



An investigation of prospective ELT teachers' attitudes towards using computer technologies in foreign language teaching*

Zekiye Özer^{a †} 

^a Hacettepe University, Ankara, Turkey

APA Citation:

Ozer, Z. (2018). An investigation of prospective ELT teachers' attitudes towards using computer technologies in foreign language teaching. *Journal of Language and Linguistic Studies*, 14(1), 328-341.

Submission Date:30/01/2018

Acceptance Date:23/02/2018

Abstract

The principle intent of the current research is to explore future English language teachers' attitudes on using computer technologies in language teaching. Moreover, the study focuses on effects of gender, grade and academic average on their attitudes. Quantitative research design was used in the study. Data is gathered by using a questionnaire distributed to pre-service ELT teachers studying at a state University, English language teaching department. 174 students studying at third and fourth grade participated to the study. The analysis of the collected data clearly demonstrates that prospective ELT teachers have positive views about computer usage in language teaching. In addition, it was found that there is not any relationship between participants' attitudes and their gender, grade, and academic average. The results of the study also demonstrate that candidate teacher use computers mostly for simple tasks such as sending e-mail and presenting presentations. The student-teachers are aware of the importance of computer assisted language learning. In teacher education programs, courses related computer integration should be offered so that candidate language teacher can use technology in their future classes.

© 2018 JLLS and the Authors - Published by JLLS.

Keywords: pre-service ELT teacher; attitudes; computer use; foreign language education

1. Introduction

Depending on drastic changes in the area of technology, computers have become inseparable parts of people's lives. Over the years, computer technology has improved in conjunction with the needs of people and it started to influence almost every aspect of life such as science, business, transportation, and industry. Education is one of the most important fields affected by technological developments. Accordingly, in most part of the world, there is a trend to scrutinize different modus to incorporate technology and education so that the returns of training activities increase. In this respect, Zhang (2010) noted that "researchers from around the world have been exploring new learning programs, often supported by new technologies, to increase student capabilities of productive and collaborative knowledge work" (p. 229). This idea is accepted by Sarıçoban (2013) and he mentioned that using

* This study reports the findings of a master thesis entitled Pre-Service English Language Teachers' Attitudes Towards Using Computer Technologies In Foreign Language Teaching completed by Zekiye Özer.

† Corresponding author. Tel.: +90-312-297-8587

E-mail address: zekiye.ozer@hacettepe.edu.tr

computers in education provides advantages to teachers and students; that is why, the men in charge in education setting need to find ways “to integrate and internalize the use of computers as an educational tool” (p.73).

In 1950s, people have started to adopt computers in language learning. Researchers have started to investigate how computers can assist learning process in an attempt to enhance language learning. Using computer based activities in language teaching process has many advantages especially in terms of increasing the quality of language instruction and students’ motivation. A considerable amount of literature has been published on using computers in educational setting (Albirini, 2006; Teo, 2008; Wang, 2007). These studies revealed that effective use of technological tools mostly depends on teachers’ and students’ conceptions about the benefits of computers in classroom. This study; therefore, is conducted to reveal the viewpoints of EFL teacher candidates about implementing computer technology into language education.

1.1. Literature review

In light of recent technological developments, it is becoming extremely difficult to ignore the role of technology in education field. Owing to the emergence of new technologies, as in the other fields of education, technological tools, and especially computers, are started to be used in classroom instead of traditional materials in foreign language education. In order to improve language and communication skills of learners, language educators try to find new techniques and materials to integrate technology into language classes. In line with those initiatives, computer assisted language learning (CALL), which is a popular concept in the process of technology integration into second/foreign language teaching, attracts a lot of interest.

CALL provides learners opportunities to improve their language skills by fostering interaction and presenting a large number of materials. If the findings of previous studies are analyzed, it can be noticed that computer assisted materials improve learners’ language skills by providing more authentic environment for language learning. When those advantages are considered, there has been a dramatic increase in usage of computers in language learning (Al-Awidi & Ismail, 2014).

A large and growing body of literature has investigated the importance of using technological equipment in language education (Akbulut, 2008; Blake, 2007; Brault, 2006; Levy, 1997). To illustrate, according to Akbulut (2008) technology integrated language classes not only catch students’ attention but also increase their motivation. Another advantage is the opportunity to reach a plenty of authentic materials and to interact with native speakers in order to improve learners’ proficiency (Iacob, 2009). AbuSeileek (2007) verifies this argument by stating that computer based language activities improves oral abilities of the learners by providing them with a setting to communicate via “e-mail” or “chat” with people from all around the world.

As indicated previously, there is a large volume of published studies describing the importance of using technological equipment in education process. To illustrate, a study conducted by Wang (2007) confirms the significance of technology integrated teaching by suggesting that utilizing technology in classroom improves “productivity and activity” of teachers and also increase the “basic skills and knowledge” of learners. Another study undertaken by Stroia (2012) emphasizes the importance of computerized activities in terms of influencing “the rhythm of the lesson progress”. He puts forwards that “the usage of computer-based programs allows every learner to study in his own rhythm, according to his personal characteristics... Some will do it quicker, and others will need more time, but no one will be dependent upon the learning rhythm of his neighbors” (Stroia, 2012, p. 40).

Much of the current literature on technology and language education pays particular attention to the attitudes of teachers towards integration of technology into language teaching. Karakaya (2010) stated

that “without exploring the attitudes of teachers toward technology, it is almost impossible to realize desirable implementation of technology in education” (p. 37). This case study confirms the importance of identifying perceptions of teachers on incorporating technological tools into language learning and teaching process. In the same vein, Zhao and Frank (2003) investigated the technology use in schools and they concluded that teachers have a significant role in technology integration into the classrooms. They (2003) noted that “teachers use computers in ways that address their most direct needs, bring them maximal benefits, do not demand excessive time to learn, and do not require them to reorganize their current teaching practices” (p. 821). In another major study, Tondeur, Hermans, Braak and Valcke (2008) deal with primary school teachers to explore their ideas about using computers in the teaching process. According to their findings, there is a meaningful relationship between teachers’ perceptions and their practice in their lessons. The supposition of Tondeur and his friends is that “teachers use computers in ways that are consistent with their personal beliefs, a broader spectrum of educational beliefs might result in a more diverse use of ICT” (Tondeur et al., 2008, p. 2550).

After analyzing the views of teachers about computer technology and its use in language teaching, researchers conduct different studies to reveal the views of students about utilizing computers in their language classrooms. Data from several sources have identified that majority of learners think that computers are beneficial in language learning process. Since learners are important element of teaching and learning process, almost every paper that has been written on technology enhanced learning includes a section relating to their opinions on using computer technology in their learning process. Stepp-Greany (2002) underlined that utilizing technology in class has many advantages for learners and pointed out that “include[d] increased motivation, improvement of self-concept and mastery of basic skills, more student-centered learning and engagement in the learning process, and more active processing, resulting in higher-order thinking skills and better recall” (p. 165). In a previous study conducted by Awad and Alkaraki (2013) to identify “the attitudes of students towards using computers in learning language”, it was founded that students have positive views about the using computers in their classes. Moreover, they revealed that factors such as “age” and “gender” affect participants’ attitudes. Their outcome indicated that male participants have more positive ideas about utilizing computers. Similarly, the ones who are older also have more positive opinions about using computers in their classroom.

All of the studies reviewed here support the hypothesis that technology implementation into training program affect language learning in a positive way. Additionally, these studies clearly indicate that technology enhanced language learning improves language skills of the learners. Moreover, there is a growing body of literature that recognizes the importance of investigating the viewpoints of prospective teachers about using computer technology in their classes. Since teachers learn how to integrate computer and technology into their classes during university years, it is essential to develop positive attitudes towards computer technology in those years (Teo, 2008). Since teachers have a vital role in implementing technology into classroom; it is significant to know future lecturers’ opinions on computer implementation into language training courses. This study; therefore, is useful because it presents the views of pre-service ELT teachers towards adapting computers. An ultimate goal of the present study is to indicate specifically prospective English language teachers’ attitudes towards using technology in their classroom in Turkey. That is why; the result of the study will provide current attitudes of prospective English language teachers and also by considering their attitudes, authorities and policymaker can make arrangements in pre-service English language teacher training program related to using technology in teaching language.

1.2. Research questions

The main aim of this study is to uncover prospective English language teachers' opinions about using computer technology in their profession in Turkey. In this regard, following research questions were formulated:

1. What do the participants of the study use computer for?
2. What are future ELT teachers' overall attitudes related to using computers?
3. Is there any relationship between future teachers' attitudes and their gender, GPA and grade levels?
4. Is there any relationship between the participants' attitudes towards computers and computer use in language classes?

2. Method

2.1. Sample / Participants

Participants of this study were 174 pre-service teachers studying at the department of English Language Teaching of Hacettepe University in Ankara. The sample group consisted of 131 (75.3%) female and 43 (24.7%) male students. Among the participants, 25.9 % of them were 3rd grade (n=45), and 74.1 % of them were 4th grade (n=129) students.

The study consisted of third and fourth grade students based on specific purposes. Firstly, 3rd grade students were chosen because they attended courses related language teaching methodology and they had background knowledge about approaches to teaching English language. Moreover, they do micro teaching activities; therefore, they have an experience about teaching English. Secondly, the reason of choosing 4th grade students is that they attended all courses related methodology and teaching principles and also they practiced their teaching skills and strategies both during micro teaching activities and their school experience courses. In this regard, the participants were selected by purposeful sampling.

2.2. Instrument(s)

This study is based on a single questionnaire that is composed of four sections. The first section of questionnaire is related demographic information of participants.

The second section of the questionnaire was about computer use and literacy and students were asked to choose the items to indicate purposes for which they use computer. This part of questionnaire was developed by Karakaya (2010) based on a study titled "teachers' attitudes towards computer technology use in vocabulary instruction" done by Arkin in 2003.

The third part of questionnaire was developed by Albirini (2004) in order to identify the perceptions of participants on computers in general. There were 20 items in 5-point Likert-type scale from "strongly disagree" to "strongly agree" in this part of the questionnaire.

The last part of the questionnaire was developed by Albirini (2004) to discover views of participants about using computers in educational purposes. This part consists of "5-point Likert-type scale" with 18 items from "strongly agree" to "strongly disagree".

Cronbach Alpha Coefficient is used in order to point out the reliability of the present questionnaire. According to Dörnyei (2007) "Cronbach Alpha Coefficient is a figure which differs from 0 to +1" and in order to accept items as reliable, "Cronbach Alpha coefficient should be over $r=.70$ " Reliability

coefficient of the questionnaire is found above from the accepted level. Table 1 presents the results of the reliability analysis.

Table 1. Reliability of scales

	Number of Items	Cronbach Alpha Coefficient
3rd part	20	.778
4th part	18	.849
Overall	38	.903

2.3. Data collection procedures

Data were collected in English language teaching department, Hacettepe University by the researcher in fall term of 2016-2017 academic years. After getting the required permission from the school authorities, the questionnaires were administered and collected in four weeks. In addition, researcher asked students to fill out readily-prepared questionnaire consent form in order to inform them about the aim of the work and also privacy of responses.

2.4. Data analysis

In the current study, collected data were analyzed with SPSS 21. After all data entered to SPSS, to address research questions, descriptive and inferential statistics are calculated. In order to analyze data related to background information of participants, frequencies and percentages were used. In the background information part, participants are asked to write their GPA and their responses are categorized as high, mid, low by the researcher. The attitudes of the participants toward computers both in general and in educational setting is treated as depended variable and gender (male, female), grade (3rd and 4th grade) and GPA (high, mid, and, low) is treated as independent variable of the study. In order to find out for what purposes candidate teachers use computers, frequency calculations were used. Correlation statistics was applied to compare participants' attitude toward computer technology and their perceptions of using computers in educational settings. Analysis of Variance (ANOVA) and independent sample t-tests are used to reveal the effect of the variables such as gender, grade, and GPA of participants on their attitudes.

3. Results

The purpose of current research is to identify the opinions of prospective ELT teachers related to utilization of computers in the process of teaching language. Additionally, factors affecting participants' attitudes are examined. In this chapter, the principle findings of the current investigation are presented.

3.1. The purpose of using computers

Participants are asked to identify the reasons why they use computers in the second part of questionnaire. They can choose more than one item. This part of questionnaire gives an idea about the functions of computers for pre-service English language teachers. The results obtained from the descriptive analysis showed that almost all participants (n=157) use computers for “e-mailing”, for “finding materials” (n=166), and for “preparing presentation” (n=164), as well as “online dictionaries” (n= 162). One of the main reasons why teachers utilize e-mails could be that they contact with their

lecturers via emails. Participants also indicate that they use computers for chatting (82.2 %) and shopping online (76.4 %). Only a small number of respondents (N= 5) indicated that they use “MOO/MUD”. The reason of this low frequency could be due to lack of knowledge of meaning of MOO and MUD. Moreover, a striking finding is that only 35 out of 174 participants (20.1%) use “course management software”. The reason of this could be that their instructors do not use course management software and also they do not encourage them to utilize related software.

3.2. Attitudes toward Computer Technologies in General

Third part of the questionnaire identifies prospective ELT teachers’ perception about information and communication technology.

Table 2. Descriptive statistics for ICT Scale

Item no	Statements	N	Mean	Std. Deviation
3	I am glad there are more computers these days.	174	4.03	.931
7	Computers save time and effort.	174	4.18	.878
9	Students must use computers in all subject matters.	174	3.39	1.030
12	Computers are a fast and efficient means of getting information.	174	4.28	.778
14	Computers can enhance students learning	174	4.11	.704

Table 2 explicitly demonstrates that prospective English teachers have positive views on “ICT (Information and Communication technology)” in general. For example, when the item 12 is analyzed, it is seen that participants think that computers are effective ways of getting information in short time (M=4.28). Similarly, if item 7 (M=4.18) is examined, it seen that participants agree that computers are time saving. Moreover, the mean value of item 3 is M=4.03, so it displays that participants think it is good to have computers in their lives.

3.3. Computer Attributes Scale

The fourth part of the scale aims to find out the attitudes of participants towards computer technology in general.

Table 3. Descriptive statistics for Computer Attributes Scale

Item no	Statements	N	Mean	Std. Deviation
1	Computers improve education.	174	4.19	.612
2	Teaching with computers offers real advantages over traditional methods of instruction	174	4.13	.595

4	Using computer technology makes the subject matter more interesting.	174	4.21	.648
16	Computers have proved to be effective learning tools worldwide.	173	4.10	.755
18	I have seen some of my colleagues use computers for teaching English	174	4.28	.750

The results, as shown in Table 3, indicate that participants have positive opinions about computer technology in general. Candidate teachers agree that quality of education improves with the computers. Item 16 illustrates computers are beneficial in educational purposes. More specifically, according to the item 4, the mean value of it is $M=4.21$, participants think that computers make the lesson more interesting.

3.4. The Relationship between candidate ELT teachers' attitudes towards ICT and using computer in educational setting

Table 4 clearly marks that there is a medium correlation between candidate ELT teachers' perceptions about ICT in general and their views of computers in language teaching classrooms ($r(174) = .405, p < .01$). The magnitude of correlation was calculated as $r^2 = .16, p < .01$.

Table 4. Bivariate correlation analysis results

		1	2
1. Attitudes toward ICT	Pearson Correlation	1	.405**
	Sig. (2-tailed)		.000
	N	174	174
2. Attitudes towards computers in educational settings	Pearson Correlation	.405**	1
	Sig. (2-tailed)	.000	
	N	174	174

3.5. The Factors Affecting the Pre-service ELT teachers' perceptions

3.5.1. Gender

This study aims to identify whether gender has an effect on prospective ELT teachers' opinions on computer technology.

Table 5. Gender and attitudes towards computers in educational settings

Gender	N	Mean	SD	df	t	p
female	131	3.1112	.20477	172	-1.810	0.07
male	43	3.1809	.25805			

In order to scrutinize relationship between gender and participants' attitudes towards using computers in educational settings, independent sample t-test was conducted. Closer inspection of the Table 5 shows that there was a significant difference in attitudes of females ($M=3.11, SD =.20$) and

males ($M=3.18$, $SD=.25$; $t(172)=-1.81$, $p>.05$, two tailed), with a moderate effect size (Cohen's $d=.34$, Cohen, 1988).

Table 6. Gender and attitudes towards ICT in general

Gender	N	Mean	SD	df	t	p
female	131	2.9516	.17029	172	-2.147	0.03
male	43	3.0226	.23528			

An independent sample t-test was used to investigate whether males differ from female respondents in terms of attitude toward ICT in general. It can be seen from the data in Table 6 that there was no significant difference in perceptions of females ($M=2.95$, $SD=.17$) and males ($M=3.02$, $SD=.23$; $t(172)=-2.147$, $p<.05$, two tailed).

3.5.2. GPA

Students are asked to identify their academic average in first chapter of questionnaire because it was one of the concerns of this study. Students' GPAs are categorized as high, mid, and low according to their responses by researcher. The ones having 3.50 and above GPA were accepted as high achievers. The ones who have 3.00 and 3.49 GPA, they were categorized as mid achiever and finally the ones having 2.99 and less are accepted as low achievers.

Table 7. Anova test result for GPA and attitudes towards ICT general

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.070	2	.035	.971	.381
Within Groups	6.005	166	.036		
Total	6.075	168			

A one-way between-groups analysis of variance was conducted to explore the impact of GPA on participants' attitudes. As can be seen in the Table 7, there was no statically significance at $p<.05$ level between attitudes of participants and their GPA $F(2-166)=.971$, $p>.05$.

Table 8. Anova test result for GPA and attitudes towards computers in education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.120	2	.060	1.241	.292
Within Groups	8.285	171	.048		
Total	8.405	173			

It is apparent form Table 8 that analysis of the one-way ANOVA did not yield a significant difference at the $p<.05$ level in attitudes towards computers in educational settings for low, mid, and high achievers $F(2-171)=1.241$, $p>.05$.

3.5.3. Grade

The purpose of the study was to identify difference between third and fourth graders attitudes, for that reason, independent sample t-test was applied.

Table 9. Independent t-test results for ICT in general

Grade	N	Mean	SD	df	t	p
3rd grade	45	2.9833	.18464	172	.579	.563*
4th grade	129	2.9642	.19256			

Table 10. Independent t-test results for using computers in educational setting

Grade	N	Mean	SD	df	t	p
3rd grade	45	3.1099	.16603	172	-.655	.514*
4th grade	129	3.1349	.23670			

As Table 9 and 10 display that an independent sample t-test was used to investigate whether third graders differ from fourth graders in terms of attitude toward ICT in general and their views of computers in classrooms. What stands out in those tables is that the results of t-test did not yield statistically significant difference in both attitudes towards ICT and computers in educational settings.

4. Discussion

In this study, the first research question is related to the teacher candidates' purposes of using computers. The current study pointed out that they use computers in limited way and they do not use more complicated software. A similar result was found by Zhao and Frank (2003) in their previous study. They found out that teachers mostly use computers in order to communicate with their families and to prepare materials for their classes (Zhao & Frank, 2003). They assert that teacher use computers for the activities that do not require too much effort and time. In other words, computers are used mostly for simple activities. One reason of why candidate teachers do not use for more complex applications may be lack of required software in school, and not knowing their convenience, and how to take advantage of them. Another point that was ascertained in current research is that future teachers mostly use computers for social purposes such as chatting and shopping online. This result is in line with the findings of another investigation administered by Akpınar (2003). He stated that computers are not used by most of the primary and secondary teachers' computers for educational function (Akpınar, 2003, as cited in Gilakjani & Leong, 2012, p. 633). Furthermore, when the data is analyzed, it is revealed that only limited number of participants use "course management software". This provides an indication of candidate teachers do not use computer for teaching and learning purposes. However, given this circumstances, it can be argued that the reason of this result is because of the fact that required software programs is not provided by their schools.

Second research question was about overall attitudes of prospective English language teachers towards using computers. When data is analyzed, it is noticed that future ELT teachers have positive viewpoints related using computer technology in education. Almost all of the participants proved that they use computers for "finding material" and "preparing presentation" and this result suggests that there is a consistency between their practices and believes. Moreover, the findings clearly indicated that candidate teachers accept computers as fast and time saving tools to access information. They also

presume that computers are favorable not only for language teaching but also for the other educational fields. This result matches with the findings of previous study conducted by Çapan (2012) investigating “Turkish EFL teachers’ attitudes towards computer use” in classes. He confirmed that English teachers, in Turkey, have significantly positive attitudes on computers. Moreover, in other study carried out by Razak and Eswaran in 2010, it was affirmed not only teachers but also students have positive attitudes towards computer usage in language learning and they want to integrate them into their classroom activities. In the current study, participants assert that “they can easily operate computer applications” and also “they are eager to learn more computers”. It could be because of the fact that they have ability to operate only basic functions of computers like sending e-mail, preparing presentation, and using online dictionaries. Moreover, this could be because of the fact that they feel incompetent in using more complicated computer programs; therefore, they want to learn more about them. This is corresponding with Erdemir, Bakırcı & Eydurán’ (2009) finding that although pre-service teacher can perform simple and basic tasks with computer, they feel inadequate for using complex computer technologies (as cited in Gilakjani & Leong, 2012, p. 633,634).

Determining the effects of gender on perceptions of candidate English teachers is one of the purposes of this study. Independent sample T-test results show that males have more positive perceptions on computer in general; however, there is not any significance difference in participants’ attitudes towards using computer technologies in language education in matter of gender. Similar results were yielded by Sariçoban (2013). He conducted a study with 95 pre-service ELT teachers to identify “the attitudes of pre-service Turkish teachers towards computer use”. In that study, he asserted that there is no significant relation between candidate teachers’ gender and their opinions about computer technology. In the present study, in a similar vein, it is found that both female and male teacher candidates have positive opinions about technology adaptation in language classroom. This could be explained that today, computers are used in a great extend in language learning and for that reason the negative attitudes towards them have changed. The reason of this result according to Ray et al. (1999) is that “females may have been socialized differently in today’s computer generation to be more comfortable with computers and this may have resulted in lessening the barriers perceived by females, in the lack of training opportunities for them” (as cited in Teo, 2008, p.420)

In the current study, researcher aims to identify whether respondents’ ideas differ with regard to their GPA. ANOVA test results clearly indicate that prospective ELT teachers’ opinions do not differ according to their academic average. Because of the fact that there is not any balance in the number of participants considering their GPA, there is no significant change according to participants’ academic achievements. In other words, both successful and less successful participants agree that using computers increase quality of teaching and learning. This could be explained that “Ministry of National Education” makes radical changes in the language teaching policy and supports “technology enhanced language learning” in recent years, for that reason, all students realized the importance of computer based language learning and impact their views in a positive way. Moreover, since most of the participants use computers actively for different purposes in their courses, especially during their micro teachings, they may not have any fear about how to adapt computers in to curriculum. It is obvious that regardless from their academic success, all participants feel confident about implementing technology successfully into educational settings. In addition, the participants of the study can be described as digital natives which is defined as “native speakers’ of the digital language of computers, video games and the Internet” (Prensky, 2001a, p. 1). This is because candidate teachers do not scare from computers and believe the benefit of them in education even if they have lower academic achievement in their schools.

On the question of whether participants’ grade has an effect on their attitudes, this study found that there is not any significant difference among third and fourth graders’ attitudes. Both third and fourth

graders do micro teaching activities in their courses and that is why, they have chance to experience the real teaching context. During their micro teaching activities, most of the time, they utilize computer based activities in almost all stages of lesson to fulfill their objectives. This could be reason they all agree that “using computer technology makes the subject matter more interesting” (M=4.21), “teaching with computers offers real advantages over traditional methods of instruction” (M=4.13). In literature there are studies showing that there is a relationship between participants’ years of experience with computer and their conceptions (Sarıçoban, 2013). However, in this study, since the age and grade levels are close to each other, it is reasonable not having any difference among their opinions. As stated above, since the participants can be called as “digital natives”, owing to their age, they can effectively use technology and they can adapt them into in their real classroom. Moreover, when the descriptive results are scrutinized, it can be inferred that they can understand “the basic functions of computer” (M=4.07). This statement verifies the supposition that without considering grade levels of them, prospective teachers can operate computers easily in class.

The present study also revealed that there is a positive correlation between future ELT teachers’ perceptions about information and communication technologies in general and their perception on computers in language teaching classrooms. To clarify, if future teachers have positive opinions on computers in general, they believe the advantages of them in educational settings and they want to benefit them in their future classroom. These results corroborate with the ideas of Higgings and Moseley (2008), who suggested that teachers utilize computer technologies because it suits their existing beliefs and conceptions (as cited in Tondeur et al., 2008, p. 2544). Moreover, Tondeur et al. (2008) mentioned teacher beliefs and their frequency of using technological devices in classroom have a correlation. Teachers having positive beliefs use computers in language teaching process more frequent. A possible explanation for this might be that the prospective teachers get courses about computer technology; these courses may affect their opinions about technology integration positively because they have learned how to implement them into their courses. Almost all of them stated that they plan to use computers in their future classes. It can be inferred that teacher candidates want to implement computerized activities in future and they feel relax in the process of implementation of computers.

5. Conclusions

In the current study, it was found that prospective ELT teachers have positive attitudes towards integrating computer technology into language classroom. It was also discovered that participants mostly use computers for sending e-mail, finding materials related to their courses, and preparing presentations, as well as social purposes such as chatting and shopping online. That is to say, they do not use programs requiring advanced computer knowledge. Brown (2001) states that “[t]he practical applications of computer-assisted language learning are growing at such a rapid pace that it is almost impossible for a classroom teacher to keep up with the field” (p. 145). That is why, it can be inferred that prospective ELT teachers need to get training about integration of technology into language teaching. For that reason, English language teaching programs need to add courses related language teaching and technology for undergraduate students. Since participants will be appointed as the teachers in near future, developing positive opinions about technology is important so that they can implement technological tools into their courses.

Moreover, instructors can motivate students to implement technology into their courses and illustrate them how to integrate computer assisted materials in language classes because it is known that when teacher get training about technology integration during their undergraduate years, their

frequency of using computer increases. Wozney et al. (2006) confirms this idea by stating “the amount of technology-related in-service training was significantly related to computer use in the classroom. Teachers in our study generally reported the need for in-service training” (p. 194).

It is found that prospective teachers are eager to implement technological tools into teaching process but the important issue is how to adapt them into classroom. That is why; they need to get training about technology integration both in pre-service and in-service years. Moreover, future teachers need to be encouraged to use computers. Keeping the conclusions in mind, the study is not free from limitations. The current study is conducted only by using quantitative research method. Quantitative studies are not enough to identify perceptions and attitudes of participants. Therefore, in order to have better results, a further study can be conducted with students from different universities by administering a mixed method research. After the researcher collects data about the perceptions of participants with a questionnaire, s/he can interview the participants to identify factors affecting their perceptions.

Acknowledgements

I would like to express my sincere gratitude to Prof. Dr. Arif Sarıçoban and Assoc. Prof. Dr. Hüseyin Öz for their guidance and support in the preparation of the study.

References

- AbuSeileek, A. F. (2007). Cooperative vs. individual learning of oral skills in a CALL environment. *Computer Assisted Language Learning*, 20(5), 493-514.
- Al-Awidi, H. M., Ismail, S. A (2014). Teachers’ perceptions of the use of computer assisted language learning to develop children’s reading skills in English as second language in the United Arab Emirates. *Early Childhood Education Journal*, 42, (1), 29-37.
- Akbulut, Y. (2008). Exploration of the attitudes of freshman foreign language students toward using computers at a Turkish state university. *TOJET: The Turkish Online Journal of Educational Technology*, 7(1), 18-31
- Albirini, A. (2004). *An exploration of the factors associated with the attitudes of high school EFL teachers in Syria toward information and communication technology*. (Ph. D. Dissertation.). The Ohio State University, Ohio.
- Albirini, A. (2006). Teachers’ attitudes toward information and communication technologies: The case of Syrian EFL teachers. *Computers and Education*, 47(4), 373–398.
- Arkin, E.I. (2003). *Teachers’ attitudes towards computer technology use in vocabulary instruction*. (Unpublished master’s thesis). Bilkent University, Ankara, Turkey.
- Awad, A. K. A., & Alkaraki, S. M. S. (2013). Attitudes of EFL students towards using computers in learning English. *English for Specific Purposes*, 13(37), 1-20.
- Blake, R.J. (2007). New trends in using technology in the language curriculum. *Annual Review of Applied Linguistics*, 27, 76-97. doi:10.1017/S0267190508070049

- Braul, B. (2006). *ESL teacher perceptions and attitudes toward using computer assisted language learning (CALL): Recommendations for effective call practice*. (Unpublished MA. Dissertation). Edmonton, Alberta.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York: Addison Wesley Longman.
- Capan, S.A. (2012). Teacher attitudes towards computer use in EFL classrooms. *Frontiers of language and teaching*, Vol. 3, 248-254.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Hillsdale: Lawrence Erlbaum Associates.
- Dörnyei, Z. (2007). *Research methods in applied linguistics quantitative, qualitative, and mixed methodologies*. UK: Oxford University Press.
- Jacob, I. (2009). The effectiveness of computer assisted classes for English as a second language. *Annals. Computer Science Series*, 7(1), 141-148.
- Gilakjani, A. P., & Leong, L. M. (2012). EFL teachers' attitudes toward using computer technology in English language teaching. *Theory and practice in Language Studies*, 2(3), 630-636.
- Karakaya, K. (2010). *An investigation of English language teachers' attitudes toward computer technology and their use of technology in language teaching*. (Unpublished Master's Thesis). Middle East Technical University, Graduate School of Social Sciences, Ankara.
- Levy, M. (1997). *Computer-Assisted Language Learning; context and conceptualization*. Oxford: Oxford University Press.
- Prensky, M (2001a). Digital natives, digital immigrants: Part 1. *On the Horizon*, 9(5), 1 - 6.
- Ray, C. M., Sormunen, C. & Harris, T. M. (1999). Men's and women's attitudes toward computer technology: A comparison. *Office Systems Research Journal*, 17(1), 1-8.
- Razak, N. Z. B. A. & Eswaran, J. A/P. (2010). Investigating the ESL teachers' attitude towards the use of computer in English language classroom. Retrieved April, 29, 2017 from http://eprints.utm.my/10939/1/Investigating_The_Esl_Teachers%20%99_And_Students%20%99_Attitude_Towards_The_Use_Of.pdf
- Sarıçoban, A. (2013). Pre-service ELT teachers' attitudes towards computer use: A Turkish survey. *Eğitim Arastırmaları-Eurasian Journal of Educational Research*, 53, 59-78.
- Stepp-Greany, J. (2002). Student perceptions on language learning in a technological environment: Implications for the new millennium. *Language Learning and Technology*, 6(1), 165-180.
- Stroia, M. (2012) Learning with computers – A serious challenge for the didactic of foreign language teaching. University of Sibiu. *Revista Academiei Fortelor Terestre NR. 1* (65).
- Teo, T. (2008). Pre-service teachers' attitudes towards computer use: A Singapore survey. *Australasian Journal of Educational Technology*, 24(4), 413-424.
- Tondeur, J. & Hermans, R. & Braak, J. & Valcke, M. (2008). Exploring the link between teachers' educational belief profiles and different types of computer use in the classroom. *Computers in Human Behavior*, 24 (2008) 2541–2553.
- Wang, Y. (2007). Are we ready? A case study of technology-enhanced, collaborative language learning. *Proceedings of the World Congress on Engineering and Computer Science 2007*. San Francisco, USA.

- Wozney, L., Venkatesh, V. & Abrami, P. (2006). Implementing computer technologies: Teachers' perceptions and practices. *Journal of Technology and Teacher Education*, 14(1), 173-207.
- Zhang, J. (2010). Technology-supported learning innovation in cultural contexts. *Educational Technology Research and Development*, 58(2), 229-243.
- Zhao, Y. & Frank, K. A. (2003). Factors affecting technology uses in schools: An Ecological perspective. *American Educational Research Journal*, 40(4), 807- 840.

Öğretmen adaylarının yabancı dil öğretiminde bilgisayar teknolojilerini kullanma yönündeki tutumlarının incelenmesi

Öz

Mevcut araştırmanın temel amacı, gelecekteki İngilizce öğretmenlerinin dil öğretiminde bilgisayar teknolojilerini kullanma konusundaki tutumlarını araştırmaktır. Ayrıca, çalışma cinsiyet, sınıf ve akademik ortalamanın, öğrencilerin tutumları üzerine etkilerine odaklanmaktadır. Araştırmada nicel araştırma tasarımı kullanılmıştır. Veriler, bir devlet üniversitesinden, İngilizce dil öğretim bölümünde eğitim gören öğretmen adaylarına dağıtılan anketler ile toplanmıştır. Çalışmaya üçüncü ve dördüncü sınıfta okuyan 174 öğrenci katılmıştır. Toplanan verilerin analizi, aday öğretmen adaylarının dil öğretiminde bilgisayar kullanımı hakkında olumlu görüşlere sahip olduklarını açıkça göstermektedir. Ayrıca, katılımcıların tutumları ile cinsiyetleri, sınıfları, ve akademik ortalamaları arasında herhangi bir ilişki bulunmadığı ortaya çıkmıştır. Araştırmanın sonuçları, aday öğretmenin bilgisayarları çoğunlukla e-posta göndermek ve sunum yapmak gibi basit görevler için kullandığını göstermektedir. Aday öğretmenler, bilgisayar destekli dil öğrenmenin öneminin farkındadır. Aday öğretmenlerin gelecekteki sınıflarında teknolojiyi etkili bir şekilde kullanmayı öğrenebilmeleri için, öğretmen yetiştirme programlarında, bilgisayar entegrasyonu ile ilgili dersler sunulmalıdır.

Anahtar sözcükler: Hizmet öncesi öğretmen adayları; tutum; bilgisayar kullanımı; yabancı dil eğitimi

AUTHOR BIODATA

Zekiye ÖZER is currently working as a research assistant and having her PhD at Hacettepe University, English Language Teaching Department.