PREFERENCES OF PRESERVICE TEACHERS OF ENGLISH IN TERMS OF CALL TOOLS

İNGİLİZCE ÖĞRETMEN ADAYLARININ CALL ARACI TERCİHLERİ

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Abstract: In parallel with the rapidly increasing use of computer assisted language learning (CALL) tools in educational settings, teachers are expected to use recent devices and Web 2.0 tools while teaching English. In this study, preservice teachers of English studying at a state-run university in Turkey were offered CALL course and they were asked to design lesson plans at the end of the semester. Within this framework, it was aimed to investigate the CALL tool preference of the ELT pre-service teachers in the lesson plans they prepared as a course requirement and in which stages specifically they chose to integrate the CALL tools to their lesson plans. The findings of the study revealed that highest frequency of the CALL tool use in the lesson plans of the participants was found at the while-stage and the most commonly preferred CALL tool was YouTube. In the light of this study, it can be suggested that this kind of training should be offered both for the preservice teachers and in-service teachers in order to diversify the range of CALL tools to be used for teaching English and to make them aware of the recent developments about CALL.

Keywords: *Preservice teachers of English, Lesson Plans, CALL Course, Web 2.0 tools, Teacher Education*

Öz: Eğitim ortamlarında bilgisayar destekli dil öğretimi (CALL) araçlarının kullanımının hızla artması sonucu, öğretmenlerin de derslerinde Web 2.0 araçlarını etkili bir şekilde kullanmaları beklenmektedir.Bu çalışmada, Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü'nde öğrenim gören öğretmen adaylarına CALL dersi verilmiş ve dersin sonunda her öğrenciden 3 tane ders planı hazırlamaları istenmiştir.Bu çerçevede, öğretmen adaylarının dersin bir ödevi olarak hazırladıkları ders planlarındaki CALL aracı tercihlerinin ve dersin hangi aşamasında kullandıklarının belirlenmesi amaçlanmıştır.Çalışmanın sonucunda, katılımcıların en çok tercih ettikleri Web 2.0 aracının Youtube olduğu ve dersin aşaması olarak da ders esnasında kullanmayı tercih ettikleri bulunmuştur. Bu bulguların ışığında, öğretmenlere ve öğretmen adaylarına CALL araçlarının çeşitliliğini artırabilmek ve CALL alanındaki son gelişmelerden onları haberdar etmek adına eğitim verilmesinin uygun olacağı düşünülmüştür.

Anahtar Kelimeler: *İngilizce Öğretmen Adayları, Ders Planı, CALL Dersi, Web 2.0 Araçları, Öğretmen Eğitimi*

Introduction

Recently, the number of the language teachers who appreciate the significance of integrating technology to their teaching or who have already started to employ technology in their classes has increased tremendously (Kim, Kim, Khera & Getman, 2014). Accordingly, the research conducted to reveal the potential of the technology that can be used for the teaching purposes has gained prime importance (Kim, Kim, Khera & Getman, 2014,OğFlaherty & Philips, 2015).

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As research highlights, with the indispensable and irrefutable place of technology in language teaching, it is evident that having the technological literacy does not mean that the pre-service teachers are qualified enough to adapt technology in their classes (Chapelle, 2006;Kđlđçkaya & Seferoĵlu, 2013; Rakđcđoĵlu-Söylemez & Akayoĵlu, 2016). What is needed is to equip the pre-service teachers with the necessary knowledge and skills to design and handle technologically advanced language teaching situations. There is no doubt that if the pre-service teachers get more qualified in educational technology, they can address their studentsô needs better. Research reveals that in case the teachers feel confident about it, they show much more interest in computer assisted language learning (CALL) and feel more inclined to employ it for teaching purposes (Kessler & Plakans, 2008; Son, Robb, & Charismiadji, 2011). To employ CALL in classes, the pre-service teachers should be given chance to design lessons to implement their knowledge and skills in technology and offered opportunities in their teaching practices to improve their competences during their pre-service teacher education since starting the profession with positive or negative beliefs, perceptions, and decisions related to CALL affects how they adapt it. Hence, this study aimed to reveal the preferences of the pre-service teachers on how they adapt technology in their lesson plans prepared as a course requirement within the scope of their pre-service teacher education.

Background of the Study

The literature related to the field of CALL so far consists of studies focusing on the perceptions of the pre-service, in-service teachers, administrators or full-time language teachers toward adapting CALL in class, and the implementations of Web tools and their effectiveness in language classes. Even though CALL technologies are used widely for language teaching purposes, it does not seem possible to find any parallelism in how they are applied by the teachers (Kuure et al., 2016). Therefore, there is an obvious need, as stated by Chapelle (2006) and Volman (2005), to train the prospective teachers during their pre-service teacher education program so that they can adapt CALL in their classes effectively when they start teaching. As a result of a study they conducted, Egbert, Paulus and Nakamichi (2002) concluded that if technology is integrated to the courses of pre-service teachers, their positive attitude and confidence level with technology gets higher. However, what Rakđcđoĵlu-Söylemez and Akayoĵlu (2016) mentioned is thought-provoking as they argued that in Turkey, prospective teachers are not offered courses within the scope of the ELT curriculum aiming to offer pre-service teachers the theory and practices related to CALL. Kern (2006) indicated that to get the most of the CALL tools in classes, it is significant to know how to use the technology and what to do with it. Therefore, without training the pre-service teachers in CALL it is highly utopic to expect them to have the necessary knowledge and skills and adapt the CALL tools in their future teaching. Referring to the FATIH project (http://fatihprojesi.meb.gov.tr/en/) ran since 2010 in Turkey, Akayoĵlu and Yeкilbursa(2016) expressed that without training the teachers, equipping the classrooms with technology would do no good. In relation to FATĶH project, Savaк (2014) also indicated that the teachers who are supposed to teach at these high-technology classes are not offered any formal training courses at their pre-service teacher education. Besides, there are similar technology adaptation attempts to classroom environments in various countries making a great deal of investments to

provide high-technology tools and devices such as Smart Education Plan in South Korea, Smart Classroom Project in Australia, Future Schools in Singapoure and The National Education Technology Plan in the United States. Nevertheless, Pelgrum and Anderson (2001) claimed that what has been done so far in the name of CALL has not managed to go beyond the hardware level. Warschauer (2002) summarized this situation as ñwe have the hardware, we have the software, but we lack the humanwareò (p. 472). Considering the studies conducted so far (Aydēn, 2013; Chapelle, 2006; Drent & Meelissen, 2008; Egbert, Paulus & Nakamichi, 2002; Kessler, 2006; Kdlēçkaya & Seferoĵ lu, 2013; Rakēcēoĵ lu-Söylemez & Akayoĵ lu, 2015; Robb, 2006; Stockwell, 2009; Volman, 2005), seeing that investing on technology alone is not adequate, there is an obvious need for the training of the pre-service teachers on CALL. What is meant by training is not just teaching the pre-service teachers how to adapt the current Web tools and devices but, as Chapelle (2006) and Robb (2006) indicated, lead them in discovering what opportunities the technology offers them for teaching purposes and becoming autonomous in deciding what to integrate to their classrooms by making wise decisions according to their future studentsô needs and following the advancing technology. The reason this need originates is, as Volman (2005) expressed, with the rapid expansion of technology in the field of education, the role of teachers also transforms into becoming ócarrangersô of the learning environment and processes by including the required educational tools for the specific goal of a learning task and preparing the environment accordingly. With the advancement and availability of technology, the teachers are directed into a path of making the most of the resources by adapting these technologies and adjusting their tasks accordingly to achieve the goals they set for their lessons (Golonka et al., 2014). For the teachers to take the responsibility of the aforementioned roles of the digital era, it is important to train them in choosing and evaluating the proper Web tools and devices and how to integrate them to their lesson plans during the pre-service teacher education. Since the learning process is generally outlined through lesson plans required by the instructors of the methodology courses in the English language teaching departments and also required by the institutions during the exams in the hiring process and afterwards in their teaching, the instructors of the pre-service teachers need to guide them in specifying which tool should be used for what purpose and in which part of the lesson plan so that it can come to the pre-service teachersô attention while they explore what is actually meant by CALL tools and the notion of materials design in language teaching via computer assistance. Otherwise, just for the sake of integrating technology to the lessons would be of no use for the future students of the pre-service teachers and will be no more than a burden for the pre-service teachers who spare time for designing lesson plans. As Pulis (1995) states:

> ñTeachers have to realize that computers are not used in the classes just because they are sophisticated or state of the art. Computers cannot perform magical tasks and they are not substituting for the teachers. Computers have to be treated like other teaching aids thus, appropriate training in this aspect is crucial.ò (p.10)

In the light of these views, it becomes crucial to determine pre-service teachersô CALL tools preferences after they receive a training on CALL. Therefore, this study aimed to investigate

in which part of their lesson plans the pre-service teachers preferred to use technology and whether the tools they prefer are purposive enough to meet the objectives specified in their lesson plans. By this way, the study reveals the preferences of the pre-service teachers on the web technologies and exactly where they require the assistance of technology to enrich their teaching. With this aim in mind, in this study, specifically the answers to the following research questions were explored:

1. In which stages of the lesson plans do the pre-service teachers of English prefer to use CALL tools in their lesson plans?

2. Which CALL tools do the pre-service teachers of English prefer to use in their lesson plans?

Methodology

Research Design

This is a quantitative study with descriptive content analysis. Descriptive studies are crucial in education studies as they tend to describe the current situation and most of the studies use the findings of descriptive studies, in other words, ñunless researchers first generate an accurate description of an educational phenomenon as it exists, they lack a firm basis for explaining or changing itò (Gall, Gall & Borg, 2003, p.374). From this perspective, in this study, the lesson plans designed by the participants were analyzed in terms of the CALL tools integrated in those lesson plans.

Participants

The study group was composed of 56 pre-service teachers of English enrolled in Computer Assisted Language Learning course at the Department of Foreign Language Education at a state-run university in Turkey. The ages of the participants ranged from 21-24 and they were all senior students. Of these participants, 14 were male and 42 were female pre-service teachers. They registered this course as an elective course and they had no prior knowledge about the use of technology in language classes. The convenient sampling was used in order to determine the participants and they all voluntarily participated in this study.

Data Collection and Analysis

The pre-service teachers took CALL course as an elective course in Spring term of 2014-2015 educational year at a university in Turkey. In this course, the participants were trained in terms of using Web 2.0 tools in language teaching. They designed lesson plans including the tools presented in the syllabus (Appendix A). At the end of the semester, they were asked to design 3 separate lesson plans in which the technology was integrated. There were some lesson plans, in which the technology integration was ignored. Those lesson plans were removed from the data of the study. They designed their lesson plans and uploaded them to their personal websites. The researchers downloaded the lesson plans in Microsoft Office Word format and categorized them as three lesson plans for each participant. These lesson plans were analyzed in terms of their content and the CALL tools mentioned in these lesson plans were counted. Finally, the distribution of these CALL tools were also analyzed in terms the stage of the course they were used in.

Findings

At the end of the study, it was found out that pre-service teachers of English preferred to use CALL tools 165 times in their lesson plans. When the stages of implementation were taken into consideration, it was seen that they preferred to use these tools in while-stage for 63 times and this was the highest frequency among the stages of the course. Pre-stage followed this stage with 36 times and the other stages ï post-stage, assignment, assessment, warm-up and contingency plan ï followedthese two most frequently observed stages. It can be claimed that after taking CALL course at their department, pre-service teachers of English decided to use the CALL tools before and during the course. It can be assumed that these tools were usually used for material design and use. The stages of the course were listed in the following table.

Table 1
The use of CALL tools according to the stages of the course.

Name of the Stage	**Frequency**
While-stage	63
Pre-stage	36
Post-stage	29
Assignment	20
Assessment	11
Warm-up	11
Contingency Plan	5
Total	**165**

After determining the stages of language course in which CALL tools were planned to be used, exactly which tools they used were revealed in frequency. At the end of this analysis, it was found that YouTube was the most commonly preferred tool by the pre-service teachers of English. It means that they preferred using CALL tools for enriching their classroom activities with audio-visual materials. In the first part of the analysis, it was found that CALL tools were primarily used for material design and use and these materials were found to be audio-visual materials on YouTube. In addition to this, the second and the third most commonly used CALL tools were Socrative and Story Jumper. Socrative allows teachers to collect information from the students using immediate feedback and teachers can use this tool for warm-up activities and in evaluation process. It makes easier to collect the responses of the students. The third most commonly preferred tool was a digital storytelling tool, Story Jumper. This can also be counted as a tool for designing materials for the language courses and this finding was parallel with the findings, which were obtained in previous part of the data analysis. The tools which were preferred are presented in Table 2.

Table 2
The frequency of CALL tools preferred by the pre-service teachers of English.

Name of the tool	**f**	**Description of the tool**
Youtube	35	A free video sharing website that makes it easy to watch online videos. You can even create and upload your own videos to share with others.
Socrative	33	A student response system in which teachers could create their own quizzes and use it for immediate assessment.
Digital Storytelling	30	A free website for designing online story books.
Prezi	21	An alternative tool for designing online presentations.
Audioboom	12	A mobile, web and connected device platform for the spoken-word content in news, current affairs, business, entertainment and sports.
PowerPoint Presentation	10	A Microsoft Office tool for designing presentations
Hot Potatoes	7	An application enabling its users to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the World Wide Web.
Edmodo	6	A global education network for teachers and students to collaborate and share resources.
Google Documents	6	A Google supported tool as an alternative to Microsoft Office software programs
Facebook	4	A social media website
Blogger	3	A blog publishing service which works with Google account.
Resources on the Internet	2	---
WiZiQ	1	A flash-based online meeting platform
Twitter	1	A kind of social media tool that enables its users to share text and media files
QR Code Reader	1	An application to scan QR Codes in order to find out its content.
Vocaroo	1	A service for sending voice messages across the interwebs.
E-mail	1	An asynchronous way of exchanging digital messages between computer users
Online Dictionary	1	Various websites in order to find out the meaning of unknown words.
Google Hangout	1	Online meeting platform supported by Google.

Finally, the distribution of CALL tools according to the stages of the course was examined. Actually, this part was the combination of the previous analysis. As mentioned above, the most commonly used tool was YouTube and it was mostly used in while-stage section with 17 times. Then, Socrative was the second mostly preferred tool by the pre-service teachers of English, however, this tool was also used as assignment, contingency plan and assessment. It was never mentioned in warm-up and pre-stage sections although it could have been used for warm-up activities. Finally, digital stories were also mentioned with a high frequency and it

was mostly preferred in while-stage section. It was never considered as an assessment tool or contingency plan.

Table 3

	Warm-up	**Pre-stage**	**While-stage**	**Post-stage**	**Assignment**	**Contingency Plan**	**Assessment**	**Total**
Youtube	3	7	17	4	-	4	-	35
Digital Storytelling (Story Jumper)	1	4	17	2	6	-	-	30
Socrative	-	-	10	11	3	2	7	33
Edmodo	-	-	-	2	4	-	-	6
Blogger	-	-	-	2	1	-	-	3
Prezi	6	10	5	-	-	-	-	21
Resources on the Internet	-	-	-	-	1	-	1	2
PowerPoint Presentation	-	6	4	-	-	-	-	10
Hot Potatoes	-	1	3	2	-	-	1	7
WiZiQ	-	-	1	-	-	-	-	1
Twitter	-	-	1	-	-	-	-	1
Google Documents	-	1	3	2	-	-	-	6
Audioboom	-	1	5	2	3	-	1	12

The distribution of CALL tools according to the stages of the course

Discussion

So far, there has been a vast amount of studies conducted to highlight the influence of technology in classes from the point of the teachers. Cephe and Balçıkanlı (2012) analyzed what English language teaching (ELT) pre-service teachers think about integrating web 2.0 technologies to their language learning contexts. The results displayed that even though the pre-service teachers were a bit hesitant about the technical facilities of the schools believing that they may not have access to web technologies whenever they need, they showed a positive attitude toward the use of web technologies for teaching purposes. In addition, Göktürk Saĵlam and Sert (2012) investigated the perceptions of the nine ELT instructors toward the use of technology in language teaching. The participants indicated the advantage of having technology in class since it provides opportunity to give continuous feedback, experience while learning, address multiple learning styles, motivate learners and save time even though the participants had some concerns about the knowledge gap between the

teachers and the students in technology. Moreover, Oliver (2007) revealed in-service teachersô perceptions toward the integration of web 2.0 tools to their graduate-level technology integration course via assignments. The comments of the participants were mostly on usefulness of the technology since the students discover resources and develop strategies while spending time on the Internet. There are many more studies conducted for the purpose of revealing the perceptions of teachers on the use of technology (Aslan & Zhu, 2015; Cakē et. al., 2015; Cirit, 2014; Liu & Kleinsasser, 2015; Merç, 2015; Rizza, 2000; Rakēcēoĵ lu-Söylemez & Akayoĵ lu, 2015;Sadaf et. al., 2012; Sadaf et. al., 2016; Sad & Göktaķ, 2013; Shahrokni & Sadeqjoola, 2015).Even though there has been a lot of studies revealing the essentiality of technology in teaching, it is important for the teachers to know how best to make use of it for the sake of their studentsô learning. In this framework, this study was conducted in order to determine what kind of CALL tools preservice teachers preferred in the lesson plans and in which part of their course they tended to use these tools.

The findings of the study revealed that pre-service teachers attempted to integrate CALL tools in all stages of a course from warm-up stage to contingency plan. This result showed that pre-service teachers believed that CALL tools were not specific to a certain part of the course, but it should be used at any time of the course. Yet, they mostly prefer CALL tools during the while-stage, in which the students are all in classroom setting. However, CALL tools allow users to communicate regardless of time, place and setting, so that these tools could be used for after-school activities. It is seen that they did not consider using them for after-school activities. This might be the result of the fact that pre-service teachers were asked to design a lesson plan and there is not any section spared for after-school activities in lesson plans. Furthermore, these tools were not preferred for assessment. In literature, at every possible opportunity it has been stressed that CALL tools are very effective during the assessment procedures. According to Williams et al. (2014) it is possible to monitor, diagnose and supportthe students better and fairer since computer-based assessments affect the studentsô learning and successes in a more positive way. Cirit (2014) indicated that as learning a second language requires the development of the all the four language skills combined, designing assessments via Web tools can fulfill what the traditional assessments cannot by motivating the learners and supporting their learning with the sources reached by means of the Web 2.0 tools. Thanks to web tools, the teachers can assess their students with the use of multimedia in a different set of formats like audio, video, images, animation and graphics which enrich the materials by making them more authentic (Suvorov &Hegelheimer, 2014).In their study, Gray et al. (2012) explored the Australian academicsô assessment of studentsô web 2.0 activities. The results suggested that other than a few challenges and risks, the academics generally found the assessment with web 2.0 tools necessary and valuable. Touching upon the results of her study with the pre-service teachers on alternative assessment via Web tools, Cirit (2015) indicated that almost all the pre-service teachers who participated in the study displayed positive perceptions toward adapting web 2.0 tools for assessment purposes.

As an unexpected finding of this study, the preservice teachers did not prefer to use social media tools like Facebook and Twitter in their courses. These tools were observed only once throughout the data. However, the college students are considered as the substantial group of Facebook users among all users (Rhoades, Irani, Telg & Mysers, 2008). In addition to this,

social media tools have the potentials for educational purposes and, in many studies, positive effects of using social media in language classes were found (Blankenship, 2011; Boon and Sinclair, 2009; Couros, 2008). The reason might be the fact that students could have considered the aforementioned social media tools as a tool to be used in their daily lives ignoring their educational values.

Finally, despite all features of the Web 2.0 tools, which allow their users to create their own materials in a user-friendly manner, the pre-service teachers included Youtube videos in their lesson plans, which were designed and published by other users. In literature, Youtube is mostly mentioned as a platform with its potential to create and publish materials instead of just searching and using the videos. ñThe integration of this ICT in the classroom is especially easy to implement due to the spread of low-cost digital recording tools (digital cameras and video cameras, mobile devices, etc.), the development of software such as streaming (i.e. watching video files or listening to audio files while downloading) and the potential of visual media for expression and communicationò(Orúset.al., 2016). Mostly being unaware of the copyright issues, they tended to use audio-visual materials that can easily be reached on the Internet. However, these preservice teachers should have been encouraged to create their own materials after taking a CALL course.

Recommendation and Implications

With the spreading usage of technology for educational purposes, all classrooms have been equipped with technological devices regardless of the region and the financial status of the school; and teachers are expected to use these tools in order to improve the quality of education in their contexts. However, the main problem is that the teachers are in need of training on CALL so that they could be in a position to decide which tool to integrate to their own classes. In this study, the preferences of pre-service teachers about the CALL tools in their lesson plans. In the light of the findings of this study, the following suggestions were made.

First of all, CALL course should be a must course at English teacher training programs throughout the country. There is a course entitle Instructional Technology and Material Design in English Language Teaching programs in Turkey; however, this course mainly focuses on the usage of devices and general information about ICT rather than including ELT related ICT tools. In this course, preservice teachers should be trained in terms of CALL so that they could easily evaluate tools and they could design authentic course materials for their own classrooms.

In addition to preservice teachers, in-service teachers should also receive in-service training about the use of technology in language teaching. This training can be either face to face or in an online platform. In this digital age, there is no need to gather all teachers from different regions in the same physical setting, since they can meet online, share their experiences and find some opportunities to examine Web 2.0 tools, as well. In addition to this training, an online platform for all teachers could be created in order to foster collaboration among English language teachers and preservice teachers. In this platform, they can also share their own content and materials.

As for further research, the pre-service teachers can also be observed in order to see to what extent they implement CALL tools in their practice teaching sessions, micro teachings and presentations in the classrooms. In this study, they utilized CALL tools in their lesson plans; however, they could be observed in a real classroom while they are teaching. This will be helpful in revealing whether they can put what they have learned in their courses into practice. Finally, the in-service teachers should be observed and interviewed in order to see what they know about the use of technology for teaching English. In many countries, in-service teachers are exposed to technological tools and equipment in their classes; however, their perspectives towards the use of CALL tools in language classes have usually been ignored. They are expected to include online materials and technology in their lesson plans; but, most of the teachers are digital immigrants (Prensky, 2000) and they prefer traditional methods and techniques. This should also be examined in different contexts.

Conclusion

Although technological tools are utilized for educational purposes throughout the world, and the use of these tools is encouraged by the policy makers of the governments, the trainings of both pre-service teachers and in-service teachers are usually ignored. In this study, it was attempted to determine the preferences of preservice teachers of English in terms of CALL tools. For this reason, each participant of the study was asked to design 3 lesson plans and include CALL tools in their lesson plans. At the end of the analysis of the lesson plans, it was found out that preservice teachers preferred to use CALL tools at while-stage mostly and pre-stage followed this. From this result, it can be inferred that they mostly prefer these tools during the presentation of the topic rather than during the assessment or after-school procedure. Moreover, they preferred to use YouTube as a CALL tool although there are many CALL tools that allow their users to collaborate online and publish their own materials. YouTube is mostly chosen in order to search and watch for videos instead of creating and publishing video files. In the light of the findings of this study, it was mentioned that preservice teachers should be trained in terms CALL tools during the undergraduate programs. Besides, in-service teachers should be encouraged to use CALL tools and both face to face and online trainings should be organized in order to inform them about the recent developments.

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Genıĸ Özet

Öĝretmenlerin sēnēflarēnda teknolojiyi kullanmalarē ve öĝretmen adaylarēnēn da bu konuda eĝitim almalarēnēn önemi alan yazēnda sēk sēk vurgulanmaktadēr. Öĝretmenlerin ve öĝretmen adaylarēnēn da teknolojiye karĸē tutumlarēnēn olumlu olduĝu, hangi araçlarē bildiklerini belirlemeye yönelik çalēĸmalar da oldukça yaygēndēr.Ancak, öĝretmenlerin Web 2.0 araçlarēnēn dersin hangi aĸamasēnda kullandēklarē ve hangi araçlarē kullandēklarēna deĝinen çalēĸma sēnērldēr. Buna ek olarak , öĝretmen adaylarēnēn hangi araçlarē derslerine entegre edebileceklerini ve dersin en çok hangi aĸamasēnda yer vermeyi planladēklarēna çok deĝinilmemektedir. Bu konudaki tutumlarē olumlu olsa bile, bu araçlara ne kadar hakim olduklarē ve ne derecede yer verebildikleri de önem taĸēmaktadēr. Alan yazēnda görülen bu eksiklik üzerine yapēlan bu çalēĸmada, Bilgisayar Destekli Dil Öĝretimi alan Ķngilizce öĝretmen adaylarēnēn ders kapsamēnda hazērladēklarē Ķngilizce ders planlarēnda Web 2.0 araçlarēna hangi ölçüde ve dersin hangi aĸamasēnda yer verdiklerini belirlemek amaçlanmēĸtēr.

Yöntem

Betimsel içerik analizinin kullanēldēĝē bu çalēĸmada, 2014-2015 Akademik Yēlēônēn Bahar Dönemiônde Abant Ķzzet Baysal Üniversitesi Eĝitim Fakültesi Yabancē Diller Eĝitimi Bölümüônde seçmeli ders kapsamēnda açēlan ñBilgisayar Destekli Dil Öĝretimiò dersine kayēt yaptēran 56 Ķngilizce Öĝretmen adayēnēn hazērladēklarē ders planlarē incelenmiĸtir. Her öĝretmen adayēndan dönem sonunda 3 adet ders planē hazērlamalarē ve bu ders planē içerisinde dönem boyunca öĝrenmiĸ olduklarē Web 2.0 araçlarēnē entegre etmeleri istenmiĸtir. Çalēĸmaya katēlan öĝretmen adaylarēnēn yaĸlarē 21 ile 24 arasēnda deĝiĸmektedir ve katēlēmcēlarēn 14ôü erkek, 42ôsi kēz öĝrencilerden oluĸmuĸtur. Ders öncesinden öĝrencilerden herhangi bir teknik bilgiye ve donanēma sahip olmalarē beklenmemektedir.Katēlēmcēlar çalēĸma öncesinde araĸtērmadan haberdar edilmiĸlerdir ve çalēĸmaya da gönüllü olarak katēlmēĸlardēr.Çalēĸma verileri olarak öĝretmen adaylarēnēn hazērlamēĸ olduklarē ders planlarē toplanarak kullandēklarē Web 2.0 araçlarēna dersin hangi aĸamasēnda yer verildiĝine dikkat edilerek içerik analizi yapēlmēĸtēr.Ders planēnda ders aĸamalarē ise ders öncesi, ēsēnma aĸamasē, ders esnasēnda, ders sonrasēnda, deĝerlendirme, ödev verme ve alternatif plan dönemi olarak 7 aĸamada incelenmiĸtir.

Sonuçlar

Yapēlan içerik analizi sonunda elde edilen bulgular ĸu ĸekildedir.

İngilizce Öğretmen adaylarının, ders planlarında 165 kez Web 2.0 araçlarını kullandıkları belirlenmiştir.Bu araçların dersin hangi aşamasında kullandıkları incelendiğinde ise en çok ders esnasında tercih ettikleri görülmüştür.Web 2.0 araçlarının yerleştirildiği ders aşamaları sıralandığında ise sırasıyla ders esnasında, dersten önce, dersten sonra ödev verme, değerlendirme, ısınma ve alternatif plan aşamasında tercih ettikleri bulunmuştur.İngilizce Öğretmen adaylarının kullanımlarına bakıldığında daha çok materyal hazırlamak ve hazırladıkları materyalleri derste kullanmak için Web 2.0 araçlarına ihtiyaç duyduklarını sonucunu çıkarabiliriz.Halbuki, dersten sonra, ödev verirken ve değerlendirme aşamasında da kullanabilecekleri birçok Web 2.0 aracı dersin konularına aralarındaydı. Bu sonuca dayanarak, öğretmen adaylarının Web 2.0 araçlarını sadece materyal hazırlamak için değil, öğrenciler arasında iletişimi sağlamak, öğrencilerin değerlendirmesini yapmak ve ders sonunda ödev olarak verebilmek için nasıl kullanacaklarına yoğunlaşmak gerekebilir.

Dersin hangi aşamasında tercih ettikleri belirlendikten sonra ise hangi Web 2.0 araçlarını tercih ettiklerini görmek için içerik analizi yapılmıştır.Bu analiz sonucunda ise en fazla tercih edilen aracın Youtube olduğu görülmüştür.Buradan yola çıkarak, İngilizce öğretmen adaylarının Web 2.0 aracı olarak en çok Youtube'u tercih etmelerinin dersin içeriğini görsel-işitsel materyallerle zenginleştirmek olduğu sonucuna ulaşabiliriz.Buna ek olarak, sırasıyla en çok tercih edilen Web 2.0 araçları Socrative ve Story Jumper olmuştur.Socrative programı, öğrencilerden anında dönüt almaya yaradığı için dersin ısınma aşamasında ve ders sonunda değerlendirme bölümünde kullanılabilecek bir araçtır ve sınıftaki tüm öğrencilerden kolay yoldan cevap alınmasına olanak sağlar.Story Jumper ise dijital hikaye kitabı oluşturabilmek için kullanılabilecek bir araçtır ve bu araç da ders materyali olarak öğretmen adaylarının dijital hikaye kitapları hazırlamalarına olanak sağlar.Bu aracın da dersi görsel-işitsel anlamda zenginleştirmek için kullanıldığını düşünebiliriz.

Tartışma ve Öneriler

Bu zamana kadar İngilizce öğretmen adaylarının sınıflarında teknoloji kullanıma karşı olan tutumları, bu konudaki görüşleri incelenmiştir. Ancak, ders planı hazırlamaları istendiğinde bunları ne derece entegre ettikleri ve dersin hangi aşamasında kullandıklarına çok bakılmamıştır. Öğretmen adaylarının bu araçların dersin öncesinden başlayarak dersin sonuna kadar aktif olarak yerleştirebildikleri; ama daha çok ders öncesinde ve ders esnasında materyal geliştirme aracı olarak veya internet ortamında bulduklarını görsel materyalleri aynen sınıfta kullandıkları gözlemlenmiştir. Halbuki Web 2.0 araçları, öğretmen-öğrenci, ve öğrenci-öğrenci etkileşimine olanak veren araçları, değerlendirme amaçlı kullanılan araçları da kapsamaktadır.Ders planlarında bunların görülmeme nedeni, öğretmen adaylarından sadece ders planı olarak istenmesi ve uygulama olanaklarının olmaması olarak düşünülebilir.

Çalışma sonucunda, İngilizce öğretmen adaylarının Web 2.0 araçlarını benimsemeleri için dil öğretimine yönelik teknoloji kullanımına yönelik derslerin İngilizce Öğretmeni yetiştiren programlara yerleştirilmesi gerektiği sonucuna ulaşılmıştır.Bu çalışma, başka üniversitelerde de yapılabilir ve sonuçları kıyaslanabilir.Öğretmen adaylarının uygulama alanı kısıtlı olduğu için şu anda görev yapan öğretmenlerin de teknolojiyi ne oranda ve dersin hangi aşamasında kullanmayı tercih ettiklerinin belirlenmesi de önem taşımaktadır.Bu tarz bir çalışma yapılarak

öğretmenlerin hizmet içi eğitimlerine de Web 2.0 araçlarının derslere entegrasyonu konusu eklenebilir.