

Perceptions of In-Service Teachers Regarding Technology Integrated English Language Teaching

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Abstract

Technology is changing paradigms in education rapidly and teachers are caught unguarded due to lack of professional training in this aspect. This study reflects the perceptions of nine ELT instructors with M.A TEFL degrees and with over six years of professional experience. Despite the lack of formal professional training as part of their pre-service teacher education, these instructors need to cope with the demands of this transition in daily implementation. Data were collected through semi-structured interviews, open-ended questionnaires and field notes. An inductive analysis approach was used to analyze the data and emergent patterns of data were used to develop coding categories. Results indicated that respondents held positive views about the role of educational technology for enriching language instruction. However, they also acknowledged the challenges faced and emphasised the need for ICT training not only for teachers but also for students. It is concluded that participants make use of technology to teach academic and linguistic skills in an integrated skills approach, encourage students to construct knowledge, expose students to life-long learning skills and strategies, cater for different students who have different learning styles, find and create teaching materials, develop skills through exposure to existing on-line sources and create a motivating environment that is conducive for learning.

Keywords: *Teacher perceptions; technology integrated teaching; ICT; ELT; EFL.*

Introduction

Information and Communication Technology (ICT) has been integrated into curriculum design and implementation, providing invaluable teaching/learning platforms and functions for both educators and learners. Integration of technology into teaching has transformed the learning paradigm and, consequently, face-to face learning has started to give way to web-enhanced instruction via internet based resources and systems.

The use of educational technologies is a widely researched subject in Turkey as well as in the world (Almekhlafi & Almeqdadi, 2010; Baek et al., 2008; ChanLin et al., 2006; McLoughlin, Lee & Chan, 2006; Miller, 1999; Proctor & Livingston, 1999). The main conclusion drawn from those studies was

that technology has a great potential as a teaching tool. Educational technology can influence student achievement, make it possible for students to accommodate information, increase integrative motivation, and enable learners to make connections to higher order thinking (Lemke & Coughlin, 1998 cited in Pass, 2008). According to a meta-analysis conducted in 2003, which consisted of 42 studies on 7000 students, teaching and learning with technology was found to have a positive effect on achievement as well as on the cognitive and affective domains. In other words, the analysis yielded that, when compared to traditional instruction, technology integration resulted in enhanced student learning (Gimbert & Cristol, 2004; Waxman, 2003 in Pass, 2008).

It was claimed that technology integration has an influence on teacher perception and lesson planning (Gimbert & Cristol, 2004). Factors affecting teachers' use and perceptions of technology have also been widely researched. For example, Baek et al. (2008) examined predominant factors that led teachers to make use of technology in their classes. The study yielded six factors which included "adapting to external requests and others' expectations, deriving attention, using the basic functions of technology, relieving physical fatigue, class preparation and management and using the enhanced functions of technology" (p. 224). They cited from theorists who claimed that technology can be a means for enhancing instruction through "scaffolding students' concrete learning": Jonassen (1999) for example, asserts that ICT facilitates active learning and higher-order thinking while fostering cooperative learning and reflection about the content. Smeets and Mooij (2001) claims that ICT serves as a tool for curriculum differentiation, provides opportunities to adapt the learning content and tasks to the needs and capabilities of each individual pupil and provides individually tailored feedback" (Baek, Jung & Kim, 2006, p. 233).

In the context of their study, the researchers remarked that teachers were mostly motivated to use technology based on convenience, contradicting the proposed theories.

There has also been an increase in the number of local studies focusing on pre-service teachers' and faculties' perceptions of technology and its use in education (Açıklın, 2009; Akkoyunlu, 2002; Aydın, 2009; Odabasi, 2000). Earlier studies focused on perceptions of pre-service teachers across levels and disciplines in Turkish educational context. Açıklın (2009) surveyed 37 pre-service elementary school teachers' views on the use of the internet and concluded that "nearly 30% of the participants had positive responses to conditions regarding the use of the internet in social studies class" (p. 317). He mentioned some advantages including quick access to massive amount of information and visuals. On the other hand, it was also reported that students depended solely on whatever was available, without questioning its reliability, which consequently blocked students' research skills. Aydın (2007) researched the attitudes of 115 Turkish pre-service EFL teachers towards the internet as an educational tool. It was found that majority of the participants perceived the internet positively, expressing its effectiveness in reaching information. The study also marked some shortcomings in educational uses of the internet, such as a tendency to plagiarise.

Odabasi (2000) conducted a quantitative research with 144 Turkish academicians in order to survey the use of ICT among faculty members and their perceptions of ICT in terms of familiarity, use and effectiveness. Results indicated that most academicians were familiar with outdated applications and used current educational technology in a rather old-fashioned way. Besides, the benefits of ICT were stated to be easy access to information, increasing student interest, and improvement in student learning.

However, this paradigmatic shift towards use of educational technologies had also some repercussions for the roles of schools and teachers. Research findings stressed that schools had the challenge of dealing with problems in integration of technology because teachers were not provided with technological content knowledge and skills to cater for needs of the students (Pass, 2008). Lack of training to provide teachers with the skills and knowledge needed for ICT use was reported to be a compounding the problem (Valdez, 2005). It is widely emphasized that new models of professional training including study groups, teacher networks, mentorship, task groups, research projects and resources centres should be utilized (Alberta Commission on learning, 2006; Birman et. al. 2000) instead of traditional models such as one-day in-service training without follow-up (Bowman, 2004). In addition, the need for a move from how computers and software work to how students learn with the assistance of ICT was acknowledged to be the main focus of training programs (Bowman, 2001).

In Turkey although current teacher training programs include well-planned courses to offer sufficient guidance to the use of modern technology for novice teachers, it is perceived that most teachers of English Language Teaching (ELT) have not had such an opportunity in their professional training. Therefore, identifying teachers' beliefs is very important since, after all, success of integration of ICT into teaching and learning depends on teachers' positive perception in it.

Previous studies focused mostly on pre-service teachers' beliefs in the use of technology in a certain discipline. At this point, it is observed that there is a need for research that specifically focuses on the integration of technology into teaching as perceived by teachers.

The purpose of this study is to elicit and analyse in-service English language teachers' perceptions of the use of technology in classroom practice in terms of its usefulness, advantages and disadvantages, integration into teaching practice, contribution to their learners' learning and skills development as well as teachers' views on institutional support.

Method

Participants

This research is based on data gathered from non native language teachers who are currently employed full-time by an EFL Preparatory School at one of the foundation universities located on the Asian side of Istanbul. The aim of the school is to teach the students English and academic skills that they will need in their academic studies in their respective departments. The university is a highly technological institution which provides personal computers for the students and teachers, high speed wireless internet connection, projectors in all classes, and smart boards in some classes. The library of the institution provides document cameras, microphones, videos and other media to assist instruction. In addition, the university uses the online Course Management System (CMS) or Modular Object Oriented Dynamic Learning Environment (MOODLE). The sample used in this study included nine instructors of the total population of 27. The participants expressed their perceptions of technology integrated language teaching in interviews and responded to an open ended questionnaire. The participants were all familiar with and required to use ICT tools in classroom instruction. The participants had varying teaching experience ranging from 7 months to more than 25 years. All of the participants were holders of a Master's Degree in ELT and experience with the Turkish education system as well as with learner profile.

Sampling and Data Collection

A convenience sampling model was used in the collection of data in this study. The instruments used in the data collection consisted of interviews and open-ended questionnaires eliciting the participants' opinions in the form of written documents and field notes. The interviews were used as primary data source and the open-ended questionnaire and the field notes were used as different sources of qualitative data to integrate the perceptions of the nine respondents into the final analysis for triangulation purposes.

Interviews

Interviews were conducted to elicit the views and experiences of the participants with using technology in their teaching. The interviews were semi-structured to encourage the participants to make open-ended comments on relevant points. The questions were not intended to be followed to the letter but were to be used as a means to encourage the participants to take part in an ongoing conversation as much as possible. The questions focused on the participants' professional training background in using technology, their perceptions of integrating technology, views on the shortcomings and benefits of using technology, perceptions concerning students' feelings and attitudes towards technology, and their institution's policy for technology in the context of teaching. A pilot interview was conducted - and its information content was evaluated upon its completion - to obtain adequate feedback to achieve sufficient clarity and validity of the instrument.

At the beginning of all interviews, the participants were briefed on the scope of the study and they were requested to sign a consent form. All interviews were video recorded.

Open-Ended Questionnaire

The open-ended questionnaire used in this research was distributed to nine English language teachers involved. The questions were deduced from the interview and they all focused on the areas highlighting participants' perceptions of technology integrated language teaching, whether or not they used technology in their classes and in what kind of activities, and their views on students' perceptions related to technology use. The teachers were instructed to give as much detail as possible in their written answers. The participants were informed that their names would remain anonymous and that the research information would not be available in raw data form to anyone other than the researchers. The participants were given a week to fill in and return the questionnaire. All participants returned their questionnaires in time.

Field Notes

A 50-minute intermediate-level class with 14 students was observed to see the teacher's use of technology and the students' involvement. The participant was informed of the purpose of the project and was told that his/her name will remain anonymous. The field notes were taken during the lesson in a running commentary which were later coded as explained below.

Data Analysis

The interviews were the primary data source of this research and the transcripts of the interviews were made from the video recordings by the researchers. The transcripts of these interviews were

analyzed with a focus on meaning coding, condensing the meaning and interpreting as discussed in detail in Miles and Huberman model (1994). To determine reliability number of agreements was divided by total number of agreements and disagreements. The findings revealed that initially there was 85% of agreement. The disagreements were resolved in further meetings. In the same vein, pattern coding was used to reduce "large amounts of data into smaller number of analytic units" (p. 69). Then, these thematic units and other codes that were derived from remaining transcripts were compared and contrasted in order to categorise the corpus data. At times meanings expressed by the interviewees were abridged and condensed into shorter forms so as to "analyze extensive and often complex interview texts by looking for natural meaning units and explicating their main themes" (Kvale; 2007).

Data from open-ended questionnaires and field notes were coded similarly. The main activities of data analysis involved searching for relevant parts of the data and analyzing them by comparing with the outcomes of the primary data source and by naming and classifying them.

The analysis of the data was conducted in five steps:

1. Transcription of interviews.
2. Coding transcripts
3. Coding the responses to the open-ended questionnaire and the field notes accordingly and comparing/ contrasting content to the primary data source content.
4. Summarising
5. Reporting

The categories were not previously determined and they emerged ad hoc in the process of coding and data analysis. In the end, data analysis of interview transcripts revealed, six categories which are:

1. Teachers' views of students' perceptions in technology integrated ELT
2. Definition of Technology
3. How Teachers Use Technology
4. Rationale for Integrating Technology into Teaching
5. Advantages and Disadvantages of Integrating Technology into English Language Teaching
6. Institution's Approach Towards Technology

Findings and Discussion

The data on teachers' perceptions of students' perspectives in technology integrated ELT indicate that students perceive technology as positively contributory to their learning because it provides motivation, practicality, hands-on real life learning experience, timely and consistent teacher feedback, opportunities to share learning outcomes and peer learning and it caters for multiple learning styles.

Almost all teachers believed that students thought positively of technology integrated language learning since it provided them with opportunities to learn from and share information with peers. In addition, they focused on the tight relationship between their students' positive perception of technology integrated language teaching and students' use of technology in their daily lives. VanSlyke (2003, p.1) cites Marc Prensky's famous analogy of native speakers and immigrants "Digital Natives, Digital Immigrants" to describe the generation gap distinguishing today's students as the 'digital natives' from their teachers-the 'digital immigrants' (2001). Needless to say, the phrase is still very popular because it emphasises the change which affects student profile in various facets. The digital

natives Prensky describes are "surrounded by digital media to such an extent that their very brain structures may be different from those of previous generations" (VanSlyke, 2003, p.1). Teachers demonstrated a great awareness of this shift in students' profile.

There was a point, on the other hand, that indicated some negative attitudes and emotions of the students. It was reported that technology created a sense of isolation among students because when technology is integrated into teaching it leads to a pause in student-teacher interaction due some pattern changes. In other words, it was suggested that teacher-to-student and student-to-student patterns disappeared because students were too busy with their laptops and responded neither to their peers nor to their teachers. Thus, due to this lack of communication, some negative attitudes and emotions were reported, as described by one of the respondents:

"Actually, it was very interesting to discover, you know, what they thought because we always think that they have very positive attitudes towards technology. But, it was surprising to find out that some of them had negative attitudes towards it as well; because they said that, you know, technology somehow creates distance; I do not know exactly how they worded it, but this is what I understood: distance in learning; they said, you know, in the past when there was no technology, the relationship between the students and the teacher was more natural, and they were closer; but now, through technology, everything is becoming more distant. That is what they said. But, they definitely agreed that it increases their motivation."

Another point marked differences between educational contexts and it was implied that there were inconsistencies in terms of educational culture between students' high school and university. As one of the informants explained briefly:

"They like it because they want to see more activities that can be integrated into their lessons, using their laptops. They like that and, because it is the first year they attend the university, they are not used to technology-integrated activities or lessons since they had not done any of that in their high school; so they love it."

Nowadays, in Turkish universities it is a common belief that the student profile seems to lack the skills and language needed to study at an English medium university. In other words, when students are asked to conduct research, use educational technologies for their lessons, write an academic essay, give an oral presentation, display study skills to pursue life-long learning or make use of advanced reading skills and strategies, they underperform, usually saying that they have not been exposed to these skills and strategies in their high schools. Except for some graduates of a number of high schools in Turkey, most students often experience adaptation problems in transition from high school to higher education. Aydin and McIsaac (2004, p. 109) comment on ICT use in Turkey arguing that "schools are not able to offer learning environments in which young generations can learn how to use constructive power and potentials of information technologies. The digital divide is getting bigger and only a small proportion of people have access to computers and the internet". Given these circumstances, students seem to have associated the educational technologies with the academia and, consequently, attribute value to using them.

The data on teachers' definition of technology demonstrates that the participants use the term to mean a combination of traditional media such as projectors, slides, word processing and new media, including Web 2.0 tools and CMS. The participants seem to possess a very broad understanding of technology varying from word processing to learner generated podcasts.

The following excerpts in Table 2 provide illustrations of the points mentioned above.

Table 1. Examples of Response and Observation Related to Definition of Technology

Data Collection	Examples
Interviews	Technology in education means using podcasts, blogs in language education, you know, in terms of language resources as well as professional development... Moodle ...online dictionaries.
Open-ended questionnaires	Using technology in language classes has been around since tape recorders, cassette players, videos and TVs started to be used in 1960s and after. With the widespread use of the internet, teaching and learning have gained a new dimension and it has become more dynamic and interactive... Web 2.0 tools such as blogs, podcasts, wiki pages are also of great help in my classes. However, open sources like Moodle or CMS are taking up considerable space and time in activities outside the classroom.

Participants stated that they used tools of educational technology with limited interactivity and static content as well as tools with more interactivity and dynamic content. However, the heavy reliance was on the former which demand that students be asked to search, read, watch and listen. Except participating in on-line discussions/forums in CMS and creating movies, students do not generally work on student generated tools such as blogs, learner generated podcasts and wikis that provide platforms to create one's own content. Consequently, it can be concluded that meaning of technology includes a diverse variety of software and hardware ranging from typing work on the one hand to using CMS and learner generated podcasts on the other.

The data analyses also revealed that the participants used technology to a) teach academic and linguistic skills in an integrated skills approach, b) encourage students to construct knowledge, c) expose students to life-long learning skills and strategies, d) cater for different learning styles, e) find and create teaching materials and f) create a motivating environment that is conducive to learning. The reflections of interviewees that portray general perceptions of technology use are summarised below:

Table 2. Examples of Response and Observation Related to Perceptions of Technology Use

Data Collection	Examples
Interviews	"Integrating skills, grammar, and vocabulary or just improving all of them together. Or it can be sources... actually authentic materials... created for users of the language, with which you can perhaps try to incorporate the tasks and level and, grade the tasks according to the level of your students and give them a nice good taste of authentic materials as well"

Open-ended questionnaires	Yes, I use technology in my classes. I use PowerPoint either to warm students up at the beginning of classes or to present a new grammar structure, giving input. I try to incorporate the internet into my classes... I also integrate moviemaker
Field-notes	The teacher uploaded the course material previously on CMS and students download it now and they follow the lesson from their laptops.

In addition to using technology to teach skills in an integrated way and building background knowledge, teachers also use technology in order to extend the borders of their classes. In other words, technology provides students with chances of studying on their own outside class. Participants stressed how they made use of technology so as to help students to access knowledge. It should be noted that teachers believe students should be guided and 'directed' in coping with on-line sources that they encounter. One respondent stated the following:

"While writing, first of all, they need to get some information about the topic. They can research certain websites we direct them to. To improve reading, for example, in order to activate their existing knowledge about the topic, they can do some research before they read the text. ...I mean for everything (I make use of technology). I can't really say that it is only used for vocabulary or reading; but, for any kind of activity technology is integrated into."

The analysis of the open-ended questionnaires support the data collected in interviews. The responses of the participants pointed to a similar use of technology and ways of teaching methodology. Furthermore, there were frequent remarks related to higher interactivity and wider chances of communication, as expressed by one of the informants:

"I ask my students to contribute to forum topics and make comments on their friends' ideas or to do video journals using the video component of the CMS. I also upload certain assignments and students download those assignments, complete them and upload them back on the CMS so that I can give them online feedback. In the classroom, I use smart board which provides an effective visual aid as well as practicality."

These results are not consistent with those of Odabasi (2000) and Sahin and Thompson (2006) who found that Turkish faculty members did not have much experience in using computer-related technologies but, rather, used traditional technologies. Responses of teachers mark a significant variation in the use of technology in a more innovative way which requires awareness in the consideration of a curriculum design and acquisition of educational objectives in the course of blending teaching with technology. Institutional support also plays a vital role in this change.

In general, the explanation related to how teachers make use of technology represents the general profile of language teachers. However, there are issues that are raised by some of the participants:

"They enjoy video journals, videos and other digitalised elements but there is a fine line keeping them focused on the lesson while implementing enough technology to keep them interested."

Here, the "fine line" refers to making efficient use of technology in a way which balances actual face-to-face teaching and technology integrated teaching. Heavy reliance on one of the teaching methods is stated to create boredom and loss of motivation. In a similar line of thought, one of the interviewees declared that, at times, traditional teaching methods are more effective in motivating the

students over technology integrated teaching because in some teaching/learning situations traditional methods are more practical and real-life like.

Another point addresses learners' participation in the use of educational technologies. During the class observation, it was seen that the teacher acted as a guide when she set the task and students seemed to be actively participating in it. One interviewee commented on students' roles and stressed the significance of constructivist approach in education by saying that setting a learning environment which fosters discovery, in which students create the meaning themselves, and active participation can trigger longer motivation. As one informant put it in a nutshell:

"If the students are involved in technology themselves, rather than being presented some sort of grammar items through technology by the teacher; then, they love it. But, if it is only the teacher using technology in the class, then you do not have their motivation most of the time."

On the other hand, in the classroom observation it was marked that some students had difficulty in understanding the instructions given by their teacher and following the flow of the lessons. Students were observed to have difficulty in analysing and synthesising information because they relied on details in the given task rather than focusing on general meaning and multi-tasking.

The data on teachers' rationale behind integrating technology revealed that it : a) is perceived as a necessity in the information age, b) is compatible with teaching methodology, c) brings about more motivation, participation and attention in students which consequently leads to better achievement, d) has the potential to make English class more enjoyable, e) provides easy access to information, f) enhances the relationship between the instructor and students through frequent interaction and instant feedback, g) can make learning more meaningful and h) is environment-friendly.

The excerpts below in Table 4 portray the variety of reasons that play an important role in teachers' decisions:

Table 3. Examples of Response Related to Rationale for Integrating Technology

Data Collection	Examples
Interviews	"I usually like integrating technology. I like them to see it for themselves constructing meaning in these group works... Also, in the long run, it reflects mostly to their test results not by that lesson itself of course but making it into a process of learning, you can actually attain more focus from the students and perhaps you can actually attain more personal input from them, which is something we are always trying to maximize... their personal input.
Open-ended questionnaires	It is highly possible to have a student-centred lesson by integrating technology into lessons moreover, I feel that using technology enhances the relationship between the instructor and the students because students think that their teacher is trying to do something fun and motivate them.

In addition to creating knowledge, attaining personalised input from students and increasing motivation, teachers' positive attitudes towards use of technology were also stated to be a motive for its integration in language teaching. One of the informants expressed:

"I like it a lot. I like using technology in the classroom."

Furthermore, student profile in terms of their familiarity with using technology in their daily lives was another frequently voiced factor, as indicated by one informant:

"Well, students are now all technology based; you know, when they get out of the classroom they go onto Facebook; they go onto their MSNs; they write to their friends; they e-mail to their friends; they chat on the internet. So, they grew up with this kind of technological devices. So, they are familiar with it. So what can the teacher do? Teachers can make use of it as much as possible."

However, it was stated that reluctance was observed in some teachers towards using technology in their lessons for they did not receive a prior training in it. As a result, they learned such skills from peers or they simply learned themselves.

In conclusion, at this point, it is important to note that positive effects of technology integration can take place if this integration is deliberately inserted in the curriculum and the daily practice to achieve carefully designed outcomes. In other words, it should turn into "a process of learning". One of the interviewees focused on the necessity of systematic integration of technology in language teaching saying that it should be done in an organised fashion.

"But, there need to be organised activities – not like 'bring your laptops to class, OK, let's do this and let's do that.' Not in that sense; but, really thinking about it in a systematic way, maybe, well, teachers design materials for students, but making it as student-centred as possible. If it is only teacher-centred, then, students will not be motivated."

Quite contradictory with the previous 'lack of communication' remark, it is amazing to see that some teachers give credit to its power to enhance the relationship and communication between teachers and students.

The data suggested that participants acknowledged not only advantages but also disadvantages in terms of inaccessibility of technology due to its cost and/or technical difficulties and lack of teachers' operational knowledge.

Table 4. Examples of Response Related to Related to Disadvantages of ICT

Data Collection	Examples
Interviews	"It clearly has significant advantages. However, for certain contexts; one can not overlook the fact that technology is a costly thing. You may not always have it within your reach. It is not available in every school, class or institution...Can you get technology into the classrooms, into the schools? Well, if you can, then, what can be a disadvantage for the teacher? I do not think that there would be actually any disadvantages in terms of results or outcomes. However, it could mean that teachers have to actually train themselves.
Open-ended questionnaires	They using technology but it is a dangerous game. To use notebooks in class tempts them to fall prey to Facebook and MSN and they lose focus. They enjoy video journals and other digital elements but it is a fine line; keeping them focused on lesson while implementing enough technology to keep them interested.

Field notes Some students are multitasking and seem to find it difficult follow the lesson. I mean they are in the class but they are not.

In addition to the cost, teachers also pointed to issues relating to the lack of confidence and skills in using technology and potential technical problems encountered. Furthermore, responses also indicated an important need for an in-service training which involves professional development in understanding how technology supports education by pairing technology with instructional strategies. It was asserted that training should target both teachers and students. Besides, tendency towards 'overusing technology' was mentioned. In other words, it was stressed that teachers should be careful in how they make use of technology and evaluate how it can contribute to students' performance.

Another commonly stated disadvantage concerns finding the necessary information and materials without wasting time and effort. It was suggested that student profile did not have the necessary skills for finding accurate information, evaluate sources, cite form those sources and protect themselves from the harms of the virtual environment and that there was a need for training. It should also be noted that creating a lack of communication between teacher and students was stated among the disadvantages.

The data on the institution's approach to technology demonstrated the participants' strong appreciation of their institution's positive attitude and the support in encouraging teachers to use technology.

Table 5. Examples of Response Related to Institution's Approach

Data Collection	Examples
Interviews	"...We can get help from IT people at the institution...My current institution is very positive on the issue. We are currently equipped with projectors; all teachers and students have PCs. We have cameras; you know, intelligent boards, whiteboards or interactive boards
Open-ended questionnaires	Based on the feedback I received from my students, they're- since most of them are digital natives- quite happy to be able to use their laptops that the university provided effectively.
Field notes	The teacher uploaded the course material on techniques for summarising and paraphrasing on CMS and students downloaded that. The teacher reminded the students of their research project and the articles and podcasts they found from the databases and the net and say that they would need these skills in order to use information.

Class observation and responses given to open-ended questionnaires supported the interviews in that participants have highly positive views on the institutional support.

Conclusion

In conclusion, the study marked a noticeable positive perception of technology integrated teaching among the participating in-service language instructors. Despite lack of professional training on ICT during pre-service and in-service, the outcomes of the study demonstrated that practitioners managed

to cope with the rapid advances in their profession through their interaction with their peers or on their own as well as by receiving IT support from their institution. Participants demonstrated a high level awareness of both advantages and disadvantages and stated that the benefits outweighed its negative effects. Furthermore, the study indicated that participants blended technology with their teaching to provide their learners with opportunities for building knowledge, life-long learning skills and strategies, different learning styles, a motivating environment as well as academic and linguistic skills in an authentic and integrated way. Teachers believed that technology contributed to foreign language development by offering opportunities for facilitating a hands-on, interactive and cooperative learning experience, linking learning to real life academic skills, fostering motivation and providing instant access to information.

In addition, participants' responses revealed a need for training in technology use for both teachers and learners. This training should provide both "how-to" and "know-why" experience (Sahin & Thompson, 2006, p.82) in order to combine ICT with teachers' pedagogical skills and their overall teaching methodology. It is the contention of the participants that availability of educational technology is not entirely enough to enhance teaching and learning. In other words, it was also suggested that technology on its own is not a "magical wand" or "a silver bullet." Without a deliberate and careful consideration of curricular objectives, teaching methods and knowledge, teachers should not be expected to maximize achievement.

It was also observed that participants' positive attitudes were shaped by institutional policies concerning utilization of technology because educational technology and resources were mentioned frequently.

Future research can explore the existence of a relationship between teacher perceptions and actual student performance. In addition, teachers' beliefs and attitudes can be compared with the students so as to identify and prioritise necessary areas for training.

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Appendix 1

Interview Questions

1. Have you had any training about using technology in teaching?
Can you please explain?
2. What do you think about integrating technology into teaching?
3. What do you think are the shortcomings and benefits of using technology in teaching learning?
4. Do you use technology in your classes? If yes, how? For what kind of activities do you use technology in your class?
5. How do students feel about technology integrated lessons?
6. What is your institution's policy towards technology integrated teaching and learning?

Appendix 2

Open-Ended Questionnaire

Dear Colleague,

I am conducting a qualitative study exploring **perceptions of English language teachers about technology integrated language teaching**. I would be very pleased if you could contribute to the research project by answering the open-ended questions below. Please give as much detail as possible.

Thank you very much for your time.

- 1. What do you think about integrating technology into teaching?**
- 2. Do you use technology in your classes? If yes, how?
For what kind of activities do you use technology in your class?**
- 3. How do students feel about technology integrated lessons?**