

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.*