

A RESEARCH ABOUT THE ENGLISH LANGUAGE TEACHERS' USE OF INSTRUCTIONAL TECHNOLOGIES IN TURKEY*

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ABSTRACT

21st century is referred to as the information age or the digital age. In this age information and communication technologies have developed rapidly and affected all fields of our lives. Education is also one of these fields that has been affected. This study aims to define what the technological infrastructures and facilities of the schools are and to what extend the teachers can use instructional technologies in teaching English as a foreign language. Anatolian High Schools have been chosen as the research field because they mainly focus on teaching a foreign language. Thus, the technological infrastructures and facilities of all Anatolian High Schools in Istanbul and the instructional technologies skills of the teachers who work there have been researched and data have been collected by means of interview and a questionnaire.

Key Words: Instructional Technologies, Instructional Technologies Skills, Online Applications, Offline Applications.

ÖZET

21. yüzyıl bilgi toplumu, bilgi çağı, dijital çağ olarak tanımlanmaktadır. Bu çağda bilgi ve iletişim teknolojileri hızla gelişmiş ve yaşantımızın her alanına girmiştir. Eğitim de bu gelişmelerden etkilenmiştir. Bu bağlamda, Türkiye'de İngilizcenin yabancı dil olarak öğretiminde okulların teknolojik alt yapılarını ve öğretmenlerin eğitim teknolojilerinden ne derece yararlandıklarını ve olanaklarının neler olduğu saptamak amaçlanmıştır. Yabancı dil öğretimi ağırlık noktası alan Anadolu Liseleri temel inceleme alanı olarak alınmıştır. İstanbul ilinde bulunan bütün Anadolu Liselerinin teknolojik olanakları ve bu okullarda

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görev yapan öğretmenlerin öğretim teknolojileri becerileri, anket ve görüşme veri toplama yöntemleriyle araştırılmıştır.

Anahtar Sözcükler: *Eğitim Teknolojileri, Eğitim Teknolojileri Becerileri, Çevrimiçi Uygulamalar, Çevrimdışı Uygulamalar.*

INTRODUCTION

Technological development has deeply affected culture and information exchange and has radically altered information and communication technologies in the contemporary world. 21st century is often referred to as the information age. In this age information and technological developments are increasing with breathtaking speed. Many fields are affected by the digital innovations and education is one of these fields. Today's classrooms underwent deep and fundamental changes. There is a huge difference between the traditional classrooms of the 20th century and the modern multimedia classrooms of the 21st century. It is a fact that technological developments and new materials cannot be overlooked in effective foreign language teaching. Warschauer, Shetzer and Meloni stress the importance of changing conditions and technology below.

"Many schools in developed countries are now wired for the Internet, inspiring grassroots effort to reform education in order to take better advantage of information technology."
(Warschauer, Shetzer and Meloni 2000:1)

The Internet and computers have already taken their places in the classrooms and teachers entering these classrooms must have training and skills to merge today's technologies into learning activities and strategies. Teachers' responsibilities and skills they have to possess also increase in line with these technological developments. Technology on its own is not enough because teachers have to integrate and use them in their lessons.

"... we should not lose sight of the fact that it is the teacher, not the technology, who determines the quality of the learning that takes place in the classroom" (Richards, Renandya 2002: 361)

Richards and Renandya stated that teachers must improve their technological skills and capacities in order to adopt themselves to the changing conditions. Fisher et al. see technology as a catalyst.

“... teachers and researchers found that having an array of tools for acquiring information, thinking and communicating allows more children more ways to become successful learners. But they also found that technology itself is a catalyst for change, encouraging fundamentally different forms of interactions among students and between students and teachers...” (Fesher, Dwyer, Yocam 1996: 7-8)

In line with this idea, this article aims to describe the use of instruction technologies and language teaching materials of English language teachers. Thus, Anatolian High Schools, which mainly focus on foreign language education, have been selected as research area.

2. METHODOLOGY

This study aims to investigate the following in the Anatolian High Schools in Istanbul.

- The profile of English Language teachers working in Anatolian High Schools in Istanbul (sex, age, experience years, level of education, reason for choosing this profession, faculty type the teachers have graduated from).
- The possibilities and facilities of technology use of the English language teachers in Anatolian High Schools.
- How many teachers can use the technological facilities of their schools?
- What technological skills do the teachers possess?
- What technological infrastructures and facilities are missing in the schools?
- Where did the teachers get training about the instructional technologies?
- If the teachers don't have the necessary skills do they want to get training
- Do the Anatolian High Schools have web pages
- Can the English language teachers put some information on the web pages of their schools
- Are the teachers interested in the laptop computer campaign of the Ministry of Education?

2.1 PARTICIPANTS

The scope of the research has been the total population of the English language teachers working in all Anatolian High Schools in Istanbul in 2004-2005 education year. In total 316 English language teachers were working in total 39 Anatolian High Schools in 2004-2005 education year. As a research method, a questionnaire has been used for these 316 English language teachers who worked in these Anatolian High Schools in Istanbul. 252 English language teachers out of 316 have answered the questionnaire but the number of valid/proper answered questionnaires was only 241 and this equals to 76.26% of the total English language teachers of Anatolian High Schools in Istanbul. These 241 answered questionnaires form the basis and data of this study. These figures are summarised in Table 1 below.

Table 1: Total number of questionnaires

Total number of the English language teachers working in Anatolian High Schools in Istanbul	316	
Teachers who didn't answer the questionnaire	64	20.25 %
Improperly answered questionnaires	11	3.48 %
Valid questionnaires	241	76.26 %

With this questionnaire, English language teachers have been asked to state their capabilities/facilities regarding the use of instructional technologies and computer skills and Internet technologies within the context of ELT. The findings of this research, especially data about instructional technologies in 39 Anatolian High Schools in Istanbul and teachers' skills and facilities will be defined and discussed in this article.

2.2 INSTRUMENTATION

In this research two types of data collection technique were used: Interview and questionnaire. School administrators have been interviewed to get some statistical data like (schools' Internet access facilities, speed of the Internet, number of English language teachers, number of students, number of classrooms) about their schools (see appendix 1) and a questionnaire was used to collect data from English language teachers. With this questionnaire data from English language teachers, working in Anatolian High Schools in Istanbul was collected. The questionnaire was first tested with the experienced teacher trainers who work in Istanbul University, Faculty of Education. Considering the feedback of these teacher trainers, the questionnaire was improved. Then the questionnaire was given to all 316 English language teachers working in different 39 Anatolian High Schools in Istanbul. Enough time (approximately 1-2

weeks) was given to the teachers for completing their questionnaires. The questionnaire consists of 4 parts. It has got 11 questions and these 11 questions have 148 answer options. The 4 parts can be summarised in the following way; part one is about the demographic information of the teachers, part two is about the audio, visual and audio-visual materials use, part three is about online and offline applications and, finally, part four is concerned with the teachers' training, adequacy and problems in the use of instructional technologies. In the questionnaire two types of questions have been used namely, open-ended and close-ended questions.

3. DATA ANALYSIS

Data of this research have been collected by means of a questionnaire and interview. Later the collected data have been typed into **Microsoft Excel Worksheet** then all of this raw data have been processed. Frequency and percentage tables have been obtained with this process. For the sake of understanding most of the data have been visualized by means of tables, column and pie graphics.

4. FINDINGS

4.1 FINDINGS ABOUT THE DEMOGRAPHIC PROFILE OF THE TEACHERS

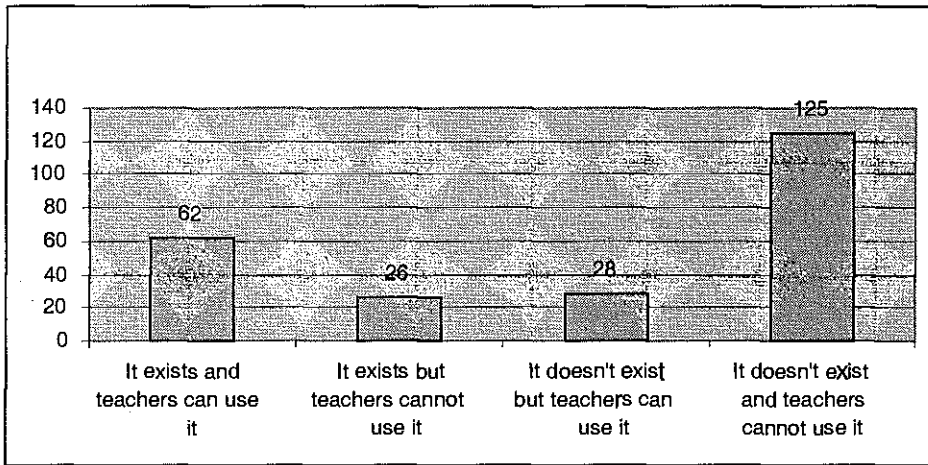
- In these 39 Anatolian High Schools there are in total 316 English language teachers, 869 classrooms and 24.280 students. The average number of students for 1 English language teacher is 76 students. The average number of students for 1 classroom is 27 students.
- Another finding of this research is that there are in total 979 computers in these 39 Anatolian High Schools. The average number is 1 computer for every 24 students.
- All Anatolian High Schools have access to the Internet. Their speed varies between 256 Kbps and 512 Kbps. This is a good sign because once they have this access later they can have faster Internet connection.
- Within the 39 Anatolian High Schools English is the first foreign language in 31 Anatolian High Schools and German is the first foreign language in 8 Anatolian High Schools. This shows that English is preferred by the majority in Turkey and it is recognised as the *Lingua Franca* in Turkey. 79% of the Anatolian High Schools preferred English as the first foreign language.

- If we look at the demographic profile of the teachers we see that 56 teachers out of 241 are male and 185 teachers out of 241 teachers are female. We can say that female teachers with a percentage of 77% are quite dominant in the Anatolian High Schools in Istanbul.
- Another question that has been asked is about teachers' level of education. 224 teachers have B.A. degree, 17 teachers have M.A. degree and none of the teachers have a Ph.D. degree.
- In the questionnaire, teachers were also asked why they had chosen this profession. 221 English language teachers chose this profession willingly, 14 teachers chose it by chance and 6 teachers are in fact from another field. So 92% of the teachers chose this profession purposefully and the remaining 6%+2%= 8% chose it unwillingly.
- This study also aimed to find out the faculty types the teachers graduated from. It has been seen that 163 teachers graduated from Faculties of Education, 60 teachers graduated Faculties of Science and 18 teachers graduated from other faculties. 68% of the teachers are graduates of Education Faculties.

4.2 FINDINGS ABOUT ONLINE AND OFFLINE APPLICATIONS

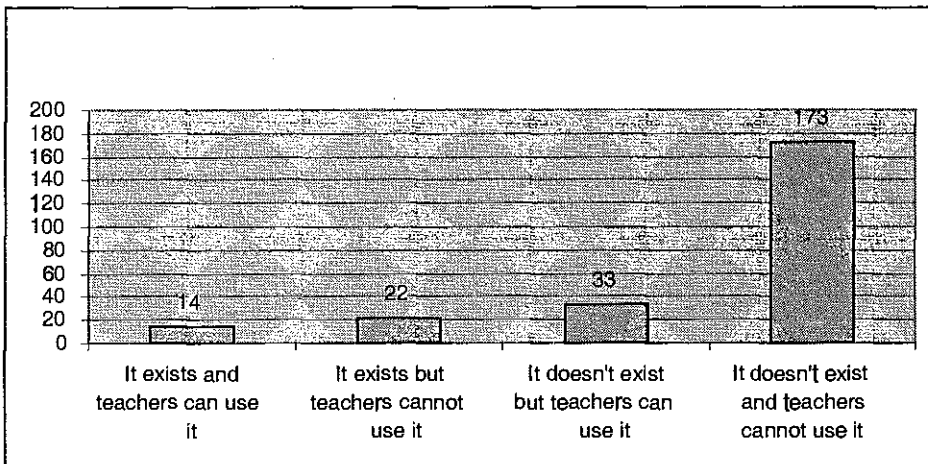
Following the demographic profile questions, teachers were asked about the online and offline applications and below are the results of their answers. For the answers of this part the questionnaire had four columns. Teachers were asked to tick only one of these four columns. In the first column, the related technological device or infrastructure exists in the school and teachers can use it. The second column, the related technological device or infrastructure exists in the school but teachers cannot use it. In the third column, the related technological device or infrastructure does not exist in the school but teachers can use it. In the fourth column, the related technological device or infrastructure does not exist in the school and teachers cannot use it. Moreover the technological applications were divided into two as online and offline applications.

- The first question of the online applications was about the e-mail projects. Teachers were asked if they could use it and if this technological facility existed in their school. The answers for this question can be seen below in Graphic 1. In this graphic, 62 teachers said e-mail project facility exists and they can use it, 26 teachers cannot use it although this facility exists in their school, 28 teachers can use it but this facility does not exist in their school and 125 teachers said that it doesn't exist in their school and they cannot use it.



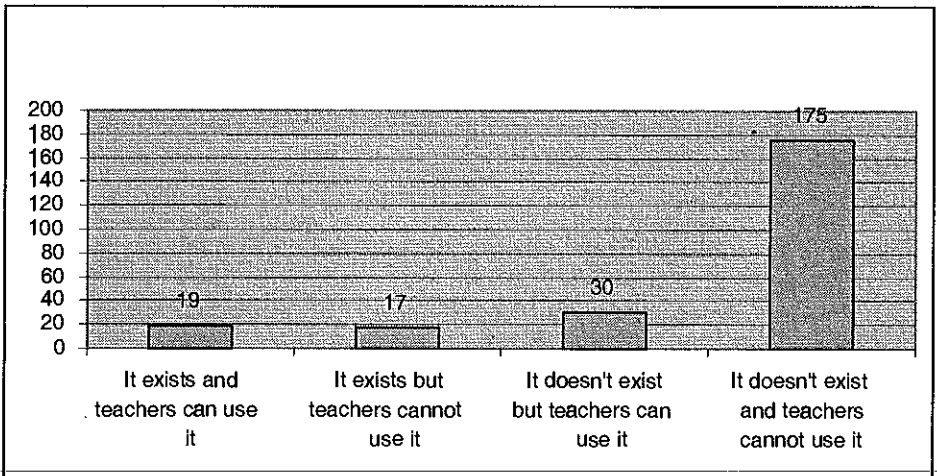
Graphic 1: Online / e-mail projects

- Next question was about synchronous web based education. Teachers' answers are shown in Graphic 2. 14 teachers said web based education facility exists and they can use it, 22 teachers cannot use it although this facility exists in their school, 33 teachers can use it but this facility does not exist in their school and 173 teachers said that it doesn't exist in their school and they cannot use it. So the majority of the teachers cannot use this application.



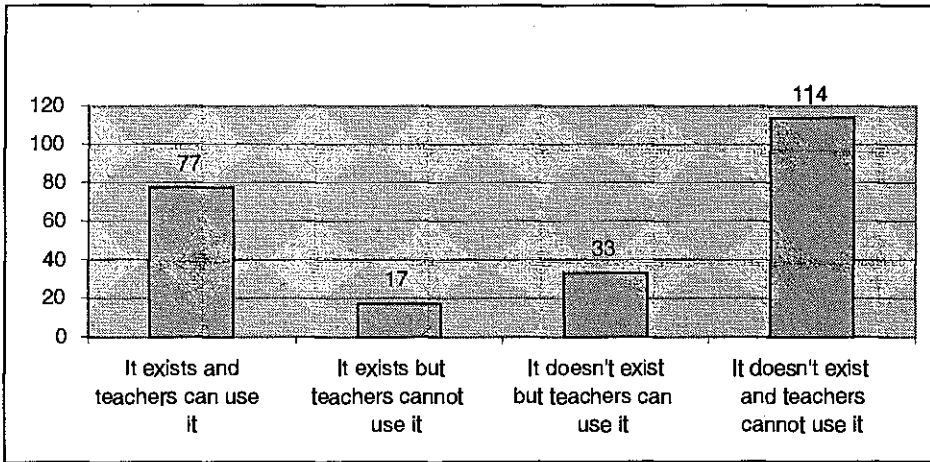
Graphic 2: Online / synchronous web-based education

- Next question in the questionnaire was about asynchronous web-based education. This application is similar to synchronous web-based education but the difference is participants don't have to participate to their classes, courses in real time. They can complete their assignments within a given time limit but not at the same time. 19 teachers said asynchronous web-based education facility exists and they can use it, 17 teachers cannot use it although this facility exists in their school, 30 teachers can use it but this facility does not exist in their school and 175 teachers said that it doesn't exist in their school and they cannot use it. (See Graphic 3)



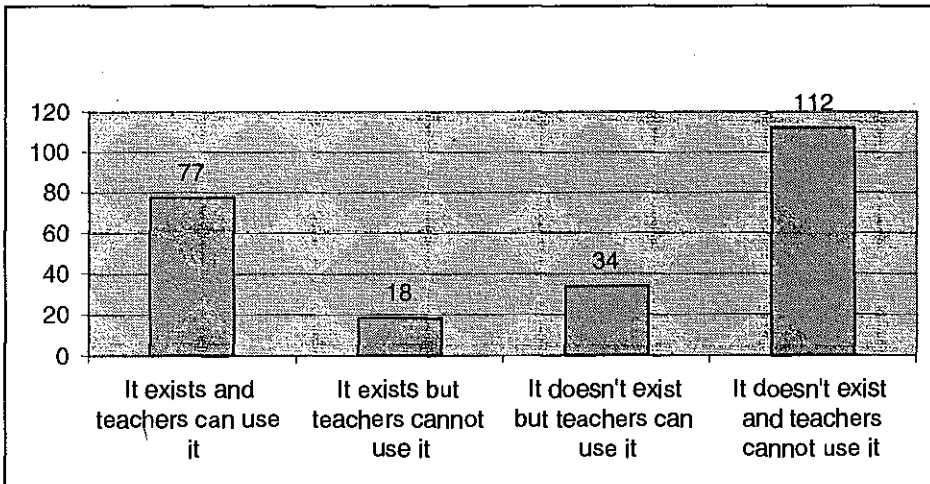
Graphic 3: Online / asynchronous web-based education

- Another online application question was related with online e-newspapers, e-magazines etc. Could teachers make use of this Internet facility? As seen in Graphic 4 the percentage of the teachers who can use it increases. 77 teachers said online e-newspapers, e-magazines etc facility exists in their schools and they can use it, 17 teachers cannot use it although this facility exists in their school, 33 teachers can use it but this facility does not exist in their school and 114 teachers said that it doesn't exist in their school and they cannot use it.



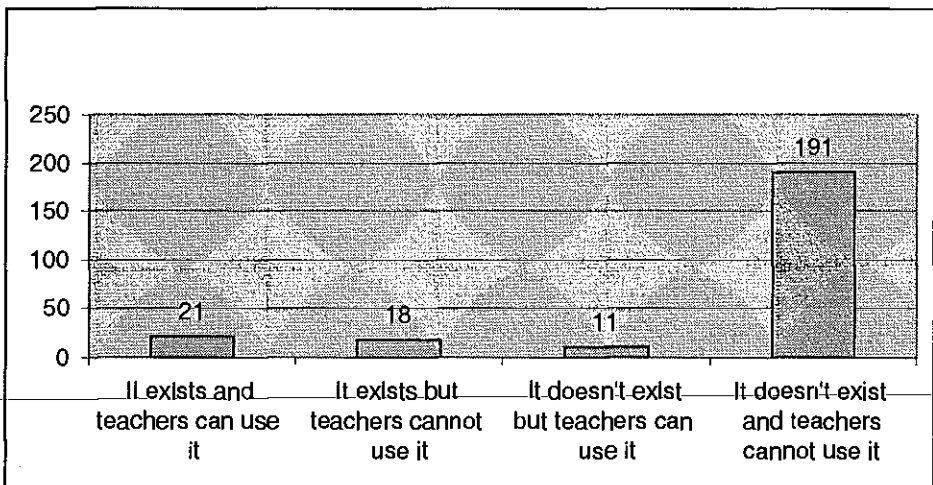
Graphic 4: Online / e-newspapers, e-magazines

- Next online facility was online dictionaries. It is known that there are plenty of online dictionaries in many languages on the Internet. People can use them with the condition that they are connected to the Internet. The results of this question are summarised in Graphic 5. 77 teachers said this facility exists and they can use it, 18 teachers cannot use it although this facility exists in their school, 34 teachers can use it but this facility does not exist in their school and 112 teachers said that it doesn't exist in their school and they cannot use it.



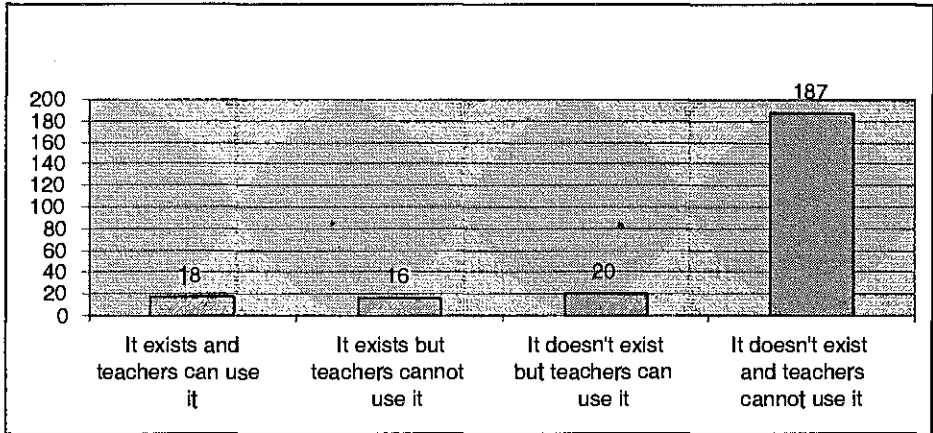
Graphic 5: Online / dictionaries

- Teachers working in Anatolian High Schools in Istanbul were also asked if they could use concordance. Chapelle (2001:10) says "concordance software is used to identify words or expressions requested by the user and display them with reference to the lines in which they occurred in a text." In terms of concordance use, the number of teachers who cannot use it is very significant and is shown below in Graphic 6. Only 21 teachers said concordance exists and they can use it, 18 teachers cannot use it although this facility exists in their school, 11 teachers can use it but this facility does not exist in their school and 191 teachers said that it doesn't exist in their school and they cannot use it.



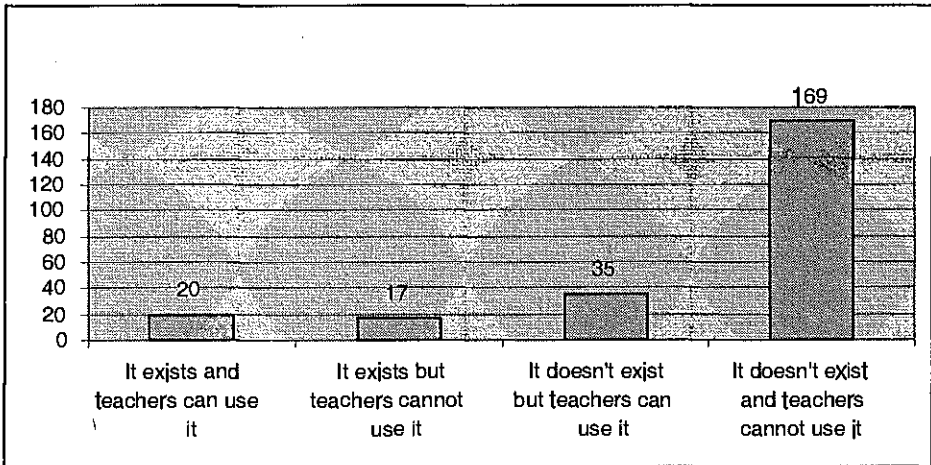
Graphic 6: Online / concordance

- Teachers were also asked whether they made use of the interest groups like well-known Yahoo Groups (photography, ELT, automobiles etc). The results were surprising because the number of teachers who could use it was quite low. The results of this question are shown below in Graphic 7. 18 teachers said this facility exists and they can use it, 16 teachers cannot use it although this facility exists in their school, 20 teachers can use it but this facility does not exist in their school and 187 teachers said that it doesn't exist in their school and they cannot use it.



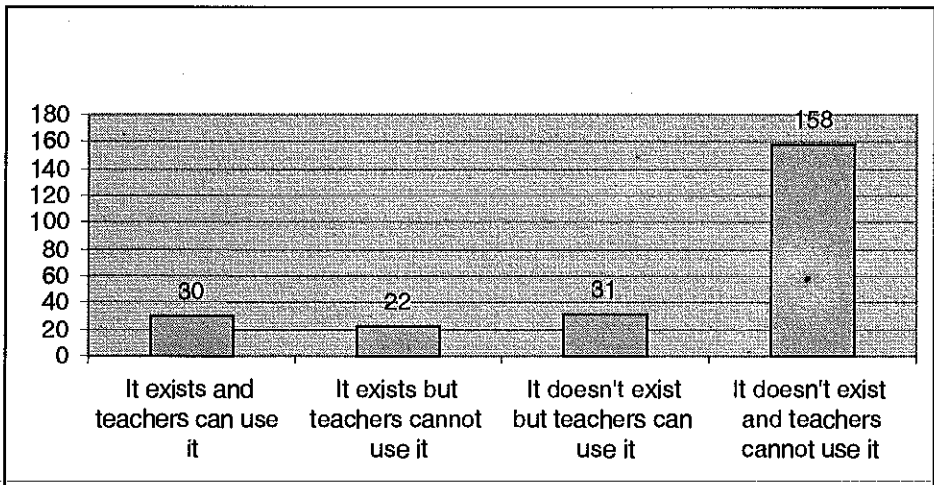
Graphic 7: Online / interest groups

- Next question was about the online digital libraries. Digital libraries offer a wide selection of books and resources for teachers and students. They are becoming the largest reference libraries. Therefore the use of digital libraries is also very crucial. Therefore the use of digital libraries has been added to this questionnaire as well and the results are shown below in Graphic 8. Not many but only 20 teachers said they could use it, 17 teachers cannot use it although this facility exists in their school, 35 teachers can use it but this facility does not exist in their school and 169 teachers said that it doesn't exist in their school and they cannot use it.



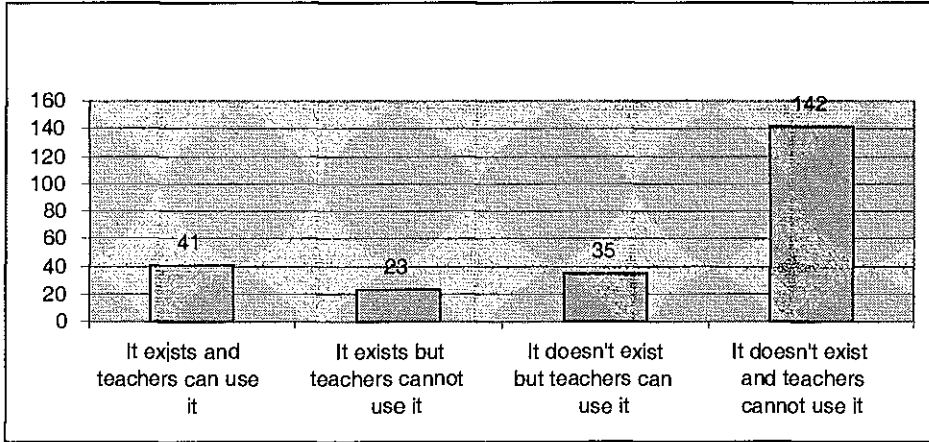
Graphic 8: Online / digital libraries

- Another ease that the internet offers its users is Online translation websites. Users can copy and paste texts into boxes and the text is translated within a few seconds. This facility is especially for people who are interested in language or language learning. Graphic 9 below shows the results of this question. 30 teachers said online translation facility exists and they can use it, 22 teachers cannot use it although this facility exists in their school, 31 teachers can use it but this facility does not exist in their school and 158 teachers said that it doesn't exist in their school and they cannot use it



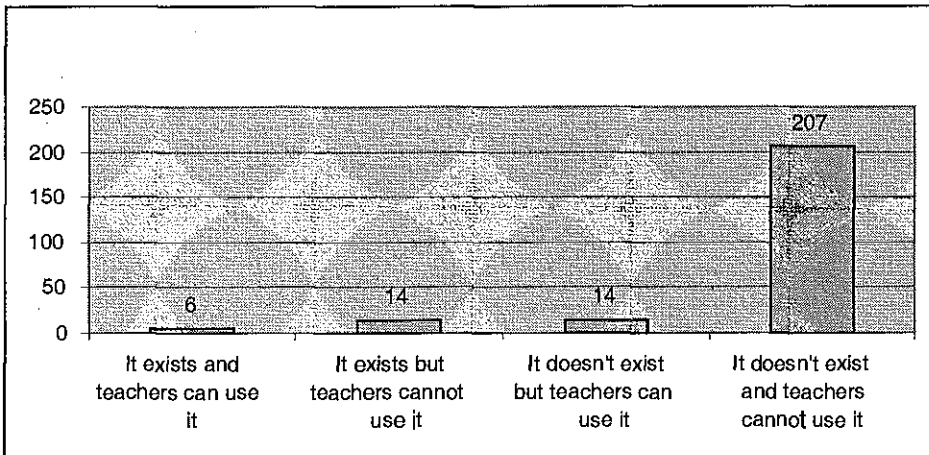
Graphic 9: Online / translation websites

- There are online practice websites for people who are learning a language and for teachers who want to prepare a worksheet quickly. As seen in Graphic 10 here the number of teachers making use of this facility increases but the majority of teachers still don't use this facility. 41 teachers said this facility exists and they can use it, 23 teachers cannot use it although this facility exists in their school, 35 teachers can use it but this facility does not exist in their school and 142 teachers said that it doesn't exist in their school and they cannot use it.



Graphic 10: Online / practice websites

- Video conferencing is also an important application that Internet provides its users. Teeler et al (2000:4) define it as "communicating via a live video link over the Internet." Especially schools in different locations in the world can have discussions, debates or a common lecture by means of video conferencing. Graphic 11 show the results of this question. Only 6 teachers said video conferencing facility exists and they can use it, 14 teachers cannot use it although this facility exists in their school, 14 teachers can use it but this facility does not exist in their school and 207 teachers said that it doesn't exist in their school and they cannot use it

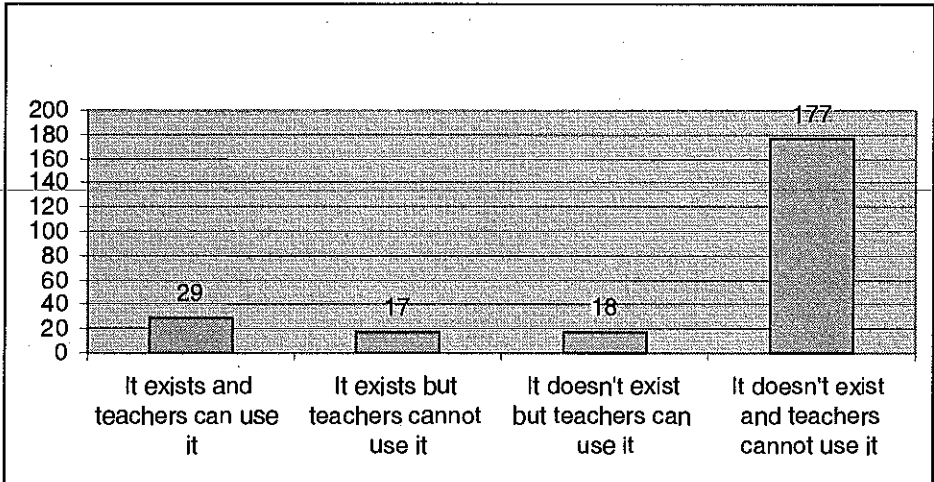


Graphic 11: Online / video conferencing

- The following applications can work without Internet connection therefore they are called offline applications. The following applications, software and programs can be stored on hard disk or can be retrieved from a CD/DVD. Multimedia is using besides the text also other medias like video and/or sound and/or animation and/or pictures etc. Jonassen et al defined multimedia as

Multimedia represents the integration of more than one medium into some form of communication. The media represents different modes of experience, including visual, auditory, olfactory, tactile and even gustatory. (Jonasson et al 2003:166)

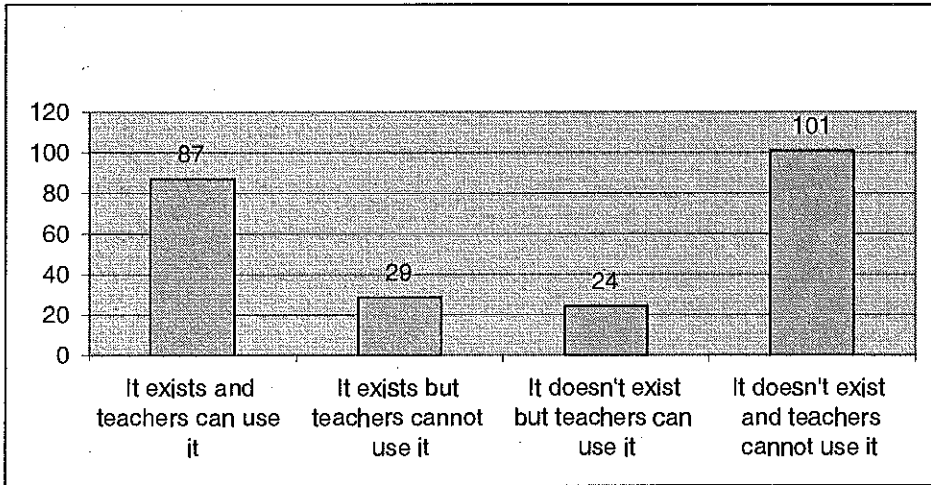
For an effective teaching, teachers must make use of multimedia facilities of computers. Teachers have been asked whether they use it or not and the results are shown in Graphic 12 below. 29 teachers said they can use multimedia, 17 teachers cannot use it although this facility exists, 18 teachers can use it but this facility does not exist and 177 teachers said that it doesn't exist in their school and they cannot use it.



Graphic 12: Offline / multimedia

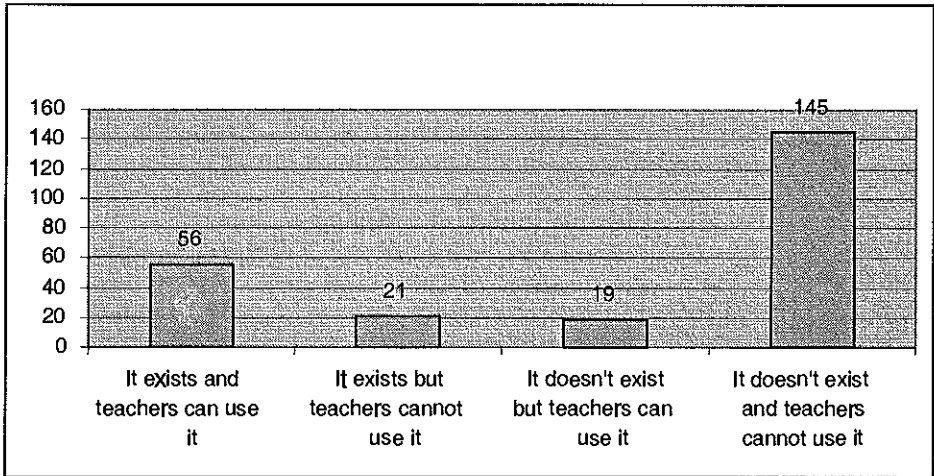
- Today language teaching CDs are more effective than books because these CDs provide voices/ phonetics/sounds, in addition students can record their own voices and check them. There are short videos in them and there are tests. So, using language teaching CDs is also

important for teachers and students. Graphic 13 below, shows the results of English Language Teachers. 87 teachers said this facility exists and they can use it, 29 teachers cannot use it although this facility exists in their school, 24 teachers can use it but this facility does not exist in their school and 101 teachers said that it doesn't exist in their school and they cannot use it.



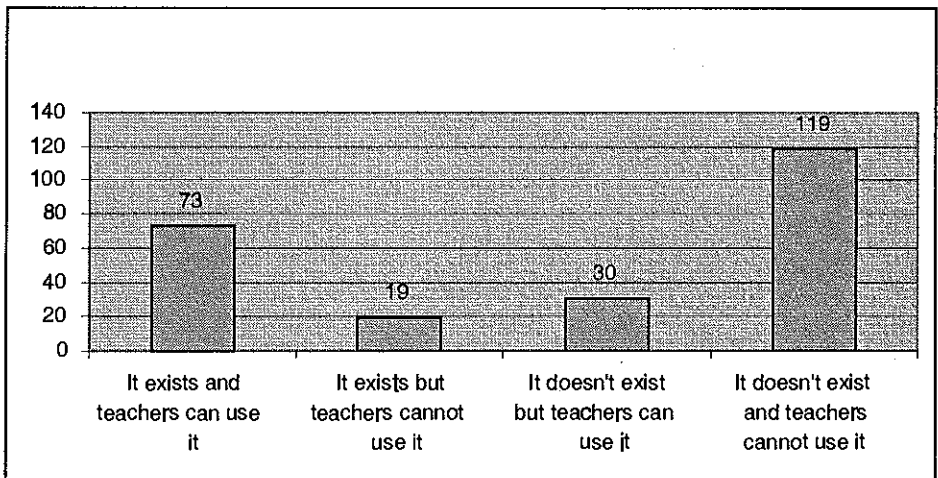
Graphic 13: Offline / Language teaching CDs

- Intranet is a technological infrastructure that can be seen in big institutions like companies, banks etc. Without needing the Internet the computers are connected to each other. Crystal (2001: 3) defines intranets as "local network, or some local set of connected networks". Big scale institutions use this facility to train their staff. The teacher can use a central computer and all other course participants- even participants that are located at far distances- can see the information of the central computer on their screen. Graphic 14 shows us the results of intranet use. 56 teachers said intranet facility exists and they can use it, 21 teachers cannot use it although this facility exists in their school, 19 teachers can use it but this facility does not exist in their school and 145 teachers said that it doesn't exist in their school and they cannot use it.



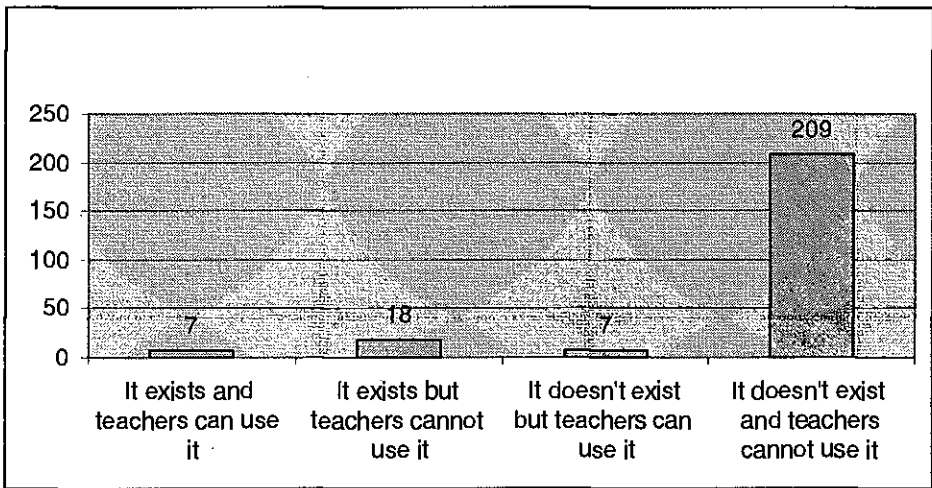
Graphic 14: Offline / intranet

- Electronic dictionaries are another resource for language learners. People can find unknown words in no time and even hear their pronunciation. So, teachers have been asked if they could use electronic dictionaries. The results are shown in Graphic 15 below. 73 teachers said they can use it, 19 teachers cannot use it although this facility exists in their school, 30 teachers can use it but this facility does not exist in their school and 119 teachers said that it doesn't exist in their school and they cannot use it.



Graphic 15: Offline / electronic dictionaries

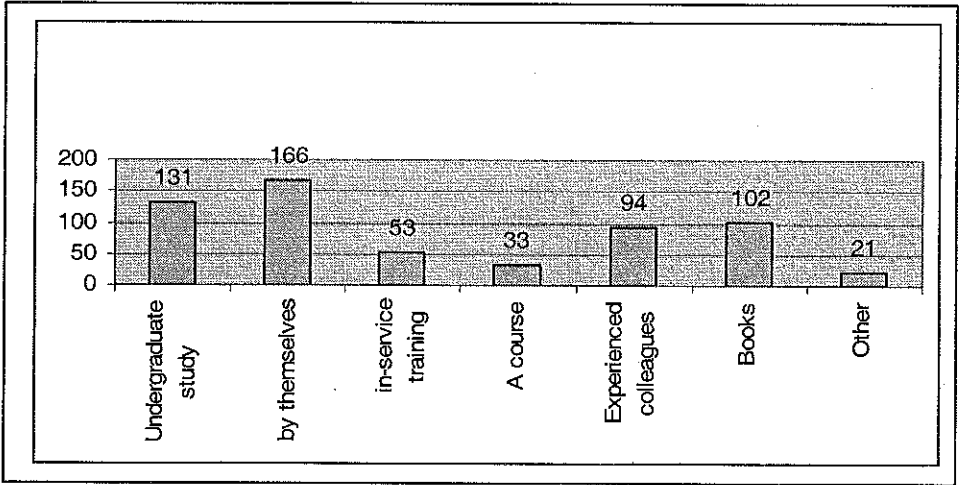
- The last offline application was authoring systems. Authoring systems help the teachers in preparing materials like worksheet, quizzes, exam papers etc. Authoring systems are user-friendly applications and teachers don't need very specific computer programming skill/information. Graphic 16 shows us the result of the use of Authoring Systems. 7 teachers said this facility exists and they can use it, 18 teachers cannot use it although this facility exists in their school, 7 teachers can use it but this facility does not exist in their school and 209 teachers said that it doesn't exist in their school and they cannot use it.



Graphic 16: Offline / authoring systems

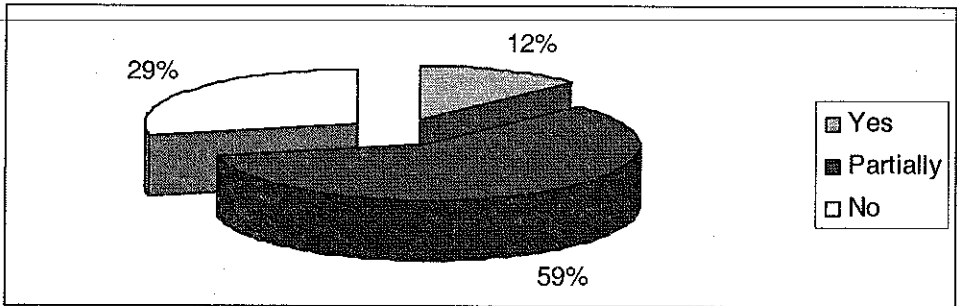
4.3 FINDINGS ABOUT THE TEACHERS' TRAINING, SKILL AND PROBLEMS

- Teachers were asked how they learned to use instructional technologies, where they got their training and education. In this question teachers had the option to tick more than one; therefore, the total number of the ticked options is more than the total number of the teachers. Results of this question are shown in Graphic 17 below. 131 teachers had their training in undergraduate study, 166 teachers learned by themselves, 53 teachers learned in in-service training, 33 teachers learned in a course, 94 teachers learned from other experienced colleagues, 102 teachers learned from books and 21 teachers ticked other options. This can be shown in the following graphic.



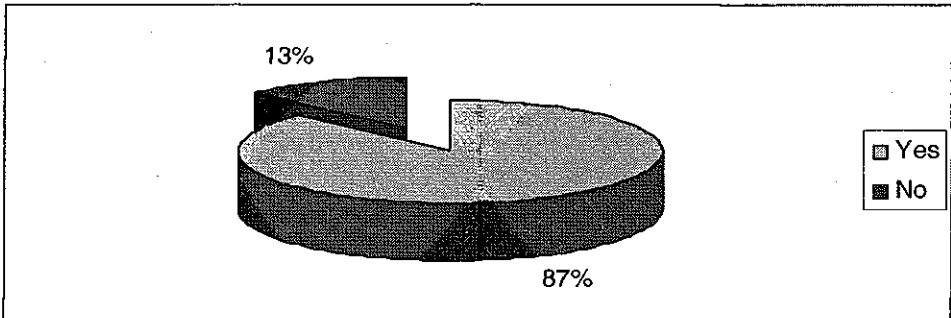
Graphic 17: Education about the use of instructional technologies

- Teachers were asked whether they were satisfied with their competence of using the instructional technologies. Graphic 18 below shows us that 40 teachers said 'yes' they were satisfied 130 teachers said they were 'partially' satisfied and 71 teachers said 'no' they were not satisfied with their competence.



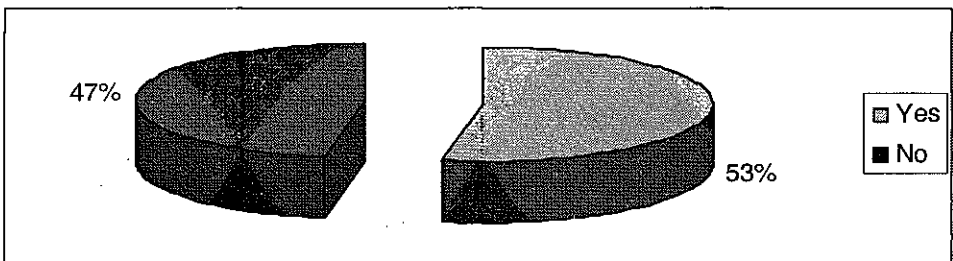
Graphic 18: Teachers' satisfaction with their competence of using the instructional technologies

- In the questionnaire teachers were asked if they wanted to have training about the use of instructional technologies. 210 teachers said 'Yes' they wanted to have training and 31 teachers said "No" they didn't want such a training.



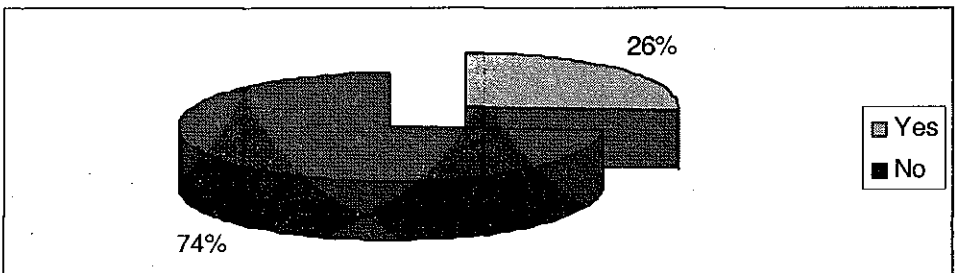
Graphic 19: Teachers' demand about getting training in Educational Technologies

- Teachers were asked if their school had a web page where they announced the grades, meetings etc.



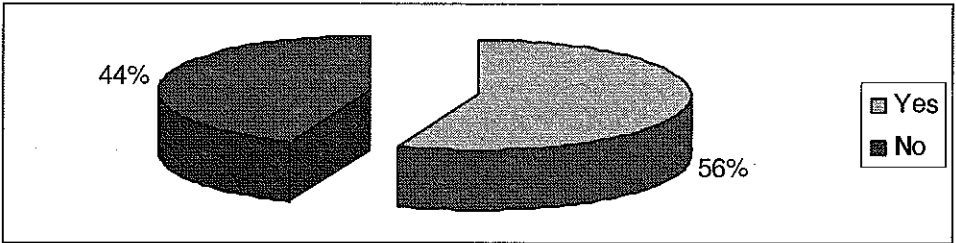
Graphic 20: Does the school have a web site

- Next question aimed to find out whether the English language teachers could enter some information on the web pages of their schools. 62 teachers had this skill and said 'Yes' whereas 179 teachers could not enter some information on the web pages of their schools.



Graphic 21: Can the teachers enter some information on their web pages

- The final question in the questionnaire aimed to find out if the teachers were interested in the laptop computer campaign of the Ministry of Education. With this question teachers' tendency and interest to technology would be assessed. 135 teachers said 'yes' they were interested in this campaign but on the other hand 106 teachers were not interested in this campaign and said "No".



Graphic 22: Teachers' interest in the lap-top computer campaign of the Ministry of Education

CONCLUSION

By looking at the findings of this research we can say that there are deficiencies in equipment, training and skills of English language teachers in the use of instructional technologies and the technological infrastructure of Anatolian High Schools in Istanbul. Technical conditions and teachers' knowledge, skills of instructional technologies in Anatolians High Schools do not correspond to the current requirements of modern education conditions of Information age.

- The average number of students for one teacher is 79 students. This number is quite crowded for a one teacher. A teacher could be more effective by having less students. So we can suggest that Anatolian High Schools in Istanbul need to increase the number of their English language teachers.
- In total there are 979 computers in 39 Anatolian High Schools. If we think that Anatolian High Schools are quite specialised in Language teaching then this number can be seen as quite insufficient. It can be said that the technological infrastructure of the Anatolian High Schools is insufficient. The average number would be then every 24 students would get 1 PC.
- The Internet connection speed of Anatolian High Schools varies between 256 Kbps and 512 Kbps. This speed must be increased because it is not enough to download quickly multimedia files or for videoconferencing. Students would have problems while communicating with other students via Internet.

- Another remarkable finding is about the demographic profile of the teachers. 92% of the teachers working in the Anatolian High Schools chose this profession willingly. So this could be interpreted as teachers chose this profession consciously therefore they are motivated better and a better efficiency can be expected from them.
- Another finding about the teachers was that 68% of the teachers were graduates of faculty of education. So we can say that 68% of the teachers got the proper education about being a teacher in their undergraduate studies.

Below are the results of online and offline applications. In this part of the questionnaire teachers were given four options as below and they were asked to tick one of the four options. The results are shown in Table 2 below.

Table 2: Tablo başlığı ekleyiniz lütfen.

	<i>This application/ facility exists in the school and teachers can use it. (first option)</i>	<i>It exists but teachers cannot use it. (second option)</i>	<i>It doesn't exist but teachers can use it. (third option)</i>	<i>It doesn't exist and teachers cannot use it. (fourth option)</i>
Online/e-mail projects	25.5 %	10.8 %	11.6 %	51.9 %
Online/synchronous web-based education	5.8 %	9.1 %	13.7 %	71.4 %
Online/ asynchronous web-based education	7.9 %	7.1 %	12.4 %	72.6 %
Online/ e-newspapers, e-magazines	32 %	7.1 %	13.7 %	47.3 %
Online/dictionaries	32 %	7.5 %	14.1 %	46.5 %
Online/concordance	8.7 %	7.5 %	4.6 %	79.3 %
Online/internet groups	7.5 %	6.6 %	8.3 %	77.6 %
Online/digital libraries	8.3 %	7.1 %	14.5 %	70.1 %
Online/ translation websites	12.4 %	9.1 %	12.9 %	65.6 %
Online/ practice websites	17 %	9.5 %	14.5 %	58.9 %
Online/video conferencing	2.5 %	5.8 %	5.8 %	85.9 %
Offline/ multimedia	12 %	7.1 %	7.5 %	73.4 %
Offline/ Language teaching CDs	36.1 %	12 %	10 %	41.9 %
Offline/ Intranet	23.2 %	8.7 %	7.9 %	60.2 %
Offline/ e-dictionaries	30.3 %	7.9 %	12.4 %	49.4 %
Offline/ Authoring systems	2.9 %	7.5 %	2.9 %	86.7 %

In Table 2 we see that the majority of the teachers ticked the fourth option, namely, the facility/application does not exist in our school and we cannot use it. Below are some remarkable results of the online and offline applications of Table 2.

- If look at the existent online applications/facilities (first option) the majority group of English language teachers make use of online/e-newspapers, e-magazines (32%) and online/dictionaries (32%).
- In existent offline applications/facilities (first option) the majority group of English language teachers, make use of language teaching CDs.
- Majority of the English language teachers (10.8%) were available of online/e-mail projects (second option) but they could not use it.
- For offline application/facility (second option), 12% of English language teachers were aware of this facility but they could not use it.
- For nonexistent online application/facility (third option), the majority of English language teachers (14.5 %) said online/library facility does not exist in our school but we can use it. Again another 14.5 % of English language teachers said that online/practice websites facility does not exist in our school but we can use it.
- For nonexistent offline application (third option) most of the English language teachers said that offline/e-dictionaries facility does not exist in their school but they can use it.
- Finally, in the fourth option, the application/facility does not exist and teachers cannot use it. The majority of the English language teachers, 85.9 %, said online/ video conferencing does not exist and they cannot use it.
- Again in the fourth but this time offline option, 86.7% of English language teachers said that offline/Authoring systems do not exist in their schools and they cannot use it.

By looking at the results of online and offline applications (see Table 2), the majority answers in all online and offline applications are in the fourth group, namely this application/facility does not exist in the schools and teachers cannot use it. So it can be said that Anatolian High Schools don't have this facility and teachers don't have enough training or skill to use them. Teachers can use technology in simple applications/facilities like reading online newspapers, magazines or using dictionaries or CDs. If we look at more complicated instructional technologies applications/facilities like video-conferencing, authoring systems it can be seen that the usage percentage is very low.

Regarding these deficiencies and insufficient usage, it can be suggested that education faculties should be equipped better in terms of technological devices and teacher candidates studying in Education faculties should get a better training about the use of instructional technologies and materials. As it is known traditional classroom conditions are out of date. Students are more interested in multi-media and technology based lessons but it should be kept in mind that technology shouldn't be used just for its own sake. Technology should be integrated in English classes and teacher should make use of it when it is really useful and timesaving in English lessons.

The findings and data of this study have also been assessed with SPSS and the variables have been compared with each other in order to find out if there is significant difference between the variables (see Zengin 2005) but considering scope and space limit discussing these findings would be beyond scope of this article. Further study suggestions about this research could be how to improve the education of teacher candidates in terms of instructional technologies in education faculties before they start teaching in schools. Another research could be developing a syllabus for instructional technologies and materials design in education faculties.

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Appendix 1: Statistical Results of the Interview with the School Administrators

DISTRICT	NAME OF THE ANATOLIAN HIGH SCHOOL	TOTAL NUMBER OF ENGLISH LANGUAGE TEACHERS	NUMBER OF TEACHERS WHO ANSW. THE QUESTIONNAIRE	DOES THE SCHOOL HAVE INTERNET ACCESS	SPEED OF INTERNET	NUMBER OF PCs	NUMBER OF STUDENTS	NUMBER OF CLASSES	
1	BAHÇELİEVLER	ADNAN MENDERES A.L.	9	8	YES	512	16	635	22
2	BAHÇELİEVLER	BAHÇELİEVLER A.L. (Almanca)	2	2	YES	256	22	750	28
3	BAHÇELİEVLER	DEDE KORKUT A.L.	12	6	YES	512	19	713	24
4	BAHÇELİEVLER	Prof. Dr. Mümtaz Turhan-Sosyal Bil. Lls.	4	3	YES	512	16	186	8
5	BAKIRKÖY	YEŞİLKÖY 50 YIL A.L.	8	8	YES	256	15	500	16
6	BAYRAMPAŞA	BAYRAMPAŞA A.L.	6	5	YES	512	30	430	15
7	BEŞİKTAŞ	BEŞİKTAŞ ATATÜRK A.L.	12	7	YES	256	38	810	28
8	BEŞİKTAŞ	BEŞİKTAŞ SAKIP SABANCI A.L.	8	5	YES	256	30	566	18
9	BEŞİKTAŞ	KABATAŞ ERKEK LİSESİ	10	8	YES	256	1	748	26
10	BEYOĞLU	BEYOĞLU A.L.	6	6	YES	256	27	234	10
11	BEYOĞLU	GALATASARAY LİSESİ (Fransızca)	6	6	YES	512	50	725	25
12	BÜYÜKÇEKMECE	B.ÇEKMECE HÜSEYİN YILDIZ A.L.	10	9	YES	256	18	635	23
13	EMİNÖNÜ	ÇAĞALOĞLU A.L.-(Almanca)	1	1	YES	256	40	800	31
14	EMİNÖNÜ	İSTANBUL LİSESİ (Almanca)	5	5	YES	512	46	826	30
15	EMİNÖNÜ	VEFA LİSESİ	12	11	YES	256	32	719	28
16	FATİH	PERTEVNYAL LİSESİ	13	12	YES	512	30	960	33
17	FATİH	VATAN ANADOLU LİSESİ	8	5	YES	512	20	678	21
18	FATİH	ÇAPA ANADOLU ÖĞRETMEN LİSESİ	8	7	YES	512	60	542	21
19	G.OSMANPAŞA	GAZİOSMANPAŞA-(Almanca)	1	1	YES	256	28	399	15
20	KADIKÖY	KADIKÖY	22	12	YES	256	30	1478	51
21	KADIKÖY	KENAN-EVREN	12	11	YES	256	20	748	28
22	KADIKÖY	MUSTAFA SAFFET	10	4	YES	256	16	600	21
23	KAĞITHANE	KAĞITHANE (Almanca)	4	4	YES	512	25	510	18
24	KARTAL	BURAK BORA	8	5	YES	256	15	693	24
25	KARTAL	KARTAL-(Almanca)	1	1	YES	512	16	640	23
26	KARTAL	KÖY HİZMETLERİ	12	11	YES	256	18	635	25
27	KÜÇÜKÇEKMECE	FAHRETTİN KEHİM GÖKAY A.L.	8	8	YES	256	16	472	17
28	MALTEPE	MALTEPE A.L.	11	5	YES	256	18	650	24
29	MALTEPE	KADİR HAS A.L.	11	6	YES	256	16	754	28
30	SİLİVRİ	HASAN SABRİYE GÜMÜŞ A.L.	4	3	YES	256	27	226	9
31	ŞİŞLİ	NIŞANTAŞI A.L.	5	5	YES	256	16	354	13
32	ŞİŞLİ	ŞİŞLİ A.L.	5	5	YES	256	15	462	18
33	ÜMRANİYE	ÜMRANİYE A.L.	10	6	YES	256	50	605	20
34	ÜSKÜDAR	ÜSKÜDAR AHMET KELEŞOĞLU A.L.-(Almanca)	2	2	YES	512	30	510	20
35	ÜSKÜDAR	ÇAĞRIBEY A.L.	10	9	YES	512	20	510	21
36	ÜSKÜDAR	HAYDARPAŞA A.L.	14	7	YES	512	30	943	38
37	ÜSKÜDAR	HÜSEYİN AVNİ SÖZEN A.L.	9	5	YES	256	23	685	22
38	TUZLA	BEHİYE Dr. NEVHİR İŞİL A.L.	5	5	YES	512	30	411	16
39	ZEYTİNBURNU	ADİLE MERMERCİ A.L.	12	12	YES	256	16	640	19
	TOTAL		316	241			979	24200	889