which may be interpreted as HSETs use all kinds of materials in teaching English. Four of the materials (videos, songs, slides, computer software programs) are directly related with ICT based classroom materials and the mean score for ICT based material preferences is 0.6350/1.000, which means that HSETs preferences of ICT based materials correspond with their overall material preferences. The most preferred material was coursebook (96.1%) followed by workbook (94.2%) and the least preferred was puppets (17.5%). In this vein, Çakır (2015) conducted a study on material perceptions of English teachers within four groups of materials preferences. Based on the responses of all English teachers (n = 38), the coursebook was regarded as (always = 92.1 and sometimes = 7.9%) the fundamental element of teaching with a full participation and it was followed by workbook (97.4%) which is also similar to the workbook preferences (94.2%) of this study.

HSETs' approach and method preferences are found out as communicative approach (96.1%), audio-lingual method (63.1%), grammar translation method (61.2%), total physical response (29.1%) and Suggestopedia (23.3%) respectively. The approach and method preference findings of this study show differences with the study conducted by Çakır and Kafa (2013) that in their study grammar-translation method was the most frequently used method which was followed by total physical response, communicative language teaching, direct method and audio-lingual method based on 63 EFL teachers' responses.

The activity preferences were another matter of fact and chosen 12 activities for the interaction of the students were presented to participants for responding to their

preferences in a multiple way among the choices. The HSETs' preference of classroom interaction activity uses are counted and the descriptive statistics of findings were presented in descending order. Based on the findings HSETs use group work (98.1%), pair work (92.3%), dialogue (88.5%), project work (75.0%), role play (75.0%), translation (67.3%), performance work (65.4%), tasks (63.5%), repetition (63.5%), portfolio assessment (53.8%), songs (49.0%) and TPR activities (21.2%) respectively.

To sum up, the findings on the HSETs' perceptions about the use of ICT materials in EFL classrooms related with the fourth research question of the study; HSETs perceptions about use of ICT materials in EFL classrooms were assessed through their ICT based and non ICT based material preferences, approach and method preferences, classroom interaction activity preferences Attitude towards the overall material preferences (M = 0.6571) and the ICT based material preferences (M = 0.6350) were observed as positive and with similar rates. According to the findings, the most preferred material was the coursebook which was also one of the similar findings of Çakır's study (2015). As it was stated above in the previous research question, the findings of this study show that IWB (M = 4.48/6.00) is the most preferred ICT component which is also consistent with the most preferred classroom interaction is group-work (98.1%). The findings also exhibit that the most preferred approach and methods are communicative approach (96.1%) and audio-lingual method (63.1%). The HSETs' perceptions about the use of ICT materials in EFL classroom is observed positively and in consistent with their ICT based and non ICT based material preferences, approach and method preferences, and classroom interaction activity preferences.

5.3.5. What are the contributions of the Fatih Project to foreign language teachers and learners in teaching the target language?

The fifth and last research question of the study examines the beneficiary aspects of the Fatih Project in terms of teaching and learning processes of the target language particularly. For this purpose, two quantitative items were directed to the HSETs within the 37th and 38th items of questionnaires.

In 37th item, the agreement or disagreement levels of the participants were gathered by adopting a Likert scale with the statement "This project will contribute to my teaching

profession". The processed descriptive statistics revealed that 45 (43.3%) of the participants agreed with this statement. 30 participants (28.8%) strongly agreed while 19 participants (18.3%) neither agreed nor disagreed. However, six participants (5.8%) disagreed and four of the participants (3.8%) strongly disagreed. When the responses were grouped, it can be seen that 75 participants (72.1%) were positive, 19 participants (18.3%) were neutral, and 10 participants (9.6%) were negative. Based on these responses, a high agreement level in the contribution of the Fatih Project to the teaching of the target language was observed.

In the38th item, the agreement or disagreement levels of the participants were gathered by adopting a Likert scale with the statement "This project will have a great contribution to my students' learning target language." The processed descriptive statistics revealed that; 49 of the participants (47.1%) agreed with this statement. 24 participants (23.1%) strongly agreed while 24 (23.1%) neither agreed nor disagreed. However, six participants (5.8%) strongly disagreed and one of the participants representing 1% disagreed. When the responses were grouped; it can be seen that 73 participants (70.2%) were positive, 24 participants (23.1%) were neutral and 7 participants (6.7%) were negative. Based on these responses there is a high agreement level in the contribution of Fatih Project to students' learning the target language was observed.

In both of the items, a positive consensus in the contribution of the Fatih Project for teaching and learning the target language was observed. Moreover, the levels of the relation between these two items were correlated and the findings were presented in Table 37.

Table 37. Pearson correlation of contribution to teaching and learning

		Item 37 Contributions to teaching	Item 38 Contributions to learning
Item 37 Contributions to teaching	Pearson Correlation	1	.778(**)
	Sig. (2-tailed)		.000
	N	104	104
Item 38 Contributions to learning	Pearson Correlation	.778(**)	1
	Sig. (2-tailed)	.000	
	N	104	104

** Correlation is significant at the 0.01 level (2-tailed).

As seen in Table 37 the relationship between contribution to teaching and learning the target language was significant at the 0.01 level. The Pearson correlation score occurs as, .778 which can be interpreted as there is a positive correlation which means that it has a degree of contribution to teaching as much as it has to learning.

Apart from the two quantitative items whose descriptive statistics and correlations were presented above, unique qualitative responses on the enhancing efficacy of ICT tools in both processes of teaching and learning the target language were also observed:

> *"I believe that the use of technology will contribute to the student's learning and our teaching…. (female and 30-34 years old)"*

> *"The use of technology in my classes will enable me to reach my goals better and it will give me the chance to create a multi-intelligence environment for learning. (male and 25-29 years old)"*

As it is seen from the excerpts that, these two excerpts about the contribution thought for the Fatih Project is observed two-tailed; teachers and students. ICT lets HSETs to provide a multi-intelligence environment for their students. The beneficiary aspects of ICT within the Fatih Project emerges in a HSET's response as:

> *"Use of technology enables that education in the classroom atmosphere will be much updated. Thus, both students and the teachers will experience the feeling of stepping into the world in which global changes are fast and unpreventable. As for the teachers, they improve themselves professionally and become more productive. When we consider the subjects, they might be more concrete and rich thanks to the true use of technology. (female and 30-34 years old)"*

As it can be interpreted from the excerpt through using ICT both teachers and learners are provided a gate to enter into an updated world of professional development for becoming more productive. As it was clarified that the contributiveness of the Fatih Project to foreign language teachers and learners in teaching the target language through the parametric descriptive and correlation analysis proven by HSET excerpts, the belief of HSETs on what they bring to their classroom through ICT can be discussed.

In the 44th item of the questionnaire, the HSETs were asked for expressing their beliefs on what ICT brings into their classroom. The beliefs of HSETs on what they bring to their classroom through ICT are real language (62.1%), authentic material (61.2%), native speaker (57.3%), novelty (46.6%) and target culture (35.9%) respectively. The low impact of target culture through ICT in classrooms is consistent with the finding of

Moore et al. (1998) that it was found out that EFL teachers scarcely use technology for the purpose of teaching culture.

To sum up, the findings of the contribution of the Fatih Project to the teachers and learners of the target language related with the fifth research question of the study; first, a high agreement level of HSETs was observed for both contribution to teachers (72.1%) and learners (70.2%). Then the relation between the contribution to teachers and learners were tested via the Pearson correlation and a positive high correlation of 0.778 was found. Next, the excerpts associated with the HSETs were presented and the quantitative responses were proved by the qualitative ones. Finally, the beliefs of HSETs on what they bring into the classroom were seen as a real language (62.1%), authentic material (61.2%), native speaker (57.3%), novelty (46.6%) and target culture (35.9%) were stated.

5.4. Summary of the Findings

The aim of the study was to determine the attitudes and competencies of HSETs about the use of ICT at the Fatih Project equipped public high schools, in the scope of English language teaching. Quantitative and qualitative data were harnessed to achieve this aim. Teachers from high schools were chosen as the subject group because the Fatih Project was initiated in high schools as the first phase of the project. For the data collection, a questionnaire with five sections was developed by the researcher to explore perceptions and attitudes of HSETs' use of ICT comprehensively. The participants were supposed to choose the closest answer to their opinions in closed type 45 items and the last item was a qualitative, optional open-ended item. For the piloting, the questionnaire was conducted to 20 HSETs and the results were analyzed via SPSS 20.0 parametrically. After the conduction of the pilot study, the items were revised as the Cronbach's Alpha was 0.601 in reliability statistics. The actual instrument composed of 45 quantitative item was conducted to 46 male and 58 female (total 104) HSETs and qualitative data was obtained from 16 HSETs who responded to the last optional part of the instrument. The instruments reliability statistics were calculated as 0.776 Cronbach's Alpha score for the 33 Likert-type scale items as 73.33% of the whole items in the questionnaire. The quantitative data was processed by parametric test methods and the qualitative data from the optional open-ended item of the instrument was processed by content analysis

and the findings were coded and grouped in relation with the quantitative instrument sections. All the data were presented and discussed with the associated previous studies.

According to the demographic feature distinction; gender does not play a role affecting ICT utilization in EFL classrooms, however, an inverse proportion between experience, age features of the HSETs and their ICT utilization is observed significantly.

Based on the data gathered via the ICT Background section of the survey and presented in the previous chapter, almost all of HSETs were blessed with having a computer at home and having the Internet at hand. The majority of HSETs have a certificate of an operating computer containing main skills which means they have completed a process voluntarily for being an ICT user. Three-fourth of HSETs (mostly below 35 aged and less than the experience of 15 years) has taken computer lessons as a part of their undergraduate curriculum. It was also observed that almost all of HSETs are qualified enough to use PC for educational purposes within Microsoft Office programs.

In-service training within the Fatih Project is the bleeding wound of this ICT implementation process which could not meet the expectations of HSETs. Most of the HSETs were not taken into in-service training and a few HSETs were taken into inadequate in-service training within the Fatih Project by the end of 2013/2014 academic year after a year of the implementation process. HSETs who have no training have learned to use IWBs and other ICT components with trial and error method or with the help of their students, however, some of the HSETs kept themselves away from IWBs because they did not want to take the responsibility and they were afraid of damaging IWBs. More than one-third of the HSETs do not have an idea about the major content source EBA within the project at the time the questionnaire was conducted. Even most of the HSETs complain that they are not allowed to use their self-prepared materials in IWBs, nearly half of them never or seldom prepare their own interactive teaching materials. Moreover, almost half of the HSETs do not utilize any ICT based applications in their classrooms.

The HSETs have positive perceptions of and attitudes toward the Fatih Project. HSETs show self-confidence that they feel more ready than the other stakeholders; their colleagues, students, and administrators, respectively. When the future of the project is discussed this self-confidence leaves its place to an uncertainty. HSETs beliefs on this project would be the biggest revolution or failure are observed so close to each other.

When the Fatih Project tools were evaluated by the HSETs, the following findings emerged. The ranking of ICT components within Fatih Project with respect to their usefulness is as; IWBs, teacher tablet PCs, broadband cable Internet access, student tablet PCs, multifunctional printer, respectively. IWB is the most preferred ICT component which is also consistent with the most preferred classroom interaction, group-work. IWB is followed by tablet PCs for teachers which means HSETs pay more attention to the use of ICT in a classroom environment than their own use. The hesitation of HSETs on students to misuse their tablet PCs is observed as tablet PCs were distributed before the students were educated on using them for educational purposes. HSETs perceive ICT tools contributive for their timing and motivating the students in their lessons.

The HSETs' perceptions about the use of ICT materials in EFL classroom is observed positively and in consistent with their ICT based and non ICT based material preferences, approach and method preferences, and classroom interaction activity preferences HSETs use all kinds of materials in teaching English and the use of ICT based classroom materials correspond with their overall material preferences. The beliefs of HSETs on what they bring to their classroom through ICT are a real language, authentic material, native speaker, novelty and target culture, respectively.

All in all, a high agreement level in the contribution of the Fatih Project to the teaching and students' learning the target language is observed. HSETs show positive attitudes towards the use of ICT in teaching EFL.

5.5. Implications and Suggestions

This study uncovered some implications for the practice. HSETs have positive attitudes toward and show competency in the use of ICT in EFL classrooms. The use of ICT tools has been handled in three phases: ICT background and its use for personal purposes, ICT preferences before the Fatih Project and lastly the expectations from the Fatih Project with experiencing ICT tools within the Fatih Project throughout the study. It is clarified that HSETs appreciate ICT in all of the phases and utilize all kinds of ICT tools in teaching a foreign language.

The findings reveal that HSETs are competent to use ICT for educational purposes as they have been to any of the ICT acquisition processes voluntarily within private certification programs or compulsorily as a part of their undergraduate curriculum or

within the Fatih Project in-service training. The younger HSETs asserted that they had taken computer lessons at their undergraduate curriculum; however, the computer lessons may not be associated with using a high level of ICT tools such as IWBs. Use of IWBs, which were the most appreciated ICT tools by HSETs, may be added to computer lesson curriculums of the universities that educate English Teachers. The teacher training in the scope of the Fatih Project may be completed in undergraduate curriculums of the universities and the teachers may begin their in-service teaching with the adequate ICT competence. This may help both MONE and HSETs to save time. With emphasis of the use of ICT in undergraduate curriculum, the HSETs would be more aware of the ICT applications related to language teaching and would prefer more appropriate approach and methods. The in-service training may be used as refreshments to current HSETs and their contents may be revised.

One of the biggest problems that HSETs face is the connectivity problems among the tools. The technical features of the ICT components may be enhanced in terms of connectivity among all the tools. The synchronization between teacher tablet PCs and student tablet PCs would provide better classroom management to the teachers which would remove the hesitations of teachers on students' misuse. Besides, the synchronization between teacher tablet PCs and IWB would help HSETs to supervise the classrooms with face to face interaction.

As the utilization of ICT is assessed through demographic features of HSETs, gender is not a distinctive feature for ICT preferences; however, experience and age of the participants are in inverse proportion with their ICT use. More experienced and older HSETs utilize fewer ICT tools in teaching a foreign language in their classrooms and they have a less positive insight towards the Fatih Project.

The Fatih Project is contributive to both teaching and learning of EFL. The lessons are more fluent in terms of timing and HSETs can reach more goals and has the opportunity to make more practices on the subject taught. Students who are technologically natives pay more attention to the ICT tools than the traditional materials and they are more motivated to learn at the lessons that ICT tools are utilized.

As this study was conducted descriptively, an overall situation of EFL classrooms within the perspective of HSETs' ICT utilization was drawn. The attitudes and competences of HSETs in the use of ICT and the mentioned problems that are faced in

the implementation process of the Fatih Project would provide evidence for both teachers and education policymakers.

As this study was conducted at high school levels, the same context may be investigated in primary and secondary levels of foreign language teaching for future studies. As this study concentrated on teaching a foreign language in general, the use of ICT in any of the sub-units of foreign language teaching such as listening, speaking, reading, writing, vocabulary and grammar skills or tasks may be investigated. It would also be appropriate to study the utilization of a particular ICT tool of the Fatih Project in teaching foreign language or teaching any of the skills, as the whole tools were taken into account superficially in this study. The commonly faced problems of e-contents and in-service training may also be handled to clarify the situation and suggest solutions to these matters. The last task to be suggested for future research is the perceptions of the students through the use of ICT in learning a foreign language may be investigated.

5.6. Conclusion

In this chapter, the processed data and findings are summarized and discussed in relation to the relevant studies carried out before. The findings were also discussed separately for each research question. The overall summary of the findings was listed and the implications and suggestions for further research are presented.

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APPENDIX A. - Questionnaire

DEAR COLLEAGUE

Please respond to the questionnaire considering each statement carefully and put a cross (**x**) the option on the right that most accurately describes how much you like to use each activity in your language teaching. Your preferences on using ICT (Information and Communications Technology) in the classroom will give us an idea about the availability of English Teachers for The Movement of Enhancing Opportunities and Improving Technology, Project F@tih.

Thank you for your participation.

Ümit SÖĞÜT
Teacher of English
Erciyes University Postgraduate Student

	(1)	*(2)*	*(3)*	*(4)*	*(5)*	*(6)*
1.Teaching Experience:	☐1-4 years	☐5-9	☐10-14	☐15-19	☐20-24	☐25-…
2.Age:	☐20-25	☐25-29	☐30-34	☐35-39	☐40-44	☐45-…
3.Gender:	☐male	☐female				
4.Size (staff) of School:	☐1-20	☐21-50	☐51-100	☐100-…		
5.Size (pupils) of School:	☐1-150	☐151-300	☐301-500	☐501-750	☐751-1000	☐1000-…
6.Location of the School:	☐urban	☐rural-urban		☐rural		
7.Faculty of Graduation:	……					

ICT BACKGROUND	***Yes (1)***	***No (2)***	***Recommendations(3) (optional)***
8. I have a personal computer.	☐	☐	
9. I have instant Internet access.	☐	☐	
10. I check my mails every day.	☐	☐	
11. I have a website/blog site.	☐	☐	
12. I have membership on websites.	☐	☐	
13. I have a certificate of operating computer containing main skills.	☐	☐	
14. I have taken computer lessons as a part of my undergraduate curriculum.	☐	☐	
15. I have taken in-service training for use of ICT within F@tih Project. (Step 1. Main Skills)	☐	☐	
16. I have taken in-service training for use of ICT within F@tih Project. (Step 2. Use of Interactive Board)	☐	☐	
17. I prepare my exam papers on computer in MS Word	☐	☐	
18. I can prepare slide shows, teaching materials using MS Powerpoint.	☐	☐	
19. I use mathematical formulas in MS Excel.	☐	☐	
20. I am good at designing a visual material via computer.	☐	☐	
21. I know how to exploit any material on the net. (video, pictures, etc.)	☐	☐	
22. I know how to exploit any material on the net. (audio, sounds, etc.)	☐	☐	
23. I am aware of the e-contents published in the official website of F@tih Project www.eba.gov.tr.	☐	☐	

ICT IN THE CLASSROOM	*Never1*	*Sometimes2*	*Usually3*	*Often4*	*Always5*
24. I use the computer in my classroom.	☐	☐	☐	☐	☐
25. I use the projector in my classroom.	☐	☐	☐	☐	☐
26. I use a Smartboard in my classroom.	☐	☐	☐	☐	☐
27. I have access to the Internet in my classroom.	☐	☐	☐	☐	☐
28. I use packed software programs during lessons. (Except Dyned)	☐	☐	☐	☐	☐
29. I prepare my own interactive teaching materials.	☐	☐	☐	☐	☐
30. I keep aside from using any technological devices during my lessons.	☐	☐	☐	☐	☐

EXPECTATIONS FROM F@tih PROJECT	*Strongly Disagree1*	*Disagree2*	*Neither Agree nor Disagree3*	*Agree4*	*Strongly Agree5*
31. I believe this project will be the biggest revolution for Turkish Education System.	☐	☐	☐	☐	☐
32. This project will lead a solution to all educational problems.	☐	☐	☐	☐	☐
33. My school administration is ready for such fast development in the usage of ICT.	☐	☐	☐	☐	☐
34. I am ready for such fast development in the usage of ICT.	☐	☐	☐	☐	☐
35. My colleagues are ready for such fast development in the usage of ICT.	☐	☐	☐	☐	☐
36. My students are ready for such fast development in the usage of ICT.	☐	☐	☐	☐	☐
37. This project will contribute to my teaching.	☐	☐	☐	☐	☐
38. This project will have a great contribution to my students' learning target language.	☐	☐	☐	☐	☐
39. This project will fail.	☐	☐	☐	☐	☐
40. I have graduated from university with the abilities to use ICT in the classroom.	☐	☐	☐	☐	☐

41. Rank the following technical components of the project according to their contributiveness, from the most useful *(1)* to the least useful *(6)*

(__) Interactive Board
(__) Multifunctional Printer
(__) Broadband Cable Internet Access
(__) Tablet PCs For Teachers
(__) Tablet PCs For Students
(__) Document Camera

42. Which of the following activities do you use in classroom for the interaction of your students? *(multiple × allowed)*

☐Pair-work *(1)* ☐Group Work*(4)* ☐Role Play*(7)* ☐Dialogue*(10)*

☐Songs*(2)* ☐Tasks*(5)* ☐TPR Activities*(8)* ☐Repetition*(11)*

☐Translation*(3)* ☐Project Work*(6)* ☐Performance Work*(9)* ☐Portfolio Assessment*(12)*

43. Which of the following materials do you use in teaching English? *(multiple × allowed)*

☐Course book*(1)* ☐Games*(5)* ☐Real Objects*(9)* ☐Slides*(13)*

☐Workbook *(2)* ☐Flashcards*(6)* ☐Bulletin Boards*(10)* ☐Puppets*(14)*

☐Dictionary *(3)* ☐Songs*(7)* ☐Computer Software*(11)* ☐Tests*(15)*

☐Printable/Worksheet*(4)* ☐Posters*(8)* ☐Videos*(12)* ☐Puzzles*(16)*

44. I believe that through ICT we bring …….. into the classroom. *(multiple × allowed)*

☐ authentic material *(1)* ☐native speaker*(2)* ☐ real language*(3)* ☐ target culture*(4)* ☐ novelty*(5)*

45. Which of the following approaches/methods do you usually prefer to use in the classroom?
(multiple × allowed)

☐ Grammar-Translation Method*(1)*

☐ Audio Lingual Method*(2)*

☐ Communicative Approach*(3)*

☐ Total Physical Response*(4)*

☐ Suggestopedia*(5)*

46. Please write your own comments about the use of technology. This may be your own observation of the development for the technology used in the classroom since the early stages of your own education life as a student or the development since you started teaching English as a Foreign Language (EFL). While responding to the subject with a few sentences or a paragraph, you may consider the technological components within the Fatih Project such as interactive boards, tablets, broadband Internet access, etc. and in-service training or teacher adequacies at using technology in EFL classrooms. (This part is optional)"

Thank You!

APPENDIX B. – Informed Consent Form

Dear Colleague,

I am M.A. student at Erciyes University, Institute of Social Sciences, English Language and Literature Department. I need your precious support through your responses to my questionnaire within my master thesis study which aims to investigate the perceptions of high school English teachers' using Information and Communication Technology (ICT) in EFL classrooms.

All the data collected via this questionnaire will be processed and presented anonymously according to the scientific ethics. All information about you will be treated in strict confidence and you will not be named in any written work arising from this study.

Thanks, in advance, for being willing to consider participation in this study.
Sincerely yours,
Ümit SÖĞÜT

Your consent:

Put √

(……) I agree to take part in the study and that the data to be used.

(……) I do not agree to take part in the study and that the data to be used.

……. ……

(Date) (Signature)

CURRICULUM VITAE

Name **:** Ümit SÖĞÜT

Place and Date of Birth **:** Kayseri / TURKEY, 15.11.1983

Nationality **:** Turkish

Gender **:** Male

E-mail **:** st.umut@gmail.com

Educational Background:

2011-2019 (MA) **:** Erciyes University, Institute of Social Sciences
English Language and Literature Department, Kayseri, TR

2001-2005 (BA) **:** Atatürk University, Kazım Karabekir Education Faculty,
English Language Teaching Department, Erzurum, TR

1997-2001 **:** Kocasinan Anatolian High School, Kayseri, TR

1994-1997 **:** Barbaros Secondary School, Kayseri, TR

1989-1994 **:** Gazi Osman Paşa Primary School, Kayseri, TR

Work Experience:

2017-… **:** Stuttgart Education Attaché, Baden Württemberg, DE
(Turkish as a Mother Language and Turkish Culture Teacher)

2014-2017 **:**Sabit Bozahmetoğlu Primary School, Kocasinan, Kayseri, TR
(Headmaster, English Teacher)

2014-2014 **:** Çetin Şen Science and Arts Center, Melikgazi, Kayseri, TR
(Headmaster, English Teacher)

2012-2014 **:**Duran Yangın Anatolian Religious High School, Kayseri, TR
(Deputy Principal, English Teacher)

2012-2014 **:** Özvatan District Governership, Özvatan, Kayseri, TR
(Projects Coordinator)

2012-2012 **:**District Directorate of National Education, Felahiye, Kayseri, TR
(Branch Manager)

2010-2012 **:** Felahiye High School, Felahiye, Kayseri, TR
(Headmaster, English Teacher)

2009-2010 **:** Felahiye Adult Education Center, Felahiye, Kayseri, TR (Deputy Principal, English Teacher)

2008-2009 **:** Yavuz Selim Primary School, Tomarza, Kayseri, TR (English Teacher)

2007-2008 **:** Aysel Tekinalp Primary School, Şehitkamil, Gaziantep, TR (Military Service English Teacher)

2006-2007 **:** Kayseri Provincial Directorate of Youth and Sports, Wrestling Training Center, Talas, Kayseri, TR (English Teacher)

2005-2007 **:** Büyüktoraman High and Primary Schools, Felahiye, Kayseri, TR (English Teacher)

Academic Honours :

Paper Presentation *"English Teachers vs. ICT Materials"*
Gazi University, the 1st International ELT Conference
November 2013, Ankara, TURKEY

Languages :

Turkish (Native)
English (Advanced)
German (Pre-Intermediate)

Research Interest :

Use of ICT in ELT
Teaching English as a Foreign Language
Teaching Turkish as a Foreign Language