

**ELT Students' and Instructors'
Perceptions, Practices and Needs about the
Use of Technology in ELT**

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ABSTRACT

This study aimed to investigate into the English Language Teaching (ELT) students' and instructors' perceptions, practices and needs about the use of technology in ELT, at the Department of Foreign Language Education (FLE) Eastern Mediterranean University (EMU). To this aim, the ELT students' and instructors' perceptions, practices and needs were identified.

The current study was designed as a case study which applied the qualitative and quantitative research methods (mixed methods). The participants of the research were 30 third and fourth year undergraduate students, as well as 15 M.A students, 15 Ph.D. students and 6 instructors in the Department of Foreign Language Education of Eastern Mediterranean University. The data was collected through student and instructor questionnaires together with semi-structured interviews.

The results of the study showed that the ELT students' and instructors' perceptions, practices and needs are parallel to each other, and a variety of similarities were acknowledged from the study. According to the results of the study, the students and instructors have positive perceptions of technology use in ELT. Moreover, the students believe that technology is useful for language learning and language teaching; it improves students' vocabulary knowledge, motivates students and extends the educational setting to outside the classroom. Likewise, the instructors also believe that technology extends the educational setting beyond the classroom; it attracts students' attention, motivates students, and it is useful for language learning and teaching.

Overall, the instructors and the students have parallel positive perceptions, practices and challenges, but various needs regarding the integration of technology in ELT. This can be associated with the fact that the participating instructors are the teachers of the participating students sharing the same experience when technology is used in the classes.

Keywords: Technology in ELT, Perceptions, Practices, Needs, Pre-service English Teachers, ELT Instructors.

ÖZ

Bu çalışma, Doğu Akdeniz Üniversitesi'ndeki (DAÜ) Yabancı Diller Eğitimi (YDE) Bölümü öğrencilerinin ve öğretim elemanlarının, İngiliz Dili Eğitimi'nde teknoloji kullanımı ile ilgili algılarını, uygulamalarını ve gereksinimlerini incelemeyi hedeflemiştir. Bu amaç ışığında, İngiliz Dili Eğitimi öğrencileri ve öğretim elemanlarının algıları, teknoloji kullanımı ile ilgili uygulamaları ve gereksinimleri ortaya çıkarılmıştır.

Bu çalışma, bir olgu çalışması olarak tasarlanmış olup nitel ve nicel yöntemleri birlikte uygulamıştır. Katılımcılar, 30 üçüncü ve dördüncü sınıf lisans, 15 Master programı ile 15 Doktora programı öğrencileri ve 6 öğretim elemanından oluşmaktadır. Çalışmadaki veriler, öğrenci ve öğretim elemanlarına yapılmış anketler ve yarı-yapılandırılmış görüşmeler aracılığı ile elde edilmiştir.

Araştırma sonuçları, İngiliz Dili Eğitimi öğrencileri ve öğretim elemanlarının teknoloji kullanımı ile ilgili algıları, uygulamaları ve gereksinimleri birbirine paralel olduğunu ve iki grup arasında birçok benzerliğin bulunduğunu teyit etmiştir. Araştırma sonuçlarına göre, öğrenciler ve öğretim elemanları İngiliz Dili Eğitimi'nde teknoloji kullanımına karşı olumlu algıya sahiptirler. Dahası, öğrenciler teknolojinin dil öğrenimi ve öğretimi için faydalı olduğuna, öğrencilerin kelime bilgisini artırdığına, öğrencileri motive ettiğine ve teknolojinin eğitim sınırlarını sınıf dışına taşıdığına inanmaktadır. Benzer bir şekilde, öğretim elemanları da teknolojinin eğitim sınırlarını sınıf dışına taşıdığına, öğrencilerin ilgisini çektiğine, öğrencileri motive ettiğine ve dil öğrenimi ve öğretimi için faydalı olduğuna inanmaktadır.

Çalışmanın genel sonuçlarına göre, öğretim elemanları ve öğrenciler İngiliz Dili Eğitimi'nde teknoloji kullanımı ile ilgili birbirine paralel olumlu algıya, benzer kazançlara, zorluklara, ancak çeşitli gereksinimlere sahiptirler. Bu sonuç arkasındaki temel sebep çalışmaya katılan öğretim elemanlarının çalışmaya katılan öğrencilere ders vermesi ve sınıf içerisinde teknoloji kullanıldığı zaman benzer tecrübeleri paylaşımları ile bağdaştırılabilir.

Anahtar Kelimeler: İngiliz Dili Eğitiminde Teknoloji, Algılar, Uygulamalar, Gereksinimler, İngiliz Dili Eğitimi Öğrencileri, İngiliz Dili Eğitimi Öğretim Elemanları.

**To the strongest woman ever in the world who made this
possible.**

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LIST OF ABBREVIATIONS

CALL	Computer-assisted Language Learning
EFL	English as a Foreign Language
ELT	English Language Teaching
EMU	Eastern Mediterranean University
ESL	English as a Second Language
FLE	Foreign Language Education
ICT	Information and Communication Technologies
MALL	Mobile-assisted Language Learning
TESOL	Teaching English to Speakers of Other Languages

Chapter 1

INTRODUCTION

This chapter firstly focuses on the background of the study, and later explains the statement of the problem. After that purpose of the study, research questions and significance of the study are explained, respectively.

1.1 Background of the Study

The integration of technology into language learning and teaching dates back to 1960s. With this integration, as Richards stated (2017) “the landscape of language teaching has been transformed” (p. 244). Before technology, classrooms, textbooks and tape recorders were the main context and resources in ELT, but with the integration of technology into language learning mobile devices, computers, and the internet became the necessary elements of the teaching and learning process. Richards (2017) pointed out the importance of technology by mentioning that teachers need to find out new ways of integrating technology into their language teaching. Applying the new technologies in language learning is natural like eating and sleeping. “Using the technology has become an integral rather than a supplementary aspect of our daily living. In many teaching and learning contexts, working on computers with a wide range of software and having access to the Internet are as routine as pen and paper” (Brown & Lee, 2015, p.237). New generation learners are digital natives and the use of new technologies in their language learning is essential. TESOL defined standards in order for teachers to integrate technology to their teaching. Brown and Lee (2015) explained these

standards as guidelines to teachers about what they are expected to teach and students to learn with the expanding use of technology in language education. Technology changed the characteristics of the classroom and the relationship of teacher-student interplay as well as the position of teachers and students. Also, another advantage of technology for teachers has been described as follows: “Technology allows the teacher to bring more interactive and meaningful material into classroom, and provides L2 learners with numerous source of authentic materials” (Mihai & Purmensky, 2016, p.302). Mihai and Purmensky (2016) also stated that technology affects how we live and learn, and language learning will continue to change because of new technologies and L2 teaching and learning will continue to move forward with the innovations of the new technologies.

Many research studies have been conducted about technology. This topic has received a lot of attention during the last decades. Yılmaz (2014) found out that seventy-five per cent of the students chose the multimedia-enhanced, technology-based English learning environment. This shows that students have positive thoughts about the technology in language class. Technology has many advantages as Alsied and Pathan (2013) state in their study. Alsied and Pathan (2013) mentioned that language teachers and assessment specialists use technology for making teaching and learning of a foreign language like English more innovative, dynamic, interactive, interesting, easy and learner-centred. Teachers’ perceptions and attitudes towards technology in teaching language are also positive as the results of the studies in the ESL / EFL framework have shown. Ismail et al. (2010) stated that the success of integrating instructional technology in teaching and learning languages depends heavily on the attitude and support of the teachers.

1.2 Statement of the Problem

The use of technology is gaining more and more importance in today's world and it is an undeniable fact that it is essential for ELT, too. Although we are not using the technology with its full capacity for English language teaching, it is a key element in the global education and it is becoming a major part of students' and teachers' learning-teaching and of the interaction between them every day. According to Carrier (1997) who carried out a research on the rise of the Internet-based language teaching, lessons that include computers were highly motivating. Gardner and Lambert (1972) mentioned that by improving the quality of technology use teachers can also change their students' perceptions, increase their motivation, and boost their enthusiasm to learn. Learning the recent developments of technology which are available on the Internet, can provide students with many advantages such as helping them to:

- improve vocabulary and reading ability by using materials from the Internet sources;
- improve their ability to make better research by using them as a guideline to formalize their writing and academic skills;
- find more efficient and authentic sources of text or programmes

The importance of technology in language learning and teaching has been highlighted by many sources, but to the knowledge of the researcher no systematic research has been conducted at the Foreign Language Education (FLE) Department of Eastern Mediterranean University (EMU) to find out about the use of technology in ELT generally and to what extent the department provides necessary opportunities to raise candidate English Language teachers' potential in terms of using technology

in teaching. More specifically, this study sought to reach a better understanding of the students' and instructors' perceptions, practices and needs about the use of technology in ELT by gathering information via questionnaires and semi-structured interviews systematically.

1.3 Purpose of the Study

The main purpose of this study was to identify the perceptions, practices and needs of the English Language Teaching (ELT) students and the instructors about the use of technology in ELT. This study was conducted in the Department of Foreign Language Education at Eastern Mediterranean University. More specifically, this study firstly concentrated on the ELT students' and instructors' perceptions about the use of technology. Then aimed to find out to what extent they use technology in their practices, and finally what their needs about technology use are.

1.4 Research Questions

This study aimed to answer the following research questions:

1. What are the ELT students' perceptions of technology use in ELT?
2. What are the ELT instructors' perceptions of technology use in ELT?
3. Do the students' and the instructors' perceptions vary?
4. What are the ELT students' practices of technology use in ELT?
5. What are the ELT instructors' practices of technology use in ELT?
6. What are the ELT students' needs regarding the use of technology in ELT?
7. What are the ELT instructors' needs regarding the use of technology in ELT?

1.5 Significance of the Study

This study is significant in several ways. For instance, using high tech programmes which are software and internet based would help not only the students but also the teachers in finding more authentic sources for learning and/or teaching. This would

provide them with more variety of materials to choose from different perspectives. In today's world, vast majority of the world, especially the students, are very familiar with using technology and the Internet to access information. With the advantage of the technology-based teaching, students are not only able to access information and develop their skills in the classroom but also they can use the platforms to reach out for more data and knowledge anywhere and anytime.

New generation language learners are born into technology and they are digital natives. Being digital native can be explained as a person born or brought up during the age of digital technology and so familiar with computers and the Internet from early age. Using technology in every aspect of their lives is essential and natural for them. In other words, technology integration into the language learning process is not an option but a must in today's world and also for the future. Taking this into consideration, knowing ELT students' and instructors' perceptions, practices and needs about the use of technology in ELT is crucial in terms of shaping and changing the future of teaching norms. This research may help to address what can be done regarding the integration of technology into language learning and teaching in the specific context of the study as well as in other contexts.

1.6 Summary

This chapter of the study firstly concentrated on the background of the study. Next, the problem was stated, which was followed by the statement of the main purpose of the research and the research questions. Lastly, the importance of the study was clarified.

Chapter 2

LITERATURE REVIEW

This chapter aims at reviewing the literature related to the study. Firstly, technology use in language learning and teaching is reviewed. Then, studies on perceptions and attitudes of instructors are described. Finally, studies on perceptions and attitudes of ELT students are reviewed.

2.1 Technology Use in Language Learning and Teaching

Incorporation of technology into English language teaching experienced significant changes in the past 32 years. At first, it was constrained to simple word processing and fill in the blank activities, yet the development of greater opportunity to use the internet, the invention of Web 2.0 devices and stages, and the appearance of the websites which help people to socialize and technologies which are integrated to mobile devices nowadays allow language instructors and students to communicate universally and help them to have universal education. Knowledge about the technology in language learning and its positions in the field also changed with time. ‘Computer-assisted language learning’ (CALL) become ‘technology-enhanced language learning’ and today it is evolved to ‘information and communication technologies’ (ICT) (Dudeny & Hockly, 2012).

Kingsley (2007) acknowledged that technology and computers have optimistic influence on our social life as well as on English language education. Considering that technology became more and more common inside academic environment, this

led teachers to use digital instruments which promotes in-class instruction and education. Many scholars have made research about the use of technology in the classrooms of English as a foreign language. Kiraz and Özdemir (2006) primarily concentrated on instructors' point of view, while Gabriel et al. (2012) concentrated on students' point of view about the case. Likewise, Weitz et al. (2006) focused on the use of tablet PCs during in-class activities, while Motteram and Sharma (2009), Siekmann (1998), Weber (2001), Bloch (2009), Thurstun (1996), Laborda (2009), Tsai (2006) and Tilfarlioglu (2011) concentrated on variety of technological devices which can be applied to EFL in-class activities. Peck and Domcott (1994, as cited in Al-zaidiyeen et al., 2010) stated eight factors why technology needed to be integrated to classrooms:

- 1) Technology allows instructors to personalize teaching, which allows students to acquire and progress with their own learning style in a safe conditions.
- 2) Technology can improve the quantity and quality of students' thinking and writing via making use of word processors.
- 3) Technology can improve students' critical thinking and get them to arrange, investigate, explain, enlarge, and assess their own work.
- 4) Technology can support students' creative expression.
- 5) Technology allows students to reach resources when they are not in the school.
- 6) Technology can lead to new and exciting education experiences.
- 7) Students need to feel comfortable while using computer, since they will become more and more vital part of students' world.
- 8) Technology creates opportunities for students to do meaningful work.

2.1.1 Computer-assisted Language Learning

Dudeny and Hockly (2012) mentioned that the CALL era which started in the middle 1980s and ended in the end of 1990s has been investigated by important academicians in the English language learning field, such as Warschauer (1996) and Bax (2003). Both of the scholars have identified three fundamental stages in the improvement and the integration of technology in education:

1. **Behaviouristic CALL:** Importance was given to simple communication and minimum response to the students. Mainly, the focus was on the decontextualized activities such as ‘drill and kill’. This unravelled the problem of equipment incapability and showed that comprehension of the procedures of programming was hard. This era made use of word processors, rebuilding of the text, basic activities, and activities with automated and non-authentic response to students. The exchanges during the lessons were mainly between students and subject matter, instead of increasing interactions or useful practices.
2. **Communicative CALL:** Developments happened in technology created advanced communication which improved instructors’ feedback given to students and technology become primary part in the feedback system. This era gave students chance for language recognition, and helped for language production instead of language recognition. Students’ writing, critical thinking and contextualized language practice were supported with the developments happened in computers.
3. **Integrative CALL:** This stage included important inventions in technology, and access to the Internet became a primary component which allowed students to emphasize on the four skills, created more communication

between students and a chance for more interaction with the help of computers.

In addition, Dudeney and Hockly (2012) stated that technology had a major switch from Web 1.0 to Web 2.0. The new web 2.0 allowed users to create materials even though they do not know how to make programming or design online websites. As a result, this improvement helped teachers to find more creative approaches to use technology in their teaching. Likewise, Carrier (1997) expressed that the Internet was the major factor for universal interaction and a remarkable characteristic of new decade. He continued saying that in the future the Internet will be essential for English language teaching alongside universal communication and he convinced that the Internet will be important element of in class interaction in English language teaching.

2.1.2 Mobile-assisted Language Learning

Kukulska-Hulme et al. (2011) mentioned another technology that allows learners to access the knowledge anytime anywhere is mobile learning. Software systems like Android, iOS, Windows 10 are becoming more advanced and since their developments they have evolved the field of language learning and teaching. These inventions which we can carry in our pockets promote personalized and collective learning and provide occasion for evolving technologies which will help learners to acquire the knowledge anytime and anywhere. Mobile learning makes reference to the use of mobile technologies for educational purposes. These tools are providing educational occasions that are natural, unstudied, contextual, portative, omnipresent, universal, and distinctive. Therefore, as Pilling-Cormick and Garrison (2007) described, students hold predominant liability and they have the authority of their

educational procedures, which include setting aims and assessing results. After this students are not inactive receiver of knowledge, yet purchasers making choices in the education market. In other words, Mobile-assisted Language Learning (MALL) is an education and acquiring knowledge strategy which uses mobile devices or other tools that can be held by hand with wireless connection, such as mobile phones, PDAs and tablets, in the company of alternative tools. MALL is a powerful movement that makes learning possible anytime and anywhere, and the ever growing attention among the increasing amount of utilizers of smart phones and portative tools (Pilar et al., 2013). Pilar et al. (2013) stated that MALL provides students the occasions to manage and make use of the advantage of the spare time that almost all people have throughout ordinary day. Educational areas have changed from old-fashioned class and have enlarged their range of vision; technology gives learners a chance to acquire the knowledge from house connected to a digital environment, or in fact when learners are walking around in the neighbourhood in the company of digital apps, which makes information available. In addition, Pilar et al. (2013) stated that MALL introduces variety of appealing aspects which extremely functional for higher education institutions and schools, and it is beneficial for the learners because of: ever-present accessibility to the knowledge, sources, supplies, academic content; adaptability that encourages autonomous and collective education; interference, availability and proficiency that improves the education environs, enlarging professional expertise and support education.

Yang (2013) mentioned that numerous studies in the field of MALL showed that newly developed mobile technologies had significant potential for the productive language learning. However, current studies or examinations on mobile assisted

language learning have a tendency to put emphasis on explicit applications of recently developed mobile technology, instead of giving the emphasis on classification of mobile tools. Egbert et al. (2011) declared that current mobile tools that carry the ability for language learning have decreased the education limits between class and house, together with boundaries between the concept of computer and mobile devices. Additionally, recent mobile computing hardware has apparently converted how we utilize computers. MALL is a rapidly growing segment of computer assisted language learning.

Godwin-Jones (2011) examined the new conditions of mobile applications for language education, which include context recognized learning application that utilize GPS, data storage and synchronization among 'cloud' and mobile technologies. As Godwin-Jones (2011) stated, visible evaluation of mobile software included programs which allows students to learn vocabulary and flashcard software. Additionally, regarding vocabulary education, since utilization of smartphones is increasing and allowing wireless Internet connection, smartphone applications which help learning had become varied and blended to education more than ever (Yang, 2013). Short Message Service is one of the MALL operation which teachers are using for language education. Particularly, SMS is one of the mobile device attributes that allows conversational language training (Chinnery, 2006). Levy and Kennedy (2005) and Kennedy and Levy (2008) carried out studies where, the participants received Italian terms, expressions, and sample phrases through participants' cell phones as SMS. The two studies revealed that participants had optimistic attitudes towards receiving text messages. Similarly Lu (2008) and Zhang et al. (2011) carried out research to analyse the productiveness of vocabulary

education via utilizing SMS. Lu (2008) conducted a research where 30 high school students were split into two different groups. First group received English vocabulary through their cell phones, while the second group received print out materials. Findings of the study demonstrated that cell phone users appeared to have vast amount of learning outcome in vocabulary compared to material based learners. Additionally, Zhang et al. (2011) found out that participants who were learning vocabulary through cell phone SMS gained more vocabulary knowledge than the second group who learned via printout material.

Microblogging is another MALL operation and can be explained as a weblog that is restricted to 140 characters per post but is enhanced with social networking facilities (McFedries, 2007). Furthermore, microblogging allows EFL students to generate the language effectively and communicatively through computer and cell phone platforms. Comas-Quinn, Mardomingo, and Valentine (2009) carried out a research to find out how students who study abroad in Spain create meaning via unofficial connection with the target culture through mobile blogging. The students indicated their involvement in target culture with other students via uploading copies they collected in Spain with mobile devices. The results showed that the participants' use of microblogging promotes interaction and sense of community in informal setting. Wishart (2009) carried out a research to find out the practicability of utilizing mobile technology for teacher training. The results showed that the use of microblogging can be productive since it helps to share opinions about teaching. Additionally, Shao (2010) investigated the practicality of microblogging for Chinese participants who came to Britain recently. The results of the study demonstrated that microblog group

can help the students to comprehend authentic target culture and language use. Furthermore, the microblogging could serve as a practical tool.

2.2 Perceptions and Attitudes of ELT Instructors

The use of instructional technologies has been a widely researched topic all around the globe. (Almekhlafi & Almeqdadi, 2010; Baek et al., 2008; ChanLin et al., 2006; McLoughlin, Lee & Chan, 2006; Miller, 1999; Proctor & Livingston, 1999). The findings of these studies have shown that technology has vast amount of promise as an educational instrument.

Sağlam and Sert (2012) found out that instructors believe that technology-integrated English Language Teaching contributes to students' language learning. The reason behind this is that technology ensures motivation, functionality, hands-on real life practical knowledge, immediate teacher critique, chance to share study developments, and it addresses different learning styles.

Ismail et al. (2010) found out that language instructors in United Arab Emirates consider themselves as having the ability and readiness to utilize variety of technologies while they are teaching. These technologies make use of a variety of computer programs, composing technology-based enterprises, producing multimedia layouts, and merging language labs to improve their teaching and students' learning. During the investigation, the instructors indicated that they choose relevant technological instruments which match with their personal beliefs. The results showed that bilingual instructors use a variety of technological approaches to meet their demands, interests, hypothesis and abilities. Even though technology integration to language classes has positive effects on students there are some barriers that

teachers face. Ismail et al. (2010) listed different types of technology that teachers prefer to use in teaching languages as follows;

- Language teaching programs
- Videotapes
- Overhead and opaque projectors
- TV
- Email
- Websites
- Distance – training sessions
- Smart and interactive boards
- Chat rooms and discussion boards
- Audio tape

Studies in the field of language learning and teaching showed that positive results of technology utilization in the academic environment mainly relies on teachers' attitudes in regard to technology utilization. Instructors' attitudes are regarded as a key predictor of the use of latest technologies in the academic environment. That is why, instructors' attitudes regarding technology can play vital a role. The successful use of technologies during class periods is usually influenced by instructors' attitudes to these technologies. It can be said that, attitudes are related to the utilization frequency of technology and utilization quantity of technology. Thus, attitudes are fundamental elements in whether instructors embrace technology as an instruction tool in their education practice (Al-zaidiyeen et al., 2010). In their study Al-zaidiyeen et al. (2010) found out that the amount of technology use differs by the instructors, and the large number of instructors had fewer amount of technology use

for academic objectives among Jordanian secondary school instructors. Almost all teachers in Jordanian schools have a tendency to utilize technology programs and facilities for academic objectives, such as the Internet, CD-Rom, power point presentation, word process. On the other hand, games, E-mail, simulation, and spreadsheet programs seem like to be utilized seldom among Jordanian school teachers for academic objectives. In other words, instructors' attitudes in regard to the use of technology for academic purposes are crucial aspect for the positive result of the technology use in schools.

Most of the studies in the field have proven that efficient application of teaching technologies mainly rely on the attitudes of instructors, who in the end control how these technologies are utilized during class sessions. Bullock (2004) argued that instructors' attitudes are a vital allowing or preventing element in the implementation of technology. Likewise, Kersaint et al. (2003) claimed that instructors who have constructive attitudes to technology have the ability of using technology more easily and including it into their instruction. According to this significance of instructors' attitudes, Albirini in 2006 conducted a research to find out the high school EFL instructors' attitudes toward ICT in Syrian teaching context, and to examine the connection among instructors' attitudes and features that are believed to be effecting them, which include recognized computer qualities, ethnical perspective, recognized computer capability and perceived computer use. The focus of his study was on EFL instructors because they were the primary figures to have access to computers in the Syrian context. Albirini (2006) found out that the participants of the study had optimistic attitudes regarding technology while learning a language. The instructors appeared to be convinced of the idea of bringing technology into schools and

students were capable of decreasing their negative reviews. This shows that, a large number of instructors believed that technology is a practical teaching instrument which can bring a variety of developments in their educational institution and classrooms. Another result of this study suggested that there is a powerful enthusiastic connection between instructors' attitudes regarding technology use in teaching and their beliefs of technological tools. Nevertheless, instructors' beliefs in the suitability of technology for their present educational applications were not enthusiastic. A number of instructors were undecided about whether or not technology is good enough to their curricular achievements. One of the most surprising results of Albirini's (2006) study was about the ethnical beliefs of the instructors. The results showed that ethnical beliefs were the second most significant predictor of technological attitudes in this study. This assumption indicates that researches carried out in developing states should take the ethnical beliefs into consideration. The large amount of participants considered technology as relevant to Syrian educational institutions, and to the community.

Many studies in literature focus on how the teaching attitudes have a key role when instructing curricular contents via technology (Ertmer, 2005; Goos, Galbraith, Renshaw, & Geiger, 2003). Some studies have highlighted the study of instructors' attitudes regarding the utilization of new technologies in class environments. The findings suggested highly optimistic attitudes and technology use will be totally spread among instructors in a short period of time (Cüre & Özdener, 2008; Foley & Ojeda, 2008; Karagiorgi & Charalambous, 2006). It appears to be that younger generation of instructors have positive attitudes regarding the integration of technology (Aduwa-Ogiegbaeni, 2005; Shaunessy, 2007) since they have more education practice with technology and for that reason, they considered more

connected to technology than older generation instructors (Hammond et al., 2009a). Askar and Olkun (2005) found out that both instructors' age and the duration of their use of technology have an effect on their quality of teaching.

2.3 Perceptions and Attitudes of ELT Students

Dudeny and Hockly (2012) mentioned that over the last couple of decade technology had a vital role in second or foreign language education. As new technologies are blended into L2 education, instructors and students have more chance to be exposed to global communication and education. With new inventions in mobile technology, mobile learning attracts significant attention among the field of second or foreign language education (Kukulka-Hulme, 2009; Saran & Seferoğlu, 2010; Saran, Seferoğlu, & Çağıltay, 2009, 2012; Stockwell, 2010). The efficient blending of mobile learning into second or foreign language education relies on students' and instructors' purposes, awareness, and attitudes regarding mobile language education (Oz, 2015). Investigation about their perceptions and attitudes has a vital role to acknowledge whether they are going to acquire and utilize this technology (Pollara & Kee Broussard, 2011; Şad & Gökteş, 2013).

Sarıçoban (2013) investigated the attitudes of ELT students' regarding the use of computers. The findings suggested that the participants appear to have positive attitudes toward computer utilization. The overall positive attitudes toward computer use provides the opportunity for ELT students to have availability and accessibility to computers in the educational setting. To positively change ELT students' beliefs regarding the functionality of computers in teaching/learning requires to provide suitable conditions for their instructors to use computers more. Thus, this will bring chances for ELT students to use computers for their advantage. This will lead ELT

students to be more eager to use computer technology in class environment. Another finding from Sariçoban's (2013) study suggested that there is a noteworthy connection between ELT students' age and their attitudes toward computers. The participants aged between 20 and 24 had remarkably high positive attitudes regarding computer use. The results of this study showed that the ELT students were very interested in computers but their belief about using computers as an educational tool as part of their job was low. Schools have to realize that if ELT students do not have sufficient internal interest to the computer use, they will not utilize computers when they become instructors. The crucial features that schools required to focus is that to blend and internalize the utilization of computer as a learning instrument (Sariçoban, 2013).

Publications in the field of language education revealed that positive findings have emerged in the foreign language learning environments of Web 2.0 tools which are the improvements of the students' attitudes, motivations, self-esteem and aims towards the target language (Barrot, 2016; Grant, 2016; Ke & Cahyani, 2014). Aşıksoy (2018) conducted a research to find out ELT students' attitudes to the utilization of web 2.0 instruments in language education and to improve their language abilities. The findings suggested that many ELT students have awareness of the availability of Web 2.0 instruments and they understand that these instruments support them while learning English. In addition to this, the results suggested that learning via Web 2.0 instruments is more fun and productive compared to old fashioned way of learning. Web 2.0 instruments allow ELT students to produce their own dynamic, creative and flexible learning environments from visual and audial materials may have an effect in reaching this results (Aşıksoy, 2018). Aşıksoy's

(2018) investigation examined the perceptions of the ELT students regarding the use of Web 2.0 instruments to enhance their reading, writing, listening, speaking, pronunciation and vocabulary abilities in English language. The findings suggested that Web 2.0 instruments mainly increased ELT students' listening abilities. Shortly, Web 2.0 instruments can be utilized effortlessly; they are accessible and affordable; and they have crucial influence on language education. Instructors need to direct the ELT students to utilize these instruments which have positive impact on the learning process (Aşıksoy, 2018).

Taking new technological developments into consideration is very important because new technologies, specifically computers, appear to be utilized in classes as an alternative to old-fashioned materials in second or foreign language learning. To increase students' language and interaction abilities, ELT instructors need to discover recently developed methods and materials to blend technology into the language classrooms (Özer, 2018). Awad and Alkaraki (2013) conducted a study to find out the attitudes of EFL learners regarding the use of computers in language learning. The results showed that learners had positive perspectives regarding the utilization of computers in the classrooms. Furthermore, they found out that variables like age and gender had an impact on learners' attitudes. This result demonstrated that male and elder learners had more positive perspectives in regard to the utilization of computers in classes. On the other hand, Teo (2008) stated that many studies in the field support the theory which states that implementing technology in courses has positive impact on language education. Moreover, some studies also proved that technology improves language education, and increases language abilities of students. Additionally, many scholars in the field emphasize the

significance of analysing ELT students' points of view regarding the utilization of computer technology in their classrooms. As instructors have a crucial role in the integration of computers inside the classes, it is important to be aware of their as well as ELT students' ideas.

Özer (2018) conducted a study to investigate the ELT students' attitudes about utilizing computer in language education. Additionally, she concentrated on the impact of gender, year of study and academic success on participants' attitudes. The results showed that ELT students had optimistic attitudes in regard to the implementation of computer technology in language classes. The results also revealed that the participants mainly utilize computers to send e-mail, find materials for the classes, create presentations, and for socializing. Nearly all of the participants reported that they utilize computers to look for materials and create presentations and this finding showed that there is a parallelism between ELT students' practices and beliefs. Furthermore, the results suggested that ELT students believe that computers are fast and timesaver instruments when they need to access information. However, there was no noteworthy variation in ELT students' attitudes regarding the utilization of computers in language learning in terms of gender. Also the participants' year of study, whether they are third or fourth grade, did not create any change in their attitudes. Most of the time, when they are doing their micro-teaching activities, the ELT students used computer technology during all levels of lesson to achieve their goal (Özer, 2018). Kılıçkaya and Seferoğlu (2013) examined the effect of CALL instruction on ELT students' use of CALL inside their classes. In the beginning of the study, pre-test was conducted and the results showed that the participants regarded themselves un-proficient in organizing and arranging the learning

conditions and incidents. In spite of that, after the tutoring, the participants attempt to utilize different materials presented during tutoring. They indicated that CALL technology supported and increased their students' listening and writing abilities. Additionally, ELT students stated that CALL materials encouraged students' participation and ambition for the learning activities.

Tachaiyaphum and Hoffman (2018) conducted a research to examine ELT students' perceptions regarding the utilization of CALL in English language classes. The findings revealed that every single ELT student had their personal computer and they use internet to promote their learning activities. Almost all the ELT students appear to have high-level ability to operate the fundamental computer programs. Furthermore, the participants had optimistic perceptions on the utilization of CALL. Concerning the results, the ELT students stated that the use of computers made the language courses appealing, and supported students to be functional during the classes. The ELT students considered that their attitudes regarding CALL can influence their students' attitudes in regard to blending computer into the language classes. Moreover, Eyyam, Meneviş and Doğruer (2010) investigated the ELT students' perceptions regarding the utilization of instructional technology inside the classrooms. The findings showed that ELT students at Eastern Mediterranean University had positive attitudes regarding the utilization of instructional technology and they believed that this technology has its benefits. For that reason, it can be said that when they become instructors, it is likely for them to utilize technology in their own classes.

2.4 Summary

In this chapter, firstly the use of technology in language teaching and learning has been explained in detailed. After that, studies on perceptions and attitudes of ELT instructors and ELT students have been reviewed.

Chapter 3

METHOD

In this chapter, the theoretical framework of the study is explained. Furthermore, the context of the research, as well as the research questions answered in the study are explained. Later, detailed data about the participants are provided. Also the data collection instruments that were used to collect data are explained. After that, data collection and data analysis procedures are described.

3.1 Research Design

The study was designed as a qualitative and quantitative case study (mixed methods) in order to find out the students' and instructors' perceptions, practices and needs about the use of technology in ELT.

The present research applied the mixed-methods research design to gather in-depth data which are explained in the following chapters. Johnson, Onwuegbuzie and Turner (2007) stated that mixed-methods research design is a style where an investigator or group of investigators integrates components of qualitative and quantitative research designs for the bigger and detailed objectives of comprehension and authentication.

Johnson et al. (2007) gives the definition of mixed-methods research as follows:

Mixed-methods research is a systematic integration of quantitative and qualitative methods in a single study for purpose of obtaining a fuller picture and deeper understanding of a phenomenon. Mixed-methods can be integrated in such a way that qualitative and quantitative methods retain their

original structures and procedures. Alternatively, these two methods can be adapted, or synthesized to fit the research and cost situations of the study (p.119).

The present research, which uses the mixed-methods research methodology, is a case study. In the opinion of Zainal (2007), case studies allow researchers to investigate the facts that include a particular situation. Generally, a case study research methodology consists of a mini region or a small group of people as the participants of the research. Case studies examine and analyse modern authentic circumstances with the help of analysis of limited amount of occasions or problems, and their relationship. Yin (1984) defines the case study research method with the following sentence:

Case study research method is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (p.2).

Dooley (2002) argues that the strength of the case study research methodology is the aptitude to make use of all approaches inside the data-collection procedure and to draw an analogy between case and across reliability. This one kind of feature gives researchers the ability of exercising the findings of a unique component or theme, or contextual case, as the main purpose of a research, across with its wide variety as research method.

3.2 Research Context

This research was conducted at Eastern Mediterranean University (EMU) in North Cyprus. The participants of the research were third and fourth year undergraduate students, graduate students and instructors in the Department of Foreign Language Education of Eastern Mediterranean University. The data were collected within the Spring Semester of 2018-2019 Academic Year.

The FLE Department of EMU was established 1995 within the Faculty of Arts and Sciences in response to the national drive to improve the quality of English language education as well as to the growth in student demand for this field. The department offers an undergraduate program of study leading to the Bachelor of Arts (B.A.) degree in ELT, 2 graduates programs leading to the Master of Arts (M.A.) degree in ELT as well as a graduate program leading to the Ph.D degree in ELT. All the degree programs offered by the FLE Department are fully accredited by the Turkish Higher Education council. In February 2014 the BA in ELT Program was accredited by AQAS (Agency for Quality Assurance through Accreditation of Study Programs) which is registered with the European Quality Assurance Register for Higher Education. The department has a student body of different nationalities (North Cyprus, Turkey, Iran, Iraq, Jordan, Oman, China, Kazakhstan, Turkmenistan, Azerbaijan and Russia) (EMU ELT Student Handbook, 2018-2019).

In FLE Department 4 year intensive teacher education courses are given to the undergraduates. The goal of this education is to train English language teachers for elementary, secondary, high school, and preparatory schools of higher level institution. The pre-service teachers of FLE Department are exposed to practical training on both hypothesis and approach by taking fifty eight courses. (EMU ELT Student Handbook, 2018-2019) In the current research, the participants included the 30 third and fourth year undergraduate students, 15 M.A. students, 15 Ph.D. students and 6 instructors in the Department of Foreign Language Education. Total of 66 respondents were involved in this research.

3.3 Research Questions

The goal of the present research is to find out the ELT students' and instructors' perceptions, practices and needs about the use of technology in ELT. The following questions were aimed to be answered:

1. What are the ELT students' perceptions of technology use in ELT?
2. What are the ELT instructors' perceptions of technology use in ELT?
3. Do the students' and the instructors' perceptions vary?
4. What are the ELT students' practices of technology use in ELT?
5. What are the ELT instructors' practices of technology use in ELT?
6. What are the ELT students' needs regarding the use of technology in ELT?
7. What are the ELT instructors' needs regarding the use of technology in ELT?

3.4 Participants

In the current research, the participants included the third and fourth year undergraduate students, graduate students and instructors in the Department of Foreign Language Education at EMU. Total of 66 respondents were involved in this research.

3.4.1 Students

In this research, 30 third and fourth year undergraduate students, 15 M.A. students, and 15 Ph.D. students from the EMU FLE Department took part. To be specific, the third and fourth year undergraduate students and the graduate students of the FLE Department, voluntarily agreed to contribute to this research. The participants' ages ranged from 21 to 35. The students were from North Cyprus, Turkey, Egypt, Lebanon, Libya, Pakistan, Ukraine, Iran, Syria, and Iraq. Furthermore, 49 of the participants were female and 11 of them were male. The participants' first language were Turkish, English, Russian, Persian, and Arabic.

3.4.2 Instructors

In this study, 6 instructors (3 female, 3 male) of EMU FLE Department were involved. To put it in another way, almost all the instructors of the FLE Department agreed to participate in this study voluntarily. The instructors of the FLE Department stated that they have 20 years or more teaching experience. Their ages ranged between 45 and 69. In addition, the instructors' L1 was Turkish, except for one instructor who have both Turkish and Azerbaijan citizenship.

3.5 Data Collection Instruments

In the present study, student and instructor questionnaires, and student and instructor interviews were used as data collection instruments. The two questionnaires are parallel to each other; in fact, they are the two versions (student version and instructor version) of the same questionnaire. In the questionnaires, perceptions about the use of technology in ELT have been identified by using the five-point Likert scale extending from 5 (strongly agree) to 1 (strongly disagree). Also, the questionnaire includes open ended questions which mainly focus on practices about the use of technology in ELT, and finally open ended questions which focus on the needs about the use of technology in ELT. Furthermore, some participants for interview were selected randomly and the semi-structured interview technique was used. Interviews aimed to ask questions related to the research topic to have more in-depth information about participants' points of views.

3.5.1 Questionnaire

Two different versions of the same questionnaire were handed out to the students and instructors. In other words, the two questionnaires were designed as parallel to one another. The questionnaire contains two parts: Background Information (Part I), The Questionnaire (Part II). Part II of the questionnaire was designed as three stages. In

the first stage the participants responded to five-point Likert scale items about their perceptions. Later in the second stage, open-ended questions were asked to gather more data about the participants' practices, and lastly third stage aimed to identify participants' needs about the use of technology in ELT. Background Information part has minor differences for students and instructors. Whereas Part II and its sub-sections are the same for all participants. In other words, the student questionnaire (Appendix A), and the instructor questionnaire (Appendix B) were designed in the same way except for some minimal differences in Part I.

3.5.1.1 Part I: Background Information

The first part of the questionnaire was designed to collect personal data about the students and instructors. The student questionnaire consists of questions about students' age, gender, nationality, mother tongue, year of the study, how often they use technology in their daily life, and for what purposes they use technology. In parallel, the instructors' questionnaire also consists of items related to age, gender, nationality, mother tongue, how often they use technology in their daily life, and for what purposes do they use technology. Yet, the instructors were also asked to mention their years of teaching experience, and how often they use technology in their classes.

3.5.1.2 Part II: The Questionnaire

The second component of the questionnaires was designed parallel to one another for both students and instructors. The first section of the questionnaire intended to find out about the perceptions of the participants about the use of technology in ELT. To address the goal of the first section, 36 closed ended questions were adapted from various studies (Albirini, 2006; Baek et al. 2008; İsmail et al. 2010; Öz, 2015; Sanchez et al. 2012; and Sarıçoban, 2013). The 36 closed ended questions were

designed as five-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree). Opinions of the two experts in the field of ELT were taken for the validity of the adapted questionnaire.

The second section of the student questionnaire consisted of 5 open-ended questions while the instructor questionnaire had 3 open-ended questions which intended to collect more information in regard to the practices about the use of technology in ELT. Finally, the third stage of the student questionnaire consisted of 4 open-ended questions; on the other hand, the instructor questionnaire had 6 open-ended questions targeting to collect more data regarding the needs about the use of technology in ELT.

The reliability of the student questionnaire and instructor questionnaire was calculated using Cronbach alpha formula, and it was found out to be 0.91 and 0.93 respectively. This shows that the degree of internal consistency of the questionnaire is adequately high, and the instrument could be considered as reliable.

3.5.2 Interviews

After finalizing the questionnaire, semi-structured interviews were carried out with the participants to obtain more in-depth data about the participants' perceptions, practices, and needs regarding the use of technology in English language classrooms. Questions which were asked during the interviews had been designed as semi-structured interview questions. Expert opinion in the field of ELT had been taken for the validity of the interview questions. A set of questions were prepared for two groups of participants. The two interviews were parallel to each other. Qu and Dumay (2011) explained the semi-structured interview as follows:

The semi-structured interview involves prepared questioning guided by identified themes in a consistent and systematic manner interposed with probes designed to elicit more elaborate responses. Thus, the focus is on the interview guide incorporating a series of broad themes to be covered during the interview to help direct the conversation toward the topics and issues about which the interviewers want to learn. Generally interview guides vary from highly scripted to relatively loose. However, the guides all serve the same purpose, which is to ensure the same thematic approach is applied during the interview (p.246).

Kvale and Brinkmann (2009) stated that the semi-structured interview increases its popularity day by day because it gives researchers flexibility, also helps to disclose key and disguised aspects of human and organizational way of behaving. In most cases semi-structured interviews are the most effective and appropriate way of collecting data. The reason behind this is that, it gives the opportunity to researchers to elicit the complete answers from their own point of view and it gives participants chance to explain themselves in their own way as they think and use the language. In this study, the semi-structured interview questions were designed by the researcher according to the research questions. The aim of the questions was to gather more details from the interviewees.

3.5.2.1 Student Interviews

During the student interviews, the participants were asked eight questions (Appendix C) for the purpose of gaining more information about their perceptions, practices, and needs regarding the use of technology in English language classrooms. Ten students participated in interview sessions voluntarily. The first question asked the students what they think about the technology integration into English language learning-teaching. The second question asked them about benefits of using technology in English language learning/teaching. The third question asked them about shortcomings of using technology in English language learning-teaching. The fourth question asked them if they had any training about using technology in ELT.

The fifth question asked students if they use technology for learning-teaching purposes. The sixth question asked students which technologies they use for learning-teaching English. The seventh question asked them about their needs about the use of technology in ELT as a future teacher. Last but not least, the final question asked students how their needs can be met.

3.5.2.2 Instructor Interviews

After handing out the questionnaire, the instructors were interviewed with 8 questions (Appendix D) to gather more information about their perceptions, practices, and needs regarding the use of technology in English language classrooms. All six instructors accepted to take part in the semi-structured interviews. In the first question, the instructors were asked what they think about the technology integration into English language teaching. In the second question, the instructors were asked about the benefits of using technology in English language learning-teaching. In the third question, the instructors were asked about shortcomings of using technology in English language learning-teaching. In the fourth question, the instructors were asked if they had any training about using technology in ELT. In the fifth question, the instructors were asked if they use technology for teaching purposes. In the sixth question, the instructors were asked which technologies they use in their classes. In the seventh question, the instructors were asked about their needs about the use of technology in ELT as an instructor. Finally, in the last question, the instructors were asked how their needs can be met.

3.6 Data Collection Procedures

Before starting the data collection an application for permission to conduct a study was prepared and sent to the Ethics Committee of the university. After getting the authorization letter from the committee (Appendix E), the researcher began the

procedures for data collection. The researcher made a collaborative work with third and fourth year undergraduate, graduate students and instructors of the FLE Department in order to collect data.

As a first step, the student questionnaires were distributed by the researcher. During this phase of the study, the researcher paid a visit to various classes in order to gather necessary data. Contribution to this study was not mandatory, yet the students who were present in the classes voluntarily agreed to be involved in the study by signing the consent forms. After that, appointments for interviews were arranged with the participants who volunteered to take part in the interviews. Audio-recording technique was used during the interviews after the permission of the participants were taken. The language used during the semi-structured interviews was English, which the common language is for everyone.

When the data collection procedures were finalized with the students, interview sessions were arranged with the instructors. First, the researcher arranged appointments with the instructors and he met with each instructor separately in their offices. During the appointments the instructors completed the questionnaires and later they were interviewed. The answers of the instructors were audio-recorded with the consent of the instructors.

3.7 Data Analysis Procedures

Qualitative and quantitative data analysis techniques were used to analyse the collected data from the students and the instructors. The analysis of the quantitative data was made by using Statistical Package for Social Sciences (SPSS) software, version 17.0; the means and the frequencies were calculated. In contrast,

transcribing, coding and categorizing techniques were used to analyse the qualitative data collected from open-ended questions and semi-structured interviews.

The data collected from 5-point Likert scale questionnaire items were analysed with the help of SPSS by using descriptive statistics; frequencies, (percentages) and means and standard deviations for all items were calculated. On top of that, the second part of the questionnaire which involved open-ended questions were analysed by using the techniques of categorization and coding.

Lastly, the data collected from interviews were analysed via transcribing the audio-recorded data. After that, the same technique which was used to analyse the open-ended questions was used, and the researcher categorized and coded the transcriptions, and calculated frequencies.

3.8 Summary

In the beginning of this chapter, overall research design was explained. Later, the context of the study was described and the research questions were listed. After that, information about the participants in this study was given. Then, the steps followed during data collection and analysis were described after explaining the two data collection instruments, namely questionnaire and interviews. The following chapter, will present the results of the study.

Chapter 4

RESULTS

This chapter demonstrates the results of the study obtained from the student and instructor questionnaires and semi-structured interviews. The chapter gives results concerning the students' and instructors' perception, practices and needs about the use of technology in ELT. The data obtained from data collection instruments are presented separately in different sections of the chapter.

4.1 Student Questionnaire

The student questionnaire aimed to identify the students' perceptions, practices and needs in regard to the use of technology in ELT. The questionnaire included both quantitative and qualitative data under two subtitles: closed items and open-ended items.

4.1.1 Closed Items

The results obtained from 36 Likert type closed items are given in tables below. In line with the results shown in tables, the general level of strongly agree varied between 56.7% - 10%, however the level of agree varied between 61.7% - 23.3%, and level of neutral varied between 36.7% - 3.3%. On the other hand, the level of disagree ranged between 6.7% - 0%, while the level of strongly disagree ranged between 1.7% - 0%.

Table 1. Students' Perceptions about Use of Technology (in percentages)

Item	Question	SA	A	Neutral	D	SD	Mean	Standard Deviation
1.	The integration of technology in ELT encourages the improvement of the teaching-learning process.	45%	51,7%	3,3%	0%	0%	4,41	,56
2.	Students learn more easily when using technology.	40%	48,3%	10%	1,7%	0%	4,26	,70
3.	The use of technology improves students' reading abilities.	25%	51,7%	20%	3,3%	0%	3,98	,77
4.	The use of technology improves students' writing abilities.	10%	48,3%	35%	5%	1,7%	3,60	,80
5.	The use of technology improves students' speaking abilities.	25%	48,3%	21,7%	5%	0%	3,93	,82
6.	The use of technology improves students' grammar knowledge.	20%	40%	36,7%	3,3%	0%	3,76	,81
7.	The use of technology improves students' vocabulary.	53,3%	40%	6,7%	0%	0%	4,46	,62
8.	The use of technology improves students' pronunciation.	45%	38,3%	15%	1,7%	0%	4,26	,77

As can be seen from Table 1, the students were asked if the integration of technology in ELT encourages the improvement of the teaching-learning process. Ninety-six point seven percentage of the students believed that integration of technology in ELT encourages the improvement of the teaching learning process. However, 3.3% of the students were neutral about the statement and none of the students disagreed or strongly disagreed. The mean score for item 1 was 4.41.

In item 2, the students were asked if they learn more easily when using technology, and their answers demonstrated that they can learn more easily when using technology, as 48.3% of the students agreed, 40% of the students strongly agreed with the statement. On the other hand 10% of the students were neutral and only

1.7% of the students disagreed about the statement. The mean score for the second statement was 4.26.

Items 3, 4, 5, 6, 7, and 8 were asked to obtain if the use of technology improves students' language skills. According to the results 76.7% of the students believed that the use of technology improves their reading abilities (item 3). In addition, more than half of the students (58.3%) believed that the use of technology improves their writing abilities (item 4). Moreover, 73.3% of the students believed that the use of technology improves their speaking abilities (item5). Furthermore, 60% of the students had positive beliefs about the use of technology in improving their grammar knowledge (item 6), while 36.7% of the students were neutral about the statement. Additionally, 53.3% of the students strongly agreed with the statement related to the use of technology in improving their vocabulary (item 7). In item 8, 83.3% of the students believed that the use of technology improves their pronunciation. Only 1.7% of the students disagreed with this statement.

Table 2. Students' Perceptions about Target Culture and Help of Technology (in percentages)

Item	Question	SA	A	Neutral	D	SD	Mean	Standard Deviation
9.	The use of technology improves students' knowledge about target culture.	45%	46,7%	6%,7	1,7%	0%	4,35	,68
10.	Technology helps teachers to obtain more resource to evaluate students' performance.	41,7%	48,3%	10%	0%	0%	4,31	,65
11.	Technology helps teachers in the treatment of students with special educational needs.	35%	56,7%	8,3%	0%	0%	4,26	,60

Regarding the target culture, item 9 was asked to find out if the use of technology improves students' knowledge about the target culture as perceived by the students.

The results revealed that 46.7% of the students agreed, 45% of them strongly agreed, 6.7% were neutral and 1.7% disagreed with the statement. None of the students strongly disagreed with the item. The mean score for item 9 was 4.34.

Items 10 and 11 were asked to find out if the students think that the technology helps teachers in different ways. Forty-eight point three percentage of the students agreed, 41.7% of the students strongly agreed and 10% of the students were neutral about the idea that technology helps teacher to obtain more resource to evaluate students' performance, with a mean of 4.31. On the other hand, 56.7% of the students agreed that technology helps teachers in the treatment of students with special educational needs, while 35% of the students strongly agreed and 8.3% of the students were neutral about the statement, with the mean score of 4.26. The general mean of answers for items 10 and 11 show that students' perceptions were positive.

Table 3. Students' Perception about Motivation and Self-confidence (in percentages)

Item	Question	SA	A	Neutral	D	SD	Mean	Standard Deviation
12.	Students are more motivated when technology is integrated into the English language classroom.	51,7%	43,3%	5%	0%	0%	4,46	,59
13.	Technology helps students learn the content of the course.	23,3%	61,7%	13,3%	1,7%	0%	4,06	,66
14.	Being able to use technology increases students' self-confidence.	30%	46,7%	21,7%	1,7%	0%	4,05	,76
15.	Being able to use technology increases teachers' self-confidence.	33,3%	43,3%	21,7%	1,7%	0%	4,08	,78

Item 12 was asked to find out if students are more motivated when technology is integrated into the English language classroom, and 51.7% of the students strongly agreed while 43.3% of them agreed that technology motivates students when it is

integrated to the English language classroom. However, 5% of the students were neutral about the statement and none of them disagreed or strongly disagreed with the idea.

Also, item 13 was asked to obtain if technology helps students learn the content of the course as perceived by the students, and their answers demonstrated that technology helps them to learn the content of the course, as 85% of the students agreed with the idea. The mean of the answers was 4.06.

Items 14 and 15 were asked to figure out if technology can improve students' and teachers' self-confidence. The results showed that 46.7% of the students agreed and 30% of them strongly agreed with the item, which states that using technology increases students' self-confidence, with a mean of 4.05; and 43.3% of the students agreed and 33.3% of them strongly agreed with the item which states that using technology increases teachers' self-confidence, and the mean of the item was 4.08.

Table 4. Students' Perceptions Regarding How Technology Influences Teaching/Learning Process (in percentages)

Item	Question	SA	A	Neutral	D	SD	Mean	Standard Deviation
16.	Using technology influences the quality of teaching positively.	40%	51,7%	8,3%	0%	0%	4,31	,62
17.	Technology encourages active participation in class.	28,3%	45%	25%	1,7%	0%	4,00	,78
18.	Technology can extend educational setting to students' homes/outside of the classroom.	51,7%	43,3%	5,0%	0%	0%	4,46	,59
19.	Students' language competence increases whenever they use technology.	21,7%	58,3%	18,3%	1,7%	0%	4,00	,68
20.	Technology helps to attract students' attention.	45%	46,7%	6,7%	1,7%	0%	4,35	,68
21.	Technology helps students' self-directed learning.	43,3%	53,3%	1,7%	1,7%	0%	4,38	,61
22.	Technology is effective for helping students concentrate on a lecture.	25%	45%	23,3%	6,7%	0%	3,88	,86

Items 16-22 focused on students' perceptions regarding how technology influences teaching-learning process. For instance, 51.7% of the students agreed and 40% of the students expressed strongly agreement when asked if using technology influences the quality of teaching positively (item 16). Likewise, 45% agreed and 28.3% strongly agreed that technology encourages active participation in class (item 17). Also, 51.7% strongly agreed and 43.3% agreed when asked if technology can extend educational setting to students' homes/outside of the classroom (item 18). In addition, more than half of the students (58.3%) expressed agreement with the item which stated students' language competence increases whenever they use technology (item 19). Moreover, 46.7% of the students agreed and 45% of the students strongly agreed that technology helps to attract students' attention (item 20). Furthermore, 53.3% of the students agreed and 43.3% of the students strongly agreed with the statement that asked if technology helps students' self-directed learning (item 21). Additionally, when asked if technology is effective for helping students concentrate on a lecture (item 22), 70% of the students expressed agreement.

Table 5. Students' Feelings about the Use of Technology (in percentages)

Item	Question	SA	A	Neutral	D	SD	Mean	Standard Deviation
23.	The use of technology in the classroom makes students feel comfortable.	20%	55%	23,3%	1,7%	0%	3,93	,70
24.	Using technology is enjoyable for students.	56,7%	40%	3,3%	0%	0%	4,53	,56
25.	Using technology is enjoyable for teachers.	36,7%	31,7%	30%	1,7%	0%	4,03	,86

Items 23, 24, and 25 aimed to see what students perceive about the effects of using technology in English language classrooms. The results demonstrated that 55% of the students agreed that the use of technology in the classroom makes students feel

comfortable (item 23) while 20% strongly agreed, 23.3% were neutral and 1.7% disagreed. In addition to this, more than half of the students (56.7%) strongly agreed with the statement ‘using technology is enjoyable for students’, whereas 40% of the students agreed, and 3.3% were neutral about the statement. In item 25, 36.7% of the students strongly agreed, 31.7% of the students agreed, 30% of the students were neutral, and 1.7% of the students disagreed about the idea that ‘using technology is enjoyable for teachers’.

Table 6. Students’ Perceptions about Technology Integration (in percentages)

Item	Question	SA	A	Neutral	D	SD	Mean	Standard Deviation
26.	Using technology saves time.	43,3%	23,3%	21,7%	10%	1,7%	3,96	1,10
27.	Using technology saves effort.	35%	43,3%	13,3%	6,7%	1,7%	4,03	,95
28.	Technology-integrated teaching offers real advantages over traditional methods of instruction.	36,7%	43,3%	20%	0%	0%	4,16	,70

Items 26 and 27 aimed to find out if technology saves time and effort according to the students and 43.3% of the students strongly agreed, 23.3% agreed, 21.7% were neutral, 10% disagreed, and 1.7% strongly disagreed that using technology saves time. On the other hand, 43.3% of the students agreed, 35% of them strongly agreed, 13.3% were neutral, 6.7% disagreed, and 1.7% strongly disagreed with the idea that ‘technology saves effort’.

In item 28, the students were asked if technology-integrated teaching offers real advantages over traditional methods of instruction, and 43.3% of them agreed and 36.7% of them strongly agreed that technology-integrated teaching offers real

advantages over traditional methods of instruction while 20% were neutral. The mean score of the statement was 4.16.

Table 7. Students' Perceptions Regarding the Usefulness of Technology (in percentages)

Item	Question	SA	A	Neutral	D	SD	Mean	Standard Deviation
29.	Technology is useful for language learning.	53,3%	43,3%	3,3%	0%	0%	4,50	,56
30.	Technology is useful for language teaching.	56,7%	36,7%	5%	1,7%	0%	4,48	,67
31.	Technology makes it possible to teach more effectively for the teacher.	38,3%	48,3%	11,7%	1,7%	0%	4,23	,72
32.	Using technology increases students' motivation to participate in classroom activities.	48,3%	35%	15%	1,7%	0%	4,28	,84
33.	The use of technology increases interaction in language classes.	33,3%	50%	15%	1,7%	0%	4,15	,73
34.	The use of technology can provide real-world communicative tasks.	45%	46,7%	6,7%	1,7%	0%	4,35	,68
35.	Technology helps to address students' different needs in the classroom.	48,3%	41,7%	8,3%	1,7%	0%	4,36	,71
36.	The use of technology promotes learner autonomy.	46,7%	40%	10%	3,3%	0%	4,30	,78

In Table 7, items 29-36 are concerned with students' perceptions regarding the usefulness of technology in language classes. The results for item 29 displayed that 53.3% of the students strongly agreed and 43.3% of the students agreed that technology is useful for language learning. However, 56.7% of the students strongly agreed and 36.7% of the students agreed with the idea that technology is useful for language teaching (item 30). With respect to item 31, 48.3% of the students agreed that technology makes it possible to teach more effectively for the teacher. In addition, 48.3% of the students strongly agreed with the item which states that using technology increases students' motivation to participate in classroom activities (item 32). In item 33, 50% of the students agreed and 33.3% of the students strongly agreed that the use of technology increases interaction in language classes. Additionally, 46.7% of the students agreed and 45% of them strongly agreed with the

idea that the use of technology provides real-world communicative tasks (item 34). Moreover, 48.3% of the students strongly agreed that technology helps to address students' different needs in the classroom (item 35). On the other hand, 46.7% of the students strongly agreed and 40% of the students agreed with the item which states that the use of technology promotes learner autonomy.

Last but not least, the results of the data collected from the student questionnaires revealed that in general students had positive perceptions about the use of technology in ELT.

4.1.2 Open-ended Items

In response to the first open-ended question (*Do you use technology for educational purposes? If yes, please explain how. If no, please explain why not.*), 96.8% of the students said yes, 1.6% of the students did not answer the question, and 1.6% of the students gave irrelevant answers to the question. Majority of the answers were positive in regard to using technology for educational purposes. For example, Student 3 said: "I find using technology a great source for learning. You have the options to use different sites and compare gathered information."

More specifically, 48.2% of the students reported using technology to do coursework such as homework, taking lecture notes, doing projects etc. Student 27 expressed his/her reason about using technology for coursework as the following: "We did most of our discussions on the Moodle which improved our competence and critical reflection." On the other hand, S57 stated:

Sometimes a little help is necessary when I am doing my homework or preparing for exams. Besides, we use technology in so many courses so I have to use it so that I can attend.

However, 34.5% of the students said that they use technology for research purposes and for reaching sources. S8 declared: "I use technology to make research about the topics that I don't really understand." On the other hand Student 21 expressed his/her opinion as: "I use technology to research recent issues and to be aware of the global news in my field. I read articles and other informative texts related to ELT." Moreover, 25.9% of the students explained that they use technology during their microteachings and presentations like Student 13 who stated: "I use it for research projects. It also help me to find various activities for my micro teachings." Also, Student 48 explained why he/she uses technology for educational purposes as follows: "I use for my assignments and I get some ideas about my presentations."

Additionally, 10.4% reported watching online videos that can help for their language learning process. For instance Student 44 explained: "I use to watch a video about lesson. If I didn't understand the lesson I would watch a video about it." On the other hand, 8.7% of the students expressed that they use technology because it is time saving and they gain more vocabulary knowledge. For example, Student 18 said: "Technology has made reaching information very easy and facilitated finding the needed information." and, Student 2 explained: "I use technology for educational purposes because it saves time and effort. Technology also makes it possible to research more resources over a short period of time. "

Moreover, 6.9% of the students use technology to prepare and find materials for their courses. For example, Student 38 mentioned: "I usually use the internet while studying. For getting further information about the subject. Also I use some websites like quiz let to revise."

Additionally, 5.2% of the students reported that they use technology to improve their grammar, pronunciation, and listening skills. For example, Student 45 said: “I use technology to improve my vocabulary, grammar knowledge and also listening skills,” while student 39 expressed: “I use it to improve my pronunciation by watching TV shows, and I use applications like ‘busuu’ to develop my English skills.” Yet, only 3.5% of the students said that they use technology to share knowledge with others. For example, student 25 said:

I make use of the smart board for my micro-teaching applications as well as sharing course materials with my class mates instead of photocopying it. I also use whatsapp groups to share PPTs before my micro-teachings with the class so class mates can come prepared and I can use presentation time more effectively.

In the second open-ended question, the students were asked ‘*How often do you use technology in the classroom, and for what purposes do you use it?*’, and 41.7% of the students answered that they use technology every day or always. For example Student 40 said: “Every day we use technology in the classroom. We use it for educational purposes like PPT,” while Student 37 explained as follows: “We use it almost every day. Teachers are using it to present their power points and students use it for microteachings.”

On the other hand, 21.7% of the students answered that they use technology most of the time or usually. For example Student 21 explained his/her reason to answer most of the time as follows: “I use it most of the time for my presentations, also to bring more authentic atmosphere to the classroom while doing my micro-teaching in order to make my class mates more aware of the culture.” whereas Student 36 stated: “We usually use technology in the classroom. To open a video, power point we use it.” However, 18.3% of the students reported that they use technology very often or

sometimes. For example Student 42 said: “We use technology in the classroom very often we have a smart board we use projector. Even we use in class Edmo do and share ideas or videos”, but Student 30, explained that:

I use it very often for class presentations and material sharing.” Furthermore, student 41 said “We use sometimes for education. We can share or teacher can share information about lessons and others can benefit from it.

When asked the third open-ended question (*‘Do you use technology for learning and / or teaching English? If yes, please explain how. If no, please explain why not.’*)

93.3% of the students said ‘yes’. Only one student answered ‘no’, and another student gave an irrelevant answer, and two students did not answer the question. The student who gave a negative answer to the third question claimed that technology distracts him/her quickly. However, 62.5% of the students expressed that they use technology to improve their language learning or gain more knowledge about the language. For example, Student 10 said: “I listen to English videos to improve my language and also to learn about other cultures in the world.” Student 51, on the other hand explained his/her answer as:

I use technology for learning, I use it to gather extra information about a topic that I have learned in class or I use it to know about educational topics that interests me.

Additionally, 17.9% of the students reported using technology for research purposes and for effective teaching-learning. For example, Student 37 said: “I search for something to learn and we can find lots of different types of exercises or activities to teach effectively,” and Student 18 explained as “It is easier to reach information (ex: meaning of words and synonyms for learning) for teaching many educational YouTube channels enhances teaching.”

For the fourth open-ended question in Part B of the student questionnaire, the students were asked to list *technologies they use for learning or teaching English*. The technologies stated by the students are as follows: Phone (33.3%), Applications (11.7%), Computer/Laptop (45%), Online dictionary (10%), Tablet (13.3%), Internet/Webpages (28.3%), Moodle (11.7%), YouTube (18.3%), Google (21.7%), Smart board (35%), Power point (15%), Edmodo (16.7%), Projector (11.7%).

For the fifth open-ended question in Part B of the student questionnaire, the students were asked to list *technologies the instructors in the FLE Department use while teaching*. The technologies stated by the students are as follows: Smart board (58.3%), Moodle (21.7%), Computer/Laptop (18.3%), Projector (21.7%), PowerPoint (36.7%), Internet/Websites (21.7%), Videos (15%), Edmodo (18.3%), E-mail (8.3%), Social media (3.3%), Whatsapp (5%), Turnitin (3.3%), Phone (5%). Two students gave irrelevant answer to the question and one student did not answer the question.

Part C of the students' questionnaire aimed to identify the students' needs about the use of technology in English language teaching. The first open-ended question asked students *'What do you still need to learn about the use of technology in ELT as a future teacher?'* Five per cent of the students did not answer the question and 15% of the students gave irrelevant answers. On the other hand, 35% of the students mentioned that they need to learn new technologies and applications related to the field. For example, Student 31 said: "I need to learn new programs in order to prepare interesting lessons. New programs like SnagIt, screencast-omatic." while Student 3 mentioned: "I need to keep myself up to date with new applications, internet sites and site specifically related to discuss topics."

Moreover, 20% of the students stated that they need to learn how to integrate technology effectively to their teaching. For example, Student 5 said: “I think we need to practice how to integrate it in our lesson plan and of course more resources that are effective.” whereas Student 45 stated “The technology changes day by day and we need to learn everything to integrate our class and in this way students can learn more easier and enjoyable way.” and, Student 39 expressed his/her opinion as follows:

I need to learn about Microsoft apps more detailed and I need to find different applications to attract students’ attention and of course I need to integrate it most appropriate way to my course.

Additionally 11.7% of the students explained their needs about how to use smart board properly. For example, Student 19 said: “I want to learn about smart board more detailed and how to use variety of applications when integrating to my teaching and blending with smart board.” and, Student 54 explained: “Maybe we can learn about smart boards more detailed together with internet websites that helps teaching practices in order to improve ourselves as a future teacher.”

As the second open-ended question in Part C of the student questionnaire, the students were asked to answer ‘*Are you willing to receive training about new technologies to create diversity in your teaching?*’ and 83.3% of the students answered yes, 11.7% of the students answered no, 3.3% of the students were not sure about the idea, and one student did not answer the question.

As the third open-ended question in Part C of the student questionnaire, the students were asked to answer ‘*If you are offered a course on Technology in ELT what content (that is topics) do you need to learn in this course?*’ While 13.3% of the

students did not answer the question, 21.7% gave irrelevant answers. However, 31.7% of the students wanted to learn how to integrate technology effectively to the language classes. For example, Student 1 said: “How to use technology more efficiently and how to create authentic materials.” while Student 19 stated: “How to use different applications and integrate them effectively in language classes for students to make learning process continue smoothly.”

On the other hand, 23.3% of the students wanted to know about new technologies and applications. For example, Student 3 said: “Keep myself updated with all new technological sources.” and Student 24 explained: “As future teachers we need to keep ourselves up to date and know all the recent innovations in the field.” In addition, 15% of the students wanted to learn how to create materials online. For example, Student 35 said: “How to develop my own materials online by using technology to create variety in my classes.” while Student 45 mentioned: “I need to learn how to create my own materials and page for online teaching.”

Moreover, 8.3% of the students said they need to learn how to find resources online. For example, Student 8 said: “I need to know how to find authentic resources online that can create natural learning environment in my classes.” whereas Student 60 explained his/her point of view as:

Finding online resources are curial for us as a future teacher. Since the new generation is digital native we must know how to find online sources to create diversity in our teaching.

As the fourth and final open-ended question in Part C of the student questionnaire, students were asked *‘Do you think you will need to design technology-integrated learning activities in your future classroom? Please explain.’* While 91.6% of the

students gave positive answers to the question, whereas 6.7% of the students said no and one student did not answer the question. Student 25 explained why technology should be integrated as follows:

Yes, technology becomes more integrated and inevitable in our lives. Different generations means different learner profiles. Those who want to survive in this profession must learn how to use technology as in a practical use.

Additionally, 49% of the students said they want to integrate technology to create effective teaching. For example, Student 21 mentioned that ‘because technology related learning is more effective in teaching. Likewise Student 51 declared that:

In my opinion it makes teaching more effective and the students can focus to class more easily, plus these activities would be more authentic compared to the traditional classroom activities. I think I will design very useful and unique activities.

On the other hand, 31% of the students expresses their need to integrate technology because they believe that this will increase students’ motivation. For example, Student 42 said that: “I want to do technology-integrated learning activities because it motivates students”, and Student 17 declared that: “Because my students will be digital natives so I want to use technology as much as possible to motivate students.”

Moreover, 27.2% of the students needed to integrate technology because new generation students are digital native. For example, Student 39 said: “Young learners are even more integrated to technology since they are 5 years old. The lectures must be brought out with technology in the future.” while Student 60 mentioned that:

For new generation technology is like eating, breathing, sleeping. Technology is naturally in every aspect of their lives. They are doing things more comfortable when technology is included. That is the reason technology-integrated learning activities are very crucial for future teachers.

On the other hand, 6.7% of the students seemed negative when it comes to the technology-integrated learning activities. For example, Student 23 said “I do not have enough skills that is why I need training and recommendations.” whereas Student 52 mentioned “I do not have enough self-confidence to create my own technology-integrated learning activities because of my low technological skills.”

4.2 Student Interviews

The student interview instrument was designed to gather more detailed information about the students’ perceptions, practices and needs about the use of technology in ELT. In total, ten students participated in this stage of the investigation voluntarily. The interview sessions included eight questions.

The first question of the interview asked the students *‘What do you think about the technology integration into English language learning/teaching?’*, and nearly all the students (8 students in total) mentioned that technology integration is essential for effective language teaching. For example, Student 1 said:

I think integrating technology with English language classes are highly important and effective, for many reasons... First: using technology makes the class more appealing to students especially when graphs, pictures, photos and videos are used. Second, technology is the only tool that connects language classes with real language usage and English cultures and countries.

Likewise, Students 10 and 9 also gave similar answers, mentioning that technology is crucial for teacher since the new generation students were born into technology and they are exposed to technology from very young ages. Student 10 expressed: “Since the new generation are digital natives integrating technology into language learning is a necessity.” while Student 9 said: “I believe it is very useful and would increase the quality of the teaching/learning process.” Moreover, seven students stated that technology integration is a necessity for the language classes. For example, Student 4

declared: “I believe it is really important to integrate technology into English language learning and teaching because in today’s world it is not an option but necessity.”, and Student 3 said: “I think it is really important to use technology in 21st century because most of the students and teachers are using technology every day”

Additionally, four students believed that using technology and being up to date are essential for the teaching and learning process. Student 5 mentioned that:

Technology is an essential part of our daily lives so integrating it to the language learning is attractive for students attention and for teachers it is important to be an up to date teacher.

Whereas Student 6 said: “If we integrate technology into language learning and teaching our classes will be up to date and there will be variety in the classrooms.”

Furthermore, four students claimed that integrating technology creates variety in the classroom. For example, Student 8 said:

Integrating technology to English language learning and teaching creates variety for teachers and students. Technology saves time for both sides and makes the learning process easier. When a student does not understand the topic he or she can practice at home without teacher because all the resources that needed is available on internet. Also for teachers it gives the possibility to bring authentic materials to do classroom and create natural learning environment like students L1.

The second question of the interview asked students ‘*What are the benefits of using technology in English language learning/teaching?*’ and half of the students mentioned about different benefits of using technology in English language learning or teaching. For example, Student 1 said: “When technology used properly and without technical problems can save teachers a lot of effort and time. The class that uses technology looks up to dated.” Student 4, on the other hand mentioned:

“Technology makes classes more enjoyable and fun. It is time saving and it enhance motivation.”, and Student 5 added:

First of all it is time saving, you can reach all the information you need with just one click. Students can learn the knowledge even when they are outside of the classroom.

Furthermore, four students mentioned that technology creates authenticity and natural learning environment. Student 10 explained his/her opinion as follows:

“Technology makes second language learning process more authentic and native like. Students can engage to more natural learning environment.”, while Student 8 declared: “As I said in the previous answer it is time saving, natural, and authentic. Also it helps learners to be autonomous.”

In addition, six students mentioned that using technology in English language learning or teaching creates variety. Student 9 said:

In teaching, technology provides a variety of tools to be used by teachers, it allows for better lesson planning and more organized classes. As for learning, technology integration attributes to the multiple intelligence of learners and addresses the different types of learners; it also promotes learners autonomy and critical thinking skills.

Also Student 3 expressed:

Most of the teachers and learners can benefit from the technology it makes classes more effective and also motivates students and creates variety for different activities inside the class via technology.

The third question of the interview asked students *‘What are the shortcomings of using technology in English language learning/teaching?’* and all of them declared that technical problems are the main shortcoming of using technology in English language learning/teaching. For example, Student 1 said:

Technology may waste the class time if the facilities are not available. Technical problems are a huge barrier towards using technology and teachers may mainly avoid using technology due to that.

While Student 3 stated:

Well it can be computer broke down for example, this is or maybe you want to use specific application and suddenly it is not going to work when you are in the class, maybe internet connection problem, hardware failure. It is important to have different plans.

On the other hand, half of the students expressed that lack of technological skill is another shortcoming for them. For example, Student 1 indicated “teachers’ lack of skills in technological area.” and Student 9 stated: “Integrating technology to education requires some technological skills since the new generation are digital native however not everyone has that skill to be proficient enough.”

The fourth question of the interview was *‘Have you had any training about using technology in ELT?’*: Half of the students answered positively and said yes. For example, Student 8 said: “Yes in our ELTE 450 course we learned how to use different technologies.”, while Student 2 mentioned: “Yes I did. It was a seminar about importance of technology in teaching.”

On the other hand, other half of the students said no and declared that they did not have any training about using technology in ELT. For example, Student 3 said:

No I haven’t but I know how to use it because I personally interested in to using technology in class so I believe I can use it and I have some experience connected to technology and stuff so.

The fifth question of the interview asked the students *‘Do you use technology for learning/teaching purposes? Please explain.’*, and 100% of the students mentioned

that they are in fact using technology for learning or teaching purposes. For example, Student 3 explained:

I use for dictionaries and for other activities. There are variety of activities that I do and if I am for example not sure about something instead going to library and check variety of books it is easy to use technology to get the information you want in a better way and fast way so also I use it for teaching purposes sometimes there are ready materials we can use for students also its time saving.

Whereas Student 10 mentioned: “When I was learning English in high school I was watching TV series with subtitles in order to improve my vocabulary knowledge and pronunciation.” and Student 4 expressed: “Yes I use it for learning. I am finding materials to get ready for my quizzes and exams. I prepare presentations and find resources for the assignments.” For teaching practices, Student 9 said: “I depend on technology a lot in my classes. Using internet inside and outside the class is very crucial in my teaching program and sometimes it is quite essential.” and Student 8 said: “Yes I use it all the time. Specifically when I am getting ready for my micro teachings and for my internship.” Overall, the responses for the fifth question show that the students use technology for research purposes, finding materials, watching videos, and to do coursework.

The sixth question of the interview asked the students *‘Which technologies do you use for learning/teaching English?’* and the technologies indicated by the students are as follows:

- Microsoft office
- YouTube
- Laptop/computer
- Applications

- Internet
- Phone/tablet
- Google
- Edmo do
- Moodle

The seventh question asked the students *‘What are your needs about the use of technology in ELT as a future teacher?’* and all of the students mentioned that they need more training about technology in ELT. For example, Student 1 said:

I think we need two courses. One related to technology about how to learn more about technology and how to create our own apps, programs and blogs for learning teaching purposes. Second course on how to integrate technology effectively in our language teaching classes. It will be useless to know technology but don’t know how to use it for the purpose if our class in order to meet the needs of students.

On the other hand, Student 7 mentioned:

Training is very important in my opinion. Technology is developing very quickly and there are always new things to learn and unknown ways in which technology can be used for teaching.

And Student 9 said: “I would also love to have some specialized training, workshops and courses in the new advancements and way to better integration of such devices inside and outside the classroom.”

Furthermore, three students believed that they need more knowledge about how to find materials that can be helpful for their teaching. For example, Student 3 said: “What we need are more and better applications as can be used as materials in the classroom.” whereas Student 4 pointed out: “How to use technology efficiently to find sources and authentic materials related with the topic that I am going to show in

the classroom.” and Student 5 expressed his/her point of view as: “I need to know how to do research to find trustworthy authentic materials because there are plenty of online materials which cannot be real and effective.”

The last question of the interview focused on *how these needs can be met*, and 90% of the students indicated that their needs can be met with more courses or training. For example, Student 7 stated that: “Those needs can be met by attending different workshops, conferences and even courses that can be provided in the curriculum of ELT or that can be provided separately.” while Student 8 said: “More technology related courses in ELT BA programs starting from the 1st year.” Also, 40% of the students believed that their needs can be met by workshops, seminars and conferences (Students 1, 2, 3, and 10).

4.3 Instructor Questionnaire

The instructor questionnaire aimed to find out about the instructors’ perceptions, practices and needs about the use of technology in ELT. The questionnaire provided both quantitative and qualitative data under two subtitles: closed items and open-ended items.

4.3.1 Closed Items

The second part of the questionnaire, included 36 items related to the instructors’ perceptions about the use of technology in English language teaching. The results collected from this part of the questionnaire are presented in the following tables.

Table 8. Instructors' Perceptions about Use of Technology (in percentage)

Item	Question	SA	A	Neutral	D	SD	Mean	Standard Deviation
1.	The integration of technology in ELT encourages the improvement of the teaching-learning process.	0%	100%	0 %	0%	0%	4	,0
2.	Students learn more easily when using technology.	0%	83,3%	16,7%	0%	0%	3,83	,40
3.	The use of technology improves students' reading abilities.	0%	66,7%	16,7%	16,7%	0%	3,5	,83
4.	The use of technology improves students' writing abilities.	0%	50%	33,3%	16,7%	0%	3,33	,81
5.	The use of technology improves students' speaking abilities.	16,7%	16,7%	66,7%	0%	0%	3,5	,83
6.	The use of technology improves students' grammar knowledge.	0%	50%	33,3%	16,7%	0%	3,33	,81
7.	The use of technology improves students' vocabulary.	16,7%	83,3%	0%	0%	0%	4,16	,40
8.	The use of technology improves students' pronunciation.	16,7%	66,7%	16,7%	0%	0%	4	,63

Item 1, aimed to find out whether or not the instructors believed that the integration of technology in ELT encourages the improvement of the teaching-learning process. All of the instructors agreed (SA and A) that integration of technology in ELT encourages the improvement of the teaching learning process; the mean score for item 1 was 4.00.

In item 2, the instructors were asked if students learn more easily when using technology, and instructors' answers showed that they believed that students can learn more easily when using technology, as five of the teachers agreed or strongly agreed with the statement. On the other hand only one instructor was neutral and none of the instructors disagreed with the statement. The mean score for the second statement was 3.83.

Items 3, 4, 5, 6, 7, and 8 were asked to obtain if the use of technology improves students' language skills as perceived by the instructors. The results revealed that four instructors believed that the use of technology improves students' reading abilities (item 3), while one instructor was neutral and one instructor disagreed with the idea. In addition, half of the instructors (three instructors) agreed, two instructors were neutral, and one instructor disagreed that the use of technology improves students' writing abilities (item 4). Moreover, four instructors were neutral about the idea that the use of technology improves students' speaking abilities (item5), whereas one instructor agreed, and one instructor strongly agreed with the statement. Furthermore, half of the instructors had positive beliefs about the idea that the use of technology improves students' grammar knowledge (item 6), however two instructors were neutral, and one instructor disagreed with the statement. Additionally, five of the instructors agreed with the item which states that the use of technology improves students' vocabulary (item 7) and one instructor strongly agreed with the idea. In item 8, four instructors expressed that they agreed that the use of technology improves students' pronunciation. Only one instructor was neutral and one instructor strongly agreed with this statement.

Table 9. Instructors' Perceptions about Target Culture and Help of Technology (in percentage)

Item	Question	SA	A	Neutral	D	SD	Mean	Standard Deviation
9.	The use of technology improves students' knowledge about target culture.	50%	50%	0%	0%	0%	4,5	,54
10.	Technology helps teachers to obtain more resource to evaluate students' performance.	33,3%	50%	16,7%	0%	0%	4,16	,75
11.	Technology helps teachers in the treatment of students with special educational needs.	0%	50%	50%	0%	0%	3,5	,54
12.	Students are more motivated when technology is integrated into the English language classroom.	33,3%	66,7%	0%	0%	0%	4,33	,51

Regarding the target culture, item 9 was asked to find out if the use of technology improves students' knowledge about the target culture from the instructors' perspective. The results revealed that half of the instructors strongly agreed, and other half of them agreed with the statement. None of the t instructors disagreed or strongly disagreed with the item. The mean score for item 9 was 4.5.

Items 10 and 11 were asked to find out if the instructors think that technology helps teachers in different ways. Three instructors agreed, two strongly agreed, and only one was neutral the idea that evaluate students' performance, with a mean of 4.16. On the other hand, three instructors agreed that technology helps teachers in the treatment of students with special educational needs, while three other instructors were neutral about the statement, with the mean score of 3.5.

Item 12 was asked to find out if the instructors think that students are more motivated when technology is integrated into the English language classroom, and

four of them agreed and two strongly agreed with the idea that technology motivates students when it is integrated into the English language classroom.

Table 10. Instructors' Perceptions about Motivation and Self-confidence (in percentage)

Item	Question	SA	A	Neutral	D	SD	Mean	Standard Deviation
13.	Technology helps students learn the content of the course.	16,7%	66,7%	16,7%	0%	0%	4	,63
14.	Being able to use technology increases students' self-confidence.	33,3%	50%	16,7%	0%	0%	4,16	,75
15.	Being able to use technology increases teachers' self-confidence.	16,7%	83,3%	0%	0%	0%	4,16	,40

In response to item 13, instructors' answers demonstrated that most of the instructors believe that technology helps students to learn the content of the course, as four instructors agreed and one strongly agreed with the idea; the mean was 4.

Items 14 and 15 were asked to figure out if technology can improve students' and teachers' self-confidence according to the instructors. Three instructors agreed, one strongly agreed and one was neutral about the idea that being able to use technology increases students' self-confidence, with a mean of 4.16 and five instructors agreed and one strongly agreed with the statement 'being able to use technology increases teachers' self-confidence' (the mean of the item was 4.16).

Table 11. Instructors' Perceptions Regarding How Technology Influences Teaching/Learning Process (in percentage)

Item	Question	SA	A	Neutral	D	SD	Mean	Standard Deviation
16.	Using technology influences the quality of teaching positively.	33,3%	66,7%	0%	0%	0%	4,33	,51
17.	Technology encourages active participation in class.	16,7%	50%	33,3%	0%	0%	3,83	,75
18.	Technology can extend educational setting to students' homes/outside of the classroom.	100%	0%	0%	0%	0%	5	,0
19.	Students' language competence increases whenever they use technology.	0%	66,7%	33,3%	0%	0%	3,66	,51
20.	Technology helps to attract students' attention.	50%	50%	0%	0%	0%	4,5	,54
21.	Technology helps students' self-directed learning.	16,7%	83,3%	0%	0%	0%	4,16	,40
22.	Technology is effective for helping students concentrate on a lecture.	0%	33,3%	66,7%	0%	0%	3,33	,51

Items 16-22 focused on the instructors' perceptions about whether or not technology influences teaching-learning process. For instance, four instructors agreed and two expressed strongly agreement when asked if using technology influences the quality of teaching positively (item 16). Likewise, three instructors agreed, one strongly agreed and two were neutral about the item stating that the technology encourages active participation in class (item 17). Also, all of the instructors strongly agreed when asked if technology can extend educational setting to students' homes/outside of the classroom (item 18). In addition, more than half of the instructors (four instructors) expressed agreement with the statement 'students' language competence increases whenever they use technology' (item 19) while two were neutral. Moreover, three instructors agreed and three other were strongly agreed that technology helps to attract students' attention (item 20). Furthermore, five instructors

agreed and one strongly agreed with the statement ‘technology helps students’ self-directed learning’ (item 21). Additionally, when asked if technology is effective for helping students concentrate on a lecture (item 22), two of the instructors agreed and four instructors were neutral about the statement.

Table 12. Instructors’ Feelings about the Use of Technology (in percentages)

Item	Question	SA	A	Neutral	D	SD	Mean	Standard Deviation
23.	The use of technology in the classroom makes students feel comfortable.	0%	50%	50%	0%	0%	3,5	,54
24.	Using technology is enjoyable for students.	16,7%	83,3%	0%	0%	0%	4,16	,40
25.	Using technology is enjoyable for teachers.	0%	100%	0%	0%	0%	4	,0

Items 23, 24, and 25 were asked in order to see how teachers feel about the use of technology in English language classrooms. The results demonstrated that three instructors agreed that the use of technology in the classroom makes students feel comfortable (item 23) while three were neutral about the idea. In addition to this, almost all of the instructors (five instructors) agreed with the statement ‘using technology is enjoyable for students’, whereas only one strongly agreed, and none disagreed, strongly disagreed, and was neutral about the statement. In item 25, all of them agreed with the idea that using technology is enjoyable for teachers.

Table 13. Instructors' Perceptions about Technology Integration (in percentages)

Item	Question	SA	A	Neutral	D	SD	Mean	Standard Deviation
26.	Using technology saves time.	16,7%	66,7%	16,7%	0%	0%	4	,63
27.	Using technology saves effort.	33,3%	33,3%	33,3%	0%	0%	4	,89
28.	Technology-integrated teaching offers real advantages over traditional methods of instruction.	33,3%	50%	16,7%	0%	0%	4,16	,75

Items 26 and 27 were asked to find out if technology saves time and effort. Four instructors agreed, one strongly agreed and one was neutral about the idea that technology saves time. On the other hand, two instructors strongly agreed, two agreed and two were neutral when asked if technology saves effort.

In item 28, the instructors were asked if technology-integrated teaching offers real advantages over traditional methods of instruction. Half of them agreed, and two of them strongly agreed that technology-integrated teaching offers real advantages over traditional methods of instruction while one was neutral. The mean score for the statement was 4.16.

Table 14. Instructors' Perceptions Regarding the Usefulness of Technology (in percentages)

Item	Question	SA	A	Neutral	D	SD	Mean	Standard Deviation
29.	Technology is useful for language learning.	33,3%	66,7%	0%	0%	0%	4,33	,51
30.	Technology is useful for language teaching.	33,3%	66,7%	0%	0%	0%	4,33	,51
31.	Technology makes it possible to teach more effectively for the teacher.	33,3%	50%	16,7%	0%	0%	4,16	,75
32.	Using technology increases students' motivation to participate in classroom activities.	33,3%	66,7%	0%	0%	0%	4,33	,51
33.	The use of technology increases interaction in language classes.	16,7%	50%	33,3%	0%	0%	3,83	,75
34.	The use of technology can provide real-world communicative tasks.	33,3%	50%	16,7%	0%	0%	4,16	,75
35.	Technology helps to address students' different needs in the classroom.	16,7%	66,7%	16,7%	0%	0%	4	,63
36.	The use of technology promotes learner autonomy.	16,7%	83,3%	0%	0%	0%	4,16	,40

In Table 14, items 29-36 are related with the instructors' perceptions regarding the usefulness of technology in language classes. The results for item 29 displayed that four instructors agreed and two strongly agreed that technology is useful for language learning. Also four instructors agreed and two strongly agreed with the idea that technology is useful for language teaching (item 30). With respect to item 31, three instructors agreed and two strongly agreed that technology makes it possible to teach more effectively for the teacher, whereas only one instructor was neutral about the idea. Four instructors strongly agreed and two were strongly agreed with the statement indicating that using technology increases students' motivation to participate in classroom activities (item 32). In item 33, half of the instructors agreed and one strongly agreed that the use of technology increases interaction in language classes, while two instructors were neutral. Additionally, three instructors agreed and one strongly agreed with the idea that the use of technology provides real-world

communicative tasks (item 34). Moreover, four instructors agreed, one strongly agreed, and one was neutral when responding to the item stating that technology helps to address students' different needs in the classroom (item 35). Yet, almost all off the instructors agreed and one strongly agreed with the statement indicating that the use of technology promotes learner autonomy.

Last but not least, the results collected from the instructors' questionnaires revealed that in general the ELT instructors had positive perceptions about the use of technology in ELT.

4.3.2 Open-ended Items

In the first open-ended question in Part B of the questionnaire the instructors asked: *'Do you use technology for educational purposes? If yes, please explain how. If no, please explain why not.'* Five of them answered yes, one did not answer the question. The answers were generally positive as regards using technology for educational purposes. In total, three instructors out of five stated that they use technology to create variety and to do research for their courses. For example, Instructor 5 said:

I blend technology into my teaching practices in classroom activities. I also use technology in a flipped learning approach in which I flip stager of my lecturing and having follow up activities during the lecture.

Moreover, two of the five instructors stated that they use technology for effective teaching. Instructor 6, for example, expressed his/her motive about using technology for effective teaching as the following: "I use technology to create effective teaching environment in my thesis writing course as the corpus and the data-driven tasks are all uploaded on Moodle." Instructor 1, on the other hand, said: "I do because I believe in its power, effect in teaching/learning process."

Only one instructor mentioned that he/she uses technology to raise awareness as can be seen from his/her words: “Yes, sometimes to inform my students and raise awareness in them about the wealthy source of information. Also to bring change and variety to my lessons to avoid boredom.”

The second open-ended question, ‘*How often do you use technology in the classroom, and for what purposes do you use it?*’ was answered by half of the instructors as using ‘every time’ or ‘always’. The instructors claimed that they use technology for different purposes such as sharing materials, communicating with students or for instructional practices. For example, Instructor 6 said:

I use technology in my thesis writing course and the participants of the course can access the course materials, tasks, and the corpus whenever they like, they can interact with me, with each other as well as with the data 24/7.

Instructor 4 explained as follows: “I use it in almost all my lessons. I use PPT. I also use Facebook groups, whatsapp groups to communicate with students or to send them materials.” and Instructor 1 mentioned that: “Every time I have class. It is part of my instructional practice.”

On the other hand three of the six instructors said that they often use technology in the classroom. For example, Instructor 2 explained his/her reason as follows: “Often. To support the theory for providing specific examples.” whereas Instructor 3 stated: “I use technology often in the way explained the question before.” Additionally, Instructor 5 responded as: “Often. Yes, I blend technology into my teaching practices in classroom activities.”

Responding to the third open-ended question in Part B (*'what technologies do you use in your classes? Please explain by giving specific examples.'*) the instructors listed the following technologies: Moodle, Power Point, Smart board, Projector, Internet, Edmo do. Only one instructor explained his/her idea by giving specific examples. Instructor 6 said: "I use Moodle. Moodle is a user-friendly virtual learning platform with a wide range of classroom-like tasks and activities. The teacher can monitor the students' access and progress in the course."

Part C of the instructors' questionnaire aimed to identify the instructors' needs about the use of technology in English language teaching. The first open-ended question asked instructors *'What do you still need to learn about the use of technology in ELT as an instructor?'* and they gave various answers about their needs. These answers included virtual or e-learning, online material preparation, digital assessment, being up to date and technical details. For example Instructor 6 said:

I feel that it would be good if I could exploit more tools and tasks on Moodle to provide the utmost maximum benefit for my students. I feel that I still have a lot to learn.

Instructor 3 mentioned: "Technical details to create Blogs etc." and Instructor 1 listed: "Other virtual learning environments, material preparation for online education (digital content), digital assessment tools." Furthermore, Instructor 5 declared that: "Technology is advancing so fast and there are new tools and apps coming out every day so keeping myself up to date is a must." while Instructor 2 added: "A lot. Special programs concerning educational applications." and Instructor 4 said: "Some software programs, e-course/e-learning design."

Answering the second open-ended question (*'Are you willing to receive training about new technologies to create diversity in your teaching?'*) all of the instructors said 'yes' which showed that they are positive about learning new technologies and integrating them into their teaching (Instructors 1, 2, 3, 4, 5, 6).

To respond to the third open-ended question (*'If you are offered a(n) Instructor training course/workshop/seminar on Technology in ELT, what content (i.e. topics) do you need?'*) they all said that they need to know about online teaching, and some of them added that they need to know about online materials preparation, digital/online assessment, technical knowledge, and distance learning. For example Instructor 1 said: "Other virtual learning environments, material preparation for online education (digital content), and digital assessment tools." and Instructor 4 added: "Online or e-learning/teaching, how to use technology in assessment using different software programs." also, Instructor 6 mentioned "Teaching online, distance learning, set-up training."

In the fourth question, the instructors were asked if *they think they will need to design technology-integrated learning activities in their classes*. They gave positive answers to this question and said 'yes'. Instructor 5 explained his/her idea as follows: "Yes always. Every time a teaching tool is to be integrated into an instructional activity a careful teaching and design is necessary." and Instructor 1 said: "I have already been doing it, yet I would like to learn more other options."

In the fifth question they were asked to list their needs *regarding the use of technology in the classroom*: Four of them said that they need online learning activities, two said that they need online materials preparation, three said that they

need effective use of technology and one said online assessment. For example, Instructor 1 said: “More familiarity with technology integrated learning activities, how to design materials for online teaching, assessment techniques for technology integrated teaching.” Instructor 5 added: “Technological wikis, data projector, a PC, pedagogical and methodical knowledge, skills and training regarding effective integration.” and Instructor 2 explained his/her idea as:

If you say that I will not use technology it will mean that you never use technology at home. Do not use mobile phone then, do not use your cooker at home when you cook something. So in other way it is need because with time technology great avenues for us to make teaching more efficiently if we use efficiently.

In the last question the instructors were asked *how they think these needs can be met*. All of the instructors agreed that their needs can be met by receiving training in the form of workshops and seminars. For Instructor 2 said: “We need Instructor training from the experts in the field.” while Instructor 6 mentioned: “Through tailor-made workshops, or courses that will not interfere with teachers’ teaching schedules and other educational commitments”, and Instructor 4 added: “Through training, a series of workshops or an Instructor training course.”

4.4 Instructor Interviews

The instructor interview instrument was designed to gather more detailed information about the instructors’ perceptions, practices and needs about the use of technology in ELT. Totally six instructor participated in this stage of the research voluntarily. The interview sessions included eight questions in total.

The first question of the interview was *‘What do you think about the technology integration into English language learning/teaching?’* Almost all the instructors (5 instructor) mentioned that technology integration creates effective teaching-learning

environment. Four of the instructors believed that it is a necessity, and two stated that students need technology in classroom and technology creates variety. For example, Instructor 5 said:

I believe that technology should be used to increase learning. As long as it serves, in general it enhances it increases the opportunities for students to learn more it is okay we should use it.

Likewise, Instructor 1 explained: “Technology integration is not an option, in my opinion it is a must. In today’s world you have no chance to avoid using technology in your classrooms.” Instructor 2 responded as:

I think it is essential now, it is not an option, but it is a must because technology is everywhere in our lives, in our social lives, in student lives as well and it is a great tool for learning not only language learning but learning in general so why not integrate into English language learning and teaching practices.

The second question focused on the benefits of using *technology in English language learning-teaching*, and half of the participants mentioned that it helps them to find authentic materials or variety of resources, and that with technology students can see the real use of language. Additionally 4 instructor believed that technology is time saving and two thought that technology increases motivation and helps students to be autonomous. For example Instructor 4 said: “It is more comfortable because it takes less time it is easy practical technology is something that may make our life easier”

While Instructor 2 argued:

I see how technology can be very good alternative to traditional teaching approaches and learning approaches as well. One benefit is it makes access to information very quick and fast so I mean any technology integrated learning or teaching practice or technique would help the teacher and the students’ access real language in use so I mean a bit reading activity, listening exercise like accessing YouTube and watching video doing some activities.

Furthermore, Instructors 3 said: “There are many benefits. First of all, it is practical. Secondly, it is motivating. Another thing, technology gives learners opportunities for self-learning.” and Instructor 1 pointed out:

Saving time, saving energy, you can reach wide variety of authentic real world materials, it’s easier for teacher to share their experiences, ideas with their colleagues from all around the world. It helps teacher to have better contact with their colleagues. It helps teachers for materials development, in planning their lessons, in testing. It facilitates teaching, it makes lessons more fun.

In the third question of the interview the instructors were asked ‘*What are the shortcomings of using technology in English language learning-teaching?*’: Two of them mentioned that there might be technical problems while using the technology. Also, two stated that they might have lack of skill, alongside with other shortcomings such that unnecessary/over use of technology or students’ too much dependence on technology. On the other hand, one instructor said ‘attitudes toward technology’ and another mentioned that motivation can decrease. For example, Instructor 1 said:

If the technological devices are problematic, for example computers are not updated or you have very slow internet connection instead of saving time you lose time and sometimes the motivation in the classroom can decrease. But they can be dealt with.

Instructor 2 explained as:

Teacher attitudes towards technology might not always be positive about integrating technology that is because lack of training probably because they are not trained to use technology so they are afraid the second is theoretically pedagogically they may not believe that technology is useful so you need to change that as well so that require some PD or teacher training like showing them proving them that technology might be useful.

Fourth question of the interview was ‘*Have you had any training about using technology in ELT?*’ Half of the instructors answered positively and said ‘yes’. For example, Instructor 6 said: “Yes I have. Many years ago we had a colleague who is very good with technology in prep school SFL and he offered us a course about

using technology in ELT so we learned a little bit about using wikis and lot of other things.” However, Instructor 2 responded as:

Yes I have. I have been using technology for quite some time. I have interest in using technology and I have attended quite of few training programs in using technology. Both online courses and onside courses as well. I have received a blended learning courses, flipped classroom techniques and approaches and I completed a British Council program couple of years ago it was a Moodle online program about how to use technology in English language teaching.

Finally, Instructor 3 said: “Yes, I have attended some workshops that focused on how to integrate technology into our teaching.” On the other hand, other half of the instructors said no and declared that they did not have any training about using technology in ELT. For example, Instructor 1 said: “No because when I was doing my BA degree we did not have such course. We did not have that much technology in that time so I did not get any formal training” and Instructor 5 stated: “I have had help or guidance from our faculty guy who is in charge of this or from my colleagues but I did not had any formal training.”

Answering the fifth question (*Do you use technology for teaching purposes? Please explain.*), all of the instructors mentioned that they are in fact using technology for teaching purposes. For example, Instructor 5 said:

Yes I do. For example one of my linguistic classes specially at the initial stages you know when I am trying to raise awareness about what the linguistics is obviously I had my textbook and I am trying to reflect on what to textbook is trying to achieve but I am trying to make them aware of the fact that there are some other sources they can refer to and usually I used websites, short YouTube videos talking about different aspects of linguistics how different professors look at linguistics so in essences maybe they have the same view but you know their techniques and the way look at it might be different so I try to show students how people are viewing linguistics so I do use technology.

Instructor 2, however, said:

I do yes, I have been using flipped learning approach for about 3 years now and 2 years ago in Poland same year in summer in Finland I presented the findings of mine small scale research.

The sixth question of the interview asked the instructors which *technologies they use in their classes*: The technologies listed by all of the instructors were as follows:

- Facebook
- Whatsapp
- Smart board
- Power point
- Software applications
- Edmo do
- Moodle
- Projector
- Videos

The seventh question focused on the *needs of the instructors about the use of technology in ELT*: More than half of the instructors mentioned that they need to learn how to integrate teaching applications to their teaching. Two of them said they want to know how to a design website, two said they need knowledge about online learning-teaching, and three explained that they want to know more about technical issues. For example, Instructor 2 said: “Technological needs, hardware needs. That is one thing and second although I have been interested, technologies advancing so quickly so I need to keep myself up to date.” Instructor 6 said: “Instead of just becoming familiar with another technology I would like to be more expert on using Moodle maybe in designing Moodle materials.” In addition, Instructor 1 pointed out:

I would like to know more about how to design a web page or how to design an online course so I need to know more about these. How to designing an online course for e-learning. That's what I would like learn more about technology. Or how to use some applications in my language classes. How to use different applications in language classes so that I can teach all these to my students as well who are going to be teachers.

In the last question they were asked how these needs can be met: Nearly all of them emphasized 'training' or 'course', two of them said 'workshops', one said 'seminars' and one said 'setting personal goals'. For example, Instructor 2 said:

If you set personal goals, I am a person who does that but not all teachers do that. They may not be aware, they may not have time, or they may not have willingness to do that. I think firstly institution, the school, the faculty need to plan PD activities for their teachers. I mean before teachers themselves it is the institution responsibility to plan these PD activities for their teachers and instructors.

Instructor 5, on the other hand, said:

Instructor training, all over the university maybe they can organize certain proper, practical and easy going courses for the digital immigrants. It could be having help from younger generation. We need to be guided and trained.

4.5 Summary

Chapter four presented the results collected from the student and instructor questionnaires and interviews. The results revealed that both groups had highly positive perceptions about the use of technology in English language teaching. However, the instructors reported that they use technology because it makes their teaching more effective, supports their teaching, and creates variety in the classroom etc... while the students said they use technology to improve their language skills, to do their coursework, and find more materials etc... Furthermore, the instructors needed more knowledge about online teaching, online materials preparation, and using technology more effectively etc... whereas the students needed to know more

about new technologies in the field, smart boards, and how to integrate technology more effectively etc... The findings listed in this chapter will be examined more detail under the research questions in the next chapter, together with the conclusion of the study.

Chapter 5

DISCUSSION OF RESULTS AND CONCLUSION

This chapter discusses the findings of the study in relation to each research question separately and compares the findings with other research findings from the relevant literature. Then, the conclusion is presented. Lastly, pedagogical implications, limitations of the study and suggestions for future studies are presented.

5.1 Discussion of Results

This section discusses the findings in relation to each research question by referring to relevant studies from the field.

5.1.1 Research Question 1: What are the ELT students' Perceptions of Technology use in ELT?

The quantitative findings of the study showed that ELT students' perceptions of technology use in ELT are positive in general. The highest ranked benefits of using technology in English language teaching listed by students are that it is useful for language learning and language teaching, followed by improving students' vocabulary, motivating students more, extending the educational setting to outside the classroom and improving teaching and learning process.

Students' open-ended and interview responses also supported the quantitative findings as they listed several benefits of using technology as well as reasons for why using technology in ELT is a requirement and not an option anymore. Almost all the

students reported that technology integration is essential for effective language teaching and learning as it makes the classes more appealing for students, connects real-life and target culture with the language classes, closes the gap between generations of teachers and students, saves time and makes learning process easier for different learning styles. On top of these, all the students highlighted that integration of technology is a necessity in today's world as the new generations are born into technology as digital natives and traditional teaching is gradually being replaced by technology-integrated teaching.

There are many studies in the field that support these findings. One of these studies was conducted by Sariçoban (2013) who worked with 95 Turkish students studying at language-related departments: ELT, linguistics, literature, translation and interpretation of Hacettepe, Gazi, and Middle East Technical universities in order to investigate their attitudes toward using technology in teaching. It was found that they had positive attitudes and suggested that providing them with the required infrastructure and support is crucial to maintain the positive attitudes. The ELT students also reported that they should be given the opportunity to practice using technology in teaching before they graduate.

Yet, the study conducted by Kılıçkaya and Seferoğlu (2013) collected data from 35 ELT students who took an undergraduate-level elective CALL course and revealed that ELT students feel not competent enough to establish a technology-integrated learning setting by using CALL. However, after some training and practice, they realized that CALL helped to improve listening and writing skills and increased

student participation in the classroom. This resulted in a positive change in ELT students' attitudes toward the use of CALL.

Öz (2015) also worked with 201 ELT students enrolled in an EFL teacher education department at Hacettepe University to find out about their perceptions on Mobile-Assisted Language Learning, and he reported that majority of them had positive perceptions. The reasons listed in the study for the positive perceptions are similar to the benefits of technology use stated by the participants of this study such as increasing student motivation, offering a more effective teaching-learning setting, having easy access to materials, taking education beyond the classroom. Thus, ELT students from both studies are eager and enthusiastic to use mobile technologies when they enter the profession.

There are also rather recent studies that support the findings from this research. Aşıksoy (2018), for example, examined 207 ELT students' attitudes studying in the Gazi University and Hacettepe University Faculty of Education toward the use of Web 2.0 tools, and he found that they had positive attitudes due to similar reasons in this study: improves all language skills but especially listening, provides a more productive learning process and helps to establish customized learning settings and materials. Özer (2018) worked with 174 3rd and 4th year ELT students studying in the Hacettepe University and also found that they had positive perceptions toward the use of technology as it helps to find materials and create presentations; saves time; and they use technological tools in their micro-teaching practices as well.

Lastly, Tachaiyaphum and Hoffman (2018) found that ELT students have positive attitudes regarding the use of technology but their attitudes are mainly influenced by their teachers' attitudes toward the use of CALL.

To sum up, it is found out that ELT students have highly positive perceptions regarding the use of technology in ELT and this finding is supported by other relevant studies available in the literature.

5.1.2 Research Question 2: What are the ELT instructors' Perceptions of Technology use in ELT?

Similar to the students' perceptions, the quantitative data indicated that the instructors also have positive perceptions about the use of technology in ELT. The highest ranked benefits of technology use in ELT listed by the instructors were also the items rated with the highest agreement by the students as well: it extends the educational setting beyond the classroom and it attracts students' attention. These two benefits were followed by stating that the use of technology increases students' knowledge of the target culture; it influences the quality of the teaching positively; it is useful for language learning and language teaching; it motivates students more; and it improves teaching-learning process.

The qualitative data collected from the ELT instructors also support the findings from the quantitative data as almost all the instructors argued that technology use creates an effective teaching-learning environment; that the students need it for variety in the classroom; it serves students' learning; it offers a wide range of authentic materials; it is practical and saves time; it helps students become more autonomous. Also, the instructors' responses were parallel to the students' answers;

they both believed that the use of technology in ELT is a necessity in today's world rather than an option.

The studies available in the literature about ELT instructors' perceptions and attitudes toward the use of technology show similarities with the results collected from the ELT instructors of this study. Aduwa-Ogiegbaeni (2005), Askar and Olkun (2005) and Shaunessy (2007) suggested that younger generations of ELT instructors use technology more often than instructors from older generations and they have more positive attitudes toward the use of technology. Eyyam, Meneviş and Doğruer (2010) worked with 100 ELT instructors, whose years of experience ranged from five to twenty-one years, regarding their attitudes toward the use of technology. Their results showed that although majority of the experienced instructors had positive attitudes regarding the use of technology in English language teaching, they still had reservations regarding actual practice and believed that they need more information before trying it out. This implication is in contrast to the findings of this study. The instructors of this study are not from young generations of instructors; yet, they have highly positive perceptions regarding the use of technology and this is reported in their practices as well.

Ismail et al. (2010) reported that instructors have the ability and enthusiasm to use technological tools in their teaching and they choose tools according to their own personal beliefs, trying to decide which ones would benefit their students the most. The instructors from this study also reported that they decide on which technological to use based on their own student profile.

The ELT instructors from the study conducted by Sağlam and Sert (2012) reported that the use of technology makes positive contributions to the students' learning because it increases motivation, fosters different learning styles, supports combined-skills approach, offers a more useful learning environment than traditional teaching and provides teachers with opportunities to give on-spot feedback to students and share learners' improvement. The instructors from this study also mentioned that they prefer to integrate technology to support all learning styles and create a more useful and customized learning environment for their students.

On the other hand, there are also studies reporting that although instructors have the knowledge and skills to use technology they opt to use it rarely or not use it at all. One of such studies was conducted by Bauer and Kenton (2005). They found that the ELT instructors are trained to use technology yet they do not use it regularly. The reason for this is given as the schools have not established a technology-integrated education culture. In this regard, the context of this study is quite different as the institution continuously encourages both ELT students and ELT instructors to integrate technology into their teaching. Similarly, Almekhlafi and Almeqdadi (2010) found that instructors in United Arab Emirates are aware of their own skills and with training their use of technology increased despite infrastructural problems and other colleagues with negative perceptions toward the use of technology.

Overall, the findings showed that the ELT instructors have highly positive perceptions regarding the use of technology in ELT. Although this finding is similar to the findings of other studies in the literature, some studies suggested that instructors from older generations are not motivated to use technology. On the

contrary, this study indicated that older instructors can also be willing and motivated to use technology in ELT especially when they are teaching in suitable contexts with adequate infrastructure.

5.1.3 Research Question 3: Do the Students' and Instructors' Perceptions vary?

The study collected quantitative and qualitative data from both the students and the instructors and found that their perceptions do not vary regarding the use of technology in ELT. The quantitative data showed that both the students and the instructors have positive perceptions in twenty-four items (1, 7, 8, 9, 10, 12, 13, 14, 15, 16, 18, 20, 21, 24, 25, 27, 28, 29, 30, 31, 32, 34, 35 and 36). For each of these items the mean score of the students and the instructors is 4.00 or above indicating high levels of agreement (positivity) in their perceptions regarding the benefits of technology integration in ELT.

The qualitative findings indicated that both parties consider the use of technology in ELT as a necessity in today's world rather than an option. Both the instructors and the students reported similar benefits of integrating technology into ELT (authentic materials, increased motivation, improved language skills, more effective teaching/learning process and customized learning setting) as well as similar challenges (infrastructural problems, technical problems, lack of or inadequate digital knowledge and skills, overuse of technology, use of technology just for the sake of using it without any actual benefit, the preparation time required before each class).

Although there are not many studies comparing the perceptions of instructors and students, a handful of studies yielded results similar to those of this study. One of

such studies is by Bullock (2004) which found that instructors' perceptions of technology use are crucial in shaping students' perceptions and practices of technology integration. Similarly, Albirini (2006) focused on both instructors who integrate technology and their students and suggested that instructors were reluctant to use technology until they saw their students' positive attitudes when technology was integrated into their classes.

In a more recent study, Liu, Tsai and Huang (2015) investigated both the ELT students' and ELT instructors' attitudes and found that they benefit from each other's experiences of technology knowledge and skills and actual classroom practice through a reciprocal relationship. Likewise, Tondeur et al. (2017) focused on the connection between novice instructors' technology use in their teaching practices and their pre-service education. The results showed that those novice instructors who had instructors modelling and encouraging the use of technology during pre-service level are more eager and confident in integrating technology themselves.

In conclusion, data analysis revealed that both the students and the instructors report high agreement in the same items and positive perceptions regarding the benefits of using technology in ELT. Although there are only a few studies examining the perceptions of both the students and the instructors of the same context, the finding from this study is parallel to the findings of other relevant studies available in the literature.

5.1.4 Research Question 4: What are the ELT Students' Practices of Technology use in ELT?

The qualitative data revealed that 96.8% of the students use technology for educational purposes such as getting extra information, doing research and accessing resources related to their courses; using technological tools to prepare projects and take notes; participating in online discussions as part of their courses; preparing activities for micro-teachings; developing their language skills; and sharing materials with their peers. It was also found that 41.7% of the students use technology every day or always while 21.7% of them use technology most of the time or usually. As for the tools they use, 45% of the students reported to be using computers and/or laptops for educational purposes while 33.3% of them make use of their mobile phones for teaching and learning processes. Additionally, 40% of the students are using Microsoft Office Programs while another 40% uses YouTube and mobile applications and a final 40% using MOODLE.

Prasojo et al. (2018) worked with sixty ELT students and collected data regarding their teaching practices integrated with technology through group discussions and video-based observations. The findings revealed that the ELT students have highly positive perceptions and beliefs regarding the benefits of technology use. Yet, they do not use technology in their micro-teaching practices in high schools due to lack of technology and relevant equipment available in schools. However, ELT students benefit from technology for their own teaching and learning processes. This finding is similar to the findings of this study as the participants reported positive perceptions toward technology integration but they also said that they are reluctant to use technology in their formal teaching as most of the state schools they go to lack required technological equipment and infrastructure. Yet, they use technology almost

all the time to have access to extra resources regarding their courses and preparing projects.

In another study, Akayoglu, Satar, Dikilitas, Cirit and Korkmazgil (2020) investigated 113 Turkish ELT students' digital literacy and their practices. Their findings revealed that ELT students' digital literacy is multi-layered including knowledge, critical use, collaborative use and creative use. It was also found that the university instructors play a crucial role in improving ELT students' competences for the use of technology. Although, ELT students' were found to be using mostly social media, they still require further assistance for effective use of the tools regarding professional purposes. These findings are similar to the findings of this study as the participating students approach technology from multiple aspects and they reported that they take their instructors practices of technology as role models. This study also found that ELT students use social media the most so providing them with further support and training on the effective use of the social media for professional purposes might be beneficial.

To sum up, the students reported to be using technological tools all the time for different educational purposes. Majority of the students said they use computers and/or laptops, social networking sites, YouTube and mobile applications. These findings show parallelism with other studies available in the literature.

5.1.5 Research Question 5: What are the ELT instructors' Practices of Technology use in ELT?

The open-ended responses from the instructors indicated that almost all the instructors use technology for a variety of educational purposes: Three out of five

instructors said they use it for variety (e.g. Kahoot!, flipped classroom, etc.) as well as effective teaching setting and sharing materials with their students. Half of them said they use technology all the time while the other half said they often use it. As for the tools they use in their practices, both the students and the instructors reported the same items: MOODLE, Microsoft Office Programs, Social Networking Tools (e.g. Facebook, WhatsApp, etc.), Smart boards, and Edmodo.

Similar to this study, Ding, Ottenbreit-Leftwich, Lu and Glaewski (2019) examined twelve secondary-level EFL teachers' beliefs and practices regarding the use of technology and found that their beliefs and practices are aligned with each other. Also, almost all the instructors reported to be using similar tools such as Power Point and videos. These findings are parallel to the findings of this study because the participating instructors make use of technology in accordance with their pedagogical beliefs and they make use of similar technological tools.

In conclusion, the instructors' responses showed that all instructors make the most of technological tools almost always by focusing especially on creating variety in their classes. Both the students and instructors reported that the instructors mostly use Power Point Program, WhatsApp, smart boards, and Edmodo.

5.1.6 Research Question 6: What are the ELT Students' Needs Regarding the use of Technology in ELT?

The last part of the student questionnaire and the interviews aimed to explore the needs of ELT students regarding the use of technology in ELT. The responses showed that although the students are already taking technology-related courses as part of their curriculum, they still feel that they need further training on lesson

planning via technology, websites for materials and activities, and effective use of smart boards. They also reported that they need to have more technology-related courses in their curriculum.

The significance of adding technology-related courses to teacher education programs is also supported by some other studies. For example, Wildner (2000) highlighted that with the growing needs for new generations and changing learner profiles, teacher education programs will inevitably need to revise their curricula and add relevant courses to help prospective teachers gain digital skills required for being able to integrate technology into their future teaching practices. Similarly, Hubbard (2008) also underlined the need to add a number of technology-related courses into teacher education programs so that ELT students can be equipped with relevant knowledge and skills regarding the effective use of technology in teaching practices.

In this study, the ELT students also mentioned that they need to have more opportunities to practice integrating technology into ELT through their courses and would feel more comfortable if their instructors also model using technology in ELT so that they can see it from both a student and instructor perspective. Like the other findings of this study, these views of the students are also supported by other studies from the literature. Kılıçkaya and Seferoğlu (2013) focus on the effects of CALL use during teacher education programs on ELT students' use of CALL. The findings of the pre-test showed that ELT students did not feel competent enough to use technology in their practices; however, after further training and practice, they experienced the benefits of using CALL after the improvement in their listening and writing skills.

In their study, Liu, Tsai and Huang (2015) conducted a research with both ELT students and ELT instructors and found that both parties benefit from each other's experiences. While experienced instructors benefit from ELT students' fresh technology-related knowledge and skills; ELT students benefit from experiences of instructors real-life classroom knowledge and implementation of technological tools.

Egbert, Herman and Lee (2015) also investigated the use of the flipped classroom technique in ESL teacher education program courses. The results showed that with careful planning and adequate infrastructure, flipped classroom creates a more engaging learning setting and moreover, motivates ELT students to use technology in their future practices.

Similarly, Tondeur et al. (2017) focused on the relation between novice instructors' use of technology in their teaching and their pre-service teacher education program experiences. The study reported that novice instructors widely use technology for structured learning approaches without much focus on learner-centeredness. It was also emphasized that teacher educators' modelling of the use of technology during novice instructors' pre-service teacher education program experiences was a significant factor for novice instructors' current use of technology in their classes. Novice instructors noted that their own school and teaching experiences throughout pre-service education had a great impact on their current teaching practices.

The participating students from this study stated that integration of technology into teaching practice is also dependent on having access to adequate infrastructure and technical equipment. Sariçoban (2013) in his study reported the positive attitudes of

ELT students toward technology but maintaining these positive attitudes depends on providing them with access to relevant infrastructure and allowing them to practice as much as possible before entering the profession.

To conclude, it was found out that the ELT students stated that despite the technology-related courses they are offered throughout their undergraduate degree, they still feel that they need to have more courses and further training as well as more opportunities to practice the use of technology in real-life teaching situations.

5.1.7 Research Question 7: What are the ELT Instructors' Needs Regarding the use of Technology in ELT?

Similar to the student questionnaire, the instructor questionnaire and interviews aimed to find out about ELT instructors' needs regarding the use of technology in ELT. Despite their current practices of technology-integrated teaching, the instructors reported that they still need to learn about other topics regarding technological tools. All the instructors stated that they need in-service courses or workshops on virtual learning, blended learning, e-learning, how to prepare online materials and online content, having access to support when needed, finding the tools that would benefit their students the most, digital assessment, finding a balance between underuse and overuse of technology, avoiding infrastructural problems that waste the class time and continuously keep up-to-date with new developments in instructional technologies.

The findings from this study showed that the instructors have needs for adequate encouragement from their institution with relevant infrastructure as well as expert support and further training for gaining more confidence. There are some studies

which support these findings by presenting cases of instructors from institutions that do not support instructors' use of technology or do not provide relevant technological training. Unlike today's educational institutions, at the start of the spread of technology in education, some schools were reluctant to integrate technology into their principles. An example of such a case was examined by Bauer and Kenton (2005) where it was reported that although the instructors in schools were trained to use technology in their teaching, they were not using it regularly. This was linked to schools not establishing a technology-integrated education culture. In a similar study, Almekhlafi and Almeqdadi (2010) suggested that instructors in United Arab Emirates are aware of their own knowledge and skills and with extra training and mentoring, the use technology increased among instructors despite negative factors such as infrastructural problems, high student population in classes, lack of professional development, lack of motivation among colleagues and parents' negative attitudes toward the use of technology. Although the general contexts of these studies contradict the context of this study, they support the need for having training and mentoring services reported by the instructors who participated in this study.

In relation to the instructors' needs on further training to gain the necessary skills, Liu, Tsai and Huang (2015) reported that instructors and ELT students benefit from each other's experiences while working together. Instructors benefit from ELT students technological knowledge and skills whereas, ELT students take the advantage of seeing actual integration of technology in real-life classes by instructors.

Regarding the instructors' needs for adequate infrastructure and equipment as well as online materials and content reported in this study, there are also other studies supporting this finding. Yang and Huang (2008) found in their study that instructors have positive attitudes toward the use of technology but they prefer not to integrate technology due to lack of suitable classrooms with relevant equipment, lack of support and mentoring, and lack of technology-adaptable educational programs and materials. Likewise, Al-zaidiyeen (2010) worked with four hundred and sixty teachers from rural area schools and found that instructors had positive perceptions regarding technology use. However, they used technology for academic and administrative purposes such as e-mail, Microsoft Office programs, and the Internet) but rarely used technology in their teaching practices. This was justified by the lack of required facilities and infrastructure available. These findings are in line with the findings from this study as the instructors from this study are willing and motivated to use technology in their teaching practices because for most of the time, they have technical support and the required facilities available. As in Al-zaidiyeen's (2010) participants, they might not be as motivated to use technology as they are now if they were not provided with adequate infrastructure and technical support.

All in all, the instructors reported that they need further training through seminars and workshops regarding technology-appropriate materials development as well as online testing and assessment methods.

5.2 Conclusion

This study aimed to identify the perceptions, practices and needs of the ELT students and the instructors about the use of technology in English Language Teaching (ELT). This study was conducted in the Department of Foreign Language Education at

Eastern Mediterranean University (EMU). More specifically, this study primarily focused on the ELT students' and instructors' perceptions regarding the use of technology, followed by the actual use of technology in their classes and lastly, students' and instructors' needs about technology use in ELT.

The data was collected through student questionnaires, instructor questionnaires, semi-structured interviews with the students and the instructors. The overall quantitative findings showed that both the students and the instructors have highly positive perceptions regarding the use of technology in ELT.

The open-ended items from the questionnaires and the semi-structured interviews with the students and the instructors revealed that the students and the instructors listed similar benefits for the use of technology such as authentic materials, real-life learning context, and increasing students' motivation ultimately resulting in better learning of the language by the students.

To sum up, this study focused on the perceptions, practices and needs of ELT students and instructors regarding the use of technology in classes. The overall findings showed that both the students and the instructors have very high positive perceptions of technology use. As for their practices, again, both the instructors and the students do their best to use technology as much as the contextual opportunities and infrastructure are available. Yet, despite the positive perceptions and current practices both parties face certain challenges regarding the use of technology such as technical problems and not having sufficient infrastructure. Lastly, the students and the instructors have highly positive perceptions regarding the use of technology

despite the challenges they face but they reported that they have certain needs. Such needs primarily focus on further training on materials design and adaptation suitable for technology integration and online testing and assessment methods. The similarities between the students' and the instructors' perceptions can be associated with the fact that the participating instructors are the teachers of the participating students sharing the same experience when technology is used in the classes.

5.3 Limitations of the Study

The present study has certain limitations. The main limitation of the study is that it is limited to a single department in one university. Thus, the number of participants and the single context the study was conducted may be insufficient to have generalizable results. With the inclusion of other universities and their ELT departments, the study could have yielded more generalizable results and reveal differences in institutional perceptions, practices and needs. Another limitation of the study is that the findings are based on self-reported data by the students and the instructors. As no observations were included, it was not possible to document the actual in-class practices of the participants.

5.4 Pedagogical Implications

The findings of this study have several pedagogical implications. Firstly, it is understood that the instructors' and students' perceptions are affected by each other. Thus, it is suggested to encourage teachers to use technology in their practices to motivate students for the use of technology when they enter the profession. Secondly, despite the fact that the students are already taking technology-related courses, they still need to have more opportunities to practice using technology. Hence, it is recommended to integrate the use of technology in ELT through

modelling various practices in teaching practice and school experience courses and encourage students to practice using technology in these courses as well. Thirdly, the results suggested that more technology-related courses need to be added to the teacher education curriculum. However, this might be challenging due to restrictions due to the Higher Education Council in Turkey; so, it might be more realistic to integrate technology into almost all courses through mini-teaching projects and teachers modelling the use of technology in their own courses.

Another set of pedagogical implications concern pre-service and in-service teachers who are reluctant or sceptical regarding the use of technology. The findings from this study can help ELT students and ELT instructors in other institutions to realize that they have similar needs as in this study. Additionally, both this institution and other institutions can become aware of the advantages of findings ways to help in-service and pre-service teachers to work together on integrating technology so that they can benefit from each other's experiences.

5.5 Suggestions for Further Research

The findings and limitations of this study get the researcher to give some suggestions for further research as well. First of all, the same study can be repeated in the same or a very similar context by using the same data collection tools and adding in-class observations to be able to record the real-life practices of teachers rather than depending solely on self-reported data. Future studies can work with ELT students and instructors from all universities in North Cyprus to find out whether the results of this study are generalizable. Also, conducting a study by including other institutions from North Cyprus and other countries allows future studies to compare and contrast pre-service and in-service teachers' perceptions, practices and needs

from different parts of the country along with other countries; and whether these issues change according to contextual differences. Lastly, a future study can focus on designing and implementing a training course or workshops for pre-service and in-service teachers based on the needs reported in this study as a pilot study and conduct a follow-up study to explore their practices and note down any changes in perceptions and needs if there are any.

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APPENDICES

Appendix A: Student Questionnaire

Informed Consent Form for Students

Dear Students,

I am a master student and I am currently doing my thesis titled 'ELT Students' and Instructors' Perceptions, Practices and Needs about the Use of Technology in ELT'. This questionnaire aims to identify your perceptions, practices, and needs regarding the use of technology in English language classrooms. It is very important that you express your opinions realistically. Your identity and individual responses will be kept confidential and will be used only for research purposes and please be informed that you can withdraw from the study at any time.

Thank you for your cooperation.

Hamit Çobanoğlu

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CONSENT FORM

I have read and understood the purpose of this study and how my responses will be used. Therefore, I agree to participate in this study.

Name – Surname: _____

Signature: _____

Date: _____

I. Background Information

Please provide the necessary information below.

Age: _____

1. Gender: Male Female
2. Nationality: TRNC TR other (*please specify*) _____
3. Mother Tongue: Turkish English other (*please specify*) _____
4. Year of study: 1st year 2nd year 3rd year 4th year MA PHD
5. How often do you use technology in your daily life?
Always Often Sometimes Rarely Never
6. For what purposes do you use technology: Education Communication
Entertainment Other (*please specify*)

II. The Questionnaire

A) Perceptions about the Use of Technology in English Language Teaching.

Directions

Please indicate your opinion about the following statements.

Please put a cross (X) in the appropriate box.

- (5) SA = Strongly Agree
(4) A = Agree
(3) N = Neutral
(2) D = Disagree
(1) SD = Strongly Disagree

		5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
1	The integration of technology in ELT encourages the improvement of the teaching-learning process.					
2	Students learn more easily when using technology.					
3	The use of technology improves students' reading abilities.					

		5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
4	The use of technology improves students' writing abilities.					
5	The use of technology improves students' speaking abilities.					
6	The use of technology improves students' grammar knowledge.					
7	The use of technology improves students' vocabulary.					
8	The use of technology improves students' pronunciation.					
9	The use of technology improves students' knowledge about target culture.					
10	Technology helps teachers to obtain more resource to evaluate students' performance.					
11	Technology helps teachers in the treatment of students with special educational needs.					
12	Students are more motivated when technology is integrated into the English language classroom.					
13	Technology helps students learn the content of the course.					
14	Being able to use technology increases students' self-confidence.					
15	Being able to use technology increases teachers' self-confidence.					
16	Using technology influences the quality of teaching positively.					
17	Technology encourages active participation in class.					
18	Technology can extend educational setting to students' homes/outside of the classroom.					
19	Students' language competence increases whenever they use technology.					
20	Technology helps to attract students' attention.					
21	Technology helps students' self-directed learning.					
22	Technology is effective for helping students concentrate on a lecture.					

		5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
23	The use of technology in the classroom makes students feel comfortable.					
24	Using technology is enjoyable for students.					
25	Using technology is enjoyable for teachers.					
26	Using technology saves time.					
27	Using technology saves effort.					
28	Technology-integrated teaching offers real advantages over traditional methods of instruction.					
29	Technology is useful for language learning.					
30	Technology is useful for language teaching.					
31	Technology makes it possible to teach more effectively for the teacher.					
32	Using technology increases students' motivation to participate in classroom activities.					
33	The use of technology increases interaction in language classes.					
34	The use of technology can provide real-world communicative tasks.					
35	Technology helps to address students' different needs in the classroom.					
36	The use of technology promotes learner autonomy.					

Appendix B: Instructor Questionnaire

Informed Consent Form

Dear Instructors,

I am a master student and I am currently doing my thesis titled 'ELT Students' and Instructors' Perceptions, Practices and Needs about the Use of Technology in ELT'. This questionnaire aims to identify your perceptions, practices, and needs regarding the use of technology in English language classrooms. It is very important that you express your opinions realistically. Your identity and individual responses will be kept confidential and will be used only for research purposes and please be informed that you can withdraw from the study at any time.

Thank you for your cooperation.

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CONSENT FORM

I have read and understood the purpose of this study and how my responses will be used. Therefore, I agree to participate in this study.

Name – Surname: _____

Signature: _____

Date: _____

I. Background Information

Please provide the necessary information below.

Age: _____

1. Gender: Male Female
2. Nationality: TRNC TR other (*please specify*) _____
3. Mother Tongue: Turkish English other (*please specify*) _____
4. Year of teaching experience: 1-5year 5-10 year 10-15 year 15-20 year
5. How often do you use technology in your daily life?
Always Often Sometimes Rarely Never
6. For what purposes do you use technology: Education Communication
Entertainment Other (please specify)

7. How often do you use technology in classes?
Always Often Sometimes Rarely Never

II. The Questionnaire

A) Perceptions about the Use of Technology in English Language Teaching.

Directions

Please indicate your opinion about the following statements.

Please put a cross (X) in the appropriate box.

- (5) SA = Strongly Agree
- (4) A = Agree
- (3) N = Neutral
- (2) D = Disagree
- (1) SD = Strongly Disagree

		5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
1	The integration of technology in ELT encourages the improvement of the teaching-learning process.					
2	Students learn more easily when using technology.					
3	The use of technology improves students' reading abilities.					

		5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
4	The use of technology improves students' writing abilities.					
5	The use of technology improves students' speaking abilities.					
6	The use of technology improves students' grammar knowledge.					
7	The use of technology improves students' vocabulary.					
8	The use of technology improves students' pronunciation.					
9	The use of technology improves students' knowledge about target culture.					
10	Technology helps teachers to obtain more resource to evaluate students' performance.					
11	Technology helps teachers in the treatment of students with special educational needs.					
12	Students are more motivated when technology is integrated into the English language classroom.					
13	Technology helps students learn the content of the course.					
14	Being able to use technology increases students' self-confidence.					
15	Being able to use technology increases teachers' self-confidence.					
16	Using technology influences the quality of teaching positively.					
17	Technology encourages active participation in class.					
18	Technology can extend educational setting to students' homes/outside of the classroom.					
19	Students' language competence increases whenever they use technology.					
20	Technology helps to attract students' attention.					
21	Technology helps students' self-directed learning.					
22	Technology is effective for helping students concentrate on a lecture.					

		5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
23	The use of technology in the classroom makes students feel comfortable.					
24	Using technology is enjoyable for students.					
25	Using technology is enjoyable for teachers.					
26	Using technology saves time.					
27	Using technology saves effort.					
28	Technology-integrated teaching offers real advantages over traditional methods of instruction.					
29	Technology is useful for language learning.					
30	Technology is useful for language teaching.					
31	Technology makes it possible to teach more effectively for the teacher.					
32	Using technology increases students' motivation to participate in classroom activities.					
33	The use of technology increases interaction in language classes.					
34	The use of technology can provide real-world communicative tasks.					
35	Technology helps to address students' different needs in the classroom.					
36	The use of technology promotes learner autonomy.					

B) Practices about the Use of Technology in English Language Teaching

Directions: Please answer the following questions.

- 1) Do you use technology for educational purposes? If yes, please explain how. If no, please explain why not.
- 2) How often do you use technology in the classroom, and for what purposes do you use it? Please explain.
- 3) What technologies do you use in your classes? Please explain by giving specific examples.

C) Needs about the Use of Technology in English Language Teaching

Directions: Please answer the following questions.

- 1) What do you still need to learn about the use of technology in ELT as an instructor?
- 2) Are you willing to receive training about new technologies to create diversity in your teaching?
- 3) If you are offered a(n) in-service training course/workshop/seminar on Technology in ELT, what content (i.e. topics) do you need?
- 4) Do you think you will need to design technology-integrated learning activities in your classes? Please explain.
- 5) What are your needs regarding the use of technology in the classroom? Please list them.
- 6) How do you think these needs can be met?

Appendix C: Student Interview

Informed Consent Form for Students

Dear Students,

I am a master student and I am currently doing my thesis titled 'ELT Students' and Instructors' Perceptions, Practices and Needs about the Use of Technology in ELT'. This interview aims to identify your perceptions, practices, and needs regarding the use of technology in English language classrooms. It is very important that you express your opinions realistically when responding to the interview questions which will be audio-recorded. Your identity and individual responses will be kept confidential and will be used only for research purposes and please be informed that you can withdraw from the study at any time.

Thank you for your cooperation.

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CONSENT FORM

I have read and understood the purpose of this study and how my responses will be used. Therefore, I agree to participate in this study and give consent for recording the interview.

Name – Surname: _____

Signature: _____

Date: _____

Semi-structured Interview Questions

1. What do you think about the technology integration into English language learning/teaching?
2. What are the benefits of using technology in English language learning/teaching?
3. What are the shortcomings of using technology in English language learning/teaching?
4. Have you had any training about using technology in ELT?
5. Do you use technology for learning/teaching purposes? Please explain.
6. Which technologies do you use for learning/teaching English?
7. What are your needs about the use of technology in ELT as a future teacher?
8. How can these needs be met? Please give suggestions.

Appendix D: Instructor Interview

Informed Consent Form for Instructors

Dear Instructors,

I am a master student and I am currently doing my thesis titled 'ELT Students' and Instructors' Perceptions, Practices and Needs about the Use of Technology in ELT'. This interview aims to identify your perceptions, practices, and needs regarding the use of technology in English language classrooms. It is very important that you express your opinions realistically when responding to the interview questions which will be audio-recorded. Your identity and individual responses will be kept confidential and will be used only for research purposes and please be informed that you can withdraw from the study at any time.

Thank you for your cooperation.

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CONSENT FORM

I have read and understood the purpose of this study and how my responses will be used. Therefore, I agree to participate in this study and give consent for recording the interview.

Name – Surname: _____



Signature: _____

Date: _____

Semi-structured Interview Questions

1. What do you think about the technology integration into English language teaching?
2. What are the benefits of using technology in English language learning/teaching?
3. What are the shortcomings of using technology in English language learning/teaching?
4. Have you had any training about using technology in ELT?
5. Do you use technology for teaching purposes? Please explain.
6. Which technologies do you use in your classes? Please explain with specific examples.
7. What are your needs about the use of technology in ELT as an instructor?
8. How can these needs be met? Please give suggestions.

Appendix E: Permission Letter

 <p>Doğu Akdeniz Üniversitesi "Erdem, Bilgi, Gelişim"</p>	<p>Eastern Mediterranean University "Virtue, Knowledge, Advancement"</p>	<p>99628, Gazimağusa, KUZEY KIBRIS / Famagusta, North Cyprus, via Mersin-10 TÜRKİYE Tel: (+90) 392 630 1995 Faks/Fax: (+90) 392 630 2919 E-mail: bayek@emu.edu.tr</p>
<p>Etik Kurulu / Ethics Committee</p>		
<p>Reference No: ETK00-2019-0118</p>	<p>07. 05.2019</p>	
<p>Subject: Application for Ethics.</p>		
<p>RE: Hamit Çobanoğlu</p>		
<p>Faculty of Education</p>		
<p>To Whom It May Concern:</p>		
<p>On the date of 26.04.2019, (Meeting number 2019/14-02), EMU's Scientific Research and Publication Ethics Committee (BAYEK) has granted, Hamit Çobanoğlu from the, Faculty of Education to pursue with his MA thesis work "ELT Students' and Instructors' Perceptions. Practices and Needs about the Use of Technology in ELT" under the supervision of Asst. Prof. Dr. Fatoş Erozan. This decision has been taken by the majority of votes.</p>		
<p>Regards,</p>		
<p> Prof. Dr. Fatma Güven Lisaniler Director of Ethics Committee</p>		
<p>FGL/ns.</p>		
<p>www.emu.edu.tr</p>		