Internet Use with Learning Aim: Views of German Language Pre-Service Teachers

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Abstract

The aim of this study is to indicate the views of teacher candidates of German Language Department at Education Faculty, Trakya University about the use of internet with the aim of learning. This study has designed as phenomenology which is one of the qualitative research methods. The study data were obtained via semi-constructed interview technique and the content analysis technique was used in the data analysis. In the research, the findings gathered from the interviews with the teacher candidates are presented in themes, and then interpreted. Considering findings of the study, it has been seen that Internet should be used for learning-teaching purpose. Teacher candidates of German Language support the fact that Internet has a crucial role in education, and particularly it is useful and essential as Internet provides lots of opportunities for German Language Teaching such as authentic study samples, rich materials and exercises on skills, contemporary videos reflecting German culture or film sections. Internet is also a good material which provides accessing various information and also realizing and sharing many goals. If the information is gathered via audio and visual ways, it will be retentive. Thus, German Language teacher candidates can have opportunity to study on the foreign language and its culture through Internet. Furthermore, they have met the contemporary approaches like realizing self-directed learning individually. That's why, the views of German Language pre-service teacher about the use of Internet with the aim of learning are very important.

Keywords: German language teacher training; education process; ICT; Internet

Introduction

It has been a significant need to use the information technology in different files in recent years. Developments in technology and educational sciences have indicated that information and communication technologies should be associated with the education. Use of technology in education is generally defined as putting it into practice in the extensive areas of education such as data of different sciences, special objectives, method, materials, measurement, assessment and also an integration of systems which provides the important of quality, solving the educational problems, making use of the energy of people best in the appropriate physical and psychological environments (Rıza, 2000). In Turkey, Education Faculties which aim to train pre-service teachers are one of the main academic institutions where these developments felt well. In this context, teaching has become a profession which requires further qualifications and abilities.

Over the last few years, there has been increased interest in the potential of the Internet by university students. Internet use by university students have been the subject of numerous studies (Perry, Perry & Hosack-Curlin 1998; Saeed, Asghar, Anwar & Ramzan 2000; Niemz, Griffiths & Banyard 2005; Bourdeau, Chebat & Couturie 2002). At many countries in the world, it has been seen that especially the students have utilized the Internet for the use of ICT in university education (İşman & Dabaj, 2004). Schrofer (2007) states that university students take responsibility more for determining educational learning strategies and thinks that the reason for this is the quality of the information obtained from Internet is getting higher. Accessing to the information easily, sharing the information and information sources are important factors during this process.

Concerning education and Internet, the findings of Jones and Peachey (2005) have indicated that learning and teaching have been transformed as a result of the Internet which has speedily growing popularity and widespread use. Use of information and communication technology (ICT) in teacher training has gained the learning process as a new viewpoint. ICT use in student-centered interactive learning settings has introduced significant materials for the teachers and the students. UNESCO (2002) has listed some fundamental principles regarding the use of ICT in teacher training as follows:
- Extending the ICT over the whole educational program
- Introducing the technology in context
- Getting the students gain experience in learning/education process with the support of ICT.

Teacher Training In Turkey and ICT

In Turkey, Education Faculties are the higher education institutions where can be received teaching diplomas. Education Faculties have had a multifaceted change from past to present. The most important revision for Education Faculties was made in 1998. Education Faculties were reconstructed with the reason of deficiencies at teacher training programmes in the past. With this reconstruction, Departments of Education Faculties has started to implement a standard programme in a nation-wide (Yücel, 2000).

Council of Higher Education (YÖK) in Turkey realized the reconstruction of education faculties in 1998-1999 academic years. Curriculums have been rearranged and updated with this reconstruction by the academic year 2006-2007. One of the important reasons of this update is that a pre-service teacher who has knowledge and skills about information technologies and general culture to some extent and can do scientific research and make use of the researches done will be more successful in realizing the requirements of contemporary education. It has also been stated that this qualification of teachers will provide positive results/reflections for their students to be prepared for the future.

When it is concerned the developments in ICT for the teacher training throughout Turkey, it is seen that the innovations in ICT have been taken into consideration. A number of studies considering the increasing the professional standards of the teachers have been realized involving the support for the basic education program which has been conducted by the Ministry of National Education to increase the quality of education. The Ministry of National Education has prepared 'The General Requirements for Teaching Profession' consisting of knowledge, ability and attitudes that a teacher should have according to the fields and also the Ministry has put it into the practice. The following statements have been used basically for the teachers' competencies considering the use of ICT (MEB,2011).

A teacher should;
- follow the developments in the ICT
- make use of ICT with the aim of sharing
- become a model using the technological sources effectively and teach how to use it

The use of ICT has been handled in graduation, Master of Arts and PhD Degrees. In a workshop named 'Scrutiny of graduation and master degree in Education Faculties with the viewpoint of educational sciences' and held in the Faculty of Educational Sciences of Ankara University (Turkey), the determined issues have been scrutinized. It has been accepted that a graduate teacher should have a level as 'European Computer Driving License, Advanced Level' regarding the use of ICT in the context of Education Faculty teaching profession competencies (Akçamete 2009). Teachers must be able to use computer software with the ICT for both knowledge, abilities and personal and professional competencies in their branches. This issue has been regarded as a competence that the higher educational institutions in Turkey target including Bologna processes.

The applications based on Internet technologies have been used in different ways in teacher training. The efforts of integrating ICT in learning-teaching process can be seen in computer-based/assisted education, Internet supported applications and distance education. In literature, we can see that the importance of ICT, and some studies regarding Internet applications have been carried out and it has been seen that this process is dynamic.

Integrating Internet and ICT into teacher training and forming a curriculum based on this (Kartal, Yıldız & Inelmen, 2005), using the web-assisted learning environments with the aim of learning and social interaction (Çuhadar & Kuzu, 2006) and the obstacles in using Internet by the teacher candidates studying in Education Faculties (Isman, Işbulan,Demir & Canan, 2008) are only some of these literature samples.

ICT in Training German Language Pre-Service Teachers

German Language Teaching Program of Education Faculty has developed considering some aspects such as the content of the courses, new orientations and target groups. There are currently 15 German Language Teaching Programs of Education Facultics throughout Turkey. In 11 out of these 15 faculties students start to study not with their German Language background but with their English Language background except in the other three faculties. In other words, these students have been placed at the universities according to their English Language success points in the university entrance exam but not according to their German Language success points (Yücel, 2008).

Speaking a foreign language means knowing and understanding the culture as well beside knowing its grammar and writing in that language. Because, language and culture cannot be considered separate (Polat, 2003). As it is known, the best way of learning a foreign language is to live in the country where the target language is spoken. However, this communication has been supplied with information and technology besides educators (teachers/lecturers) and textbooks. While designing foreign language courses, it is an essential prerequisite for student-centered courses to make use of ICT materials considering the characteristics and the needs of the students. ICT are all kinds of audiovisual and published materials which supply students with obtaining and producing information. Changing technological developments have eased the accessing to the information. Developments in science and technology have affected the goals and needs, as a result of this, some new inclinations and approaches have begun to exist. Individuals in the society realize some social actions with the aim of communication as Common European Framework has determined and linguistic actions being

action-oriented, social behaviorism and communicative skills are the essential factors of this communication process (Europarat, 2001). In this context, some concepts which have been available in education and social life such as life-long learning and self-directed learning have been dealt with fundamentally. Internet is a significant tool in 'self-directed learning' and 'life-long learning' processes today.

Students majoring as target group in German Language Teaching Program have learnt German Language and culture. Additionally they have improved their knowledge and skills in new topics, areas via language. In other words, with German Language Education, the processes of knowing German culture and comparison of two cultures have continued as well (Tapan, 2004). There have been a lot of materials to utilize in foreign language teaching in education. German Language Teacher Candidates have mainly used computer and Internet as information technology materials which they read to obtain information about German speaking countries and their cultures in their education period besides the lecturers and textbooks. In the studies considering foreign languages, ICT, it can be seen that the objectives and goals have been realized more easily when the education is student-centered (Kaptı, 2008), the integration of modern communication materials and technologies in the course have been significant (Kartal, 2005), and the effect of technology in foreign language teaching is positive and incentive (Cangil, 2004).

Internet is undoubtedly an inexpensive, independent of time and place, technological tool which provides access to the information when it is needed. It is a perfect tool for the students to enrich their learning habits and experiences as Bolts proposed (Boldt, 1995). Thus, constructivism, in other words, constructivist learning approach has got importance (Şimşek, 2004). According to constructivist approach, students form their own knowledge and interpret what they have read taking their previous learning and habits into consideration. The concepts of searching for information, interpretation and analysis, improvement of information and considering process and combining the past and present experiences have placed in the base of constructivist theory.

Constructivism claims that the learners forms the knowledge as individually and socially themselves. It defends that the learner himself should form the knowledge. The constructivist approach reflects how much the knowledge is learnt not how much it is taught. It also claims that the individual who interacts with phenomena and events, the ones which he himself has conceptualized and the solutions of the problems. Students learn the new information adapting to their subjective situation with the information they have already had (Topkaya, 2007).

Internet is one of the sources for accessing the information for the students in constructivist learning environments. It is also a good material which provides accessing various information and also realizing and sharing many goals. If the information is gathered via audio and visual ways it will be retentive. Thus, German Language teacher candidates can have opportunity to study on the foreign language and its culture through Internet. Furthermore, they have met the contemporary approaches like realizing self-directed learning individually. That's why, the views of German Language pre-service teacher about the use of Internet with the aim of learning are very important.

Objectives

The aim of this study is to indicate the views of pre-service teacher in German Language Teaching program of Faculty of Education, Trakya University about the use of Internet with the aim of learning. The following questions have been answered in this study in the framework of this aim. What do German Language pre-service teacher think about;

- the use of Internet with the aim of learning?
- valuable features of Internet in training German Language teachers?
- the limitations of Internet considering German Language Education?
- the use of Internet in German Language Education?

Method

Method

This study has been designed as phenomenological research which is one of the qualitative research methods. The phenomenology has focused on phenomena that can be realized by but do not have a deep and detailed understanding. Even though these facts have been met very often in daily life, this meeting does not mean that they are understood. The phenomenology has formed a significant background for the studies which aim to search phenomena that people are familiar with but at the same time phenomena whose meanings are not known (Yıldırım & Şimşek, 2006).

Participants

While determining the participants, purposive sampling was used. purposive sampling is the study of the situations which meet the criteria determined beforehand in the study (Yıldırım & Şimşek, 2006). Participants of the study were 12 teacher candidates who studied in the 4th grade (senior students) of German Language Teaching Program in Faculty of Education, Trakya University in 2008/2009 academic year. The reason of choosing the participants as senior students was that they had better point of view both on German Language and language teaching methods and strategies about their profession when compared to the lower grades. Six of the participants were female and the other six were male. Their ages were between 21 and 24. Each participant had a personal computer which had Internet access so that they could use it continuously.

Tools of Data Collection

In this study, the views of German Language teacher candidates about the use of Internet with the aim of learning were handled. In accordance with this aim, semi-structured interview technique which was one of the data collection tools used in qualitative methods was applied. Related to this, first, an interview form was prepared. The questions in the form were examined by experts and necessary corrections, arrangements and changes were carried out and then the final shape of the form was prepared. The questions in the interview form were as follows:

1. What is your aim to use Internet in your courses?
2. What is your opinion about the benefits of using Internet in German Language Education program?
3. What do you think about the factors which restrict the use of Internet in German Language Education program?
4. What are your recommendations about the use of Internet in German Language Education effectively and productively?
5. As a teacher candidate, which aims do you want to use Internet with for your professional life?

The Process of Data Collection

12 teacher candidate participants were informed about the aim and the data collection tool of the study in a pre-interview session. It was also stated that participation to the study would depend on volunteering, and the teacher candidates who would participate in the study confirmed their participation by giving written permission. In order to conduct the study properly, the venue, the time and the date of the interview with the each teacher candidate were determined by the lecturer.

The data of the study were collected via face-to-face interviews with the participants on 12-16 January, 2009. At the beginning, participants were informed about overall information related to the interview and also the use of tape recorder. The participation consent taken as in a written form previously was taken again from the participants orally during the interview. Afterwards, each teacher candidate was interviewed to answer the interview questions and these answers were recorded via the tape-recorder. Recording the interview on the tape took ten minute-long most and seven minute-long least. After completing the interviews, obtained voice-records were transmitted to the computer and transcripted its inventory.

Data Analysis and Interpretation

Data obtained during the study were transmitted completely to the computer setting as they were available in the records. The inventory of the data and voice records were given to an expert in order to verify whether data were transmitted to the computer setting correctly or not. Then, answers to each question were listed in the related indexes and data which were obtained by a classification system considering the questions were prepared for concept analysis. Content analysis technique was used for the analysis of data. Content analysis defined as the main aim in the content analysis is to reach the concepts and relations which can explain the obtained data. These data were analyzed at four stages.

1. Coding the data
2. finding the themes
3. Arrangement of codes and themes
4. Definition and interpretation of the findings." (Yıldırım & Şimşek, 2006:175).

Findings and Result

In the research, the findings gathered from the interviews with the teacher candidates were presented in themes, and then interpreted. Moreover, themes were supported by the direct quotations from teacher candidates' responses.

Findings towards the Aims of Internet Use in Courses

Within the framework of findings from the responses of teacher candidates of German Language towards the aims of Internet use in courses, themes in Table 1 were gathered.

Table 1. The aims of Internet use

Themes	f
Assignment and Material Design	10
Access to information sources	9
Support for Learning	8

As it is displayed in Table 1, 12 teacher candidates participated in the research use mostly Internet when designing assignment and materials. One of the main reasons for this situation is that they can access to original information about German Language and culture via Internet since available course books are insufficient. The teacher candidates indicate that they benefit from the Internet when designing assignment and materials in accordance with the aim of Internet usage in courses since Internet presents information content in terms of aims and requirements. The samples of the students' statements related to this topic are given below.

> "The most important thing is that we use Internet especially when doing homework. Our materials can sometimes be inadequate, or perhaps Internet enables us to find the things that are not available in the school library."(Livan)

> "There may be some topics that we should focus, especially on the terms that should be searched more widely on the Internet. I can say that generally we benefit from Internet for our assignments, presentations-both written and orally."(Sinem)

> "To search something about Germany, we have to use the Internet; we use it for our courses."(Çile)

The teacher candidates especially express the importance and prosperity of listening comprehension in German, video or film sections, and various exercises in the theme 'Assignment and Material Design.'

> "I think it will be useful for listening comprehension courses, as speech is made by the Germans when we watch a video. Apart from that, it will be useful for vocabulary comprehension at the same time. I think Internet is important especially for listening comprehension."(Recep)

> "We use Internet for various exercises, we can find different materials; it is useful"(Çile)

> "I think watching a video helps you remember the things more easily as it is visual."(Elçin)

As it is determined in accordance with the views of prospective teachers, Internet is a widely used tool in education process. Apart from accessing to a wide range of information, it provides to access to authentic examples especially about listening comprehension in German.

With regard to 'access to information sources' theme (second theme), the prospective teachers stated nine views for the question; 'Why do you use Internet in your courses?' It is obvious from the views that Internet has a great importance in accessing to information resources. For the prospective teachers, Internet is a tool which they can easily access when they need information in this sense. The views of the teacher candidates on this issue are given below:

> " ..First of all, the purpose of using Internet in the courses is that it provides easiest access information. I use the Internet, apart from this, it provides my students with information I can access as a teacher candidate." (Enver)

> "As it is the technology era, it is great significant to access to information. Because, today information is indeed very important in every sense in terms of economy, culture or society. Information is indeed very important in terms of our career in the social environment or our status, and it is not as difficult to access to information as it was in the past. By means of a very simple way as we call it as Internet, we can access to anything in any way. We do not go to book stores, libraries and public libraries anymore since it is both a waste of time and difficult.." (Recep)

> "…today Internet is the greatest library…" (Ahmet)

> "I generally use Internet very much for gaining different things, information, by not being restricted with the books."(Murat)

As it is understood from the statements of the teacher candidates, by the help of 'access to information resources', accessing to learning resources and the use of hypermedia opportunities have come into prominence. Access to information resources via Internet is the indication of information communication process. The 3rd theme towards the aim of Internet usage in courses stated by the teacher candidates is 'support for learning'. Within the Internet usage in education, traditional terms used for students and teachers have been changed. The role of the student is not only to receive or memorize the information that is presented, but also to find, search the information and use it in daily life. Thus, it is aimed to make the term 'lifelong learning' more meaningful and materialized. As for foreign language teaching, Internet is a significant tool and information-education resource especially in terms of authentic listening, authentic visuality and pronunciation. Eight views of the teacher candidates have been gathered on this issue. Some of the views are given as below:

> "I think it will be useful for listening comprehension courses, as speech is made by the Germans when we watch a video. Apart from that, it will also be useful for vocabulary comprehension at the same time. (Recep)

> "I think the Internet is important especially for listening comprehension. In my opinion, it is more useful and efficient way of learning." (Murat)

> "I think the Internet is especially very useful for our courses…." (Elçin)

> "In my opinion, the reason for using the Internet in courses is that it helps me avoid being monotonous or diverts me to students, to do research…" (Livan)

> "The students are in great need of the Internet during university education, that is scientific researches, assignments and presentations, etc. I think it is particularly the first time for the students to use Internet here." (Ahmet)

By the help of the theme with regard to the question 'Why do you use Internet in your courses?' and students' views, it was determined that the prospective teachers of German Language support the fact that Internet has a crucial role in education, and particularly it is useful and essential as Internet provides lots of opportunities for German Language Teaching such as authentic study samples, rich materials and exercises on skills, contemporary videos reflecting German culture or film sections. All these factors demonstrate that Internet is advantageous and essential in terms of its usage on learning purposes in German Language Teaching. Thus, Internet is a reference guide in this sense.

Findings towards the Advantages of Internet Use in German Language Education

Within the framework of findings from the responses of teacher candidates of German Language towards the advantages of Internet usage in German Language Education, themes in Table 2 were gathered.

Table 2. The advantages of Internet use in German Language Teaching

Themes	f
Support for German Language Education Process	11
Access to Authentic Resources about German Language and Culture	7

Analyzing the themes in Table 2, the teacher candidates of German Language concentrated upon two themes about the advantages of Internet usage in German Language Education; the first one as 'Support for German Language Education Process' (11 views) and the second one is 'Access to Authentic Resources about German Language and Culture' (seven views). Before mentioning about the findings and interpretation upon the theme 'Support for German Language Teaching Process', the following sample statements of teacher candidates on this issue can be seen as below:

> "…what has been written upon this issue, by reading those themes on the Internet, I gain a different point of view, make comments about them, and namely I gain information about them. For instance; surfing on the German web-sites, I can access daily news, the most current news, for instance news such as any course or library may not be current. On the other hand, I think you will get daily information if news on the Internet is current and especially you are interested in the subject..." (Recep)
> "As an advantage, the student motivates him/herself much better for learning..." (Rabia)
>
> "…Students like using Internet and computers very much. They can access information and study more easily by combining using the computers, which they like very much, and studying together." (Murat)
>
> "..We get information; understand a subject that is we have a wider perspective, learn new things." (Elçin)

The responses of prospective teachers make it obvious that the advantage of Internet usage is that it is the support for education in German Language Teaching. It is the support for education since the most current information and topics are available on the Internet; it is the support for learning as the students get more motivated due to the visual presentation of the topics via the Internet. The reasons why the prospective teachers determined the advantage of Internet usage in German Language Teaching is that it makes the learning process more efficient in general. Visual attractiveness, motivation, variety and information content are the main points of the advantages.

The second theme 'Access to authentic resources about German Language and Culture' was specified as one of the advantages of Internet usage in German Language Teaching by the teacher candidates. The discourse of teacher candidates reveals the fact that the Internet has a positive and an encouraging effect on German Language Teaching since audio-visual educational attainment and a new perspective have been gained via the Internet. The following statements are samples of teacher candidates' views towards the second theme 'Access to authentic resources about German Language and Culture':

> *"For instance; we can download a video of a German speaking on the Internet when doing listening comprehension exercises. Thus, the students listen to the authentic language in courses, they hear the daily language."* (Havise)

> *"..By the help of phonetic exercises, the students get familiar with phonetics."* (Çile)

> *"..Internet is a great source for German courses, about all kinds of skills, particularly about exercises in order to improve oneself."* (Sinem)

> *"…Everything consisting of pronunciation of sounds, explanations for tenses, or more detailed subjects is available on the Internet..."* (Murat)

> *"When teaching a foreign language, the cultural features and manners of life should be integrated with foreign language teaching… It can be used for searching literal texts, German literal texts. To give an example, the major source for the last play I have performed was the Internet."* (Ahmet)

In accordance with these views, the teacher candidates emphasize particularly certain skills such as listening comprehension, speaking, and pronunciation as the advantages of Internet usage in German Language Teaching. Internet is an important source for teacher candidates in order to improve skills and access to cultural knowledge since authentic resources about German Language and Culture can be assessed via the Internet.

In this sense, the advantages of Internet, as one of the ICT, can be emphasized as follows: Internet usage in German Language Teaching is a great support for German Language Education process.

Findings towards the Factors Restricting the Internet Use in German Language Teaching

Within the participants' responses given for the third question of the interview form 'What are the factors restricting the Internet usage in German Language Teaching?' the themes in Table 3 were gathered

Table 3. Factors restricting the Internet use in German Language Teaching

Themes	f
Restricted Internet access (cost and equipment)	10
Lack of technical support and background	5
Teacher and equipment factors	2

There is an important point that should be taken into consideration about this question before the descriptive analysis of the themes. When the third question 'What are the factors restricting the Internet usage in German Language Teaching' were asked to the teacher candidates during the interview, out of 12 teacher candidates, four of them started their conversation with such statements: *"I have never come across a factor like this, however…." "I think Internet is unlimited. You connect to the world from your room, that is there are no limitations, but…"* They could mention about the factors restricting the Internet usage in German Language Teaching only after uttering such kind of statements. The teacher candidates focus on the first theme as a restricting factor of Internet usage in German Language Teaching (with 10 agreements): "Restricted Internet access in terms of cost or equipment":

> "...sometimes when we enter the web sites, we can not access to every kind of information; it's neither hindered nor something different happens, that is we can not enter, access..." (Sinem)

> "Some web sites on the Internet require passwords or they are not for free; these may happen..."(Rabia)

> "the only factor may be economical reasons, so I do not think any factor restricting Internet usage.(Murat)

> "..Personally, it depends upon the economy of students; how much time does s/he spend in the Internet cafe searching on the Internet, or to what extent does the student manage to do his/ her own research?"(Murat)

> "Limitations all of the students can not access to Internet, this may be because of economical reasons. There may not be Internet connection available in every house..." (Havise)

As it is understood from these statements, the teacher candidates indicated restricted Internet access as a restricting factor due to passwords or membership. Having no Internet connection and teacher candidates' using Internet cafes on account of the same reasons, yet not spending much time there because of the economical problems was determined as a restricted Internet access. However, restricted Internet access in the Internet cafes is not only considered in terms of economical reasons, equipment is also taken into consideration in this respect. *"In our country, if you want to study in an Internet café, there are programs restricting access to foreign websites."(Murat)*.

One of the teacher candidate's views about Internet cafes with regard to restricted Internet access was as follows:

> "When I started university, I did not have a computer at my house. It becomes necessary to have a computer during university education process, however not. All of the students can not afford it. For instance, the place where I live is not convenient for going to an Internet cafe, or girls can not go to Internet cafes. So I have to come here in order to search beforehand, these are the restricting factors. We utilize the Internet either for surfing, preparing presentations, or using computer, for this reason we, as German Language Teaching students, have to use Internet since we can not find anything in German anywhere, in the libraries, so we have to use Internet to access Germany in a way." (Çile).

The discourse of the teacher candidate stresses upon the importance of the Internet in German Language Teaching on the one hand, and social dimensions restricting Internet access on the other hand. In accordance with these views, the disadvantage of Internet can be defined as follows: it restricts access to information due to the restricted Internet access. All the impossibilities in information and education technology are the greatest barrier for educational system. It is significant to utilize all kinds of education technology efficiently by knowing when to use it. Using technology effectively in education process is going to be a factor increasing the added value of education related with its usage. In this sense, teacher candidates stated that factors restricting Internet usage in German Language Education depend upon lack of technical background and support. A teacher candidate emphasized that having no language laboratory, besides the Internet is due to the technical impossibilities. The views in this sense are as follows:

> "Computers are insufficient, or there is no computer, so there is no Internet.." (Elçin)

> *"For example, in the eastern part of the country, there are computers at many schools, but there is no Internet connection."(Enver)*

> *"...technical opportunities. Schools offer no technical opportunities such as language laboratories, so students can not utilize the Internet, and all of these restrict German Language Teaching via the Internet.." (Ahmet)*

The third view, teacher factor has been determined as factors restricting the Internet in German Language Teaching. Within the framework of 'Teacher and equipment factor', teacher candidates indicated that educator, namely teacher should use the Internet and utilize in the class environment.

All learning activities are a part of communication process, and effective learning can be provided with teacher's knowledge, skill and attitude. Sample views of teacher candidates related to this theme are presented below:

> *"If such kind of technical opportunities are available and its greatest restriction is Internet's not being used, I think the reason is teachers. Since there are a lot of websites about German Language Education, the greatest restriction of this is the teacher him/herself. If s/he does not know how to use the knowledge that the students gain..." (Ahmet)*

> *"The teacher should investigate by him/herself. I think this is a bit obstacle." (Recep)*

One of the aims of information and education technologies is to make the education process more efficiently. In spite of technological developments, there are still teachers who follow the traditional process and do not want to utilize information and education technologies. As a consequence of this, teacher candidates of German Language regard 'Teacher and equipment factor' as a restriction for Internet usage.

Findings towards the Use of Internet Effectively and Efficiently in German Language Teaching

It is important to use the Internet effectively and efficiently for educational purposes. In accordance with this aim, themes in Table 4 have been specified according to the findings gathered during the interviews towards the use of Internet.

Table 4. Suggestions on the use of Internet effectively and efficiently
in German Language Teaching.

Themes	f
Being conscious about searching on the Internet	9
Being a guide for the students about information access	9
Providing technical background and support	3

Most of the teacher candidates (nine) indicated their views about the themes 'being conscious about searching on the Internet' and 'being a guide for the students about information access' in order to use the Internet effectively and efficiently. The teacher candidates make suggestions about the first theme "being conscious about searching on the Internet" as follows:
- to search in accordance with the purpose
- to enter the correct website
- being conscious about research

In this sense, the views of the teacher candidates about the first theme 'being conscious about searching on the Internet' are as follows:

> "In order to use the Internet effectively, we should enter the correct websites, this is the most important suggestion, I have experienced this with most of my friends, all of them, all of us search for something, I can access, and they can not. The reason for this is that for instance they access through google.com, but they can not search through google.tr."
> (Çile)

> "You know what you search for or how much information you should find and if you know which website is beneficial for you in this sense, I think it can be used effectively and efficiently." (Livan)

> "…Purpose is important, website address is important."(Murat)

> "You have to write the necessary words, not the general ones; to give an example you have to choose other words instead of writing "and". (Havise)

Considering the theme 'being a guide for the students about information access', teacher candidates indicate that the teacher or instructor supports students upon Internet usage in general, guide them and should give support. These include the suggestions towards the use of Internet efficiently and effectively in German Language Teaching. Sample statements related to this theme are as follows:

> "…Last year one of our lecturers suggested us something, some Internet websites,…She suggested some links. And when we entered those websites, we easily accessed them. It was really a good study in that sense; we were able to find both certain methods and exercises, for instance if we want to prepare an assignment, we know some links or websites in limited number, but we manage to do it easily if our lecturers guide us in this way." (Sinem)

> "Of course, it is related with the teachers' ability to use the Internet…the teacher should know how to use the Internet for education. There may be students who do not have computers. These are the things that the teacher should prepare by himself/herself at his/her house or with the available opportunities."(Ahmet)

> "Students may be expected to do research on the Internet about the subjects after the courses." (Rabia)

Three teacher candidates stated "providing technical background and support" as a suggestion for this theme towards the use of Internet efficiently and effectively in German Language Teaching:

> "Internet or computer should be available in the places where German Language is taught. That is, students should access Internet anytime and anywhere they want, or need, and search for the information." (Enver)

> "Education on the use of computer should be offered."(Recep)

> "…For example, if it is possible, the number of computers available at our faculty can be enhanced…"(Elçin)

As it is stated in accordance with the suggestions specified according to themes and findings towards the teacher candidates' use of Internet effectively and efficiently in German Language Teaching, the significant factors can be regarded as being conscious about researches, using the Internet in parallel with the purpose and necessity, utilizing and students' being conscious about the subject (make the

Internet be used in courses, encourage students to use the Internet). It is crucial to supply technology efficiently and effectively.

As a result of this, using information and education technology devices efficiently and effectively and utilizing them are crucial factors in terms of its contribution to success of both the student and education. In the light of this fact, the educators undertake a lot of responsibilities on the use of information technology devices efficiently and effectively.

Findings towards the Views of Teacher Candidates for What Purposes They Will Use the Internet in Their Teaching Experiences

The last question of the interview was 'As a teacher candidate, for what purposes do you consider using the Internet in your teaching life?' Themes in Table 5 are gathered within the framework of findings from the responses.

Table 5. Themes related to the views of teacher candidates towards
their purposes for using the Internet in their teaching experiences

Themes	f
Support for education in accordance with the purpose	12
Professional Development	7

As it is stated in Table 5, from the responses of all 12 participant teacher candidates for the question 'As a teacher candidate, for what purposes do you consider using the Internet in your teaching experience?' they expressed their views about the theme 'Support for education in accordance with the purpose'. In other words, all of the teacher candidates participated in the interview thinks that Internet provides support for education in accordance with the purpose besides considering integration of the Internet in education. The views of the students about the theme 'Support for education in accordance with the purpose' are as follows:

"Well, I think I will use the Internet for both following certain exercises and utilizing them in the lessons, I intend to use the Internet for diversifying the lessons in a different way, and enlivening my lessons." (Enver)

"… I will use the Internet in order to motivate my students, and for visuality, of course visuality makes everything more attractive…"(Havise)

"…apart from this, different texts can be obtained through Internet, namely texts for all levels can be found."(Murat)

"…I can copy exercises from the Internet, they are easily accessible. I myself can enhance them."(Sinem)

"…it may be for assignment themes… Materials for target group or educational methods…."(Elçin)

"When I prepare an exam, I certainly want to assess students with exercises about listening comprehension. For this reason, I can download a video from the Internet about listening comprehension. I can find exercises about phonetics, pronunciation exercises for speaking skills. I can make students repeat them; for this reason, I will absolutely utilize the Internet, there are many websites available for test preparation, they help to prepare tests, they consist of different exercises, I want to use them." (Çile)

> *"In my opinion, Internet can be used efficiently in order to teach students German culture, apart from the language."(Murat)*

One of the main points concluded from the views of teacher candidates is the teacher candidates' will to integrate the Internet in their teaching experiences in accordance with his/her purpose and necessity. Some of them want to follow the current events, make use of the exercises and enhance them, or they want to rearrange the present materials, etc. Another point that should be emphasized is that teacher candidates of German Language combine the knowledge they get from the Internet with their knowledge and education strategies. In other words, they enhance the present one and try to make adaptations. It can be interpreted that this view and targets with education and technology (Internet) influence each other in a positive and an encouraging way.

Another interesting situation is that the findings and the responses of the second question 'the advantages of Internet usage in German language Teaching' share similar conclusions. In the responses of both questions, the importance of listening comprehension and pronunciation are stressed. In accordance with this discourse, the significance of visuality, authentic language, resources and exercises related to these factors can be inferred.

The theme 'Professional development' takes place in the second theme 'the views of teacher candidates towards their purposes for using the Internet in their teaching experiences' with seven views. The views of teacher candidates about 'professional development' show variation. The common finding of the views is that both Internet and teaching profession develop consistently or should be developed and the necessity of following current events. Internet plays an important role in teaching profession as it is stated by the teacher candidates of German Language. The views about this theme are as follows:

> *"…in my opinion, the teacher should always keep up with the innovations about his/her field and profession. For this reason, Internet is an inevitable term."(Livan)*

> *"I will certainly use the Internet. I don't think that a teacher can keep up with the innovations without the Internet; how can one know that there is a conference organized by teachers of German Language in Ankara, that is s/he can learn this from the Internet easily. S/he can follow the forums or meet many teachers, Internet enables the teachers to find everything more easily.. …"(Çile)*

> *"It will be useful for the teacher not only in terms of performing his/her profession, but also carrying out professional responsibilities. For example; finding a sample lesson plan or yearly unit plan, etc. Or, I think learning about remerging features of developments about German Language and teaching profession will be very useful."(Ahmet)*

Teaching profession is a development process at the same time. 'Professional Development' plays an important role within the scope of ICT as indicated by the teacher candidates of German Language. The importance of the Internet is emphasized in terms of not only being an access to information content or resource in teaching experience, but also keeping up with the current events of the profession, being informed about the innovations and providing the continuation of interaction among teachers.

Conclusions and Recommendations

In this study, the views of German Language teacher candidates about the use of Internet with the aim of learning were examined. It has been seen that ICT are significant in German Language Teaching Education. In accordance with the findings obtained from the German Language teacher candidates, it has been seen that especially Internet should be used and it is a benefit in the education. This need and benefit regarding the use of Internet has been summarized by the teacher candidates as:" *source variety, access to information, education support, professional development, visual variety, access to authentic auditory and visual materials relating to German Language and culture".* These aware-views of teacher candidates are related to their being senior students as well. Because these students have a certain knowledge and experience via theoretical and practical courses they had throughout their education. The presentations carried out by the teacher candidates have also improved their experiences about information and education technology and also their knowledge in this process. Stated results of the study are such as Gündüz & Odabaşı's view on teacher candidates' and teachers' use of information and communication technology (Gündüz & Odabaşı 2002). Ekiz et.al. presents his ideas about the internet and its role in education: "It is a truth that; in terms of presenting variety, presenting speed, presenting capacity of information and similar facilities, Internet is better than other equipments" (Ekiz, Bayam & Ünal, 2003, p.665). Data collection, sharing ideas through dynamic windows, literature review from web based data and electronic journals are some of the use of Internet areas with the aim of learning.

All teacher candidates participating in interview in this study think that they will integrate the Internet into their teaching profession and also they believe that Internet will be a support for goal-directed education. This conclusion is similar to the proposal in the study carried out by Ünal (2004) "education should be supported with computer and Internet." At his study; use of Internet by teacher candidates, Oral states that; use of Internet with the aim of research and doing homework shows teacher candidates' comprehension of Internet as a need. This result of the study can be accepted as a significant development in terms of widening use of Internet with the aim of learning and providing lifelong learning(Oral 2004).

It has also been seen in the interviews that German Language teacher candidates are aware that education period has a dynamic process. As a conclusion, it is seen that German Language teacher candidates attach importance to student-centered education according to the aims and needs when we evaluate the answers they have given in the interview. ICT plays an important role especially in German Language Education and also in the professional improvement. In this context, the role of the ICT in teacher training and its importance and its contribution to professional development has been also stated at the study of Kangro&Kangro (2004), Jung (2000) and Murphy & Greenwood (1998).

Foreign Language Education is a process that is relative to many factors. "The Foreign Language which reflects the reality we have experience different from out mother tongue opens the doors of a new way of thinking for us…" (Sayın, 2002:18-19). A conclusion we have with this study is that Internet is an important tool and source for the skills of listening and speaking in German Language, improving pronunciation and finding authentic cultural items. As Koszumi (2003) stated, there are no longer boundaries between countries, classroom settings ant the real world with the use of Internet in Foreign Language education.

As a visual-auditory technological tool, Internet has improved listening and speaking skills. It is another result of this study that Internet supports individual learning greatly. By this process, 'self-directed learning' and 'permanence of information' have been achieved. "In developing cultural

awareness in the classroom it is important that we help our students distinguish between the cultural norms, beliefs, or habits of the majority within the speech community and the individual or group deviations from some of these norms. Students should be enabled to discuss their native culture with their native speaker friends at the same time that they are provided with a real experiential content" (Çakır, 2006:157). Students have experienced personally these authentic activities and also they are able to compare the cultures through Internet which supplies them with authentic listening, visual access to German Language and Culture.

With the help of the mentioned conclusions the following continuing attempts can be continued as alternatives to this subject area:

- How can students use the Internet more deliberately for the teaching process and learning process in the German teacher training? For an actual foreign linguistic learning process with the support by the Internet or www or other information technology and communication technology it is elementary that also the teachers with this area are familiar. Hence, does the question also position itself in this connection, how can teachers develop for these information technologies?

- How can the Internet or www actually be used for students of the German teacher training as an education and advanced training for German, culture and cross-cultural communication? Not many students of the German teacher training in the world have the possibility to study further in a German-speaking country, to make a period of practical training or to practice their profession there.

- Which alternatives are to use informative and communicative technologies in the curriculum of the German teacher training which not only on the acquisition of foreign-language skills, language or culture are aimed. With all up to now hired considerations the abilities acquired in the education and knowledge must be developed in the professional life continuously.

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