Evaluation of DynED Courses Used in Elementary Schools From the Views of Teachers in Turkey

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Abstract

In this study, it was aimed to evaluate DynED courses used in English classes in elementary schools of Turkey from the views of teachers. The study was conducted with the students and teachers in Nigde, Turkey in the spring term of 2008-2009 academic year. The participants of the study were twelve English language teachers from six elementary schools. Two teachers from each school participated in the study which makes totally twelve English language teachers. Six teachers from some rural area elementary schools and six teachers from city centre elementary schools participated in the study. The teachers were selected randomly. The data of this study were analysed through descriptive analysis techniques by using *NVivo2 Qualitative Data Analysis Programme*. In this study, semi-structured illustrative qualitative research method was used. Consequently, the teachers stated that they were applying DynED courses in schools. Similarly, they had positive observations during the application of these courses. On the other hand, they stated that they faced with some difficulties such as technological problems, limited time of English courses at school and school principals' negative attitudes towards the usage of these courses, etc. They also stated other difficulties and problems they faced in the duration of DynED courses at school.

Keywords: DynED courses, English teaching, teachers' views, Turkey, elementary schools

1. Introduction

The rapid growth of the computer technology has aroused an interest in the area of education. Although the notion of face-to-face classroom instruction is still very

prevalent at many organisational and educational settings with an increase rather than a decrease, there seems a rush and enthusiasm for computer-based ventures. The global popularity of computer over the past decade has brought about the innovative use of the computer in education and in foreign language learning and teaching, as well (Bas & Kuzucu, 2009: 31). Many studies affirm that learners consider computer a useful material to discover and learn new vocabulary and to supplement in-class instruction (Acikalin, 2006; Alshwairkh, 2004; Baturay, 2007; Kung & Chuo, 2002; Kocak, 1997). Computer use has become increasingly embedded in everyday life. It is not surprising to find a similar trend in the academic world. In the last decade, research has illustrated how computer technologies support meaningful educational experiences (Blattner & Fiori, 2009).

Computers are becoming important components of education and the number of computers used at schools is increasing. They are utilised throughout the field of education and in language learning and teaching (Baturay, 2007; Kocak, 1997; Makaraci, 2004). Computer technology can be regarded as an educational tool supporting English Language teaching. In fact, a wide range of electronic technologies have been developed to supplement second language teaching and learning (Bas & Kuzucu, 2009; Liang & Bonk, 2009; Warschauer, 1996). As primarily used with young language learners, these technologies include hardware delivery methods such as audiotape recorders, videotape recorders, computers and the Internet, combined with an educational approach to teaching other languages. In addition, there are many innovative electronic tools oriented to language such as speech production and recognition, text analysis, text translation, and software for visualisation and animation, electronic mail, list serve discussion groups, streaming audio and video and real-time synchronous as well as asynchronous communication opportunities that bring the target language environment to the learner (LeLoup & Porterio, 1997). On of the recent educational technology for language teaching, more specifically English Language teaching, is the *Computer Assisted Language Learning* (CALL) method. In recent years, some of the countries such as China, France, Malaysia, Korea, Miyanmar, and Turkey are using an English Language teaching software named DynED, which stands for

Dynamic Education. In these countries, this software is used in a way that it assists English language teaching process at schools.

2. Literature Review

2.1. DynED Language Learning Software

DynED was founded in 1987 by the former director of the total immersion program at the Language Institute of Japan and a team of engineers. DynEd's founders created the world's first interactive multimedia language learning CD-ROM in 1988 and received a U.S. patent for this invention in 1991 (Stark, 2004).

From its inception, DynED has been dedicated to quality and integrity. With the improvement of English language education as its mission, DynED has teamed with leading authors and publishers in the field of *English Language Teaching* and developed courseware in line with the leading theories of language acquisition. Fundamentally, each DynED course is based on sound, time-proven approaches to language teaching, curriculum design, and human interface design. Evidence for the effectiveness of its courseware is based on over twenty-five years of experience in language programs from around the world and on recent findings in the neural sciences (http://www.dyned.com/about/).

DynED also has access to the real-time study records of thousands of students from around the world. DynEd's research-based courses cover all proficiency levels and include a range of age-appropriate courses, from kids in school to adults in leading corporations. In addition, DynED courses are supported by Records Management System, Mastery and Placement tests, and extensive teacher-support materials, including teacher-training and mentoring (http://www.dyned.com/about/).

Basically, DynED is a useful language learning computer software that can gain students' attention (Alkan, 1997; Watt & Foscolos, 1998). It is well sequenced as the activities build on one another in a gradual manner, and there is an increasing vocabulary as students move through each level. With the programme shuffler feature, students are gradually introduced to new language as their level increases. They are exposed to comprehensible activities that balance communicative and linguistic needs. One evident shortcoming of this software, however, is that it tends to be quite formulaic in the patterning of its instructional sequences, from unit to unit. Being aware of this

limitation, ways of offsetting any negative side effects should be planned (Watt & Foscolos, 1998).

DynED (Dynamic Education) is a courseware programme that needs to be installed on a network server (Fichou, 2003). DynED is a four-level introductory course ranging from the stages of novice-mid to intermediate-high students. Emphasis is placed on building the receptive skill of listening and the productive skill of speaking that are necessary for basic communication in English. Lessons focus on the subject matter that is relevant to students' lives at the college level. Topics vary from family and daily routine tasks to environmental issues. There is a strong foundation in grammar and vocabulary as students are introduced to the language needed for effective communication (Marimuthu & Soon, 2005).

2.2. First English Software of DynED Programme

First English software of DynED programme consists of ten increasingly advanced units. Students click on the appropriate unit and a screen appears with five choices for study: *Warm-Up lessons, School-Life lessons*, *School-Subject lessons, World Talk Cards and Language Extension lessons, and Speaking Up lessons.* There is constant audio support and feedback which users can choose to replay (Stark, 2004: 2).

In the Warm-Up Session, a narrator describes a scene, pausing about three seconds between statements for student processing. "It's very hot. It's very hot. The sun is shining and the water is clear." The next screen shows the same image with responses to an audio question. The student clicks on an answer. If it is incorrect, the student will hear, "No, that's not correct. Please try again." When the answers are correct, an encouraging voice will say, "That's right!" or another will say, "Good!", then a new image appears and the process is repeated (Stark, 2004: 3).

School-Subject lessons focus on maths, English grammar, science, world history, and geography. Key vocabulary and grammar forms are recycled for each lesson, giving students exposure to the material in different contexts. The basic explanations also provide background knowledge for students who lack it. Students learn the language of school instruction: explanations, giving examples, classification, comparisons, asking questions, and more. Lessons cover various areas of a subject - like maths for instance

will offer lessons on: geometric shapes, positive and negative numbers, fractions, temperature, measuring, and others (Stark, 2004).

World Talk Cards and *Language Extension lessons* offer general topics such as preferences, weather, occupations, and places of business. The language is presented in a game format, usually "Concentration" and, like all the lessons, has frequent checks for comprehension. After the game, a grammar focus lesson explicitly addresses correct usage. Language Extension lessons and speaking up lessons section allow students to profit from speech recognition technology to practice and perfect their speaking fluency and accuracy. It is not a pronunciation program, although students can compare their speech to the narrator's. There are three levels of expertise: (1) beginner, (2) intermediate and (3) expert. With each advancing level the feedback is more detailed and demanding. There are four mastery tests that assess two or three units at a time. The tests are challenging and require somewhat higher-level thinking--comprehension, and application as well as recall of the target language structures and information. If students achieve these tests after the stated units, they can pass to the next units (Stark, 2004: 4–5).

DynED is a program designed to help English Language Learners (ELLs) aged between 11-18 acquire the language they need for success at school in their classes and with their new schoolmates. It is based on brain and language acquisition research, exploiting both to form a blended model where multimedia activities and classroom interaction complement each other. The language structures and vocabulary provided are specific for the content classes and for social situations that normally occur in classroom situations. It is common for ELL students to acquire basic English, but it is uncommon that they fulfil their academic potential. This comprehensive program addresses their need for a boost in academic and social language for academic use as they move into an English-speaking education system (Stark, 2004).

Needless to say, language learning software that truly motivates will strengthen the teaching and learning process of the English language. In this respect, a great amount of computer aided language-learning software has been introduced at tertiary level institutions in a move away from traditional teaching methods.. One such software is DynED which is used worldwide in many educational institutions from schools to

colleges and universities for the learning of the English language (Marimuthu & Soon, 2005: 9).

The purpose of this study is to investigate the views of teachers who use DynED language learning software at elementary schools of Nigde city, Turkey. Within this aim, the following questions were asked to the teachers in the study:

1. What do the teachers think about DynED courses used at elementary schools?
2. What are the teachers' observations during the application process of DynED courses?
3. What are the teachers difficulties and problems they face during the process of DynED courses?

3. Methodology

This is a qualitative case study. In this research, a "semi-structured interview technique" was used which takes place in "interview method"; one of the qualitative data collection instruments. Certain kinds of questions are prepared for use in all interviews of semi-structured interviews. The questions prepared are put to the participants in the same order, but this is an interview technique which allows the participants to state their views to a larger extent (Yildirim & Simsek, 2003).

3.1. Significance of the Study

The world seems to be shrinking very rapidly as international barriers break down and people can more easily come into contact with other cultures and languages through communication and new technologies. This so-called globalisation of the world is made both through new technologies and language (Brewster, Ellis & Girard, 2003).

Whatever the spread of English across the globe and whatever its overlap with other languages, there has been on intriguing debate over the years as to how many people speak English as either a first or a second language. Although English is not the language with the largest number of native or "first" language speakers, it has become a "lingua franca" (Harmer, 2001: 1).

First, English truly has the role of a global language; governments are keen to encourage their citizens to have English language competence for their country's economic benefits (Brewster, Ellis & Girard, 2003). Governments and private schools

all over the world have decided to introduce English at primary level, because there is a striking "folk belief", a sort of "act of faith", that people learn languages better when they start learning languages at an earlier age (Brewster, Ellis & Girard, 2003; Lightbown & Spada, 2003). By considering this, the Ministry of National Education of Turkey, known as *MEB* has taken a step forward in English language teaching and learning by beginning to change its English curriculum. English curriculum was reorganised in the light of some so called new methods and approaches in education. The ministry has taken a step forward too by starting to implement language learning software named *DynED* in elementary schools in Turkey. The ministry of National Education of Turkey, known as *MEB* has signed an agreement with the *Sanko Company* in 2006 to apply DynED language learning (English) software in elementary schools. Although the history of the application of DynED language learning software in Turkey is just new, there are efforts for the implementation of this software in elementary schools in Turkey. DynED language learning software is being used for about 3 – 4 years since 2006 – 2007 academic year. There is one research paper in the literature that reflects the effects of this software used in Turkey. That study was carried out by Bas & Kuzucu (2009) on the effects of DynED courses on students' achievement levels and their attitudes towards English lessons. The results of this research showed a significant difference between the attitude scores of the experiment group and the control group. It was also found out that the DynED language learning courses were more effective in the positive development of achievement levels of students. The research revealed that the students educated by DynED language learning software were more successful and had a higher motivation than the students who were educated by the traditional language teaching methods. As DynED courses have positive effects on students' achievement levels and attitudes towards the lesson, it is believed that DynED courses should be applied in schools. According to Ozdemir (2007) and Demirbilek-Oflaz (2009), the coursebooks used for English classes in Turkey have some problems with their contents (vocabulary, number of units, presentation of language items, etc.) and teachers face with some problems in this regard. The methods used are not enough to make the students gain more communicative competence (Er, 2006). Since DynED software offers students to listen and speak, it sustains students to gain the target language just like their mother tongue. As stated by Vygotsky (1978, 1986) and Lightbown & Spada

(2003), target language is best learnt by communication and interaction. In this regard, it can be said that students find opportunity to learn and practice the target language in a life-like context by both listening and speaking and joining in the target language context. This life-like language learning contexts are created by computer technology and students have these language learning experiences by comuter and Internet technology today.

This qualitative research is believed to show the attitudes and perceptions of teachers as well as their problems faced within the application process of DynED courses. Since it is thought that there are problems teachers face within the application of this software, this study is considered to show the problems and applications by putting forward some solutions for these problems to the authorities in Turkey. In the light of the data gathered in this study, English courses at elementary schools can be reorganised and enriched by computer-based language learning/teaching methods.

3.2. Participants

The participants of the study are twelve English language teachers from six elementary schools in Nigde, Turkey. Two teachers from each school participated in the study which makes totally twelve English language teachers. Six teachers from some rural area elementary schools and six teachers from city centre elementary schools participated in the study. The teachers were selected randomly (Karasar, 2005) for the study. The participants were selected on purpose, as they used DynED software at least one year in their schools. The teachers from different work experience durations, education levels, age and sex were intentionally selected for the study since they represent different levels of education, sexes, work experinces, vs. These varieties were not reflected on the conclusion of the study since this is a qualitative study. The teachers in the sample group were interviewed directly by face-to-face. Moreover, it was stated that the data collected for the study would not be used for any other purpose except the research in order for the participants to answer all the questions, and they were also asked not to mention their names to allow them to express their views confidently. The questions were asked in the same order to all of the participants in the study and their answers to the interview questions were not limited to enable them to express their views freely. Thus, the teachers were given the opportunity to express all the ideas and

views that they considered important regarding the DynED courses in their schools. The demographic information for teachers participated in the study is shown in Table 1 below.

Table 1: Demographic Information for Teachers Participated in the Study

Teachers	Age	Work Experience	Sex	Education Level
1	25	4	Male	undergraduate
2	41	20	Female	undergraduate
3	33	11	Female	undergraduate
4	29	7	Male	undergraduate
5	36	13	Female	undergraduate
6	23	1	Female	undergraduate
7	46	23	Female	undergraduate
8	30	8	Male	postgraduate
9	26	5	Male	undergraduate
10	38	15	Female	undergraduate
11	24	2	Male	undergraduate
12	34	12	Female	undergraduate

As one looks at the table above, it can be seen that the teachers participated in the study are aged between 23 – 46 and the duration of their work experiences vary from 1 year of work experience to 23 years of work experience. 5 (41.6%) of the teachers are males and 7 (58.3 %) of them are females. Only one teacher participated in the study has a postgraduate level of education and the other teachers are the undergraduates (have BA level education).

3.3. Data Collection Procedure

The interviews were carried out in 2008 – 2009 academic year between the dates 01/05/2009 – 17/05/2009. The teachers were interviewed for nearly 20 minutes. There faced with no problems in the process of the interviews; the participants' attitudes during the interviews were highly cooperative, which facilitated the data collection process. On the other hand, the interviews were made in Turkish, but the interview forms of the participants were translated from Turkish into English by the researcher himself. The translations were re-examined by two other English language experts and it was concluded that there were no problems with the translations of the interview forms of the participants.

4. Data Analysis

The data in quantitative studies are examined with two methods. They are: (1) *descriptive analysis method* and (2) *content analysis method* (Yildirim & Simsek, 2003). The data of this study have been examined by "content analysis method". *Quantitative content analysis* method has been used in this study with four stages (Yildirim & Simsek, 2003):

1. Codification of the data
2. Defining the categories and sub-categories
3. Organisation of the data according to the categories and sub-categories
4. Interpretation of the data

While stating the views of teachers in the research, a code system was used for the identification of the teachers participated in the research. The code system can be interpreted as below:

Code System: $(8_1, 8_2, M_3)$

$N_1 \longrightarrow$ number of the teacher in the demographic information table.

$N_2 \longrightarrow$ work experience of the teacher

$N_3 \longrightarrow$ sex of the teacher

5. Results and Findings

In this part of the study, the findings from the analysis of the interviews were given under three categories with "teacher" and "student" sub-categories below.

5.1. Views of Teachers on DynED Courses

Nearly all of the teachers just as the students expressed positive statements on the usage of DynED courses in English classes at schools. Some of the teachers' views are as follows in this regard:

One teacher states the view that: *"DynED courses help students develop their listening and speaking skills as well as they help students learn new vocabulary in these courses"* (8,8,M). Another two teacher state the followings: *"Students have fun with DynED courses. They are eager to take DynED courses after English classes"* (4,7,M)

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and*"I believe DynED courses are useful and effective since students find opportunities to learn on their own with comprehensive input"* (7,23,F). While the vast majority of the teachers advocate the same views above, another teacher emphasizes that, *"I think DynED courses are beneficial. They assist English teaching process at schools. Students practise their learning as well as they develop their language skills and learn new vocabulary"* (1,4,M), Most of the teachers drew attention to the useful aspect of these courses as satating, *"DynED courses are useful, I can say. My students had negative attitudes towards English at the very beginning, but since we have applied DynED programme in our school my students have developed positive attitudes towards English and their negative perceptions have changed towards the lesson positively"* (3,11,F). One teacher considers the courses as useless as, *"I find these courses sometimes useless, because I consider them as "routines" of bureaucracy so that I fell sometimes reluctant to apply such courses in my lessons"* (9,5,M).

Generally, it can be said that the teachers have positive views on the usage and benefits of DynED courses at schools. On the findings obtained in the study above, teachers find DynED courses positive and beneficial as well as a useful tool develops students' language skills such as listening and speaking and the courses also teach new vocabulary to the students. One teacher participated in the study stated a negative view on the usage of DynED courses at school. Reluctance on part of this teacher can come from lack of understanding and even fear of technology. Often such courses are not implemented if training is compulsory to teachers or there is extra work to do for teachers at school (Thelmadatter, 2007). On the other hand, DynED courses are stated that they present "comprehensive input" to the students. As Krashen (1985) asserts that one acquires language in only one way – by exposure to comprehensive input. If the input contains forms and structures just beyond the learner's current level of competence in the language, then both comprehension and acquisition will occur.

5.2. Teachers' Observations During the Process of DynED Courses

In the analysis of the data, some positive observations were obtained by the teachers during the process of DynED courses:

"Students were really silent and eager to learn and try new things in DynED courses. They had great fun!" (7,23,F), *"Students were just learning! There was a happy atmosphere in the class since everyone was smiling and very happy"* (1,4,M). Another teacher states the followings: *"In formal English lessons, we sometimes cannot consider students' intelligence types or learning styles due to lack of some technological devices, equipment, crowded classes, etc. In DynED courses students with visual and auditory learning styles have great opportunity to learn better by using their dominant intelligence types"* (3,11,F). In addition to the views expressed just before, some teachers stated some supportive and similar views such as, *"I can say that DynED is really 'student-centred' since no matter how I try hard to involve students in the lesson I have great trouble in that. But with DynED courses I don't need to try to include them in the lessons. They are already actively involved in the courses!"* (6,1,F), *"I observed in the courses that most of my students were more motivated than they really were. I think DynED courses have a great impact on this!"* (12,12,F) and *"My observation is that my students in the classroom were less stressed. In formal lessons in the English lessons, I observe that my students are more stressed that I don't know the reason"* (10,15,F).

In light of the data obtained above, it can be said that all of the teachers have positive observations for the process of DynED courses applied at schools since according to their observations, students are "actively participated" in the courses, learning-teaching atmosphere is "*student-centred*", DynED courses consider students with "visual and auditory learning styles", students are "eager to learn and try new things" and they also have "great fun" in DynED courses at school. As the teacher number 8 states, his students were "more motivated then they really were" in other lessons. As Fox (1998), Moras (2001), Kung & Chuo (2002) and Bas & Kuzucu (2009) state, computers and other sources like Internet motivate students better than other materials since these sources are fun and interesting for students. On the other hand, according to the teachers' views, students are less stressed in the process of DynED courses. As one can understand this view, *the teacher number 10* is more stressed in formal lessons, but as a result of DynED courses, as it allows students to study on their own, students get less stressed. As Skinner & Austin (1999) state, both students and teachers in such courses and environments feel less stressed and more confident than in

other learning situations. In the study carried out by Bas & Kuzucu (2009), it was found out that DynED courses have positive effects on students' attitudes towards English lesson. The research revealed that the students educated by the CALL method supported with the DynED language learning software were both more successful and had a higher motivation than the students who were educated by traditional language teaching methods.

5.3. Teachers' Difficulties and Problems During DynED Courses

In the analysis of the data, it was seen that nearly all of the teachers had problems during or at the beginning of the process of DynED courses. Some of the views of the teachers participated in the study on this issue are:

While a teacher states her problem as, *"I work in a rural area of the city. We have a small school. We do not have a computer lab and that's interesting it is 'compulsory' for us to apply DynED courses in our school. The number of the computers is very limited and also they are used for other purposes. That's not enough; there is no Internet access in our school"* (5,2,F), a vast majority of the teachers state the following problems they face by, *"Elementary English curriculum is very heavy in content. We have great difficulty for completing the curriculum at the end of the year so that we have problems in doing DynED courses since doing DynED courses make us have problems with completing the curriculum"* (10,15,F). Some of the teachers complain about the negative attitudes of the school principals by saying, *"School principals do not know the benefits of DynED courses so that they do not pay attention to the application of these courses at school"* (3,11,F), some of them state the technological problems they face during the process of DynED courses by saying, *"We have some technical problems in the installation of the programme. We have great difficulty in adding students' names, classes, vs. in DynED programme. Plus, this programme does not work properly with 'deepfreeze' computer programme so that this software creates problems with DynED software"* (11,2,M). Some teachers state that they did not take seminar or courses on the application of DynED courses in their lessons, *"We took a seminar last year but it was very useless. I did not understand anything in this seminar. I tried to install the programme, but I could not make it! There is no computer teacher in our school"* (2,20,F), *"We haven't been educated for the application of DynED*

programme. We have limited information about the installation and application of this software" (7,23,F). Some of teachers complain about the "supervision" process during DynED courses take place in elementary schools by saying, *"Elementary supervisors cannot help us with the installation and application of DynED programme. They do not know how to install and apply the programme at school. When they come to schools for guidance in the first semester, they state the application of this programme is 'compulsory' rather than helping us with the installation and application of the courses at schools"* (4,7,M). While the vast majority of the teachers advocate the same views above, some of the teachers emphasise that, *"We have trouble in finding empty computer labs and computers for the students' usage of DynED courses. Especially 4th and 5th graders elective lessons are 'computer technologies' so that they access to computers but our students cannot take DynED courses in computer labs. School principals do not help us with this problem"* (6,1,F), *"Time duration for DynED courses is very limited since we have DynED courses for an hour a week. Students in the class are very crowded so that most of the students cannot have access to DynED courses"* (1,4,M). Some of the teachers drew attention to the role of the school principal during the application of DynED courses at school and they complained about the inadequacy of schools in regard of the technological support by stating, *"We have some technical problems. For example, we installed the programme hardly but in the end we made it! That's Okay, but we do not have earphones and microphones for the computers. School principal ignores this problem"* (9,5,M).

In the light of the data acquired above, it can be said that all of the teachers have problems with DynED courses and programme. Their problems vary from school principals and elementary supervisors to technical problems. Some of the problems teachers face with in the process of DynED courses obtained above are:

- There is no computer labs and Internet access and the number of the computers is limited in some schools.
- Time duration both for DynED courses and English lessons is limited so that teachers have problems completing English curriculum at the end of the year.
- School principals do not pay attention to DynED courses and they also do not supply technical and other support to English Language teachers at schools so that most of the schools especially schools in rural areas are in urgent need of

Internet access and some other technical facilities such as computers microphones, earphones, vs.

- Teachers face problems with installing the programme on the computer so that computers do not work with a programme, named "deepfreeze". Also, the programme creates problems to teachers in adding students' name lists and classes, vs. in the software.

- The software works very slowly so that students sometimes cannot have access to DynED courses.

- Elementary supervisors are not aware of the benefits and the application of the programme so that they cannot help the teachers who have problems with the programme. As far as one can understand from teachers' views on supervisors, Elementary supervisors do not know how to install and apply the software at schools.

- On the other hand, computer lessons are elective for 4th and 5th graders at schools so that while these students in these classes are having access to computers, the students for DynED courses cannot access to computers since the computer labs are not empty.

- Teachers have some technical problems since some of them do not have microphones and earphones, as well as some do not have Internet access at school for the computers in their schools.

6. Conclusion and Discussion

As this study is limited to the 2008 – 2009 academic year with the elementary schools of Nigde, Turkey, the data acquired from the study are limited to the views and perceptions of the participants. The views of the participants are also limited to the "*First English software*" of DynED language learning software. Under the limitations mentioned just now, the following conclusions can be stated in light of the data gathered in the analyses of the data in the study:

1. Teachers consider DynED courses as important and they believe in the positive, useful and beneficial aspects of DynED programme.

2. Teachers think that DynED courses are in favour of the positive development of the students in English.

3. Teachers have positive observations in the duration of DynED courses since students have great fun as well as they have the opportunity to practise their learning and language skills such as listening and speaking in English lessons. On the other hand, DynED programme consider students' different learning styles.

4. Teachers have no education for the usage and application of the programme so that they have problems in the process of DynED programme.

5. Teachers have problems during the installation and application process of DynED programme since most of the computers are in urgent need of microphones, earphones and Internet access in schools and on the other hand, computer labs at schools have limited technological infrastructure.

6. Elementary supervisors do not have the necessary education for the installation and application of DynED programme as well as they cannot present the demanded guidance to the teachers at schools.

7. School principals do not help teachers within the application of DynED courses at schools as well as they do not supply the technical supported for computers to teachers. On the other hand, school principals do not pay attention to the application of DynED courses at schools.

8. Elementary English curriculum does not correlate within DynED subject content so that most of the subjects in the curriculum especially 7th and 8th graders do not correlate with DynED subject content.

9. English classes are four hours time a week in elementary schools in Turkey so that time duration of DynED courses is limited since one hour time in a week is separated for DynED courses.

10. Students in the classrooms are very crowded so that students cannot have access to DynED courses due to the limited number of computers at schools.

11. There are problems for the application of DynED courses in rural area schools since technological infrastructure and the number of computers are limited in these schools.

This study investigated the views and perceptions of teachers who use DynED language learning software in their schools. Although there is neither qualitative nor

quantitative studies carried out on the effects of DynED language learning software and students' and teachers' perceptions and views on the software, there are studies dealing with computer assisted language learning method just as DynED software. The students participated in the study have positive perceptions and views on DynED courses so that they state that DynED courses are fun, positive, beneficial, useful. According to the teachers participated in the research, the courses help the students practise their skills such as listening and speaking as well as these courses make them learn new vocabulary. The courses also consider students' different learning styles and they make the students "explore and play with the language". According to Watt & Foscolos (1998), DynED courses help students develop vocabulary knowledge as well as these courses help students practise their listening and speaking skills. There are studies not on DynED courses but on computer assisted language learning method just as DynED courses in the literature which investigated students' and teachers' perceptions and views on computer assisted language learning.

Tuzcuoglu (2000) investigated the teachers' attitudes towards using computer assisted language learning (CALL) in the foreign language classes. The results of Tuzcuoglu's (2000) study revealed that the teachers at Osmangazi University Department of Foreign Languages, Eskisehir, Turkey had positive attitudes towards using CALL and were willing to teach in the computer lab for a few hours a week. They agreed that using CALL will increase students' interest and language learning abilities. The teachers wanted to use computers for both teaching and practising skills. They also stated that the most important skills to be focused on are grammar, reading and vocabulary. In addition to their agreement with CALL, they indicated a need for training to be able to use CALL effectively. As almost none of them had experience with using CALL, they needed to learn to use computers for teaching. Similar to these results, Zereyalp (2009) aimed at identifying teacher educators' attitudes towards use of CALL (Computer Assisted Language Learning) and revealing their barriers to the use of CALL or computer technologies in their teaching in state universities in Turkey. This study was carried out with 80 teacher educators from English Language Teaching departments of 13 Turkish state universities. The results of this study indicated that teacher educators had such barriers as lack of hardware, lack of time, technical and administrative support and people's opinions or ideas although they had strong positive

attitudes towards the use of CALL in their instruction. These results correlate with the results of the current study since teachers in this study stated that they are in favour in applying DynED courses in English classes at schools but they have some problems with some technological problems, lack of time and school principals' support and strong positive attitudes towards the use of DynED courses at elementary schools. Computer Assisted Language learning method not only has an important impact on teachers' views and attitudes, but it has also an important impact on students' views and attitudes towards English lessons. Onsoy (2004), Yalcinalp (1993), Meyveci (1997), Pekel (2002) and Ayturk (1999) carried out studies by using computer assisted language learning method. They explored students' attitudes towards lessons by computer assisted language learning method. In their studies, they found that there was a significant difference in the attitude levels of the students towards the lesson between the groups, which computer assisted language learning method (experimental group) and the other group for which the traditional language teaching methods (control group) were used. The students who were educated by computer assisted language learning method had developed more positive attitudes towards the lesson than the students who were educated by the traditional language teaching methods. Similarly, in the study carried out by Bas & Kuzucu (2009), it was found out that DynED courses have positive effects on students' attitudes towards English lesson. The research revealed that the students educated by the CALL method supported with the DynED language learning software were both more successful and had a higher motivation than the students who were educated by traditional language teaching methods. These results correlate with the results of the current study. It can be said based on the findings above, computer assisted language learning method was more effective on the development of students' attitudes towards lesson than the traditional language teaching methods in the classroom.

On the basis of the literature stated above, it can be said that computer assisted language learning method helps developing students' attitudes towards the lesson positively as well as this method is supported by teachers since they believe that computer assisted language learning method helps motivating the students as well as developing their attitude levels towards the lesson positively. These results correlate with the results of the current study carried out on students' and teachers' views and perceptions on DynED courses since these participants in this study have positive views

and perceptions on the effectiveness and benefits of DynED courses taken at elementary schools.

In the application of DynED courses in elementary schools, there are some problems which teachers face with in the process. According to the teachers participated in the research, the problems in DynED courses vary from school principals to some technical incapabilities. As the teachers state in the study, school principals do not know the benefits or they do not believe in the importance of DynED courses in classes. As Thelmadatter (2007) states, principals tend to either think computers and such courses are worthless or even harmful. Reluctance on part of principals can come from lack of understanding and even fear of technology. Often such courses are not implemented unless it is required even if training is offered to teachers and principals. On the other hand, it can be said that such courses put an extra burden on school principals since principals in Turkey are working under heavy bureaucracy and they are not educated with principal education programmes and they have also no technology education (Altun, 2000; Celikten, 2002; Turan, 2007). Plus, there are so many problems and other heavy work in schools that make principals reluctant to apply such facilities in their schools.

The integration of DynED courses into foreign language lessons can lead to great anxiety among teachers (Thelmadatter, 2007). Since some of the teachers in the study stated that they had no education or limited education for the application of DynED programme at schools. According to Noemi (2007), teachers should be familiar enough with the resources to be used to anticipate technical and application problems and limitations. According to the data obtained in the study, most of the teachers were in favour of implementing the software at schools since they believe in the benefits of DynED courses developing English language skills and knowledge of their students. On the other hand, teachers are in anxiety of not completing the curriculum since the duration of English lessons are very limited – four hours a week. If teachers apply DynED courses at school, they are not able to complete the elementary English lesson curriculum so that students should take an examination named *SBS* (level defining examination) at the end of the academic year and some English questions with the questions of other lessons such as Maths, Science, vs. are asked to students to answer in the examination. Most elementary English teachers in Turkey are in "great dilemma"

whether to apply DynED courses at school or to complete the elementary English curriculum in time because both school principals and elementary supervisors observe teachers strictly whether they complete the curriculum or not. Because of the limited duration for English lessons (four hours a week), teachers are in great dilemma and anxiety whether they apply DynED courses at schools. Since the Ministry of National Education makes the application of DynED courses "compulsory" at elementary schools. Most of the teachers are "heavily tied to books" (Bollin, 2003) because of the stated reasons so that these lessons create great problems for English language teachers at elementary schools in Turkey.

7. Suggestions

In the light of the conclusions reached in the study, the following suggestions can be put forward below:

1. Time duration of English courses should be increased so that the time duration for DynED courses increases and these courses can be made more effectively at school.

2. Teachers should be trained for the application of DynED courses at schools so that seminars and other organisations should be organised in this regard.

3. School principals and elementary supervisors should be educated so that seminars should be organised in order to introduce the application and the benefits of DynED programme both to principals and supervisors.

4. DynED integration into class hours may not be "compulsory" since schools in rural areas have great problems in technical infrastructure so that DynED courses should be made elective in these schools. The Ministry of National Education should prepare the infrastructure of this and let the schools apply or not such courses themselves on their students autonomously.

5. Schools should be supplied with technological support such as computers, Internet access, microphones, earphones, etc.

6. Teachers should be helped urgently for the potential problems they face with throughout the year.

7. The number of the students in classrooms especially in city centres is very crowded so that DynED courses should be elective for students at schools. The students who are willing to join in DynED courses should take the courses.

8. Teacher, principal and elementary supervisor educational programmes in universities should be reorganised in order to cover the education of DynED programme.

9. DynED subject content should be updated so that it correlates with the subject content of the elementary English currciulum.

7.1. Suggestions for Further Research

For further researches, these suggestions can be put forward in order to better define the problems and effects of DynED courses in Turkey:

1. Studies should be conducted on the particular effects and problems of DynED courses in order to better understand of the applications of DynED courses in different elementary schools and different cities and parts of Turkey and abroad.

2. Studies should be carried out in order to better understand the achievement and attitudes of students in English classes.

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