KARADENİZ TEKNİK ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ

BATI DİLLERİ VE EDEBİYATI ANABİLİM DALI

UYGULAMALI DİLBİLİMİ YÜKSEK LİSANS PROGRAMI

TEACHERS' ATTITUDES TOWARDS THE "DYNED" IN PRIMARY EDUCATION IN TURKEY: FROM THE 4TH TO 8TH GRADES

YÜKSEK LİSANS TEZİ

Alptekin Muhammed YİĞİT

Tez Danışmanı: Yrd. Doç. Dr. Abdul Kasım VARLI

MAYIS - 2010

TRABZON

ONAY

Alptekin Muhammed YİĞİT tarafından hazırlanan
Teachers' Attitudes Towards The "DynEd" In Primary Education In Turkey: From the 4th To 8th Grades adlı bu çalışma
25/06/2010 tarihinde yapılan savunma sınavı sonucunda
oybirliği ile başarılı bulunarak jürimiz tarafından
BATI DİLLERİVE EDEBİYATI ANABİLİM DALI/
Uygulamalı Dilbilimi Dalında yüksek lisans tezi olarak kabul
edilmiştir.

[i m z a]

…….

Yrd. Doç. Dr. Abdul Kasım VARLI

[i m z a]

…….

Prof. Dr. Salih Çepni

[i m z a]

…….

Yrd. Doç. Dr. Elif Demir

Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduklarını onaylarım. ... / ... / ….

Doç. Dr. Yusuf ŞAHİN
Enstitü Müdürü

BİLDİRİM

Tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada orijinal olmayan her türlü kaynağa eksiksiz atıf yapıldığını onurumla doğrularım.

İmza

Alptekin Muhammed YİĞİT
20/05/2010

ACKNOWLEDGEMENTS

Throughout the process of preparing my thesis, I have benefited from the brilliance, generosity, insight, experience and knowledge of many. I would like to express my gratitude to my thesis advisor, Asst. Prof. Dr. A. Kasım VARLI, for his invaluable guidance, encouragement, and support throughout my study and the program.

I am gratefully indebted to Prof. Dr. İbrahim YEREBAKAN and Assist. Prof. Dr. Naci Kayaoğlu for their valuable scholarly support during this program.

I owe special thanks to Research Assistant Sema YİĞİT and my brother Research Assistant Alperen M. YİĞİT for their invaluable help with the SPSS analysis of the questionnaire.

I think my family deserves the biggest thanks. I am grateful to my family who encouraged, supported and trusted me in each step of my life. I owe much to my mother, Dürdane YİĞİT, and my father Mehmet YİĞİT especially for their biggest unconditional love.

I owe special thanks to Fadime ÇANAK, who is a very special person in my life, for her continuous encouragement and support when I needed it most, for providing insight into my project, and for her efforts to keep me focused on my goals. She was always ready to share her precious time with me in any time and condition.

Many people have participated in the completion of this research in Turkey. I would like to thank Ozan YILAN, Aysel YILDIRIM, Emine TOP, Berrin BAUKNIGHT, Erdem YİĞİT, Tuğba KÜREĞ, Çağatay DEMİRCİ, Serdar KARAPINAR and Ayşe and İsmail İNAN, Murat BEŞENK, Sezgin MISIR.

May 2010 Alptekin Muhammed YİĞİT

CONTENTS

Page No

CHAPTER THREE

CHAPTER FOUR

CHAPTER FIVE

ABSTRACT

Use of technology, especially use of computers, in language education has been very popular recently. In Turkey the Ministry of National Education made the Computer Assisted Language Learning (CALL) software DynEd compulsory in state primary education from the 4th to 8th grades in 2006. In this study, EFL teachers' attitudes towards the "DynEd" in primary education in Turkey: from 4th to 8th grades were investigated. A descriptive research study was conducted with 121 teachers of English working at different primary schools and using DynEd in their lessons in 10 different cities in Turkey. Data for this study were collected through a questionnaire which was used to find out the participants' attitudes and a semi-structured interview which was held with participants to support the results of the questionnaire and to identify the factors (if any) that make teachers abstain from using the DynEd. Questionnaire was analyzed by using SPSS 11.5 statistical program. Statistical methods including frequencies, percentages, mean, and regression analysis were used to analyze data. Interviews were analyzed qualitatively using content analysis. The results of this study revealed that the teachers' attitudes towards DynEd were mildly positive but their attitudes towards CALL were very positive. The results of the regression analysis showed that computer knowledge has no effect on teachers' attitudes towards DynEd. The results indicated that there were some factors that make teachers abstain from using the DynEd such as lack of equipment (number of computers, microphones, headphones, etc.), internet connection problem, intensive syllabus, crowded classes, insufficient servers, lack of technical and administrative support.

Key Words: DynEd, computer Assisted Language Learning (CALL), teacher attitudes, primary language education.

ÖZET

Dil öğretiminde teknoloji kullanımı özellikle de bilgisayarların kullanımı son yıllarda oldukça popüler olmuştur. Türkiye'de, 2006 yılında, Milli Eğitim Bakanlığı, bilgisayar destekli dil eğitim programı olan "DynEd" i ilköğretim okulları 4-8. sınıflarında zorunlu hale getirdi. Bu çalışmada, İlköğretim okullarında görev yapan İngilizce öğretmenlerinin bilgisayar destekli dil programı olan "DynEd"e karşı tutumları araştırılmıştır. Türkiye'nin 10 farklı ilinde farklı ilköğretim okullarında görev yapan ve derslerinde bilgisayar destekli dil eğitim programı olan "DynEd"i kullanan 121 İngilizce öğretmenine betimsel bir çalışma uygulanmıştır. Bu çalışmada katılımcıların tutumunu öğrenmek için gereken veri anket ile elde edilmiştir. Anketin sonuçlarını desteklemek ve öğretmenlerin DynEd'i kullanmaktan çekinmesine neden olan faktörleri (eğer varsa) saptamak içinse görüşme teknikleri kullanılmıştır. Anketler SPSS 11.5 istatistik programı ile analiz edilmiştir. Veriler istatistiksel metotlar olan frekans, yüzde ve regresyon analizi ile analiz edilmiştir. Görüşme verileri nitel veri içerik çözümlemesi analiz tekniği kullanılarak, benzer noktaların kodlanması ile analiz edilmişlerdir. Bu çalışmanın sonuçları İngilizce öğretmenlerin DynEd'e tutumlarının az miktarda olumlu olduğunu ama bilgisayar destekli dil eğitimine ise olukça olumlu tutum sergilediklerini ortaya koymuştur. Regresyon analizi bilgisayar bilgisinin DynEd'e olan tutumlar üstünde hiçbir etkisinin olmadığını göstermiştir. Elde edilen sonuçlar donanım eksikliği (bilgisayar sayısı, mikrofon, kulaklık vb.), internet bağlantı problemi, yoğun müfredat, kalabalık sınıflar, sunucu eksikliği, teknik ve idari destek yetersizliği gibi bazı faktörlerin öğretmenlerin DynEd'i kullanmaktan çekinmesine neden olduğunu ortaya çıkarmıştır.

Anahtar Kelimeler: DynEd, Bilgisayar Destekli Dil Öğrenimi, ilköğretim okullarındaki dil eğitimi, öğretmen tutumları,

LIST OF TABLES

ABBREVIATIONS

The abbreviations used in this study are as follows:

CALL : Computer Assisted Language Learning
MNE : Ministry of National Education
SPSS : Statistical Package for Social Sciences
N : Total number
% : Percentage
EFL : English as a foreign language
T : Teacher
e.g. : For example

CHAPTER ONE

1. INTRODUCTION

1.1. Introduction

Nowadays, it is impossible to do something without technology since technology is everywhere. Especially computers are so widespread that they have become indispensible part of our lives. Everybody uses computers in their daily lives. Ahmad et al (1985: 1) reports that "banking, traffic control, word processing, social security applications, accounting and record-keeping, design, office management, computer games, various hobbies these are merely a few of the applications where computers are now a part of our everyday life".

Another important part of our life is education. Naturally, education is affected by technological developments. Computers have been used widely in the field of education including universities. Computers have recently become a familiar tool that can be seen in many classes (Hanson-Smith, 1999).

Computers are very important for language learning. "We are moving into an entirely new phase, the most distinctive feature of which is the Intelligent Tutoring System or ITS for language learning" (Farrington, 1989: 68).

Chapelle (2001: 1) states that:

> Various forms of this question-whether or not computers should be used for language teaching-were echoed throughout the following decade, but during the 1990s the question gradually changes from 'Should the computer be used for 'second language teaching?' to 'How can the computer best be used in language teaching.

"CALL is an emerging force in language education. Despite its awkward beginning and the on-going resistance of many in the language teaching community, it is maturing and showing that it can be a powerful tool in the hands of experienced teachers"(Knowles, 2004: 1).

In fact, teachers' fear about using computers affects their attitudes towards CALL. Pilus (1995) states that some teachers — especially language teachers — might have a phobia about using computers, and they might think that any problems with computers can only be solved by people who are experts in the area of science or computer science. This is very normal as language teachers are almost always graduates of Faculty of Letters or Arts. Another possible reason for feeling phobic towards using computers is teachers' thinking of the possibility of computers' leading students to dehumanization. These might cause teachers not to look very positively towards using computers in their classes.

In Turkey, looking at the projects conducted by Turkish Ministry of National Education towards the direction of using computers in education, one can see that there has been a serious progress in attempts to switch to computer assisted education in recent years. The clearest example of this is "Information Technology Classes" which are being established in schools country-wide and possesses the technological infrastructure to be used by teachers during their courses. Furthermore, computer laboratories, educational software and materials have been provided for schools through projects, which have gained pace in recent years and have been conducted country-wide (e.g. "Support Computer Assisted Education" Campaign).

As English is very important in Turkey, The Ministry of National Education (MNE) tries to do its best to help its students to teach English. In this sense:

> Within the scope of "100% Support to the Education" Campaign, DynEd English Language Education Software products have been donated to our Ministry by Sanko Holding Inc., and the protocol related to licensing of this software has been signed between our Ministry, Sanko Holding Inc. and Future Prints Bilgisayar Sanayi ve Ticaret Inc. at the date of 26.04.2006.
> DynEd English Language Education System is an education system which takes language education to computers and support students with

> regards to their English training. This system in question consists of educational software products and support software products. It was stated with Reference letter of Board of Education that DynEd English Language Training Material had been found proper in means of education-training. Support Software Products of DynEd English Language Education System provides students studying with a computer at school or out of school with an opportunity to be monitored and guided by the system and the system. (MEB, 2007a)

DynEd has been used in primary education from the 4th to 8th grades in Turkey for nearly three years. It would better to know more about the DynEd. Knowles, one of the founders of the DynEd explains what the DynEd is. DynEd was founded in 1987 by Lance Knowles, the former director of the Language Institute of Japan, and a team of engineers. DynEd's founders created the world's first interactive multimedia language learning CD-ROM in 1988 and received a U.S. patent for this invention in 1991.

DynEd has also developed an award-winning administrative software system that monitors and assesses student progress in great detail. DynEd's Intelligent Tutor provides automatic study-path management and quality scoring for all students, serving to improve the implementation of the DynEd programs in a wide range of circumstances.

Fundamentally, each DynEd course is based on sound, time-proven approaches to language teaching, curriculum design, and human interface design. Evidence for the effectiveness of its courseware is based on over twenty-five years of experience in language programs from around the world and on recent findings in the neural sciences (2004).

Three years following the introduction of the DynEd into primary education in Turkey, no studies have been conducted to determine the teacher attitudes towards the use of the DynEd. Since attitudes play an important role in learning styles and teaching strategies, this study focuses on the attitudes of teachers towards the DynEd. Understanding teacher attitudes will help the Ministry of National Education to understand better, teachers' needs and to take decisions about the use of the DynEd in Turkey.

1.2. Theoretical Background of the Study

One of the uses of computers in education is Computer Assisted Language Learning (CALL). In general, CALL may be defined as the use of computers in language instruction.

In Turkey using computers to teach language is becoming popular. Many of the Universities use computers in language teaching. There are a lot of computer labs in the Foreign Language Departments. Universities encourage their lecturers and students to use computers while teaching and learning language. Also, teaching English is very important for Turkish Ministry of National Education. That is why Turkish Ministry of National Education tries to set up computer labs in schools and makes teachers and students to use the DynEd. But while doing this, just having computers are not enough. Teachers should have enough information on how to use computers. Moreover, teachers' attitude towards computers and the DynEd is important.

According to Zimbardo and Leippe (1991: 23), "Attitude is a disposition toward some object based upon cognitions, affective reactions, behavioural intentions, and past behaviours. Attitude is an informed predisposition to respond, and it consists of beliefs, feelings and intent for action".

In accepting the DynEd to schools, the positive or negative attitudes of teachers play an important role. Determining the reasons for these kinds of feelings might be the first step in this necessary but manageable stage of adopting the DynEd. Understanding the attitudes of teachers towards the use the DynEd and the factors that affect these attitudes might help develop ways for teachers to cope with the problems that they might encounter in teaching. Also, it is really important that with the lack of positive feelings, teachers cannot be effective while using the DynEd.

There are some studies, which focused on measuring the impact of computer attitudes (Van Braak, Tondeur, and Valcke, 2004). A general finding is that teachers adopting a more positive computer attitude are more likely to use computers in the class (van Braak et al. 2004). In spite of the fact that computers are among the most important

and most effective technological aids in language teaching-learning process, some studies show that teachers do not have positive attitudes toward computers and. Moreover, they have fears against computer use in the classroom (Hardy, 1998). Another interesting fact is that experienced teachers may be afraid of using this technology in the classroom because they are not familiar with the technology, while newer teachers are more confident, because they might have had experiences in using computers when they were students. (Smith, 2003).

1.3. Statement of the Problem

CALL is a new concept. There is a growing awareness of the importance of using computers while teaching a second/foreign language. Teachers are also aware of, and interested in, CALL, realizing that teaching could be strengthened with the assistance of computers (Costanzo, 1989)

A considerable amount of research has been conducted to find out how both students and teachers feel about the use of computer technology in classrooms (Arkin, 2003; Lam, 2000; Tuzcuoglu, 2000; Warschauer, 2002). Additional research has looked at the problems that both the teachers and students may face during the learning process and language teaching (Huss, 2000). In addition to these, there are a lot of studies that have looked at ways of incorporating corpus tools and computerized concordance applications into classroom activities and language teaching (Godwin-Jones, 2001; Horst & Cobb, 2001). However, research that explores second language (L2) or foreign language teachers' attitudes towards the computers, concordance software (like DynEd) in particular, is limited. In fact, this is the first study which is about teachers' attitudes towards the DynEd in Turkey.

In Turkey the Ministry of National Education made the DynEd compulsory in primary education from the 4^{th} to 8^{th} grades. So, teachers have to use the DynEd at least one hour a week. Furthermore, teachers of English have to follow up a different compulsory curriculum. There is a huge organization for the DynEd. In fact, it is not so easy to organize so many students to use the DynEd without problems because each of primary education students is using the DynEd. As the present researcher is a district

agent of the DynEd in Arsin, Trabzon, given the present researcher's experience in using the computers and DynEd in English teaching, it is difficult to set the background and train both the students and teachers in using computers and the DynEd. The teachers of English encountered many problems such as the use of the software, technical difficulties and prejudicial attitudes. So with this investigation we will be able to see teachers' attitudes towards the DynEd.

1.4. Purpose of the Study

The purpose of this study is to report on the attitudes of teachers towards the DynEd. The study seeks for the relationship between teachers' computer competence and their attitudes towards the DynEd. In addition to these, the present study attempts to reveal the factors (if any) that make teachers abstain from using the DynEd.

1.5. Significance of the Study

CALL offers many opportunities both for students and teachers. If Turkish schools are to benefit from the DynEd, teachers will play an important role in their implementation. Maximum benefit from the DynEd can only be achieved through teachers' use of DynEd for the language classroom.

The importance of understanding teacher attitudes toward language teaching, of which CALL is an important subfield, has been noted by several researchers. Therefore, this study will probe into the teachers' attitudes towards the DynEd in teaching English, since these attitudes are important in effective teaching. The results of this study may be useful in identifying teachers' attitudes towards the DynEd and the reasons behind these attitudes. Yet, this is the first study that will investigate the attitudes of teachers towards the use of the DynEd in English teaching setting in Turkish primary education.

As it was mentioned earlier, the literature on teachers' attitude towards the DynEd is very small. This study will thus be an addition to that literature. In addition, this study will provide a model for further research of their type and elsewhere.

This study addresses following questions;

1. What are teachers' attitudes towards the DynEd?
2. Based on their level of computer literacy, what are the differences among teachers' attitudes towards the DynEd?
3. Are there any factors that make teachers abstain from using the DynEd?

1.6. Limitation of the Study

The present study has some limitations.

1. The results of this study were limited with 121 EFL primary education teachers. Questionnaires were submitted to participants from 10 different cities (İstanbul, Manisa, Antalya, Amasya, Sivas, Gaziantep, Bingöl, Ağrı, Trabzon, Rize) by hand out the spring term of 2009-2010 academic year. The interviews were conducted only with 15 teachers due to feasibility reasons. Therefore, the findings cannot be generalizable to all of the EFL primary education in Turkey.
2. Attitudes of the participants might be based on the teachers' current knowledge and working conditions, which may differ from one teacher to another and cannot be generalized.
3. Time allocation was a limitation because the data collection period took a long time.
4. Two data collection instruments, a questionnaire and a semi-structured interview, were used in this study. In addition to these instruments, observation could also be used to enable the data triangulation.

1.7. Assumption

The questionnaire and the interview data will generate objective and honest responses from the teachers.

1.8. Outline of the Study

This is organized around issues involved in this study. Including this one, it has five chapters.

Chapter I is the introduction of study. It presents the broad rationale behind this study.

Chapter II deals with the review of literature. First definitions of CALL are presented from different perspectives. Second, historical background information are provided about how prominent theories have approached CALL in education psychology. Third, Multimedia is defined. Fourth, teachers' attitudes towards the use of CALL are discussed. Lastly, DynEd is presented in detail.

Chapter III sets out the research design, setting, and participants and introduces the methods that were used, and gives a broad outline of the data analysis procedures.

Chapter IV presents the analysis of data and findings are interpreted in the light of teachers' responses to the questionnaire and the interview.

Finally, Chapter V concludes this thesis by summarizing the results, suggesting pedagogical implications and suggesting potential avenues for further research.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction

Computers are part of our lives today. Banking, air traffic control, word processing, record keeping, office management; games are only a few of the applications of computers. (Galavis, 1998; Schofield, 1995). Many schools realize that how computers in today's world underline the value of educational technology within schools. Marcinkiewicz (1994) implies that there is a great deal of support for technology integration and many schools today have started investing considerable amounts of money in technology resources to improve the quality of teaching and learning, and are now looking for ways of successfully incorporating these tools into their curriculum, syllabi, and classrooms. At this point, the attitudes of teachers are becoming a key point as they are expected to use computers in their classes. However, while there are a lot of teachers who are very keen on computers in their classes, there are also teachers who are unwilling to use the computer in their classes.

This chapter reviews the literature on the importance of computers in language learning and teaching. First, Call will be defined. The history of CALL will be explained in detail. Multimedia will be defined. Specifically, it will focus on the advantages of CALL multimedia, the role of teachers in teaching with computers, and teachers' attitudes towards using this technology effectively. DynEd applications in the world and in Turkey will be explained. In addition to these, DynEd software will be introduced. Finally research conducted abroad and Turkey will be reviewed.

2.2. Defining CALL

Computer Assisted Language Learning (CALL) is tried to be explained in different ways by many scientists. For the first time at the 1983 TESOL conference in Toronto, Canada, the term "Computer-Assisted Language Learning (CALL)" was adopted to refer to the applications of computers in second language acquisition (Chapelle, 2001). In defining CALL, there are two main sources to begin: Levy's (1997: l) definition of "the search for and study of applications of the computer in language teaching and learning"; and the joint policy statement from the three prominent CALL organizations of Computer Assisted Language Instruction Consortium (CALICO), the European Association for Computer-Assisted Language Learning (EUROCALL) and The International Association for Language Learning Technology (IALLT) which reads, "CALL is a relatively new and rapidly evolving field that explores the role of information and communication technologies in language learning and teaching".

On the other hand, Hertz (1987: 1) indicates that CALL emerged as a part of Computer-Assisted Instruction (CAI), “the use of computers as a tool of instruction according to group and individual needs”. CAI is one application of Artificial Intelligence (AI) and AI, according to Coughlin (1990: 561), “attempts to make computers perform cognitive tasks in all areas of human endeavour”.

The exact meaning of CALL is a debatable issue since the beginning of the CALL. Different terms are used for this area. Beatty (2003: 9) explains these terms as:

> Terms peripheral to CALL
> CAI *Computer-aided instruction* refers to learning at the computer, but not necessarily with a language focus. Although it may not be the intention of all those who use the acronym, the term *instruction* suggests a teacher-centred approach.
> CAL *Computer-assisted learning* similarly to CAI, CAL may refer to the learning of any subject (including language learning) using a computer. But in contrast to CAI, CAL emphasizes the learner.
> CALI *Computer-assisted Language Instruction,* a term once commonly used in North America.
> CALT *Computer-assisted Language Teaching* CALL but with emphasis on the teacher.

CALT *Computer-assisted Language Testing* or *Computer Adaptive Learning Testing.* Computer adaptive testing refers specifically to situations in which the computer considers the answer to each question and raises or lowers the level of difficulty accordingly.
CAT *Computer-adaptive Testing* using a computer, but not necessarily testing language.
CAT *Computer-assisted Teaching* refers to learning at the computer, but not necessarily with a language focus.
CBT *Computer-based Training* tends to refer to programs used for corporate training with narrow and short-term instructional goals but may refer more generally to any kind of training. The term is not often used in the language-learning context except where it refers to the teaching of some discrete language learning skills, such as listening training.
CMC *Computer-mediated Communication* refers to a situation in which computer-based discussion may take place but without necessarily involving learning. However, opportunities for learning are inherently present, especially in situations in which learners need to engage in negotiation of meaning with native speakers of the target language or even with peers of non-native proficiency.
CMI *Computer-mediated Instruction* refers to instruction that takes place trough use of a computer and may, for example, include learning that occurs when a learner communicates with a distant tutor through email or S uses some form of computer hardware and software. Again, the term *instruction* shows a teacher-centred approach.
ICALL *Intelligent Computer-assisted Language Learning* describes software programs which attempt to customize feedback features that cater to individual learner's input.
TELL *Technology Enhanced Language Learning* refers to any technology used in the classroom such as video, tape recorders or even entire listening labs.
WELL *Web Enhanced Language Learning* refers to CALL that focuses on the WWW as the medium for instruction.

One reason why there are so many different terms is that the field is multidisciplinary, drawing upon applied research in second language acquisition, sociology, artificial intelligence, cultural studies, many branches of psychology, applied linguistics, cognitive science, natural language processing, second language pedagogy, cultural studies and, of course, the computer sciences (Levy 1997). Levy (2005: 145) compares this issue; he calls “the competing terms” with a similar situation found in the fields of Second Language Acquisition (SLA) and Applied Linguistics. Both SLA and Applied Linguistics refer to the use of language theories in language learning and teaching contexts.

Egbert (2005: 4) commented on this issue, writing that different terms are used by educators to describe CALL and there is a need for exploring its boundaries and clarifying its components. She wrote that most explanations of CALL are based on three categories: 1) "how learners use it (i.e. word processing); 2) the place where it is used (school, home, lab); and 3) the philosophy behind its constructions (Behavioristic, communicative, or integrative)".

Levy (1997: 1) defines CALL as "the search for and study of applications of the computer in language teaching and learning". Beatty (2003: 7) said that the notion of CALL has changed rapidly. Hence, she defines it as "any process in which a learner uses a computer and, as a result, improves his or her language". Egbert (2005: 3) defines CALL as "using the computer to support language teaching and learning in some way". This definition applies to all languages, skill areas and contents. It is clear that all the definitions focus on the three main words of the term "CALL": computer, language, and learning,

2.3. Historical Background of CALL

Lately, there is a change from structural perspectives in language teaching to socio cognitive perspectives. Kern and Warschauer (2000: 7), indicate that "it is within this shifting context of structural, cognitive, and socio cognitive orientations that we can understand changes in how computers have been used language teaching, and in particular the role of network-based language teaching today".

Although computer history goes back to 1920s, the use of computers in language teaching is not so old. In the next paragraph, it will be argued that when computers were started to use in language teaching.

In fact, there are a lot of claims about when computers were started to be used in language teaching. Dunkel (1987: 255) claims that "educators started to visualize the potential of computers in classrooms in the decade that followed the advent of the first computer in the late 1940s". Sokolik (2001) defended the same idea by saying that the actual history of using computers in education goes back to the 1940s. In addition to these, Fotos & Browne (2004: 10) stated that "using the computer in language came into

existence from mechanical translation that was first used in the 1940s as a spin-off from cryptography used in World War II".

On the other hand, Chapelle (2001) claims that CAI was first used in USA in the 1950s. Warschauer and Healey (1998) and Egbert, Jessup & Valacich (1991) also claim that computers have been used for language teaching since the 1950s, but that early computer applications in language teaching were very limited and difficult to use.

CALL had its beginnings in the 1950s and 1960s and has since gone through many transformations. The shifts in CALL reflect the dominant educational theories and the available computer technology of the time. Warschauer and Healey (1998) divided the history of CALL into three distinct phases: behaviouristic CALL, communicative CALL and integrative CALL. These three stages coincide with specific levels of technology and certain pedagogical theories (Warschauer & Healey, 1998: 58).

Another distinction in the stages of computer use in language teaching and learning was made by Kern and Warschauer (2000) as 'Structural Approaches to CALL', 'Cognitive Approaches to CALL' and 'Socio-Cognitive Approaches to CALL'. The distinction made by Kern and Warschauer (2000) may be roughly linked to three metaphors of computer based educational activities classified by Crook (1994) as a tutorial metaphor (computer-as-tutor), a construction metaphor (computer-as-pupil), and a toolbox metaphor (computer-as-tool). Table 1 below shows the three stages of CALL.

2.3.1. Behaviouristic CALL

The first stage of CALL, called Behaviouristic or Structural (Warschauer, 2004) CALL, was conceived in the 1950s and implemented in a decade later (Warschauer, 1996). In the 50s and 60s, behaviourism was the most powerful theory leading the educational practice. Levy (1997: 14) states that "with his book *Verbal Behavior* (1957); B.F. Skinner outlined the central elements of behaviourism as stimulus, response and reinforcement". This theory had a profound effect on language teaching practice and on the development of early CALL. The development of CALL programs during this time echoed the behaviouristic approach with most of the activities being repetitive language drills, also

known as drill-and-practice, (Lee, 2001; Levy, 1997; Warschauer & Healey, 1998). The features of behaviouristic CALL are illustrated as:

> · Repeated exposure to the same material is beneficial or even essential to learning.
> · A computer is ideal for carrying out repeated drills, since the machine does not get bored with presenting the same material and since it can provide immediate non-judgmental feedback.
> · A computer can present such material on an individualized basis, allowing students to proceed at their own pace and freeing up class time for other activities.
>
> (Warschauer, 1996: 4)

Table 1: The Three Stages of CALL

Stage	1970s-!1980s:Structural CALL	1980s-1990s: Communicative CALL	21st century: Integrative CALL
Technology'	Mainframe	PCs	Multimedia and Internet
English-Teaching	Grammar Translation &Audio Lingual	Communicative Language Teaching	Content-Based ESP/EAP
View of Language	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Socio-cognitive (developed in social interaction)
Principal use of Computers	Drill and Practice	Communicative Exercises	Authentic Discourse
Principal Objective	Accuracy	Fluency	Agency

(Based on Kern & Warsehauer, 2000: Warschauer, 1996; Warshauer, 2000: Warshauer, 2004)

The earliest "CALL programs, consisting of grammar and vocabulary tutorials, drill and practice programs, and language testing instruments, strictly followed the computer as-tutor model" (Kern and Warschauer, 2000: 8). This type of CALL emerged as a result of the structuralist approach, which strictly argues that repeated drilling on the same material was beneficial to learning. Practice, not abstract knowledge, was the key.

The first example for the Behavioristic CALL was PLATO (Programmed Logic for Automatic Teaching Operations). PLATO project which was launched at the University of Illinois in 1960 may be accepted as the starting point of CALL (Levy; Ahmad, Corbett, Rogers and Sussex in Warschauer, 1996). PLATO featured grammar and vocabulary drills and translation tests (Lee, 2001). In its role, the computer was regarded as a "mechanical tutor which never grew tired or judgmental and allowed students to work at an individual pace" (Warschauer & Healey, 1998: 57).

The Audio-lingual method and structural linguistics were the teaching techniques in the Behavioristic CALL (Fotos & Brown, 2004). Most common exercises of this method were pattern practice and drills. Teaching and learning process included new vocabularies, structures presented through dialogues, which were learned through imitation and repetition. Drills were mostly based on patterns in dialogues. Apart from these, students' correct responses were positively reinforced. (Larsen & Freeman, 1986). Grammar-translation method also shared some views of behaviouristic theory, "according to which habit formation and imitation" were the basic elements of language learning (Tick, 2006: 5).

Warschauer (1996: 9) summarizes the ongoing benefits of behaviouristic CALL by pointing out that:

1) Repeated exposure to the same data is advantageous or even vital to learning;

2) A computer is optimal for performing repeated drills because it cannot get bored with providing the same material, and because it is able to give immediate non-judgmental feedback;

3) A computer can present material on an individualized basis which allows students to continue at their own speed and frees up class time for other projects.

In the 1970s, behaviouristic CALL was not as famous as communicative CALL. There are some reasons why communicative CALL emerged. The reasons were listed below by Warschauer (1996), Fotos & Browne (2004). Warschauer (1996: 17) states that the undermining of Behavioristic CALL was due to two reasons: "(1) the theoretical and pedagogical rejection of behaviouristic approaches to Second Language Acquisition, and

(2) the advent of microcomputers or Personal Computers (PC)". Fotos & Browne (2004: 12) add that the decline of behaviouristic CALL was due to the challenges by the communicative approaches in language learning that goes beyond focusing on formal instruction, but rather on meaning focused language. All these reasons opened the door for a new phase of CALL, entitled of communicative CALL.

2.3.2. Communicative CALL

Communicative CALL, first used in the 1970s (Fotos & Browne, 2004: 9), is based on the communicative approach in language teaching that took hold at that time (Richards & Rogers, 2001). Kern and Warschauer (2000: 9) define the cognitive approaches to CALL as follows: 'In line with cognitive-constructivist views of learning, the next generation of CALL programs tended to shift agency to the learner'. Cognitivists perceived learning as a mental process rather than a stimuli-response process as behaviourists believed. Cognitivists also believed that learning and problem solving were the representations of the mental process (Duffy, Mc.Donald & Mizell, 2005). Lee and Van Patten (2003: 11) explain the role of students in communicative approach that "the students' task was no longer to parrot but to create an answer". Fotos & Browne (2004: 5) explain the goal of Communicative CALL as "communicative use of the language rather than mastery of isolated forms".

John Underwood was one of the main advocates of this new approach. He proposed a series of Premises for Communicative CALL'. According to Underwood (1984: 52) communicative CALL:

> focuses more on using forms rather than on the forms themselves;
> teaches grammar implicitly rather than explicitly;
> allows encourages students to generate original utterances rather than just manipulate prefabricated language;
> does not judge and evaluate everything the students nor reward them with congratulatory messages, lights, bells;
> avoids telling students they are wrong and is flexible to a variety of student responses;
> uses the target language exclusively and creates an environment in which using the target language feels natural, both on and off the screen; and

Will never try to do anything that a book can do just as well.

Warschauer (1996: 6) implies that by the end of the 1980s, language educators felt that CALL had failed to give learners what they thought, and researchers showed that computers were being used in an ad hoc and disconnected fashion. In the early 1990s, communicative CALL was criticized because of the inability of current computer programs to "give learners essential feedback" (Fotos & Browne, 2004: 5). Based on a cognitive model of language learning, the objective of a CALL activity involving the computer as a stimulus is to encourage student motivation, creativity, analytical skills, discussion, writing and/or critical thinking rather than have students just find the right answer or achieve a passive comprehension of meaning (Fotos & Browne, 2004: 11). Warschauer (1996: 19) points out that the critiques of communicative CALL were also linked with the reassessment of the communicative approach in language teaching field. Critiques of the communicative approach to the Second Language Acquisition in addition to the technological developments in the multimedia opened the door for a new phase of CALL, labelled Integrative CALL.

2.3.3. Integrative CALL

Educational methodology was again being questioned and began to move towards a Vygotskyan socio-cultural model of language learning in which interaction within an authentic context was regarded as essential for creating a meaningful learning experience (Fotos & Browne, 2004; Lee, 2001). Educators were searching for methods to teach in a more integrative way, such as task-based, project-based and content-based approaches in authentic environments. Thus integrative CALL emerged as a prospective way "to integrate various skills (e.g. listening, speaking, reading, and writing) and also integrate technology more fully into the language learning process" (Warschauer & Healey, 1998: 5).

According to Warschauer (1996), socio-cognitive or integrative approaches to CALL are based on two important developments of the last decade-multimedia computers and the internet. Warschauer (1996) states that multimedia technology (e.g. CD-ROM) provides learners with a variety of media accessed on a single machine. Warschauer

complains that in spite of its apparent advantages for language learning, multimedia software has failed to create major impact. The contribution that the internet has brought to language learning is stated by Warschauer (1996: 4): 'For the first time, language learners can communicate directly, inexpensively, and conveniently with other learners or speakers of the target language 24 hours a day, from school, from work, or home'.

Szendeffy (2005) lists some features of Integrative CALL like providing authentic environments; integrating of all skills in a holistic approach; using multimedia and hypermedia in a nonlinear manner; offering greater student control; giving task-based, content-based, and project-based activities; and communicating with native speakers and other learners. The model of Integrative CALL is also based on socio-cognitive view of the language, which according to Warschauer (2004) means that learning a second or foreign language involves working one's way into new discourse communities.

This section tried to sum up historical development of the use of computer in language teaching and learning.

2.4. CALL Multimedia

2.4.1. What Is Meant by Multimedia?

According to Marmolin (1991), multimedia is viewed as a multi-sensory, multichannel, multitasking and multi-user approach to a system. It is the integrated use of text, graphics, sound, video and animation to present information. A multimedia approach to instruction through media integration devotes great effort to the problem of finding good representations of information. The approach assumes that integrated multidimensional representations are necessary for learners' perceptual systems because learners gain information by integrating activities via different senses (Marmolin, 1991).

Tannenbaum (1998: 4) defines multimedia as "an interactive computer-mediated presentation that includes at least two of the following elements: text, sound, still graphic images, motion graphics, and animation".

According to Davies (2010) the term multimedia was originally used to describe packages of learning materials that consisted of a book, a couple of audiocassettes and a videocassette. Such packages are still available, but the preferred terms to describe them seem to be multiple media or mixed media - although there is considerable disagreement as to what they should be called now that the term multimedia has acquired a different sense. Nowadays multimedia refers to computer-based materials designed to be used on a computer that can display and print text and high-quality graphics, play pre-recorded audio and video material, and create new audio and video recordings. Because of its capability of integrating the four basic skills of listening, speaking, reading and writing, multimedia is of considerable interest to the language teacher.

2.4.2. What is CALL Multimedia?

CALL multimedia refers to language instructional technologies that use multimedia as their core technology. CALL multimedia refers to any combination of text, graphic art, sound, animation, and video delivered to learners by computer or other electronic means for language learning purposes. When the user controls what and when the elements are delivered, this is called interactive multimedia, but when the user is provided with a structure of linked elements through which the user can navigate, interactive multimedia becomes hypermedia (Vaughan, 1998).

Soo (1998) states that traditional CALL used in the ESL classroom and video disc multimedia CALL available today represent two different worlds of learning. Within the last five years, CALL, particularly multimedia computer assisted language learning, has enabled language teaching to become progressive, versatile, and responsive to individual needs. In contrast to previous CALL software, multimedia CALL can be graphics, images, video, and audio.

2.4.3. A Brief History of CALL Multimedia

The first popular microcomputers that appeared in the 1970s were incapable of playing or recording sound and video, and they had very limited graphics capabilities. Language teachers were often critical about CALL because it lacked the essential

ingredient of sound. From the early 1980s various tricks were employed to get computers to play back authentic sound, for example linking an audiocassette player to a computer that controlled the playback and rewind functions - but this was not very efficient as the tape stretched with use and bits of audio were cut off or appeared in the wrong place. All sorts of other Heath-Robinson devices were invented by inspired CALL enthusiasts in order to get computers to produce high-quality authentic sound. The analogue videodisc player appeared in the early 1980s, offering the possibility of playing back high-quality sound and video and presenting thousands of photographic-quality pictures. The 12-inch videodiscs, or laserdiscs as they were sometimes called, could hold around 30 minutes of video or 54,000 still images on each side. By linking a videodisc player to a computer it was possible to produce CALL programs that today would be described as multimedia. In those days, however, the term interactive video was used.

Interactive videodiscs continued to be used in industrial training well into the 1990s and also for karaoke entertainment. Their main advantage was the high quality of the sound, video and still images that they could produce, which is absolutely essential, for example, in training engineers how to assemble a mechanical device - a typical application of the time. Their main disadvantage was the high cost of the equipment required to run them - and it was messy too, consisting of several different components linked with lots of cables.

The multimedia computer (MPC) was the next major landmark in the history of multimedia, appearing in the early 1990s. The MPC was a breakthrough in terms of its compactness, price and user-friendliness. Most PCs that are currently available can be classified as multimedia computers. These following components are essential features of an MPC:

a soundcard
twin loudspeakers or a set of headphones
a microphone
a CD-ROM drive - but modern MPCs are likely to be equipped with a combination CD-ROM / DVD drive as standard (Davies, 2010)

2.4.4. Advantages of CALL Multimedia

Mulitmedia CALL has numerous advantages. Banados and Ripoll (2006) states that learners are exposed to second language input through locally produced videos and audiovisual material depicting real characters which allow for multimodal content delivery to reach heterogeneous learning styles. Students interact with local and global communities in communicative and collaborative tasks which engage them in socio-cognitive processes and give them opportunities to communicate with a real audience. They can focus on English output by means of specially designed interactive recording tools. Special attention is given to issues of online pedagogy, such as providing a more human-like dimension for positive and corrective feedback, giving students the sense of belonging to a learning community, and helping them develop their self-confidence as they work on their language skills through individual practice, communication- both through CMC and face-to-face- and collaboration.

Davies (2010) claims that multimedia clearly offers many exciting opportunities for language learning. The possibility of combining text, images, sound and video in a variety of activities was a major step forward in CALL, but many of the opportunities that this offers have simply not been seized. Most multimedia applications tend to be strong on presentation and weak in terms of pedagogy and interaction. It often appears that the new generation of software developers, i.e. from the late 1980s onwards, have overlooked or deliberately ignored everything that was learned by the previous generation.

Learning software comes with an exhaustible amount of multimedia resources -only that much video clips, audio recordings, images, etc. can be stored on a single CD-ROM. Even when learning software can better echo the contents of a textbook it supplements, it also means that once these contents have been covered and a new textbook has to be bought, the old software is of little subsequent use and a new one has to be purchased. For programmers this would mean paying careful attention to the content design of learning software (since there is only so much that could be fit into a CD-ROM) and the interface design of a MAP (i.e., its usability, or the handle of the hammer, which puts its utility, the head of the hammer, in the user's hand).

To keep young users engaged while performing a computer-based task, they should feel neither bored nor frustrated with the piece of software they happen to use. Boredom sinks in when the child's curiosity is prematurely satisfied or when his/her competence remains unchallenged. Frustration takes over when the child's sense of discovery is overwhelmed or when s/he fails to perform the task using the program, often due to poor usability.

Boredom is a greater threat to users of learning software because its contents and their presentation are non-extendable. The degree of hypermedia connectivity, i.e., the ability to navigate between different multimedia elements, is finite. To prevent users from getting bored easily with the learning software, its contents should be at the right level and they should be gradually exposed to them (for example, in the form of a quiz in which certain requirements have to be met before advancing to the next lexical field).

Moreover Grossmann (2008) indicates that with learning software, which is able to correct learner's input by limiting it in the first place (e.g., pointing and clicking with the mouse on the right word), multimedia is the means of creating multisensory stimuli at the user's end. Good learning software can give immediate and accurate feedback without being perceived as overly stringent.

Klassen and Milton (1999) evaluated the effectiveness of an interactive multimedia CD-ROM in an English language learning curriculum at the University of Hong Kong, and reported that students who used the program showed significant improvement in listening skills compared to students given traditional classroom instruction. They also found that the use of interactive multimedia programs helped students develop positive attitudes toward CALL programs.

2.5. CALL Multimedia Software

Since the 1990s a large number of multimedia CD-ROMs have been produced, aimed at a wide variety of language learners at all ages. The next part will introduce CALL software.

2.5.1. Tell Me More & Tell Me More Pro

In his article Davies (2010) gives information about the software. *Tell Me More* takes *Talk to Me*'s approach a step further, and *Tell me More Pro* allows the teacher to adapt the software to the level and needs of the student. The teacher can determine the activities to which the student has access, and the order in which they should be performed. Parts of the program itself can be modified to suit the student's learning needs: for example, the acceptance level of pronunciation, display of texts and translations. The teacher can also consult progress reports for every student for each session spent - either in the form of statistics or in greater detail. The teacher can also check the student's spoken work. The contents of each lesson may be printed out. Grammar lessons are accessible to the student at all times. Each rule is illustrated by cartoons and clear explanations. Videos deal with different subjects (e.g. London, Paris, renting a villa, animals, sports, etc.) and are followed by multiple-choice comprehension exercises. A glossary is provided, giving the student access to the translation of each text and each word encountered during the lesson. Exercises - in which Automatic Speech Recognition (ASR) plays a key role - include: The Right Word, Picture/Word Association, Word Order, Dictation, Fill-in-the-blanks, Hangman, Crossword Puzzle. As in the *Now!* series, a voiceprint is used to help the learner match his/her voice against the native speaker's voice. Available in French, German, Spanish (Castilian) and English.

2.5.2. Talk to Me

Talk to Me allows language learners to have an interactive conversation with the computer. The focus is on improving grammar skills and listening comprehension, while enhancing vocabulary and written expression. In addition, the quality of the student's pronunciation is indicated via voiceprints and a scoring system that make use of Automatic Speech Recognition (ASR) software. The level corresponds to Key Stages 3-4 of the National Curriculum. The CD-ROM offers unique support to preparing for oral examinations and classroom activities. The package includes a variety of exercises, for example:

Dialogue Exercises: The computer talks to you; you answer the computer through a microphone, the computer recognises what you say and responds to your answer.

Picture/Word Association, Crossword Puzzles, Video- based exercises.

Simulated Conversations: Enjoy a conversation with the computer, where the sequence of questions and answers simulates that of real-life conversation.

Sentence Pronunciation and Phonetics Exercises: A model sample sentence or word is shown and you listen to it and then repeat as often as you wish, imitating the computer's model. Access to a large number of sentences and individual words for phonetics practice allows you to practise pronunciation for hours (Davies, 2010).

2.5.3. ELLIS Software

The ELLIS Suite (ELLIS, 1999) is an interactive multimedia environment for teaching ESL that claims to have changed the way the world learns English. This software program uses many research validated techniques in teaching: reading, writing, listening, speaking, vocabulary, grammar, culture, practice, testing, and review. All of these instructional techniques are presented through multiple media. Learners are involved actively in listening and recording their own voices to compare pronunciation 10 that of native speakers. The program provides situations in which learners can participate, and it adapts the multimedia capabilities to a wide range of language instruction methodologies. It also includes context sensitive translation, grammar and vocabulary, auditory and visual pronunciation tools, voice recording and comparison, mastery tests, and skills tracking. This software also involves the use of interactive role play.

Students using ELLIS sit alone or with a partner. Using headsets, they typically watch and listen to a conversation in English. This video segment can be replayed normally or in slow audio motion. Once the student has listened and watched the video segment, be or she can then focus on the text of the conversation. Questions about grammar, culture, or vocabulary can be answered by manipulating the screen- Other options involve participating in a role play situation where students record their own voices

as part of die conversation. Pronunciation can be practiced by listening to the correct sound and then modeling it into a microphone. Students can then test themselves on vocabulary once they have completed a conversation.

2.5.4. Rosetta Stone Software

The Rosetta Stone (The Rosetta Stone Library, 1999) is an immersion style, multimedia program that uses carefully selected pictures to clearly convey the meaning of each new spoken phrase. The idea of this program is that by invoicing the learner's inherent ability to connect sound and meaning, learning occurs naturally and easily, the way one learns a first language. The comprehension of each new concept is verified by instantaneous feedback confirming progress. The program systematically integrates new vocabulary with new grammar in a natural, intuitive process as it builds on what the student has previously mastered.

The Rosetta Stone does not include a video disc but has the capability to allow students to watch, listen, manipulate, and write English words. The integration of text, graphics, and audio in the software makes it a multimedia program. Students see various pictures and hear and see English words that correspond to the visual representation. Students select the corresponding word and picture and are notified of the correctness of each response. The Rosetta Stone is well suited for students unable to follow the normal conversations presented in the ELLIS program.

2.5.5. DYNED

As it was mentioned before the Turkish Ministry of National Education decided to use DynEd in primary education in 4-8th grades in 2007. And since 2008-2009 educational year DynEd has been applied in all primary education in Turkey. It is better to explain what DynEd is.

“DynEd was founded in 1987 by Lance Knowles, and a team of engineers. DynEd’s founders created the world’s first interactive multimedia language learning CD-ROM in 1988 and received a U.S. patent for this invention in 1991” (Knowles, 2004).

DynEd's programs are a step forward in English Language teaching. After numerous classroom experiences, the final research into how people learn, and upon data collected and analyzed over 20 years in the field of CALL, DynEd courses take full advantage of what advanced technologies and neuroscientific research can supply.

2.5.5.1. Theory of Language Learning of DynEd

Traditional, text-based approaches and the listening-based, iconic approach that is at the heart of DynEd's *Recursive Hierarchical Recognition* (RHR) design, which are very different things. DynEd's ESL solutions have demonstrated themselves in quality programs around the world and are on the leading edge of a transformation in language education (DynEd's Advanced Design Features, 2009).

DynEd is based on RHR and brain based CALL. It is significant to explain RHR and brain-based CALL. Lance Knowles invented cognitive, brain-based approach to English language learning resonates with how the human brain has evolved to search for, recognize and employ language patterns for efficient language processing. Learning continues in a repeated way, employing the brain's hierarchical memory structure in ways that a linear approach cannot. Multimodal language input and practice ease language pattern recognition, comprehension, and subsequent chunking – the base of fluency in all four skills. (DynEd's Advanced Design Features, 2009).

In this point, it going to be explained RHR in a detail. Knowles (2008) states that in traditional method, there is no practice, which is the base of automaticity and chunk language. Chunking means to recognize groups of words instead distinct items. "RHR distinguishes that the size and semantic complexity of the chunks that can be processed is proportional to fluency".

RHR is based on the hierarchical structure of memories and concepts. RHR proposes that learning starts with basic concepts such and continues to complex concepts. According to RHR, while teaching a language one must benefit from context in multiple modes and working through visual and similar conditional entries rather than mere texts is

a better way to make students comprehend concepts of that language since human brain builds itself upon integrated concepts instead of isolated grammatical constructs. To provide examples, the word “at” will connote a place as the word “for” will make a student expect a time or purpose concept to follow; therefore considering these words only as prepositions and trying to transmit these to students only in this way will be a mistake.

RHR works with natural tendencies of the brain which it makes use of in order to put new information into a meaningful context. It tries to handle this new, unrecognized and unknown information by attempting to complete the empty lines in-between which, as a whole, eventually will turn into a counterpart in the outer world shaped by space and time. In short, it recalls the already-completed pattern outside and works to match it with the raw data it has recently obtained as good as it could. This process works as a sort of a joyful game for the brain and is also the case while one learns how to speak in a new language.

In RHR, this process which helps one improve listening and speaking skills can be defined as a kind of accumulation or chunking since the brain basically accumulates and makes use of the raw data to produce its own outputs. While in listening, this output occurs within the brain itself, when it comes to speaking, it occurs outside it. Nevertheless, apart from that listening precedes speaking while learning a language; they go in parallel and improve each other through cooperation. This above-mentioned process of recalling patterns and fitting new information into these ready patterns that work with oral skills is the main difference between them and written skills.

The brain will gradually be able to take larger amount of chunks into process and that will also mean that reading and writing skills are also improving at the same time due to the fact that the brain works on the language as a whole and with larger amount of accumulations regardless of its input or output (speech or text). That is also to say that it will deal with conceptual entities such as ideas, but not separate grammatical structures, as we’ve also seen in “at” and “for” examples.

As learning a new language especially is formed by multiple modalities, speaking must not be separated from other modalities such as context and visual entries. The process

of language learning and practice must employ activities or modalities as to benefit from and make use of all the functions of the brain (auditory, visual, decision-making, role-playing, etc.). Textbooks can employ one of these activities (writing) and therefore, is proved to come with great limitations to provide other ones, whereas CALL brings in many advantages since it is based on the very centre of these activities which is the brain.

"Icons" play a significant role in RHR in which they work alone or together with other icons to submit and contribute to language input, and also transmit information by means of visual objects. An icon is probably not text, rather a picture because visual processing has more rapid and direct effect than orthographic processing.

Long-Term Memory is also widely put into use by RHR. Experiences of an L2 student in a real life environment can be used to help reach a meaningful integrity by means of induction. According to research, brain systematically focuses on attempting to solve problematic inputs instead of mere memorizing and that's why this process causes enjoyment and motivation for the brain as we've already stated above.

RHR and brain-based CALL come also with modifications to what teachers are supposed to do. According to Knowles, teachers' role is not to "teach" in its conventional meaning anymore, rather arrange activities for students to "perform" in an interactive environment with possible spontaneous occasions, letting them communicate with each other while learning the language at the same time. But of course, this environment and these activities must be supported at all times by a language base to turn back to when necessary. Aforementioned activities are motivational for students due to the several reasons such as that they interactively relate to the subject and the students are aware of the fact that they are learning the new language while communicating,

This new "coaching" role of the teacher instead of "teaching" attaches crucial significance on teacher-training and lesson planning in order for RHR-based programs to reach successful ends. For this matter of adaptation of teachers into this new system, we have provided lesson templates and example activities.

RHR is a new practice-oriented approach to language learning and material development, which is implemented by brain-based CALL (BB-CALL) in combination with classroom activities in which a great number of students in the world now interactively participate. RHR taking advantage of many modalities can be considered as a modern reinterpretation and dispute against objectionable conventional textbook approach taking account of only textbooks as the name itself implies. In our age, the internet has proved to be an essential platform for one to access and process data as well as to evaluate language teaching methods, clues on the issue shown to use by the brain should be considered valuable and included in the process while training teachers on how to teach the language, too (Knowles, 2008).

2.5.5.2. DynEd's Advanced Design Features

Multimodal Learning

The "iconic" system brought by DynEd combines visual and auditory inputs and cultivates listening, speaking, reading and writing respectively, and this is the point where textbooks or approaches to be conducted at classrooms only naturally have proved to be the least sufficient. Furthermore, students coming from different learning styles do not constitute problem thanks to multimodal activities.

Fully Interactive

While studying on DynEd's system which works through an interface based on the time, students are kept busy by DynEd system and act as active components of learning, giving the opportunity to benefit from several activities such as moving backward or forward, repeating as much as they may need, recording and monitoring audio, and making use of visual items which all help their comprehending the subject. DynEd's patented 'shuffler' mechanism presents language and helps students see their comprehension level. The system also monitors all activities conducted within the system, in order to evaluate the learning process. These help considerably to reduce the time spent while using the system to learn the language.

Scope and Sequence

Brain’s hierarchical memory constructs acts as a key factor in presenting the language for DynEd's main courses including First English, English for Success, and New Dynamic English, and this implementation is unique to only DynEd. To get more information, you can read our publication related to learning mentality supporting DynEd’s pedagogy.

Appropriate Role for Technology

Being aware of its limitations, DynEd also effectively uses multimedia technology. Within the system, students get support through classroom activities during core courses, whereas teachers have the opportunity to get aid and train themselves through several materials including DynEd’s Teacher Training Course.

Records Management and Assessment

DynEd comes with Records Manager application, which assists teachers and school administrators on class management through all the educational steps. Records Manager is a great help for teachers as well as for students as it aids improve learning, decrease costs and increase student motivation by means of several functions such as tracking, analyzing and making recommendation; and it is also available for records to be imported into the system or exported through printing.

Intelligent Tutor feature serves as the assessment aspect of Records Manager through which it evaluates studying processes and makes modifications according to this.

Visual Support

Whereas DynEd, in order to reach an optimum learning efficiency, makes uses of several features of simplified interesting and engaging visual support as it does with presentations, exercises, simulations and game, on the other hand. it refrains from the

extreme use of visual themes due to the reason that it can rather distracting and confusing for students; that is why use of videos is kept at a limited level.

Adaptive Shuffler Technology

Shuffler technology provides learners with customization of content according to their own progress. The system monitors learner activities at all times and, in case it concludes that learner increases his/her level of comprehension, it brings in new challenges for him/her. On the other hand, if it comes to the conclusion that the learner is having difficulties on the subject, the system is inclined to repeat the material and introduces him/her with lesser modifications.

Placement Testing

With the purpose of optimum learning efficiency, Placement Tests makes it possible for students to start from the most appropriate course and can be accessed from the Records Manager.

Mastery Testing

Mastery Tests which may be considered as the 2nd step of evaluating students after Placement Tests aids teachers assess the progress of learners, giving a chance to teachers to confirm that evaluation through Placement Tests was made properly, and can be accessed from the Records Manager.

Speech Recognition

DynEd's core courses except for the ones intended for young children, come with Speech Recognition feature and exercises conducting this feature. These exercises were shown to be great help while students try to gain necessary oral skills.

Learner Convenience and Control

It is possible for users to start DynEd programs using Internet. This gives them the opportunity to work with the programs anytime and anywhere after the installation, without requiring any specific learning environment or time, and it is also possible for users to go on another course with the same experience reached on another DynEd course, since all programs implement the same interface. All these factors help greatly improve the progress with regards to accessibility.

Reliability and User-Friendliness

Reliability and quality too are key factors for DynEd. User data are collected from the user around the world and processed in order to advance all the programs by DynEd to a better level. (DynEd's Advanced Design Features, 2009).

2.5.5.3. Special Characteristics of DynEd

1. Dyned's Recursive Hierarchical Recognition (RHR) is the only language learning system that follows a brain-based theory of language acquisition to teach English. The learning theory used by DynEd since 1987 is supported by neuroscience research. RHR provides a unique framework for blended learning that optimizes the use of technology.

2. DynEd specializes in English. It has by far the largest content available for English language learning and has fifteen different titles, each specifically prepared for a certain age group, language level and/or type of language needed.

3. DynEd is the only software that has an artificial intelligence monitoring system for students, the Records Manager™, which includes

A) a Path Manager which

i.places students at the appropriate levels,

ii.locks and unlocks appropriate lessons, and

iii.adjusts the difficulty levels of each learning step for each student.

B) an Intelligent Tutor which;

i. tracks and monitors behavioral learning patterns of students by 100+ different criteria, even when they are studying offline,

ii.evaluates student progress with automatic written feedback,

iii.provides a numerical efficiency value (Study Score) for individual and class performance.

The DynEd System increases learning efficiency and thus cuts the time to increase language proficiency;

A) at least 3 times compared to traditional methods,

B) at least 2 times compared to competitor's computer-assisted language learning programs.

5. DynEd is the world leader in language education technology for 21 years and has

A) a patent for the world's first ever language learning CD ROM;

B) the world's first ever language learning application installed on a USB stick that runs on any computer without installation, and

C) 40+ international awards.

6. DynEd's System is a blended language learning system, where students can study online and/or offline on their own and have teacher-led classes to optimize language learning.

7. DynEd has a complete and reliable testing system, with Mastery Tests and Placement Tests. These cost-effective tests are variable-length and computer-adaptive (What makes DynEd so special, 2010).

2.5.5.4. Comparison and Contrast of DynEd

Table 2: Comparison and Contrast of DynEd

Features	DynEd	Computer Assisted Language Learning Companies	Traditional English Education Companies	Local English Education Companies
Brain Based Theory of Language Learning	✔	x	x	x
Cognitive Neuroscientific Approach to Language Learning	✔	x	x	x
Recursive Hierarchical Recognition	✔	x	x	x
Language Learning as a Skill	✔	✔	x	x
Iconic Visual Input	✔	?	?	x
Artificial Intelligence Student Monitoring System	✔	x	x	x
Tracking Behavioral Learning Patterns of Students	✔	x	x	x
Tracking Online and Offline Study	✔	x	x	x
Continuous Analysis of Language Acquisition	✔	x	x	x
Automated Study Habit Improvement Advice	✔	x	x	x
Numerical Evaluation of Efficiency of Learning	✔	x	x	x
Tracking Time to Study and Testing	✔	✔	x	x
Patended Shuffler Techlogy	✔	x	x	x
Adjusting Difficulty Level for Each Student	✔	x	x	x
Adjusting Difficulty Level for Each Learning Step	✔	x	x	x

Table 2 Continue

Features		Computer Assisted Language Learning Companies	Traditional English Education Companies	Local English Education Companies
Least Time to Reach Target Level Highest Efficiency	✔	x	x	x
3 Times Faster than Traditional Methods	✔	-	x	x
2 Times Faster than other CALL Companies	✔	x	-	-
Computeradaptive & Variable Length Skill Assessment	✔	x	x	x
Skill Adaptive Assessment	✔	x	x	x
General Placement Test	✔	?	x	x
Kids PLacement Test	✔	x	x	x
Aviation PLacement Test	✔	x	x	x
Proprietary Oral Fluency Test	✔	x	x	x
Mastery Tests for Ongoing Assessment	✔	✔	x	x
Use of Latest Techlogy	✔	✔	x	x
World's First Ever Language Learning CD_ROM in 1987	✔	x	x	x
Advanced Speech Recognition System for Personal Feedback	✔	?	x	x
USB Stick Option to Avoid Installation	✔	?	x	x
Webbased Password Protection	✔	?	x	x
Largest Content Range	✔	x	✔	x
All Levels of English	✔	?	✔	x
Age Appropriate for All Ages	✔	?	✔	x
10+ Different Types of Courses	✔	x	?	x
Academic Language Content for Schools	✔	x	✔	?
Specialty Courses for Professional Focus	✔	?	?	?
Blended Learning	✔	x	x	x

Table 2 Continue

Features	DynEd	Computer Assisted Language Learning Companies	Traditional English Education Companies	Local English Education Companies
ELeaning for Personal Practice	✔	✔	x	x
Teacher Support for Personalization & Extension	✔	?	✔	✔
Minimum Classroom Time Required	✔	✔	x	x
Free Tech Support	✔	?	x	x
Europe-based Training and Support Headquarters	✔	?	?	x
Free and Automatic Updating for All Courses/Students	✔	x	x	x
Free Teacher Training	✔	x	x	x
Teacher Training Software	✔	x	x	x
Online Teacher Guides	✔	x	x	x
Globally Recognized Standards	✔	?	?	x
40+ Global Awards	✔	x	x	x
Licensed Leading Content(BBC, Oxford, Standford, Etc.)	✔	?	?	x
Monthly Payment versus Upfront Payment	✔	x	?	?

(Referance: Dynedeurope, 2010)

2.5.5.5. Awards

ASTD E-learning Certified Courseware Certification by the American Society for Training and Development. Meets standards developed by e-learning experts, academics,

instructional systems design practitioners, and learning industry leaders. DynEd's Business Solutions are all certified by ASTD Certification Institute.

The Turkish Ministry of National Education's Seal of Approval 2003 - First English and English For Success. Currently used by 6.3 Million students in grades 4 through 8.

French Ministry of Education's Seal of Approval - Reconnu d'intérêt péagogique Confers recommendation to French educators. 2000 - Let's Go, 2003 - Let's Go, English For Success, New Dynamic English, The Lost Secret, English by the Numbers, Dynamic Business English and Advanced Listening.

BESSIE Best Education Software Award (spring) for best retail software. These awards are granted by the Educational Software Preview Service for Educational Technology in San Diego, California. Leading educators judge titles submitted from around the world. 2003 - Let's Go, English For Success and New Dynamic English, 2004 - Let's Go and English For Success.

EDDIE Educational Software Review Awards (fall) for outstanding educational software. 1997 - Let's Go, 1998 - Let's Go and New Dynamic English, 2003 - Let's Go, English For Success and Advanced Listening, 2004 - Let's Go, English For Success, First English and New Dynamic English.

Media & Methods Magazine Awards Portfolio This educational technology magazine reaches over 50,000 professionals and is dedicated to exemplary teaching practices and products for K - 12 schools. Judged by educators. 1998 - Let's Go

EdPress Distinguished Achievement Award Granted by the Association of Educational Publishers, a global trade association whose judges are professional writers, editors, educators. 2002 - Records Manager and Clear Speech Works, 2003 - English For Success.

Technology & Learning Magazine Award of Excellence The magazine is read by over 80,000 educational technology professionals nationally. Judged by educators. 1996-1997 and 1998-1999 - Let's Go, 2003-2004 - First English and Advanced Listening, 2006 - Records Manager.

Codie Award Finalist Granted by the Software & Information Industry Association (SIIA). Codie Awards showcase superior software; judged by professional peers. 2003 - English For Success.

California Instructional Technology Clearinghouse Exemplary and Desirable ratings given by instructional technology professionals for use with state curriculum. Evaluated by educators. 1997 - Let's Go, New Dynamic English, English by the Numbers and Dynamic Classics.

Children's Software Revue The magazine's All Star Software list is an ongoing collection of highly recommended titles that is updated with each bimonthly issue. Evaluated by educators. 2003 - English for Success.

Japanese Multimedia Grand Prix & Ministry of International Trade & Industry - Multimedia Content Association of Japan & Ministry of International Trade & Industry award Judged by digital media professionals (Dynedeurope, 2010).

2.5.5.6. Core Products of DynEd

2.5.5.6.1. First English

First English is an award-winning, research-based, English language learning course for beginners. It has been designed specifically to help students succeed in a school setting.

Ages 10 - 17
Level Beginner to Intermediate
Features

- Neuroscientific approach to language learning
- Variety of coordinated lessons and exercises
- Well-designed scope and sequence aids 'bootstrapping'
- Interactive features such as Voice Record and Playback
- Content adjusts according to student performance
- 4-Skills sequencing: Listening, Speaking, Reading and Writing
- Glossary and Help screens
- Placement and Mastery Tests
- Teacher's Guide with classroom suggestions and worksheets
- Award-winning Records Manager
- Intelligent Tutor
- Teacher training and support

First English starts at the beginning and systematically helps students comprehend, practice, internalize and build the basic framework of English necessary for long-term success. DynEd's innovative use of visuals and comprehension exercises engage the learner in ways that a text-based approach cannot.

Based on neuroscientific research, First English builds listening, speaking, vocabulary, grammar, and reading skills in an effective sequence that takes advantage of the learning synergies between each skill.

First English is ideal for beginners because it provides a solid framework that facilitates language acquisition, not short-term memorization that quickly fades. Language items appropriate for this age group are modeled, exercised, reviewed and recycled in an expanding spiral sequence so that students build on what they have learned, step-by-step.

Students learn efficiently First English supports efficient language learning by providing:

A variety of coordinated lessons and exercises to keep students engaged.
A well-designed scope and sequence that aids the "bootstrapping" learning process.
Interactive features such as Voice Record/Playback to promote language mastery and oral fluency.
Content that automatically adjusts to student performance.
Optimized skill sequencing, beginning with listening and following the "4-Skills Path."
Multilingual Glossary and Help Menus.
Intelligent Tutoring that helps students improve the quality of their study sessions.

Teachers Manage Learning

First English is designed to be a teacher-supported course, where teachers can:

Place learners at the appropriate level.

Monitor and direct progress at both individual and class levels.

Lock and unlock units or lessons to manage learning paths.

Use Mastery Tests to assess learning gains.

Use the Intelligent Tutor to analyze and evaluate student practice activities.

Study Path Manager

Teacher Support

Instructor's Guide with teaching suggestions and handouts

Extension Activities and Lesson Plans

Detailed Scope and Sequence

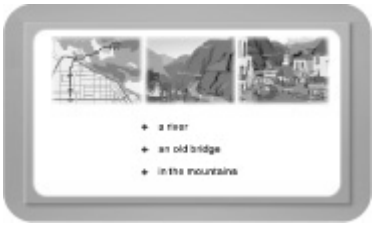
Award-winning Records Manager

Teacher training programs

Lesson Types

Every Unit has five coordinated lessons, each with a different focus:

Listening: Introduces key language and provides intensive listening and speaking practice. Comprehension questions help students focus on meaning and practice with WH- and Yes-No questions. Topics include age, gender, nationality, family, daily schedule, location, etc.



Dialog: Includes two or more age-appropriate conversations at school, with functional language routines and interesting animated characters.

Vocabulary: Presents objects and actions particularly important in a school setting.

Grammar: Focuses on key grammar patterns and question formation. Gives students practice in manipulating the language.

Letters & Numbers: Develops reading and specialized vocabulary skills. Includes the alphabet, phonics, numbers, times, calendar language, math functions, and numerical relations. (First English, 2010)

2.5.5.6.2. English for Success

English For Success is an award-winning, research-based, English language learning course for students who need to use English in school, including content areas like math, science, geography and history. This pioneering course has been honored by the French Ministry of Education.

Ages 11 - 17

Levels Basic - Intermediate

Features:

School subjects and school situations

Neuroscientific approach to language learning

Scope and sequence systematically develops language concepts

Reliable, easy-to-use interface

Voice Record and Speech Recognition

Adjusts content to student performance

4-Skills sequence: listening, speaking, reading and writing

Glossary and Help Screens

Placement and Mastery Tests

Teacher's Guide with Suggestions and Worksheets

Award-winning Records Manager

Intelligent Tutor

Teacher Training and Support

This course prepares students to use English at school and in school subject areas like math, science, and history. It teaches the language of classroom presentations, explanations, questions, homework and tests. Its multisensory, interactive approach has significant advantages over text-based presentations. With increased English language proficiency, your students will show test gains in all subject areas.

English For Success gives students the English language skills they need to succeed - not just in their English class - but in all of their classes and with their acquaintances at school.

English For Success is really three courses in one, with each reinforcing the other:

1. *A General English Course* that focuses on people, places, weather and daily activities, etc.

2.*A Social and Situational Language Course* that focuses on typical school and telephone conversations among friends.

3. *A Subject Preparation Course* that develops the English language framework and vocabulary necessary for students to participate and succeed in all subject areas.

Content Summary

Unit 1 Math 1, people & things, introductions, activities, grammar review, and more

Unit 2 Science 1, occupations, schedules, question practice, and more

Unit 3 Geography 1, classification, map and directions, occupations, and more

Unit 4 English 1, weather & activities, street directions, family, & more

Unit 5 Math 2, transportation, prices, food, locations & places of business

Unit 6 Science 2, activities, schedules, calendar, telephone, likes & ability

Unit 7 Geography 2, seasons, offers & promises, past, & more

Unit 8 English 2, times of day, future, food preferences, and more

Unit 9 World History 1, times of life, past & future, and more

Unit 10 Math 3, purpose & use, possibility, places & their function or purpose

Lesson Types

This award-winning program is designed especially for ages 11-17. It prepares students to use English in school and in school subject areas like math, science, geography and history.

Each unit has 5 lesson types, including Warm-Up, School Life, School Subjects, Language Extension, and Speaking Up. Key vocabulary and grammar are introduced and recycled throughout in a carefully structured sequence designed to help students acquire the English language skills they need as quickly and efficiently as possible.

Warm-Up Lessons use pictures to present and extend the grammar and vocabulary of daily life. Sample topics include the seasons of the year, weather, transportation,

descriptions of people and things, and occupations. The Grammar Focus section of the lesson gives students practice with key structures used within the lesson.

School-Life Lessons focus on conversational English in and around school. The main characters are a girl, age 16, and her brother, age 13. The setting is at an International School, with students from a variety of backgrounds. In addition, some lessons have special topics, such as a school lunch menu, a school map, and class schedules.

School-Subject Lessons rotate through various subject areas, including math, science, geography, world history, and English. Key vocabulary and grammar are developed and recycled in the context of each subject area. Students learn to understand the language of explanation, giving examples, classification, comparisons, numbers, and question formation.

World Talk Cards & Language Extension Lessons present general topics such as preferences, weather, occupations, and places of business. The language is presented in a game-like format and is followed up with comprehension questions and Grammar Focus exercises.

Speaking-Up Lessons give students the chance to take advantage of Speech Recognition technology to practice their speaking. These motivating exercises provide additional repetitions of key vocabulary, grammar, and important phrases introduced and practiced in earlier lessons (English for Succes, 2010)

2.6. The implementation of DynEd in the World

In recent years, some of the countries such as China, France, Malaysia, Korea, Miyanmar, and Turkey are using English Language teaching software named DynED, which stands for 16 Dynamic Education. In these countries, this software is used in a way that it assists English language teaching process at schools (Baş, 2010).

Peking University's Business School

Beijing, China: DynEd's training partners in China have succeeded with the MBA students at Peking University's Guanghua School of Management, one of the top business schools in China. This semi-intensive, 12-week program is now in its sixth year and is widely respected for its high quality. More than 2,000 MBA students have completed the course.

Peacekeeping English Project

Sarajevo, Bosnia: The British Council's Military English Support Project (MESP) has adopted DynEd courseware. This blended program has shown and continues to show how DynEd multimedia can be a cost-effective solution in areas with special needs.

SPEECH: Teacher-Training Project, with support by the Pilipinas Shell Foundation

Philippines: The Specialized English Enhancement Course for High School and Elementary Teachers (SPEECH) was first introduced in 2005. This program seeks to improve the English proficiency of elementary and high school students by enhancing the English skills oftheir teachers. SPEECH uses DynEd "to help participants learning English at a pace that is based on individual learning curves and performance. The DynEd courseware enhances the participants' English listening, speaking, reading, and writing skills."

English Language Institute, Prince Mohammed bin Fahd University

Saudi Arabia: This program appreciates DynEd's focus on the oral skills: "Unlike other programs, DynEd uses listening as the foundation for the development of other skills, and speaking as a means to practice and extend what is learned. Integral teacher-facilitated classes further extend the DynEd program, allowing students to interact with both the teacher and other students in a more natural environment, developing their English language skills even further. The structure and success of the program at Prince Mohammed University's English Language Institute has given students a major step forward in English language acquisition."

AMIDEAST

Tunisia: AMIDEAST's English Language Program enrolls approximately 1,000 students in each of the 40-48 hour public sessions, which are geared toward adults and university students. AMIDEAST also develops tailored courses for a growing number of contractors who require special ELT sessions for their employees. These include such organizations as the Tunisian Airports Authority, the Merchant Marine, several ministries, numerous banks, and many other public and private sector groups. Since the fall of 2002, AMIDEAST/Tunisia has offered ELT through distance learning using Dynamic English software from DynEd.

Nursing English Project

Lviv, Ukraine: DynEd's training partner, JetStream, has done an excellent job preparing nurses to pass English examinations for entry into the US.

Instituto Nazionale Previdenza Sociale (INPS)

Rome, Italy: One of Italy's largest government agencies uses DynEd's BEAS solution in combination with training from our Italian solutions partner, SCS Azioninnova S.p.a. BEAS is installed on over 200 networks deployed across Italy to support 2000 employees (Success Stories, 2010).

Universidad Technolgica Nacional

Buenos Aires, Argentina: Since 2003, this University has built a successful extension program around DynEd programs. In a highly competitive market, they positioned their program as a novel English learning method. Using an underutilized 40 computer language lab in a nearby school, and selecting DynEd's New Dynamic English as their main syllabus, they were able to put their program on the map. Enrollment has steadily increased, mainly by word of mouth.

Most of their students use the language lab on a self-access basis, either before or after class, or any other day of the week. Students with busy schedules can also study at home with a home study version for a small additional fee.

Anderson Village Elementary School

San Jose, California: Anderson Village uses Let's Go for their ESL students purchased with a grant under the CA prop. 227 funding initiative. Parents also come in to the school to study English using New Dynamic English.

Cabello Elementary School

Union City, California: Cabello Elementary School has been using DynEd products with its ESL students for over 5 years.

Marumsco Hills Elementary

Woodbridge, Virginia, (Prince William County): This school first installed DynEd in early 2006, received DynEd's teacher training, and have now renewed a second time. Their younger students appear to be working well with Let's Go, and their upper elementary school students like the pairing of First English and English for Success.

Michigan State University

East Lansing, Michigan: Michigan State is a major research university, with a large foreign student population. Their English Language Center is a program that allows foreign students to receive instruction in English before they can register for regular courses at MSU. This is the Intensive English program. Students come from all over the world, although the majority come from Asia and the Middle East. They first began to use DynEd in early 2007 with a pilot program. They now use the Business English Series courses, with students using mostly New Dynamic English as their main course.

The MSU program has several levels and DynEd courses are used at all levels. Their aim is to increase oral fluency while also developing the academic English skills in reading and writing that the students will need to succeed at MSU. Michigan State is also one of the few universities or institutions in the US that deliver the blended approach - where classroom activities personalize and extend DynEd content from the software. This approach is supported by DynEd's comprehensive Teacher Guides and Extension Activities.

Troy University

Troy, Alabama: Troy University is a small private university in southern Alabama. Troy has a program called the American English Group. The students are all foreign students, and they use our Business English Series courses. The main course is New Dynamic English, plus the business courses, such as Dynamic Business English, Functioning in Business, and English by the Numbers. They also use advanced level courses like Advanced Listening. They first installed DynEd in May, 2007, and have since renewed their license. Contact person: David Kent, Director of English as a Foreign Language Program.

Live Oak School District

Santa Cruz, California: This is a medium-size school district. They have installed DynEd district wide, at elementary schools, middle schools and high schools, and have

received DynEd teacher training. The program appears to be doing well. The younger students use Let's Go and their older students use First English and English For Success.

Milton-Freewater School District

Milton-Freewater, Oregon: This is a small school district in northeast Oregon. DynEd is installed (K-12 series) in three elementary schools, a middle school, and two high schools. They first installed at the end of 2006, along with DynEd teacher training, and have since renewed.

Showa Women's University

Tokyo, Japan: Kevin Ryan shares some thoughts on successfully using New Dynamic English in his University lab.

Ministry of Education, French Polynesia

The Ministry of Education has extended the use of DynEd's Let's Go for the school year 2008-2009. They now have 26 schools using Let's Go and next year will expand the use to Australes and Sous Le-Vent Islands. Teacher training and program support was through Skillsize International, DynEd's partner in France (Educational Success Stories, 2010).

English Language Institute, Prince Mohammed bin Fahd University

Prince Mohammad University's English Language Institute (ELI) has had an excellent start. Within six months, we have seen much improvement from our students. Test results this month have revealed that students have all improved and moved up by at least one level, if not more, in a short span of time. Prior to starting the English program at the ELI, one of our students placed a score of 0.5 on her placement test, putting her in our beginner program. After a mere three months of attending the ELI, she scored a staggering 2.2 (Intermediate Level) on her test. For reference, most American universities would require a level of 2.7 in order to enter their degree programs. When asked which language

school she prefers, another student replied, “I think it’s better here (at the ELI) because they focus more on speaking.” DynEd, the computer-based program utilized by the ELI, provides students with an excellent means of improving pronunciation. Unlike other programs, DynEd uses listening as the foundation for the development of other skills, and speaking as a means to practice and to extend what is learned. Integral teacher facilitated classes further extend the DynEd program, allowing students to interact with both the teacher and other students in a more natural environment, developing their English language skills even further. The structure and success of the program at Prince Mohammad University’s English Language Institute has given students a major step forward in English language acquisition. As the ELI continues on this successful path, the ELI has the potential of becoming the leaders in English Language Learning in the Eastern Province (Hussein, 2010).

2.7. The Implementation of DynEd in Turkey

Recently the Ministry of National Education (MNE) has tried to do its best to use computers in language teaching. SANKO holding company donated DynEd interactive software to the MNE and the protocol was signed between the MNE and Sanko Holding Company and Future Prints Computer Organization. The Ministry aimed to implement DynEd in 11.152 pilot schools in 2007-2008 Educational term and started its implementation in all primary education in Turkey in 2008-2009 Educational year. DynEd is a computer based English Language Education system. This system includes educational and support software and allows students to study both at school and at home and also enables teachers to follow their students and to direct them. (MEB, 2007b, Minister Certification). At first as a preparation period, coordinator teachers were selected from pilot regions and the training period of them started. Two steps for these training sessions were defined and the Ministry aimed to finish these training sessions until 11th January 2008 (MEB, 2007c, Minister Certification). Since 2008-2009 educational year DynEd has been applied in all primary education in Turkey.

2.7.1. How Did DynEd Reach to the Ministry Of National Education?

A ceremony was held at the Ministry of National Education, Head teacher Hall due to donation of DynEd Interactive English Teaching Software purchased by Sanko Holding. Protocol relating to donation of the software was signed between Assoc. Dr. Hüseyin Çelik; Minister of National Education, Mr. Konuoğlu; Chairman of the Board of Directors at Sanko Holding and Mehmet Bayraktaroğlu; Turkey representative of DynEd Interactive Language Teaching Program.

It is anticipated that 8.5 million elementary level students would benefit from the software program via internet.

2.7.2. Why was DynEd necessary?

In many studies, it is indicated that foreign language teaching/learning is very problematic. For instance, in their article Tılfarlıoğlu and Öztürk (2007) state that it can be said that foreign language teaching/learning has been failure in Turkey for many years although nearly everyone believes that speaking at least one foreign language is essential today (202: 212). Also state that

> Another point that should be taken into consideration in ELT is about the four language skills; reading, writing, listening and speaking. The results show that 13.3 % of the instructors say that they never practise speaking in the class, and 18.8 % of them say that they rarely do speaking in ELT class. This means that one third of students try to learn a foreign language without speaking or doing a little speaking. However, speaking is one of the most important components of language teaching in every stage.

In another study Arıbaş and Tok indicate (2004) that unfortunately in Turkey foreign language teaching/learning is unsatisfactory, therefore in foreign language courses more visual and auditory material should be used and also especially computers should be used. For computers help students to improve their four language skills which are speaking, writing, reading and listening.

In addition to these Işık (2008) states that despite the time, money and effort spent on foreign language education in Turkey, low foreign language proficiency level has remained a serious problem. The ever-existing traditional method and language teaching/learning habits and the defects in language planning can be listed as two of the main causes of the problem. More over Işık writes that to learn a language there should be a very good input both in the class and outside the class. One of the best ways of input is multimedia CALL software.

According to Ozdemir (2007) and Demirbilek-Oflaz (2009), the coursebooks used for English classes in Turkey have some problems with their contents (vocabulary, number of units, presentation of language items, etc.) and teachers face with some problems in this regard. The methods used are not enough to make the students gain more communicative competence (Er, 2006). Since DynED software offers students to listen and speak, it sustains students to gain the target language just like their mother tongue.

All these studies show that in spite of the time, money and effort spent on foreign language education in Turkey, there is a failure in foreign language education. Also mentioning problems encountered in language education; Minister Çelik says "We are confusing giving education on language with language teaching. For years, millions of hours of English classes have been held, thousands of teachers have taught courses and our children have spent their time. But unfortunately, we are not able to teach English in the desired way. We could teach neither English, nor other languages. Some who have graduated from high school cannot speak 5 sentences in succession without making any mistake." Çelik stated that problems existed not only in foreign language teaching, but also in Turkish teaching.

In order to solve the problem in foreign language education in Turkey the Turkish Ministry of National Education decided to use a CALL multimedia software which is DynEd.

2.7.3. What is the Purpose of the Ministry of National Education by Application of DynEd?

It will be ensured that contributions are made to learning processes of students, thanks to use of DynEd software, which is a computer-assisted interactive system. Learning will be permanent and meaningful with use of this kind of software calling upon many sense organs of students with different learning styles, within the frame of multiple intelligence theory. It is also one of the objectives that students learn English in a more complete manner thanks to this software intended for providing a language education on the basis of reading, writing, listening and speaking, rather than a grammar-oriented language education (DynEd İngilizce Dil Eğitim Sistemi, 2010).

2.7.4. Why was DynEd preferred?

Designed by a team consisting of language educators, computer programmers, neurologists and artists, DynEd is a multimedia language teaching program, the most effective and the first in the world. It aims for a transition to “automation” status from “comprehension" skill, and permanent placement of English language in the memory in the light of neuro-scientific research.

DynEd is an educational system that carries language education onto computers and enables individuals to learn English on their own.

Users studying on their computers are monitored and guided by DynEd software and their instructors, and thereby it becomes possible to provide education efficiently 2-3 times the conventional in-class education system. Newcomer users entering into DynEd Education system are given a Placement Test on their own computers.

This test starts with beginner level questions, then gets the questions difficult according to answers given and determines the result when the user reaches a level he/she cannot provide answers to questions. In consequence of the test, it is determined what DynEd programs are appropriate to the user’s level and on what level the user will start using those software items.

DynEd English language education program has the most extensive content in the World. Educational software programs are available to meet any kind of needs of users at any age and level group. Users may benefit from all software items, however an education package particular to user will be recommended by instructors in order to make sure he/she receives the most productive education.

Record Manager

In the course of workings of users, it is ensured with DynEd's Records Manager system that;

Studies and behaviors of users are monitored and recorded step by step,

Users inspect their own workings,

Users are checked and guided by instructors in order to make sure they get more successful results

Numerical and written reports on workings conducted by users individually or as a class are automatically drawn up.

Shuffler^{tm}

Special to DynEd programs only, Shuffler^{TM} system is capable of adjusting program's speed and difficulty level by user's skill on topic he/she is working on. Thanks to this feature, necessities of users are covered by the software in the most efficacious way and success is obtained in a shorter period time due to that each user studies towards his/her own target.

Completion Percentage

With Completion Percentage, student's level of completion for each course is monitored as proportioned to defined learning objective. Repeats required to become skilful are sufficiently carried out thanks to this system. Users may not take skills tests until they reach completion percentages determined by their instructors. Users' progress and success levels on topics they are working on are evaluated by computer with Skills

Tests. Questions and timing of tests are arranged based on user, and questions change if a test is repeated.

Study Records

Users may inspect their studies with Study Records. In Study Records, they may observe their studying times in each topic and each topic repeat, dates and time of all their studies, whether they have answered question correctly, level changes in the software based on their studies, completion percentages of their studies and test results.

On the other hand, DynEd's Tutor software provides users with a written report on their behaviors during their workings and defines what should be done for a more productive working.

Instructors may monitor users' workings with Records Manager and, in addition to what users view in Study Records section, Instructors could also view students' behaviors during their behaviors (repeating, subtitle or translation use, microphone and headphone use, dictionary us, listening to his/her own voice and intelligibility of their speaking) and the last time they studied. Moreover, they may examine users' status as compared to class average, and they may obtain written reports on classes and users.

Triple System (Support Software – Educational Software – Instructors)

DynEd English Language Education Systems is a triple system consisting of above defined Support Software Items, and below defined Educational Software Items and DynEd Instructors.

1) Support Software Items ensure that studies of users are monitored and guided by computer,

2) Educational Software Items ensure that they learn English language in the best way possible and

3) Educators ensure that users study with the most appropriate methods and the language is personalized.

DynEd education system has become the most successful education system of the World thanks to collective use of those three factors.

2.7.5. DynEd Education System and Its Theoretical Infrastructure

It is a must to speak, understand and communicate in English, which is the language of communication in our day. Nevertheless, learning English is a skill one should develop and conventional teaching methods cannot help efficiently enough.

On the other hand, educational solutions have developed and new possibilities have arisen in English teaching with computers became widespread, the Internet turned into a part of our lives and help of new technologies.

Designed by a team consisting of language educators, computer programmers, neurologists and artists, DynEd is a multimedia language teaching program, the most effective and the first in the world. It aims for a transition to “automation” status from “comprehension" skill, and permanent placement of English language in the memory in the light of the neuro-scientific research.

DynEd is an educational system that carries language education onto computers and enables individuals to learn English on their own. Users studying on their computers are monitored and guided by DynEd software and their instructors, and thereby it becomes possible to provide education efficiently 2-3 times the conventional in-class education system.

DynEd English language education program has the most extensive content in the World (DynEd, 2010).

2.8. Curriculum Issues

Although DynEd is one of the best CALL software there is a problem with Turkish education system. The reason is that the curriculum of DynEd is different from the curriculum of the Turkish Minisrty of National Education. The next part will present the curriculum of First English and English for Succes which are programs of DynEd and the curriculum of the Turkish Minisrty of National Education. So it can be compared.

2.8.1. Curriculum of First English

Table 3: Curriculum of First English

Unit	Content	Subjects
1	• ***Demonstratives*** (this, that, these, here) This is a book. These are stairs. • ***Pronouns:*** he, she, it, I, you, they • ***Possessive Pronouns:*** my, her, his, your • ***Singular/Plural:*** book(s), pencil(s), person/people, city/cities, country/countries, • **be, do, *Contractions, Negation:*** They're, He's, His, It's, She's, You're, I'm, doesn't come from; isn't from... • ***Subject-verb agreement: /*** am, she/he/it/they is/are She comes from Mexico. They are students. • **Present tense:** come from, is from • **Commands:** open the door; close the book • **Wh- *questions:*** Where is she from? Where does she come from? What is his name? What are their names? Who is in the middle? Where is London? • ***Yes-Wo questions:*** *Does* she come from Mexico? Is this person a man or a woman?	• ***Greetings:*** How are you today? I'm fine, thanks. • ***Introduction:*** It's nice to meet you. • ***Country & Nationality:*** She comes from Mexico. She's Mexican. London is in England. • ***Gender:*** This person is a man. She's a woman. • ***Classroom objects:*** It's a book. This is a chair. This is a computer. • ***Classroom actions:*** Open the door. Close the book. Put up your hand. • **Letters & Numbers: Alphabet A~Z *1-10***

Table 3 Continue

Unit	Content	Subjects
2	• ***Possessives:*** *Tom's* father; her name, his father's name; this boy's name... • ***Adjectives:*** short, long, red, the green book, this book is open, large, small, etc. • ***Singular/Plural:*** country, countries, sister(s), brother(s) languages • ***Can/can't:*** can speak Spanish, can play the piano • ***Contractions, Negation:*** can't...isn't...not any... doesn't have any • ***Subject-verb agreement:*** She can; he can; they can; they are; he isn't; They like... • **Present tense:** speak play the violin, study, sing • **Commands:** write your name, read a book, ask a question, etc... • **Wh- *questions:*** Which country...which of these cities... Who isn't a good singer? Who can't sing very well? How old is she? Which way is the cafeteria? • ***Yes-Wo questions:*** Are these two cities both in Europe? Is Tokyo in Japan? Can she speak Spanish?	• ***Age:*** She's fifteen years old. • ***Suggestion:*** *let's eat; let's go...* • ***Asking & Giving Directions:*** which way is... • ***Languages:*** She speaks Spanish • ***Ability:*** She can speak Spanish and French. • ***Family relations:*** sister, brother, father, mother, etc.. • ***Classroom objects:*** a map, a line, a circle, an open door, a short pencil, a red book, etc. • ***Classroom actions:*** Draw a line, read a book, turn on the light, write your name, ask a question, etc... • **Letters & Numbers: A~H** (initial) • **Letters & Numbers: Numbers 11-20** • **Time: 1:00-12:00**
3	• ***Prepositions of location and direction:*** in a house, near a park, from Mexico, to the door, from the door, with his family, at night, on, under, between, inside, outside, above, below, in front of, through, around... • **Present tense:** teaches, lives, works, has, goes, likes, drives, knows; *They live in a house near a park. Ana goes to school. She does homework almost every night. Her father works in a bookstore. She teaches science.* • **Present progressive:** walking, looking out, going to, coming from, sitting on, crossing a street, *He is walking up* *some stairs. She is looking out the window. He is sitting on a bench.* • **Wh- *questions:*** Whose book is it? What is he looking at? Who is walking through the door? Which book is under the table? Where is the short pencil? What does Ana's mother do? Where do his mother and father work? When does she do homework? • ***Yes-Wo questions:*** Are they crossing a street? Does she live with her family? Is the book on the table? Is Helen a good teacher? Do his parents have jobs? Do you know what time it is?	• ***Occupation:*** Helen is a teacher. His father works fora newspaper. His mother is an artist. • ***Greeting & Parting:*** *Good* morning! See you... • ***Suggestion:*** Let's look inside. Let's call her. • ***Asking & Giving Directions:*** which way is... • ***Asking & Giving Time:*** **Do** you know what time it is? • *Relative Location:* under the table, outside the circle, behind the computer, etc. • ***Colors:*** the orange pencil is next to the black pen; the green book is under the table. • **Letters & Numbers: I~P** (initial) • **Letters & Numbers: Numbers 10-100** **Time: 1:10, 2:30, 3:45, etc.**

Table 3 Continue

Unit	Content	Subjects
4	• ***Present progressive:*** He is reading a book, she's smiling because she's happy. I'm going to the library. She's wearing a blue school uniform. • ***Object pronouns:*** him, her, them His friends like him. He has lunch with them. • ***Adverbs of frequency:*** They usually have lunch together, Sometimes they do their homework together, Does Helen always take the bus? Sometimes she drives her car to school. • ***Adjectives:*** *a good* teacher, the wrong direction, happy, sad, tired, big, small, blue, brown, weak, strong...He reads many books. He is a great student. Jim has black hair and brown eyes. He's thin but very strong. • ***Reason and logical connection:*** He's thin but very strong, she's smiling because she's happy • ***There is (existential):*** there is a bus stop in front of the park, Is there a bus stop near the park? • **Wh-** ***questions:*** What does she like? What is he doing? What is in front of the park? How does Helen usually get to school? What is she wearing? How tall is she? What color is his hair. How much does he weigh? • Yes-No *questions: Does* he have blue eyes? Does Helen ever drive to school? Is there a bus stop near the park? Does she have a lot of CDs?	• ***Parts of the Body:*** She has brown eyes, He has little hands; She has a small nose... etc. • ***Emotions:*** She has a sad face; This man is afraid; This man is angry... etc • ***Senses & Use:*** We hear with our ears, we see with our eyes, we walk with our feet • ***Likes & Abilities:*** She likes music, Her parents don't like her music, She does well in school, Her favorite subject is science. She can sing very well. • ***Location & Address:*** *across* the street from their house; both sides of the park; her address is 15 Maple Street. • ***Schedule:*** Bus number 38 comes at 7:05, 7:35, and 7:50. • **Letters & Numbers: Q~W** (initial) • **Letters & Numbers: Ordinals & Fractions** • **Time: w/fractions, a quarter past**
5	• **Future:** Next week; I'll ask them and phone you tonight. When are they going to have the party? • **Frequency:** She goes to school five days a week. On Monday and Wednesday afternoons...They often have a match on Saturdays... • **Sequence & Duration:** After dinner she listens to music. From 7:30 until 10:30 she does her homework. Then she checks her e-mail. They practice for around an hour and a half. How long do they practice? • **Present progressive:** He is getting on a bus; he's running very fast. He is standing on a corner. She's usually sleeping by 12:00. She is waiting for a bus. • **Adjectives:** fast, long, new, old, red, large, busy • ***Wh-questions:*** When does she check here-mail? When are they going to have a party? What does she do between 7:00 and 7:15? What often happens on Saturdays? How far do you go? Which way do you turn?	• ***Invitation/Suggestion:*** *Would you like something to eat? What kind of pizza would you like? How about next Saturday? Let's have it at my house.* • ***Transportation:*** *You can take this bus to the library, this is an old motorcycle. She is waiting for a bus We get on an airplane at an airport.* • ***Daily Schedule:*** *She gets up at 7:00. She gets dressed between 7:00 and 7:15. etc...* • ***Giving Directions:*** *Take the subway to City Center. Go out the Maple Street exit. Turn left.* • ***Letters & Numbers: X ~Z*** • **Letters & Numbers: Calendar:** days of the week, months of the year

Table 3 Continue

Unit	Content	Subjects
6	• **Future w/going to:** Next week Tom is going to take a trip. He's going to visit his grandparents. • **Duration:** It takes her about twenty minutes to get to school. How long does it take her? • **Present progressive:** I'm doing my homework. He's drinking some juice from a glass. She's cutting an apple. He's pouring from a bottle into a glass. • **Needs and Ability:** Without her password she can't get her e-mail. Without her keys, she can't drive her car. I'd like to, but I can't. Do you know how to play chess? Yes, I do. How well can you swim? I'm a good swimmer. • **Prepositions of location:** across, inside, above, below, between, next to. • ***Wft-questions:*** Why can't Joan buy lunch? What can't Judy get without her password? What can't Joan find? What is Tom going to do next week? How far away do his grandparents live? When is Shawn going to go to the gym?	• **Food & Drink:** Two oranges, a piece of cake, a sandwich, cook some fish, buy an apple; He's opening a bottle. She's buying an apple. She's making a salad. • **Telephone Expressions:** Hello. Hi, It's Shawn. • **Promise:** I'll see on Monday. I'll be there. • **Letters & Numbers:** b, p, d, t, I, r final consonants • **Letters & Numbers:** m, n, f, g, k final consonants • **Letters & Numbers:** large numbers, decimal fractions
7	• ***Past:*** *was/were, did, got up, watched, checked, talked, turned on; She was sick. She had a headache, so she stayed at home. She took some medicine. She drank some tea. She ate an apple, etc.* • ***Future:*** *I have two tests tomorrow. You can pay me the rest tomorrow. I'll call her back later. She'll be back in about two hours.* • *Have to/ have got to: I've got to finish a book. She has to finish before midnight.* • ***Quantification & Amounts:*** *How much is it? I've got a lot of homework. She drank some tea. How many sandwiches did she eat? How much did he drink? Who didn't have any salad?* • ***Comparison:*** *Which costs more? Which costs the most? It costs less than... It costs more than...Ten is less than twenty.* • ***Wh-questions w/past:*** *What did she eat? Who ate the most? How many did he eat? Where did they have lunch? Why didn't she eat lunch?* • **Yes/No *questions w/past:*** Did she drink any juice? Did she check her e-mail?	• **Prices, Buying, Selling:** It's five dollars. How much is it? You can pay me the rest tomorrow. I'm selling tickets. Do you want to buy one? A salad costs $1.00. • **Schedule w/past:** At 4:30 she took a nap. After dinner she talked with a friend on the telephone. • **Telephone Expressions** May I speak to Maria, please? Is Maria there? Maria isn't here right now. etc. • **Occupations & Activities: a** dentist checks teeth, a cook works in a kitchen. A doctor gives people medicine. A mechanic fixes cars. A teacher teaches students. • **Letters & Numbers:** Consonant Clusters + ch, sh, th • **Letters & Numbers:** Money and Prices

Table 3 Continue

Unit	Content	Subjects
8	• **Past:** was/were, They took a test. There were 20 questions on the test. She got 16 questions right. She didn't miss any. What was her score? Where were you yesterday? Last night he watched a movie... What did he do last night? • **Modal: will:** It will last for an hour. It will finish around 10:00. She will go with her best friend. She'll be at the library for about 30 minutes. • **Look forward to:** She's looking forward to the game. • **Comparison:** Jim did a little better than Jean. Joan got the highest score, a is less than b. • **Adjectives:** cold, hot, warm, wet, black, small • **Frequency:** always, often, usually, How often, He practices every day. • **Wh-questions w/past & future:** How long will she be at the library? When will the game finish? When is the game going to start? When was the science test? How many questions were on the test? • **Yes/No *questions w/past:*** Did Joan get a perfect score? Did Jim do better than Joan?	• **Weekly Schedule** He has music lessons every Tuesday afternoon. He practices every day. • Weather People carry umbrellas in rainy weather. People wear a coat in cold weather. How was the weather yesterday? • **Times of day** We get up in the morning. The sun rises in the morning. We can see the moon at night. • **Letters & Numbers:** ee, er, ing, le, or; dy, ty, own, rn, rm, st (final) • **Letters & Numbers:** Numerical Operations & Numerical Relations

(Referans: Kapsam ve Sıralama First English, 2009)

2.8.2. Curriculum of English for Succes

Table 4: Curriculum of English for Succes

Ünite	Kapsam	Konular
1	• **Demonstratives** (*this, these, here*) • **Present simple**: *is, have, like, go, live, dance, add, multiply, subtract, divide*, etc. • **Present progressive, be+*V*(ing)**: *I'm going to my math class, are sitting, is doing his homework, .is brushing,, are getting married, is looking out the window.* • **Prepositions of location and direction** (*in, at, on, under, inside, around, to, from*) • **Adjectives** (*red, top, bottom, open, beautiful, same, different, new, equal) red dress… is open* • **Relative location** (*here, left, right, inside, under the tree, on the left, in the middle, with their parents*) • **Pronouns** (nominative, possessive) *he, his, she, her, it, they, their, you, your, I, my* • ***be, do*, Contractions, Negation**: *They're, He's, His, It's, She's, You're, I'm, doesn't have, isn't a good…* • **Subject-verb agreement**: *has/have, am/is/are, etc.* • **Explanation**: *It means* + infinitive • **Designation/Reference**: *one, another, the third, the girl on the left, the bottom number* • ***Yes/No* & *Wh*- questions**: *Is she, Does he have, What's her name? Which fraction is equal to one half? Who is getting married? What are they doing?*	• **Describing people & things** *He has short black hair.* *His backpack is red. His book is open.* *Which girl has red hair?* *He's thirteen years old.* • **Introductions & Greetings** at school *"Hi, are you a new student here?"* *"See you later."* • **Ability & Likes** *He's good at art, and he likes sports.* *She can play the violin.* • **Math 1: Numbers, Operations, Fractions, Geometrical shapes** *This is the plus sign. It means to add.* *A triangle has three sides.* *What is ten minus five?* *Zero point five. One half times five.* • **Information questions** *How many sides does a triangle have?* *How old is Tina?* *Which one is round? What is open?* *Where are they?* • **Family relations** *His sister is Tina. She has a brother.* *The three children are with their parents.*

Ünite	Kapsam	Konular
3	• **Present simple**: *come, watch, play, work, see, hear, need, do, have, sit, eat, go, get, turn, spell, mean, take, rotate, turn, travel, come up, go down, etc.* • **Present progressive, *be+V(ing)***: *They are watching…They are going to the same place. She is painting the sunset. I'm going there too.* • ***can, can't***: *You can see very far...You can hear beautiful music...You can't play outdoor sports...* • **Duration & Length**: *It takes 24 hours…it's about 25,000 miles long…How long does it? How long is it?* • **Purpose & Reason**: *It's for concerts. It's because the Earth rotates. Why is there a time difference?* • **Directions & Motion**: *north, south, left, right,West is the opposite of east... down the hall, turn left, through the sky, from east to west… etc.* • ***such as*, *like***: *sports such as baseball, a place like this* • ***there*: existential** (*there are seven continents, there isn't a time difference…*) • **Time clauses/phrases**: *on Sunday, when it's daytime, when it's night, at the same time in the evening* • ***Wh*-questions**: *What is this kind of building called? What kind of sports...How tall is this building? What do you need to see a concert?*	• **Classification & Grouping of Objects & Places** *Many schools have a building like this one.* *You can hear music in a place like this.* *This is one of the tallest buildings in the world..* • **Locations & Asking for Directions at School** *"Excuse me, but where is room 3B?"* *"It's on the 3rd floor." "Which way is it?"* *"How do I get to the third floor?" Go to the end of the hallway…"* *The cafeteria is south of the main building.* • **Geography 1: Earth, Directions, Time Zones** *The equator divides the Earth into two hemispheres. There are seven continents.* *Europe is to the west of Asia. The sun goes down in the West. When it's morning in New York, it's night in...* • **Information questions** *What does this mean? How do I get there?* *How does she spell her name?* *How long is the equator? How many continents are there? How long is a day? What is the time difference between Paris and New York?* • **Occupations & Activities** *A travel agent sells airline tickets.* *A dentist checks teeth.*

Table 4 Continue

Ünite	Kapsam	Konular
2	• **Present simple**: *work, study, sell, have, have got,* get, *build, lasts, take, start, finish, begin, end, give, take up, count, change, heat, cool, need, happen,* etc. • **Present progressive**, **be+V(ing)**: *He's looking at...They are working on a problem. She's selling…* • **Adjectives** (*large, small, round, square, opposite, hot, cold, heavy, light, next, same, different, dangerous, etc.)* • **Adverbs of frequency**: *always, usually, often, sometimes…* • **Quantification**: *some, any, all, a lot, no* • **Subject Verb Object**: *she teaches math, he helps sick people, she is selling something.. we need energy.* • **Classification**: *like, such as, another example, a form of... What kind of...One kind of energy is light.* • **Time clauses/phrases**: *for an hour, after he gets up, until 1:50, just before lunch, when you heat water* • ***Wh*-questions**: *What does he do? What is he doing? Who has a dangerous job? Where do they study? When does she have lunch? How long does it last?*	• **Describing occupations** *He works in a hospital.* *She sells things to people.* • **Schedule & Sequence** *Her first class starts at… Her third class is math. Her last class is science. "What's your next class?" "My first class is..." He wakes up at 7:00 every morning. His English class is after lunch, until 1:50.* • **Time & Duration** *It starts at 8:00. It lasts for 50 minutes. How long does it last?* • **Science 1: Matter, States of Matter, Energy** *Matter can be any size, large or small.. It has length and width.. Solids have shape.* *Plants get energy from the sun.* • **Ability, Potential, & Needs** *It can be round, like a ball. We need energy...* • **Information questions** *What shape is this ball? What happens when you heat... How do you change a liquid into...*

Ünite	Kapsam	Konular
5	• **Future*: be going to***: *They are going to meet… they are going to have lunch…Where are they going to meet?* • **Comparative/Superlative**: *less than, more than, smaller than, smallest, the biggest, the second smallest, more expensive, costs more than, costs the most, etc.* • **Countable/Uncountable Quantities**: *How much does it cost? How many are there? These numbers are even.* • **Present progressive**: *This plane is arriving... they are getting on a bus… It's carrying many passengers… she's sitting alone… she's working on a math problem* • **Present simple**: *travel, take, carry, give directions, tell, hold, know, buy, spend, prefer, think, ask, need, etc.* • ***can, can't***: *They can give you directions. Many people can travel on a bus. Large airplanes can carry…* • **Adjectives** (*expensive, long, fast, big, important, large, negative, positive, even, odd, equal, unequal, etc..)* • **Frequency**: *always, often, usually, sometimes, on some days, etc.* • ***there*: existential**: *there are many types of trains… there is a coffee shop on the corner* ***Wh*-questions**: *Are any of these numbers negative numbers? What is across the street from the library? What is east of the park? Where can you catch a bus? What kind of math problem is she working on?*	• **Transportation and Means** *Many people take a bus to school.. Some people like to travel by train. Taxis are an expensive way to travel.* • **Prices and Food** *A sandwich is $2.00. A slice of pizza and an apple cost $1.50.* • **Making a Suggestion/Asking for Help** *"Let's have lunch together, okay?" "Can you help me?" "Why don't you ask her?"* • **Math 2: Number Types, Comparing Numbers, and Prices** *Even numbers are numbers like 2, 4, and 6. These numbers are all multiples of two. Numbers greater than zero are positive numbers. 5 is less than 7. It's the smaller of the two numbers. The largest number is 4 more than the smallest number.* *The pizza costs the most. It costs $2.00.* • **Information questions** *How much does she usually spend for lunch? How many of these numbers are negative numbers? Which is the larger number? How much more is seven than five? Which costs more, the apple or the orange? How much more does it cost?* • **Locations of places of business** *There's a coffee shop on the corner. There is a movie theater across the street from the library. The subway entrance is across the street…*

Table 4 Continue

Ünite	Kapsam	Konular
4	• **Present progressive**: *He's waiting, it's raining, he's riding, he's holding on to, they are looking up at, they are wearing warm clothes, she is trying to stay dry, she's carrying, a storm is coming, she's walking* • **Present simple**: *like, need, live, have, stay, travel, work, look at, include, express, have got, etc.* • **Adjectives** (*warm, cold, hot, clear, cloudy, sunny, nice, windy, beautiful, wet, dry, heavy, white, blue, good, etc.)* • ***because, so***: *it's cold, so they are…they are wearing warm clothes because it's cold…the sky is clear so they..* • **Prepositions of place, time & direction**: *on sunny days, in cold weather, behind the clouds, near the park, at the stars, to school, etc.* • ***there*: existential**: *there are many clouds in the sky, there are many types of…* • ***it* + condition or state**: *it's cold, it's cloudy, it's fall* • ***Yes/No*** and ***Wh*-questions**: *Does he have any brothers? What are they carrying? What kind of weather is it? Which way is the school from the shopping center? How are her classes?*	• **Describing the Weather** *It's cloudy. It's raining very hard. It's very cold. It isn't too cold. The sky is blue. The sun is shining.* • **Location & Map language** *on the corner, near the park, several blocks south, on the other side of, across the street from* • **Frequency & Duration** *several times a year, a lot, during the week, takes about twenty minutes, on weekends…* • **English 1: Nouns, Pronouns, & Verbs** *One type of word is a noun. A noun can be a person or an animal. Verbs are another type of word. How many nouns are in this sentence?* • **Information questions** *Which of these words is not a noun? In this sentence, what does the pronoun 'it' mean? What type of words are these words?* • **Family relations** *Her parents are no longer married. She stays with her mother during the week. Her father is an artist*

Ünite	Kapsam	Konular
6	• **Future**: *They are going to read it to the class… She is going shopping tomorrow…They are going to work together tonight. She'll be right here.* • **Present progressive**: *They are reading… they are studying… they are sitting… they are writing… one boy is using a pencil… the other boy is watching him… they are doing an experiment… they are being very careful* • **Modal: *will* (certainty)**: *Without a force, an object's speed will stay the same. It will never slow down. They will fall at the same speed. She'll be right here.* • **Conditional:** *If you move them closer, the force gets stronger. If you drop them, they will fall at the same speed.* • **Manner & Ability:** *She can dance very well. Most people know how to play volleyball. She's good at…* • ***enjoy* + *gerund***: *They enjoy watching movies. He enjoys reading books.* • ***Yes/No* and *Wh*-questions**: *Who can dance well? Who knows how to play the violin? What is the opposite of fast? What happens if you drop them? Why does the moon move in a circle? Why do objects fall to Earth?*	• **Activities at school** *They are studying for a history test. They are writing a story for their English class. These students are being very careful.* • **Schedule and Days of the Week** *On Tuesday afternoons they have a music lesson. On Saturdays she has a judo class. She has a music lesson once a week.* • **Telephone Expressions** *"May I speak to Tina please?" "May I ask who is calling?" "Just a minute. She'll be right here."* • **Making a Suggestion** *"Let's do our homework together." "How about tomorrow?" "Maybe on Thursday, okay?"* • **Science: Force. Motion, Gravity, Atoms** *An object in motion has speed. A force can change the speed of an object. The moon goes around the Earth. Gravity is one type of force. It depends on distance. The blue ball is heavier than the white ball. If you drop them, they will fall at the same speed. Opposite charges attract.*

Table 4 Continue

Ünite	Kapsam	Konular
7	• **Past**: *She left her lunch at home… She offered to loan her some money, She borrowed two dollars.* • **Present Perfect**: *She has offered to loan some money to… She hasn't bought anything because she left her money at home.* • **Future**: *She's going to buy some.. He's going to pay him back… "I'll pay you back tomorrow, okay?"* • **Infinitives:** *not enough to buy lunch, a good time to walk, go outside to look a, offer to loan money* • ***get+ adjective***: *It gets cooler in autumn.* • **Expressing Change and Degree**: *In spring the weather changes from cold to warm. It gets warmer. It isn't too hot. It's the coldest time of the year.* • **Passive**: *Mountains are formed by forces…Most of the Earth's surface is covered by water.* • ***that* clauses**: *the only continent that contains just one country, the air that we breathe, water that flows* • ***could, would***: *Without an atmosphere, we could not live, the sky would always be black* • **Direct/Indirect Object**: *Alex loaned him a dollar. He'll pay him back. She offered to loan her some money.* • ***Wh*-questions (past & future):** *What did she leave at home? Why does Nick need to borrow a dollar? When is Nick going to pay him back?*	• **Seasons and Weather** *In spring the weather gets warmer. Summer is the hottest time of the year. Autumn comes before winter and after summer.* • **Requesting & Offering Help** *"Can I borrow a dollar? I don't have enough to buy lunch." "Sure. Is a dollar enough?"* • **Geography 2: Planet Earth, Land & Water, Locations** *Water covers about 75 percent of the Earth's surface. The largest continent is Asia. It covers more land than any other continent. Most of the Earth's water is in the oceans. Rivers usually begin in mountains. Mountains are formed by forces within the Earth. Cities near the equator have a small angle of latitude. Lines of longitude are perpendicular to the equator, etc.* • **Information questions** *What is just above the Earth's surface? Which continent contains just one country? What is an example of a gas? What color is the sky? What is the world highest mountain? Which of these cities is the farthest north?* • **Seasons & Activities** *Spring is a good time to play baseball. Autumn is the season when leaves begin to fall.*

(Referans: Kapsam ve Sıralama English for Succes, 2009)

2.8.3. Curriculum of the Turkish Ministry of National Education

OUTLINE OF CURRICULUM FOR THE 4TH GRADE: General Introduction
In order to achieve the above mentioned objectives, the following structures are suggested:
Simple present tense "to be" as the copula verb: affirmative, negative, yes/no questions
Imperatives: Classroom commands
Wh- questions: What, How many, What color, Where? When? How old?
Possessive pronouns
Have got: affirmative, negative, yes/no questions
Plural nouns
Predicate adjectives
Prepositions of place (in, on, under, next to)
Prepositions of time on/at/ in
adj. + noun combinations
There is/ are
Countable and uncountable nouns
Quantifiers: Some / a lot of
Time expressions such as in the morning, at noon, at night, etc.

OUTLINE OF CURRICULUM FOR THE 5TH GRADE: General Introduction
In order to fulfil the above mentioned objectives, the following structures are suggested:
Simple present tense to be: affirmative, negative, interrogative
Wh- questions: What, How many, What color, Where? When? How old? How much? Whose?
Prepositions of place (in, on, under, next to, behind, in front of, etc.) + prepositions of direction
Have got: affirmative, negative, interrogative
Adjectives of state (hungry, thirsty, etc.) + Predicate adjectives
Can for ability: affirmative, negative, yes/no questions
Simple Present Tense for likes and dislikes (I/YOU/WE/THEY): affirmative, negative, interrogative
Simple Present Tense for likes and dislikes (HE/SHE/IT): affirmative, negative, interrogative
Like + N / Like + Gerund
Possessive pronouns + Possessive „s + Possessive adjectives: mine, yours, hers, his, ours, theirs, its
Should for advice: affirmative, negative, interrogative
Present Progressive Tense: affirmative, negative, interrogative
Can for requesting: affirmative, negative, interrogative
Countable and uncountable nouns
Plural nouns
Prepositions of time on/at/ in
adj. + noun combinations
There is/ are
Quantifiers: Some / a lot of

OUTLINE OF CURRICULUM FOR THE 6TH GRADE: General Introduction
In order to achieve the above mentioned levels, the following structures are suggested:
BASIC SENTENCE PATTERNS, PHRASES
Simple present tense to be: affirmative, negative, interrogative
Wh- questions: What?, How? How many?, What color?, Where?, When?, How old?, How much?, Who?,
Whose?
Prepositions of place (in, on, under, next to, behind, in front of, etc.)
Have got/ has got: affirmative, negative, interrogative
Adjectives of state (hungry, thirsty, etc.)
Can for ability: affirmative, negative, yes/no questions
Simple Present Tense affirmative, negative, interrogative
Like + N; Like + Gerund
I want/he wants ……
I + V + everyday, every morning, etc., in the morning, etc., at 7, etc., by bus, on foot, etc., every summer,
every Sunday, etc.
action verbs
He + Vs everyday, every morning, etc., in the morning, etc., at 7, etc., by bus, on foot, etc.,
frequency adverbs (always, usually, sometimes, seldom, never, once, twice, etc.)
How often …?
present tense for factual info
present tense + What is the weather like ….. in ….?
To be + adj.
present tense for rules and general information
Imperatives
Modals:
Can for requesting: affirmative, negative, interrogative
Should for advice: affirmative, negative, interrogative
can, could, would (for requests and possibility)

can/can□t, must/mustn□t
it opens/ closes
Common connectors: And, but, then
Possessive pronouns and adjectives
Possessive „s 74
Present Progressive Tense: affirmative, negative, interrogative
present progressive for future
Future: will, going to - affirmative, negative, interrogative
Countable and uncountable nouns
Measurements: kilometer, meter, kilograms, grams, liters, etc. How much does it weigh? How far …?
Plural nouns
Predicate adjectives
Prepositions of time on/at/ in
adj. + noun combinations
There is/ are
Quantifiers: some, any, a lot of, a little, a few
Numbers
any + sisters/brothers
nouns (occupations)
adjectives (physical description)
adjectives such as windy, foggy, snowy, sunny, etc.
adverbs
Conditionals (Zero and First types): If / when

OUTLINE OF CURRICULUM FOR THE 7TH GRADE: General Introduction
In order to fulfil the above mentioned objectives, the following structures are suggested:
prepositions of place and direction
Revision of tenses studied before
let□s, shall, why don't we …,
Modals: affirmative, negative, interrogative, Wh- questions
Imperatives
Comparatives with "-er" and "more" + Superlatives with "-est" and "most"
Simple Past: "To be"- affirmative, negative, interrogative, Wh- questions
Time phrases: at 5 o'clock, yesterday, last year, ago, etc.
Adjectives and adverbs
Simple past: (common verbs) affirmatives, negatives, interrogative, Wh- questions
There + was/were
after, before, while
When I was …,
Could/ couldn't (past ability)
Used to/ would (past habits)

OUTLINE OF CURRICULUM FOR THE 8TH GRADE: General Introduction
In order to fulfil the above mentioned objectives, the following structures are suggested:
adjectives and adverbs (bad vs badly)
Past progressive (+ s. past) When / while
Past progressive (+ s. past) When / while, affirmatives, negatives, questions, Wh-questions
Present perfect "Ever/ never/ before", when + s. past, affirmatives, negatives, questions, Wh- questions
Present perfect "Just/already/yet", affirmatives, negatives, questions
Present perfect "for / since", How long, affirmatives, negatives, questions
why, because, in order to
too and enough + adjectives and adverbs
adjectives and adverbs (with prefixes, suffixes) (boring-bored)
If clause type 1 (revision)

in case, so that
Modals
Imperatives
would rather, had better, prefer
Tenses studied before

(Çetintaş, 2010; 74)

2.9. Teachers' Role in CALL Instruction

The development of new technologies and student-centred teaching methods loaded new roles to the teachers. English teachers' roles also started to change with "the emergence of learner-centeredness and autonomy initiated by CALL" (Yi-dong, 2007: 60).

Howie (1989) asked the very important question: 'Could computers replace teachers?' The answer is "no" for this question. There are a number of studies that support the idea that computers cannot serve as a substitute for a teacher or a curriculum. (Kenning & Kenning, 1983; Levy, 1997; Robinson, 1991). Duffy, Mcdonald & Mizell claim that teachers will keep their place even in this "digital age" and the researchers add that technological developments cannot replace the place of teachers. With these developments "teachers may find themselves in a new, more challenging role" (2005: 401). As Robinson (1991: 201) notes, CALL should be considered as an integral part of instruction and teachers as an integral part of CALL. Since computers cannot guide the students directly and cannot take the role of a teacher as a class manager, computers can be considered a complement to what teachers do in classrooms. Maddison and Maddison (1987) suggested that it must be remembered that, although computers can be better than books, they are not, on their own, as good as teachers. They are supplementary tools for the teacher's work. One reason for this can be that computers do not have the human element. For example, they do not try to guess what students might want to say with a word which has one letter missing, they cannot behave like a teacher at such moments, they just say 'Wrong', as Kenning and Kenning (1983) states.

When teachers are in the lab they are regarded differently than they are regarded in a classroom. In computer laboratory teachers are like a guide or a facilitator. Moreover, they may be seen as a technician who solves technical problems related to passwords, printing, and software. On the other hand, in more traditional classrooms the teachers are experts and directors rather than facilitators. Furthermore, it is hard to address the whole

class in 'real classrooms' and motivate all the students and attract their attention. Since the students' attention may move to different subjects in classrooms, this might also distract the attention of the teacher (Dunkel, 1991; Schofield, 1995). A study conducted at a number of American high schools by Schofield (1995) reported that as the class became less teacher-centred in laboratory sessions; teachers were more helpful and friendly to their students. They sat next to them, talked to them and helped them whenever it was necessary. In addition to these, the teacher's job in a computer lab should not be limited to a final report which shows the evaluation of students. Teacher must always be with the students in order to guide them anytime they need. Feedback given during students' progress is very useful (Chao, 1999: 245).

Teachers have a critical role in the computer lab as they have to set tasks. It is not technology that creates language learning. It is the teacher, who has to create various tasks for students with different learning styles and from different levels. Teachers should be aware of the changes in information technology and this will help them gain more from the computer's potential as they become aware that computers can help with doing many different learning activities in the classroom. This helps them in their attempts to tie learning experiences on the computer to learning away from the computer. So, computer learning is not perceived as isolated or unrelated to anything else (Howie, 1989).

Calvo suggests that teachers intending to use CALL in their lessons, at first, should "think about what is taught and what is learnt". At this point, teachers should select the appropriate program according to their students' needs. (1997: 132) Checking the software might seem to be an extra work to teachers but this is something that should be done only once a year, before deciding on the software to be used. Besides, doing the lesson in the computer lab later can lessen the teachers' work load. The teacher won't have to be lecturing all the time. In the lab, their work will be reduced because students will be studying on their own and the teacher will have to help if only students want or need it (Hawkes, 1999: 50). According to Pennington (1996: 17), "the role of the classroom teacher is first to determine whether to use a particular piece of courseware, and if that determination is positive, when and how to implement it". During this application period, teachers' previous training is important because teachers who lack computer competence cannot be a good facilitator.

If teachers see computers as an aid for themselves, they will be able to benefit from it a lot. Computers will not take over the teacher's role. Once the teachers stop seeing computers as a threat and their uneasiness with computers stops, they will be able to use their creativity to produce new materials. Through in-service training programs, they can be taught how to use computers, and make them great assistants while they are teaching. They will also be able to redirect their efforts to students' weak areas. Teachers will continue to develop real life communication which the computer can't provide (Galavis, 1998: 28).

2.10. Attitudes of Teachers towards CALL

2.10.1. The Concept of Attitude

Before explaining attitudes of teachers towards CALL, the concept of attitude should be explained. In fact, there are numerous definitions of attitudes. For instance Zimbardo & Leippe (1991: 31) saw attitudes as "an evaluative disposition toward some object based upon cognition, affective reactions, behavioural intensions, and past behaviours" . According to Bromely (1995: 375), attitude indicates "the affect and that it is both emotional and evaluative and shows the degree to which you like or dislike the attitudinal object". For Rokeach (1967: 530), "attitude is a relatively enduring organization of beliefs about an object or situation predisposing one to respond in some preferential manner". Palaigeorgiou, Siozoz, Konstantakis, & Tsoukalas (2005: 331) define attitude as "a positive or negative sentiment, or mental state, that is learned and organized through experience and that exercises a discrete influence on the affective and conative responses of an individual toward some other individual, object or event? Thurstone (1946: 39) defines attitudes "as the intensity of positive or negative affect for or against a psychological object. A psychological object is any symbol, person, phrase, slogan, or idea toward which people can differ as regards positive or negative affect".

Most of the recent attitude studies linked it with a cognitive and affective organization with regard to some object and with respect to a predisposition to act (Reed, 1992). Wenden (1991) said that attitude involves a cognitive component that deals with beliefs or perceptions about an object or a given situation, an evaluative component which

is mainly like or dislike for the object, and a behavioural component that guides particular behaviour. In addition, Bromley states that many attitude theories in psychology suggest that attitude consists of three components: (1) affect; which refers the degree of like the person has; (2) cognition; which refers to the person's knowledge about the attitudinal object; and (3) behaviour, which is related to reactions and intensions regarding the object (1995). The knowledge of attitude allows the prediction of behaviour and consequently, the change of a belief would lead to a change or modification of behaviour (Reed, 1992; White, 2007).

The relationship between attitude and language learning is another important point which has to be explained. Williams and Burden (1997: 63) suggest that, for language teachers to come to grips with what it means to be a good teacher, it may be relatively unimportant for them to learn about particular methods. Instead, it may be crucial for them to understand what their own beliefs are "about themselves, about learning and its educational relevance and about learners". Ellis (1985: 64) discussed the importance of attitude and motivation in language acquisition stating that "attitudes and motivation are crucial factors that help in determining the proficiency level that different learners achieved". Gardner & Lambert (1972: 134) state that "the learner's motivation for language study would be determined by his attitudes and readiness to identify and by his orientation to the whole process of learning a foreign language". In teaching, Richards (1998: 51) identifies, "two different kinds of knowledge, which influence teachers' understanding and practice of teaching. One of them, knowledge relates to teachers' implicit theories of teaching that is, their personal and subjective philosophies and their understanding of what constitute good teaching". Merisuo-Storm (2006: 227) claims that "motivation in language learning usually refers to stable attitudes in learners' mind".

Oxford (2001: 170) claims that examining learners' attitudes is very important for teachers. Merisuo-Storm (2006: 228) states that "negative attitudes towards language learning can reduce learners' motivation and harm language learning, whereas positive attitudes can do the opposite". Bromley (1995: 373) claims that "attitudes influence the efforts that students expend to learn another language, then language teachers need a clear understanding of attitudes and attitude-change theory in order to address these issues in the classroom". Attitudes toward learning situation, according to Masgoret & Gardner

(2003:173), refer to "the individual's reaction to anything associated with the immediate context in which the language is taught".

2.10.2. Attitudes of Teachers towards CALL

According to Koohang (1989) and Selwyn (1997), teachers' attitudes toward computers are the basic factors in terms of computer technology's initial acceptance and its forthcoming use (cited in Albirini, 2004). Smith et al. (2000: 61) define attitudes toward computers as "a person's general evaluation or feeling of favourableness or unfavourableness toward computer technologies (i.e. attitude toward objects) and specific computer-related activities (i.e. attitudes toward behaviours)". The evaluation, according to Smith et al., (2000) could be applied to all computer technologies like attitude towards computer programs, training, and games as well as computer-related activities including behavioural diminutions like using the computer. Palaigeorgiou et al. (2005: 335) state that computer attitude evaluation usually involves statements that assess the persons' interactions with computer hardware, software, other people relating to computers and activities that encompass computer use. In addition to these, Woodrow (1991, cited in Shamoail 2004: 149) states that "if teachers regard computers negatively or with suspicion, or believe that a new program (as it is being introduced) will not work successfully, the educational utilization of computers will be limited". In the Turkish context, Hızal (1989: 6 cited in Usun 2000: 138) indicates that integration of computers into educational context is a new project and the success of it is based on the positive attitudes and perceptions of teachers towards new developments. Usun (2000) supports this view by indicating the importance of teachers' perceptions, attitudes, beliefs and suggestions towards computers and Computer Assisted Language.

Computer anxiety and technophobia are the main factors in attitudes toward computer use. According to Lam (2000) technophobia is used to describe teachers' fear of using technology in their classes. The term technology was associated with computers. Schottenbauer, Rodriguez, Glass, & Arnkoff (2004) state that computer anxiety predicts attitudes toward computers. Computer anxiety is defined as "the fear of impending interaction with a computer that is disproportionate to the actual threat presented by computers" (Howard, Murphy, & Thomas, 1987: 15). Bozionelos (2001: 313) claims

computer anxiety refers to “negative emotions and cognitions evoked in the interactions with computer-based technology”.

Computer knowledge is another, factor which affects attitudes of teachers. McMeniman and Evans states that having positive attitudes towards computer use does not imply that teachers will be able to use computers effectively in their courses (1998). Computer use, according to Reinen & Plomp (1993), is divided into two parts. The first part includes learning with computers, for example, CAI and tutorial, where as the second part includes learning about computers, the example of which is computer literacy. Computer literacy, according to Loyd and Gressard (1984: 70), means the ownership of computer, the amount of time people spend in front of a computer, and the number of courses people took that was related to computers. Lam (2000) adds that computer familiarity is an important component in teacher attitudes towards instructional Internet use. Having a computer at home and/or in their institutions is viewed as a positive factor in shaping teacher attitudes.

A survey conducted by Guardart (1995: 27) (cited in Pilus) provides useful insights into the prejudicial beliefs of teachers concerning the use of computers in language instruction. This survey was conducted in Malaysia and the Malaysian teachers claimed “computers are scientific devices that can be handled only by those specializing in areas such as science, computer science or mathematics". Pilus explains that in Malaysia language teachers, mostly graduate from Arts, and they may have a tendency to be apprehensive and sceptical in using computers, since they feel that computers are mathematical devices. However, Pilus argues that this prejudicial belief can be overcome if the teachers receive appropriate training and are made aware of what the computers can bring to their teaching.

Dupagne and Krendl suggest that teachers also have concerns about integrating computers into instruction because of their unwillingness to change their classical methods. This may be based upon a lack of knowledge and understanding about computers. They suggest that authorities should invest more time on teacher training (1992: 420). Program directors or administrative representatives most often introduce innovations in some aspect of the instructional system. These innovations are sometimes planned with instructional

staff, and instructional staff is sometimes given training and lead time to adjust to innovations, but sometimes innovations appear suddenly in the educational setting without many warnings or preparation. Such surprises often result in negative teacher response without much attention to the content or intent of the innovation (Asan, 2002). Effective adoption of new technologies needs to acknowledge these institutional lines and work within and around them as necessary. One group of researchers who studied "changing instructional practice" found out that negative teachers' attitudes most often resulted from "discomfort with the unknown" (Alexiou-Ray & Wilson & Wright and Peirano, 2003).

Marcinkiewicz (1994: 220) argues that having the necessary environment for adopting CALL may not be enough to persuade teachers to use it. Starting from this point, Marcinkiewicz conducted a study that explores the use of computers for instruction by a number of teachers and what causes others not to use them. The results of the study showed that the preferences in using this technology arise from teachers' self-confidence and their willingness to change. Baylor and Ritchie (2002: 401) explored the aspect of willingness of teachers to change. They investigated the willingness to try new instructional technologies, the beliefs of teachers in taking risks while integrating computers into their instruction and their beliefs about the importance of CALL in instruction for learners' content acquisition. They concluded that the effective use of this technology depends on teachers' openness to change and willingness to take risks, and on their experience and practice in using it.

2.11. Research Conducted Abroad

Many scientists, writers, educators, computer experts have put forward various opinions and conducted various researches since the time computers introduced to our lives with the development of technology were started to be used in the field of education.

Gilman (1988), in his study in which he suggested a model (The Rossville Model) in relation to preparing computer-assisted tests in the process of in-service training, tested a method whose first implementations had been conducted in school system of Rossville (Illionis) on five other school systems. He stated that in basic skill teaching, this method of test preparing provided a beneficial, new and suitable test program and management

system as well as explaining the curriculum. In this model, Gilman emphasized on that the program offered facilities in evaluating learning-teaching processes during in-service training. He put forward that this kind of in-service project development models increased morale of personnel, eased basic skills teaching, also provided test programs for school success and were useful for teachers.

Mc Creesh (1990), in his research in which he applied the method of computer-assisted foreign language learning in teaching multiple-words actions and asked for opinions of students related to the method after the application, revealed that students enjoyed computer-assisted foreign language learning and wanted this method to be applied in other skill areas of language learning.

Savenye (1993) conducted a research on whether participation of educators in a computer course affects their present experiences, concerns and attitudes towards computers. It was found in conclusion of the research that decrease was observed in concern levels of the teachers who participated in the course and they developed positive attitudes towards computers.

Bohlin (1994), in his study named "Application of an Adult Motivational Instructional Design Model ", came to the conclusion that the method of computer-assisted teaching offered an atmosphere physically and psychologically more relieving, interesting and encouraging environment for adult students and strengthened students' motivation.

Wigans, Bender & Maushak (1999: 27) investigated Iowa high school teachers' and students' perceptions towards technology integration in terms of revealing the current situation in this school. The results gave detailed information both about teachers and students in these schools. Most of the teachers (80%) and students (87%) had their own computers at home. Teachers were using computers mostly for word processor and the Internet. Both students and teachers were also using presentation programmes. Many teachers indicated the role of technology in their classes as a tool not as the base of the lessons or not replacers of the teachers. In addition, participant teachers reported the reasons of their motivation for integrating technology. The most frequently stated reasons were teachers' enthusiasm, increasing students' enthusiasm and the importance of

technology skills for students' higher education. Another finding of this study was encountered barriers of participant teachers. These barriers were "inadequate technology training, inadequate access to technology, lack of time for teachers to learn technology and use it in the classroom, and lack of vision by school leaders".

To determine the current situation of CALL in four different universities in Saudi Arabia, Al-Kahtani (2001) also conducted a study. In this study, EFL departments' educators were selected as the participants. The findings of this study showed that these four universities' technological equipments were limited or out of date, the access of the both educators and students to these materials were inadequate, there was limited support of the universities for teachers' using CALL, word processing, e-mail, and the World Wide Web were mostly used CALL resources but anyway, most of the participants' attitudes were positive towards CALL.

Roed (2003), in his research named "Language Learner Behaviour in a Virtual Environment", compared behaviours of students in face-to-face education environment with their behaviours in Web-Based Communication Environment. In conclusion of the research, students in Web-Based environment imposed restrictions on their actions to a lesser extent and feel lesser social concern. Moreover, students acted in a more eager and more honest way to express their knowledge. It was emphasized that visual learning environment compared to class environment was a less stressful and a freer atmospheric environment.

Zheng's (2003) study focused on perceptions of teachers towards instructional technology to shed a light on the development of in-service training programs. The analysis of this study revealed three points. They were "(1) the varying levels of expertise in using computers; (2) infrastructure problems; and (3) teacher training in technology".

Effect of computer-assisted education on vocabulary, reading comprehension and speed of recalling words was researched by Tozcu and Coady (2004), in their research named "Successful Learning of Frequent Vocabulary Through CALL also Benefits Reading Comprehension and Speed". The students were divided into two as control and

experimental groups. In conclusion, it was observed that the group that benefited from Computer-Assisted Education compared to the control group more frequently learned more words. The students in the experimental group in comparison with the ones in the control group showed that they more rapidly recalled the words and comprehended better the part they read.

In another study, Suh (2004), trying to define the needs of Korean teachers for technology training, found the most of the participants' perception of CALL as computers' supplying "good information" and "motivation".

Chou and Liu (2005), in their research named effect of web-based visual learning on learning: the leaner can control the perspective, emphasized on that Web-based technologies had a striking effect on learning and teaching. The study focused on that there is a relation between student control and learning efficiency. Traditional class environment was compared to technology-based visual education. They reached to the conclusion that for students receiving technology-based visual education compared to students receiving education in traditional classes, they were better with regards to learning performances and had higher personal utilization, and satisfaction and learning environment were more effective.

Shamoail (2005: 150) conducted a study based on the application of a software program (blackboard) into the curriculum and tried to reveal the perceptions of teachers related to this application. Results showed that "time; access; workload; professional development; technical assistance and support; and leadership support" were the basic factors stated by teachers. Participant teachers of this study thought that these factors affect the implementation of technology into the classes.

Braul (2006) conducted a study seeking to determine perceptions and future recommendations of nineteen ESL instructors' towards CALL. Findings of this study showed that participant teachers mostly use CALL programs in their lessons and perceive them as useful, but they also indicated that they encounter with some barriers while trying to implement CALL. The most frequent barriers of these teachers were lack of CALL development time, unfamiliarity with CALL software, unfamiliarity with

general software and not being certain about whether CALL is useful or not. Participants of this study offered also recommendations for future of CALL such as "additional CALL development time", "pedagogical and technical support" (Braul, 2006) and creation of an encouraging CALL environment. In general, more than half of the participants' (52%) of Braul's study perceived CALL as valuable for English language teaching.

Lares, Nelida v. et al (2006) researched "Perception and Attitudes on the Dynamic English Program among the First Year AHSE Students of the Emilio Aguinaldo College Manila: An Exploratory Research". A research project was conducted in the second semester of 2006-2007, involving 255 respondents, which was 23.18% of the total number of enrollees, selected through random sampling. The study used computer-assisted document analysis, mean, frequency, and percentile rank to determine the Perceptions and Attitudes in regard to DynEd among First Year Associate in Health Sciences (AHSE) students who took the program in the first semester.

Among the findings, 77.45% of respondents felt their ability to understand native speakers had improved, 72.69% reported that their ability to read English had been enhanced, 70.51% reported enhanced oral skills, 66.20% reported improved critical thinking skills, 61.48% reported an increase in self-confidence in using English in and outside the classroom, 59.29% reported increased confidence in writing English, and *after just one semester,* 63.38% felt that the program had increased their global competitiveness. The study also recommended that the College should increase the allotted study time for DynEd each week.

In the conclusion: "The trend of using technology in language learning timed the use of DynEd as an instrument to help improve English proficiency of AHSE students. This is needed as they are in the field of allied health. The fact states that Filipino medical workers abroad is saving the country in limping economy. *Thus DynEd is an excellent instrument for English language and global placement competency.* This can aid in the realization of goals, both by the institutions and by the nation."

Stewart and File (2007), in their research "Let's Chat: A Conversational Dialogue System for Second Language Practice," stated that beginner and intermediate-level foreign language students experienced difficulties in social conversations. In their study, they introduced the design of computerized dialogue system named Let's Chat. In the Let's Chat system, a student is able to repeat conversation dialogues without requiring any other person. In the conclusion of their research, they concluded that students practicing via Let's Chat system felt themselves more comfortable compared to natural conversations.

Al Shammari (2007) investigated Saudi English as a Foreign Language (EFL) Learners' attitudes toward Computer-Assisted Language Learning (CALL) at the Institute of Public Administration (IPA) in Saudi Arabia. The research questionnaire was administered to a total of 578 participants, including students from several levels of English language proficiency, major areas of study, and three distinct locations. Statistical methods including standard deviation, mean, regression analysis, and t-test were used to analyze data. The findings indicated that the Saudi EFL learners' attitudes toward CALL and the software were positive. The results of the regression analysis showed that computer knowledge and gender served as the best predictors of learners' attitudes toward CALL. The t-test findings showed that Saudi female EFL learners had more positive attitudes toward CALL than their male counterparts.

2.12. Research Conducted in Turkey

There are also some studies conducted in Turkey based on CALL and DynEd.

Purpose of PhD thesis of Keser (1988) on the subject of "A Model Suggestion for Computer-Assisted Education" is intended to introduce computer-assisted education with its baselines and develop a model suggestion on computer-assisted education for secondary education institutions in consideration of present conditions of Turkish Education System.

In conclusion of Gökdaş's (1996) master thesis on the subject of "Computer Education Teaching Technology", it was found that teachers who will play a role in the process of computer-assisted education in countries other than Turkey mainly tended

towards in-service training, and an approach was adapted as to train teachers through pre-service training by introducing various courses to curricula of the schools training teachers. However, it was also found that courses given at various departments of Faculties of Education in Turkey didn't provide abundance with regards to kind as well as content as much as in other countries, besides environments were insufficient before the number of students and technological developments.

Dursun's (1998) master thesis on the subject of "Adequacies of Teachers Related to Computer-Assisted Education and Determining Their Educational Needs" was done with the use of general scanning model based on literature. Research was conducted with the purpose of determining present and required adequacies relating to computer-assisted teaching of teachers who are employed within the system of computer-assisted education, and detecting the educational needs based on these adequacies. In conclusion of the research, it was found that only 32.4% of the teachers within the present application considered themselves adequate or completely adequate.

Tuzcuoglu (2000) conducted a study at Osmangazi University focusing on teachers' attitudes towards using computers in classes. The results of this study show that English teachers at Osmangazi University are aware of the term CALL, and they have positive attitudes towards using computers in English classes, but they also point out that they should learn much more about CALL. To do so, the teachers believe that they need training programs about how to implement computers into their teaching process. They also assert that computers improve students' language abilities, and they should be used in classes.

Another study conducted by Cağiltay & Cakiroğlu (2001) tried to reveal the teachers' perspectives about the use of computers in education. 202 teachers from three Turkish cities were selected as the participants of this study. Most of the participants believed that technology integration could increase the quality of the education. The results also demonstrated that teachers need training and support to be able to integrate technology into their lessons effectively, schools should be supported by experts, teaching programmes should be designed by taking into consideration computer

implementation, teachers should be supported with in-service training sessions and also Internet should be used in classes.

Aydoğdu (2003), in his master thesis named "Attitudes towards Computer-Assisted Education of Geography Teachers Who are Employed at Secondary Schools", makes several suggestions on issues such as providing special training to teachers on computer teaching and computer-assisted education and enabling those trained teachers to be assigned at the schools within the scope of the project and taking precautions necessary or them to stay within the system in order for computer-assisted education to reach an effective success, rethinking curricula and making necessary modifications in course books through an expert commission to be formed by Ministry of National Education in order for computer use to integrate with curricula, developing software materials that will respond to our own necessities.

Asan (2002) investigated 252 elementary school teachers' technology awareness in Trabzon/Turkey. The findings of this study demonstrated that gender, years of teaching, and school statuses have a significant relationship to familiarity with computer technologies in Turkey. This study further explored the problems that participants face in the integration period of the technologies such as lack of hardware, lack of knowledge and skills about using computers, lack of training or insufficient training opportunities, and crowded classes.

Keskin (2003) in his Master thesis named "Analyses of Opinions on Computer-Assisted Education and Attitudes towards Computer of Secondary Education Science and Mathematics Branches Teachers Who are Employed in Erzurum Province", explains that teachers are familiar with education technologies to a sufficient level and show positive attitude towards education technologies, however many teachers are unfamiliar with the use of this technology at schools and the most important reason for this is caused by their inadequacy to carry education technologies into the class. It was also stated that in-service training courses in which teachers are participated are insufficient, these courses should be improved, and teacher candidates need to be prepared for in-service training courses in the future by teaching them basic informatics skills as well as means to reach information.

Onsoy (2004) investigated teachers' and students' perceptions and attitudes towards the use of computers and CALL at the Preparatory School of Celal Bayar University. There was no difference between the attitudes of teachers and students towards the use of computers and CALL attitudes of both groups were generally positive. Another result of this study was the training needs of teachers and students for effective implementation of CALL.

A study conducted by Celik & Bindak (2005) provided useful information about the computer attitudes of primary school teachers according to various variables. 261 primary school teachers working in Siirt, Turkey were distributed a questionnaire. The results of this questionnaire illustrated that "computer attitudes of teachers did not change according to gender, branch, and workplace" and teachers having their own computer showed more positive attitudes towards computers than teachers not having their own computer.

In a case study conducted by Timucin (2006), CALL implementation was investigated in a Turkish State University's EFL Preparatory school. According to the results of this case study, it can be stated that recognizing the needs of the teachers and also supporting them is important before the implementation period of CALL.

M. Fatih Elaziz (2008) researched "the attitudes of students, teachers, and administrators towards the use of interactive whiteboards (IWBs) in language teaching and learning contexts, and also sought insights into students' and teachers' actual use of IWBs in English as foreign language classes. The study also investigated possible factors affecting teachers' and students' positive and negative attitudes towards IWB technology. Data were collected through questionnaires distributed to 458 students and 82 teachers in different institutions across Turkey, ranging from primary schools to universities. Three administrators were interviewed in order to explore their opinions towards IWB use in language instruction, and three classrooms were observed. Questionnaire results revealed that both students and teachers have positive attitudes towards the use of IWBs in language instruction and are aware of the potential of this technology.

Kocaman (2008) investigated the level of instructional software usage of primary and secondary school English language teachers in Burdur. His research consists of English language teachers, which are working in primary and secondary schools in provinces of Burdur. For data collection, a questionnaire was applied to 35 English teachers from 28 primary schools in 11 provinces during the 2006-2007 national year. In research, three different types of data were collected. These are computer literacy level of the teachers, technological facilities of the schools and instructional software usage attitudes and habits of the teachers.

The result of the study can be summarized as below:

1. The average of the scores that English teachers took in computer literacy test is 3, 76 out of 5. This result shows that the English language teachers' proficiency level is slightly above the mean.

2. The technological facilities and the number of instructional software in schools of English language teachers are inadequate.

3. Although the English language teachers' attitude and beliefs toward the use of CALL applications are positive, it is observed that their level of instructional software usage is low.

Kızılırmak (2008) investigated the opinions of English language teachers working in primary schools, in Isparta towards computer assisted learning was determined and it was searched if these attitudes differentiate according to such factors as age, seniority. The whole number of teachers in the scope of universe at that time when the research carried out has been 133. The result of the study can be summarized as below:

1. All of the teachers participated in the research needed computer technology and accepted its necessity and showed positive opinions concerning computer assisted education.

2. Teachers, who are youngest, had less seniority, had a computer and the internet at home.

3. Teachers taken lessons in university, had computers and the internet in their houses, had computer assisted learning used computer in their daily lives too much and benefited from computer assisted teaching in foreign language teaching a lot.

Özerol (2009) investigated perceptions of EFL primary school teachers towards Computer Assisted Language Learning (CALL). A descriptive research study was conducted with EFL teachers working at different primary schools and using computers in their lessons in Adana and Hatay provinces in Turkey. 60 English teachers were selected as the participants of this study. Teachers were conducted a questionnaire to reveal their perceptions towards CALL. In addition a semi-structured interview was held with these teachers to support the results of the questionnaires and to gain further insights into the teachers' perceptions. The results of this study revealed participant teachers' perceived computer competence, perceived advantages, disadvantages and barriers of CALL, teachers' general perceptions towards CALL, their implementations of CALL and lastly their future recommendations for effective use of CALL.

Zereyalp's (2009) study aimed at identifying teacher educators' attitudes towards the use of CALL (Computer Assisted Language Learning) and revealing their barriers (if any) to the use of CALL or computer technologies in their teaching in state universities in Turkey. This study was carried out with 80 teacher educators from English Language Teaching departments of 13 Turkish state universities. Data for this study were collected through questionnaires, which were used to find out the participants' attitudes and interviews which were used to identify the participants' barriers to the use of CALL. The results indicated that teacher educators had such barriers as lack of hardware, lack of time, technical and administrative support and people's opinions or ideas, although they had strong positive attitudes towards the use of CALL in their instruction. A statistically significant difference between the gender and the teacher educators' attitudes towards the use of CALL could not be found. The relationship between teacher educators' ages and their attitudes towards CALL was not statistically different either.

Kızıldağ (2009) researched “Teaching English in Turkey: Dialogues with teachers about the challenges in public primary schools” In her study she found that the Ministry of National Education adopted a communicative and authentic language teaching philosophy. However, the problem starts with the lack of infrastructural support. Since DynED is internet-based software, the schools need a strong infrastructure for internet access. At this point, three major problems emerge in line with participant answers:

- schools do not have a computer laboratory
- schools do not have internet access
- schools have computer laboratory; yet, not used for language classes but only for computer classes.

BAŞ, G and Kuzucu, O (2009) researched "Effects of CALL Method and DynEd Language Programme on Students Achievement Levels and Attitudes Towards the Lesson in English Classes" The purpose of this study was to examine the effects of the Computer Assisted Language Learning (CALL) method supported with the DynED language learning programme on student achievement levels and attitudes towards the lessons in the 6th grade. The research was carried out in the 2008 - 2009 school year in an elementary school in Turkey. A total of 60 students in two different classes in the 6th grade of this school participated in the study. The pre/post-test control group research model was used in this study. The data obtained in the study was analysed using the SPSS 11.0 statistics computer programme. The arithmetic means and standard deviations were calculated for each group. In order to test the significance between the groups, the t-test was used. The significance level was taken as .05.

The results of the research showed a significant difference between the attitude scores of the experiment group and the control group. It was also found out that the CALL method supported with the DynED language learning programme was more effective in positive development of achievement levels of students. The research revealed that the students educated by the CALL method supported with the DynED language learning programme are more successful, have a higher motivation and better retention than the students who are educated by traditional methods of instruction.

Baş (2010) researched “Evaluation of DynED Courses Used in Elementary Schools From the Views of Teachers in Turkey.” In this study, it was aimed to evaluate DynED courses used in English classes in elementary schools of Turkey from the views of teachers. The study was conducted with the students and teachers in Nigde, Turkey in the spring term of 2008-2009 academic year. The participants of the study were twelve English language teachers from six elementary schools. Two teachers from each school participated in the study which makes totally twelve English language teachers. Six teachers from some rural area elementary schools and six teachers from city centre elementary schools participated in the study. The teachers were selected randomly. The data of this study were analysed through descriptive analysis techniques by using NVivo2 Qualitative Data Analysis Programme. In this study, semi-structured illustrative qualitative research method was used. Consequently, the teachers stated that they were applying DynED courses in schools. Similarly, they had positive observations during the application of these courses. On the other hand, they stated that they faced with some difficulties such as technological problems, limited time of English courses at school and school principals negative attitudes towards the usage of these courses, etc. They also stated other difficulties and problems they faced in the duration of DynED courses at school.

CHAPTER THREE

3. METHODOLOGY

3.0. Introduction

This chapter introduces the nature of the research and the context in which the study was carried out. The chapter first identifies the research problem, and then it shows how the research questions evolved. The chapter also presents the research methods and strategies and explains the procedures employed in sample selection. Moreover, the chapter shows developing the research instruments. Finally, the chapter presents data collection and analysis.

The purpose of this study is to investigate teachers' attitudes towards the DynEd, which is used in primary education from the 4th to 8th grades in Turkey. Since in Turkey using computers to teach language is becoming popular, Turkish Ministry of National Education (MNE) has attempted to set up computer labs in schools. Also in 2006 MNE made the DynEd compulsory in primary education from the 4th to 8th grades. DynEd is computer assisted language learning software. "DynEd provides schools with cost-effective English learning software, tests, assessment tools, and training to support teachers" (English Teaching Software, 2010). In order to investigate teachers' attitudes towards DynEd, the study needed to explore current applications of DynEd in Turkey. As the present researcher is a district agent of DynEd in Arsin, Trabzon, given the present researcher's experience in using the computers and DynEd in English teaching, it is difficult to set the background and train both the students and teachers in using computers and DynEd. Many problems such as the use of the software, technical difficulties and prejudicial attitudes were encountered by the teachers of English. Three years following the introduction of DynEd into Turkey, no studies have been conducted to determine the teachers' attitudes towards the DynEd. Since attitudes play an important role in learning

styles and teaching strategies, this study focuses on the attitudes of teachers towards DynEd. Also the enquiry was focused on:

1. The relationship between teachers' computer knowledge and attitudes towards the DynEd.

2. The factors (if any) that make teachers abstain from using the DynEd.

3.1. The Nature of the Research

Deriving from the purpose of the research, the study is an attempt to describe teachers' attitudes towards the CALL in general, teachers' attitudes towards DynEd, and the factors that make teachers abstain from using the DynEd. Therefore, this research is descriptive and developmental in nature.

According to Best (quoted in Cohen and Manion, 1998: 67), descriptive research is concerned with

> conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive research is concerned with how what is or what exists is related to some preceding event that has influenced or affected a present condition or event.

Descriptive studies are "...concerned primarily with determining 'what is'" with respect to a certain situation (Gall, Gall & Borg, 2003: 290) and "describe a given state of affairs as fully and carefully as possible" (Fraenkel & Wallen, 1996: 13). Descriptive research lets researchers to "...generate an accurate description of an educational phenomenon as it exists..." and provides a "...firm basis for explaining or changing it" (Gall, Gall & Borg, 2003: 290). According to Charles (1998), (quoted in Varlı, 2000: 7-8) "descriptive research describes conditions, situations and events of the present," and developmental research "focuses on the development and evaluation of a new product".

Descriptive research is explained as a survey research and is defined by Gray, Williamson, Karp & Dalphin (2007: 146) as "a procedure for systematically collecting information about the attitudes, beliefs, background, experiences, and behaviour of a sample of people by using interviews and questionnaires". Cohen and Manion (1998: 83) state that the survey is perhaps the most commonly used descriptive method in educational research. They write that:

> Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events. Thus, surveys may vary in their levels of complexity from those which provide simple frequency counts to those which present relational analysis.

This study also employed elements of quantitative and qualitative research. Patton (2002: 558) states "qualitative and quantitative data can be fruitfully combined to elucidate complementary aspects of the same phenomenon". According to Kaplan, (2002: 14) "quantitative research is a kind of research which involves the use of structured questions where a large number of respondents are involved".

Baker, (1999) indicates that quantitative research is utilized to measure how many people feel, think, or act in a particular way. Quantitative research generates numerical data or data that can be converted into numbers. It contains a variety of approaches, designs, and tools such as correlations and surveys. Quantitative research, on the basis of correlations, seeks to establish causal relationships between two or more variables, using statistical methods to test the strength and significance of the relationship. Experiments and survey research are the most characteristic forms of quantitative research methods that are carried out within the social science. The findings of both experiments and surveys can be presented in numerical terms, though the meanings of those numbers still need to be interpreted in words. On the other hand, Marshall & Rossman (1999) claims that qualitative research genres have become increasingly important modes of inquiry for the social sciences and applied in fields such as education.

Baker (1999) states that qualitative research collects, analyze, and interpret data by observing what people do or say. It refers to the meanings, concepts, definitions, characteristics, metaphors, symbols and descriptions of artefacts. Qualitative research assumes a more naturalistic approach than does the quantitative research. Its aim is to construct meaning from social environments. The object of most qualitative research is to conceive social action. It is concerned with collecting in-depth information asking questions such as "why do you do this?" In general qualitative research generates rich, detailed, and valid process that contribute to in-depth understanding of the context. Qualitative research is an exploration of what is aimed to be a dynamic reality.

Marshall & Rossman (1999) assert that since qualitative research is subjective, it utilizes different methods of collecting data, the main methods of collecting data are: participation, observation and in-depth interviewing. Typically, qualitative in-depth interviews are much more like conversations than formal events with predetermined response categories. In-depth interviewing is a useful way to obtain large amounts of data quickly, the researcher explores a few general topics to help uncover the participants' views but otherwise respects how the participant frames and structures the responses. However, interviewees sometimes may be unwilling or may be uncomfortable sharing all that the interviewer hopes to explore, which is one of the weakest points of this method.

In order to gather data, a questionnaire was used and the results of this questionnaire were analyzed quantitatively to understand teachers' attitudes towards DynEd. In addition to this, face to face semi-structured interviews were employed to collect info from the teachers to in order to clarify their ideas in detail and the results were analyzed qualitatively.

3.2. Research Design and Methodology

3.2.1. The research Problem

This study was mainly aimed at investigating teacher attitudes toward the use of DynEd, which is used in Turkey. In Turkey, when looked at the projects conducted by Turkish Ministry of National Education (MNE) towards the direction of using computers

in education, one can see that there has been a serious progress in attempts to switch to computer assisted education in recent years. The clearest example of this is “Information Technology Classes” which are being established in schools country-wide and possess the technological infrastructure to be used by teachers during their classes. Also computer laboratories, educational software and materials have been provided for schools through projects, which have gained pace in recent years and have been conducted country-wide (e.g. “Support Computer Assisted Education” Campaign) In Turkey the DynEd has been used in primary education since 2006. The positive or negative attitudes of teachers play an important role in accepting DynEd to schools. Determining the reasons for these kinds of feelings might be the first step in this necessary but manageable stage of adopting the DynEd. Understanding the attitudes of teachers towards the DynEd, and the factors that affect these attitudes might help develop ways for teachers to cope with the problems that they might face in teaching. Also it is really important that with the lack of positive feelings, teachers cannot be effective while using DynEd. Attitudes have key role in learning styles and teaching strategies. Hence, study focuses on the attitudes of teachers towards DynEd. In addition to these, the researcher believe that understanding teachers’ attitudes will help the MNE to understand teachers’ needs and make decisions about the use of the DynEd in Turkey. In the lights of these facts, the first question of the study, then, is

What are teachers' attitudes towards DynEd?

In Turkey using computers to teach language is becoming popular. Many of the Universities use computers in language teaching. There are a lot of computer labs in the Foreign Language Departments. Universities encourage their lecturers and students to use computers while teaching and learning language. Also teaching English is very important for the MNE. That is why the MNE has been trying to set up computer labs in schools and make teachers and students to use the DynEd. But while doing this, just having computers are not enough. Teachers should have computer literature, that is, they should have enough information on how to use computers. One of the aims of the present researcher is to find out if there is a relationship between computer literacy and teachers’ attitudes towards the DynEd. Therefore, the second question of the study is

Based on their level of computer literacy, what are the differences among teachers' attitudes towards DynEd?

It was discussed in Chapter 2 that there are some disadvantages and barriers of CALL. As DynEd is a CALL software, there are some factors that make teachers abstain from using it. Nearly 8.5 million primary education students are using the DynEd. In fact, it is not so easy to organize so many students to use the DynEd without problems. As a teacher of English, who work in a primary education in Arsin, Trabzon, given the present researcher own experience in using the DynEd in English teaching, teachers of English faced many problems such as the use of the program, technical difficulties, infrastructure problems and prejudicial attitudes. All these factors affect directly teacher attitudes towards the DynEd. Therefore, it is important to find out the factors that make teachers abstain from using the DynEd in accordance with the main purpose of the study. Thus third question of the study is

Are there factors that make teachers abstain from using the DynEd?

3.2.2. Research Setting

The main aim of the study is to investigate teacher attitudes toward DynEd, which is used in Turkey. Therefore, a major component of the study was to review the current context in application of DynEd in all primary education in Turkey. Accordingly, 10 cities were selected as the focus of this investigation. Given the resource constraints and limitations of the study, the present researcher decided to carry out an investigation of only 10 cities (İstanbul, Manisa, Antalya, Amasya, Sivas, Gaziantep, Bingöl, Ağrı, Trabzon, Rize). The cities were chosen from different geographical locations. The researcher tried to choose a city from every region. The main concern for choosing cities from different regions was that of representation. The study does not lay claim to random sampling procedures in the selection of teachers. The nature of the techniques employed for the gathering of the data required that convenience sampling technique be applied to select teachers. However, simple random sampling procedures were used in selecting teacher samples in interview. This study carried out in 2009-2010 academic year.

3.2.3. Sampling of the Study

In this study, elements of survey research methods, e.g. sampling and questionnaire, were used. Sampling is very important in survey research. According to Fridah W. (2010) a population is a group of individuals, persons, objects, or items from which samples are taken for measurement for example a population of presidents or professors, books or students. According to Wikipedia a "sample is a subset of a population. Typically, the population is very large, making a census or a complete enumeration of all the values in the population impractical or impossible. The sample represents a subset of manageable size" (Sample). If we take this study as an example, the teachers of English in all primary education in Turkey are the population and the ones that participated in this study constitute our sample.

The target population of this study is English teachers. Accordingly, samples were selected in order to represent the population. The size of the teacher sample was determined as 15 from each city, making a total of 150 (N=150).

Teacher samples in all cities were selected by using the convenience-sampling method. This is a non-probability sampling method. Cohen and Manion (1998: 88) explain the convenience sampling as: "Convenience sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained". The reason for using the convenience sampling for the sample was that because of time constraints and not all the teachers were available at the time of the administration of questionnaires. Thus, the questionnaire was distributed to those who were willing and available to participate in the study at the time.

On the other hand, a simple random sampling method, a type of probability sampling, was used to select interviewers. Cohen and Manion (1998: 87) explain simple random sampling. "In simple random sampling, each member of the population under study has an equal chance of being selected. The method involves selecting at random from a list of the population (a sampling frame) the required number of subjects for the sample". Interviewers were selected from participants of questionnaires. When a

participant filled the questionnaire they were asked whether or not they wanted to be a volunteer for the interview. Later 15 teachers randomly selected from the volunteers.

3.2.4. Research Instruments

Two instruments were used in this study: Questionnaire and semi-structured interview. The questionnaire and semi-structured interview were used to collect the needed data. Semi-structured interview was developed from research questions.

3.2.4.1. The Questionnaire

As stated before, the study is descriptive in nature, and methods and instruments that are commonly used in survey research were used during the data collection for this study. As Gall & Borg (2003) and Fraenkel & Wallen (1996) state, survey research frequently uses questionnaires and interviews to collect data related to subjects' attitudes, opinions, feelings and/or perceptions. Questionnaires are useful tools for many respects. One of the advantages of the questionnaire is that it is easy to administer. Also with the questionnaire it is possible to collect a considerable amount of data in a very short time.

The questionnaire (Appendix 1) was constructed so that it would elicit answers to the research questions. Before deciding which data collection instruments to use, the researcher had reviewed questionnaire construction guidelines from the educational research literature (see Oppenheim, 1992; Bell, 1999; Fraenkel & Wallen, 1996; Gall, Gall, & Borg, 2003). Gall, Gall & Borg (2003) provided the most complete review with a list of twenty-one general guidelines for designing a questionnaire. While the present researcher was constructing the questionnaire for this study, he tried to stick to these guidelines as much as possible.

With the help of the research literature on questionnaire design, the data needed was determined and as many questions as possible were created before the construction of the questionnaire. Especially after an analysis of Özerol's (2009) questionnaire, the researcher decided to partly utilize from her questionnaire. The present researcher got necessary permission from Özerol to utilize her questionnaire in order to develop his

questionnaire (see Appendix 5). Instructions and questions were revised several times to ensure reliability and validity before the pilot work. The researcher made necessary adaptations in accordance with the purpose of the study. The developed questionnaire included 6 parts.

Two types of questions were used in this questionnaire: closed-ended questions and open-ended questions. Open-ended questions were used to elicit more detailed responses, even though they require more time to respond to, which may result in lower response rates (Fraenkel & Wallen, 1996). With open-ended questions, respondents are free to give their own unique answers to the questions.

Another type of question was close-ended questions. Closed-ended questions pose a question and then supply anticipated responses, which are selected by the respondent. These types of questions are used to measure opinions, attitudes and/or knowledge and are easy to score and analyze (Fraenkel & Wallen, 1996). Ruane (2005) states that with closed-ended questions, a set of pre-determined response alternatives are provided to the participants. Closed-ended questions were of two types: yes-no and likert scales. Likert scale questions are generally "used to ask the extent of agreement with an attitudinal item" (Gall, Gall & Borg, 2003: 214). Baker (1994: 416) states that “generally in likert scales, degree categories include the five levels of “strongly agree”, “agree”, “disagree”, “strongly disagree”, or do not know (undecided)”. The highest the score, the more positive attitudes the learner holds toward CALL and DynEd. Based on that, score 5 means the highest positive attitude, score 4 means positive attitude, score 3 means neutral attitude, score 2 indicates negative attitude, and finally score 1 shows very negative attitude toward the CALL and DynEd. To ensure reliability and validity, items were constructed very carefully. According to Oppenheim (1992: 144-145),

> Each question has a job to do, and that job is the measurement of a particular variable. In trying to assess how well each question, or group of questions, does its job, we shall need to use the terms reliability and validity ... Reliability refers to the purity and consistency of a measure, to repeatability, to the probability of obtaining the same results if the measure were to be duplicated. Validity, on the other hand, tells us whether the question, item, or score measures what it is supposed to measure.

After the present researcher had developed the questionnaire, it was translated into Turkish by an expert. The reason for this is that the researcher thought that while conducting the questionnaire, teachers would feel more confident while using their mother tongue.

The questionnaire also contained a cover page which included a letter to the respondents describing the subject, aims and importance of the inquiry. A statement of confidentiality was also included in this letter. It took nearly two months to construct the questionnaire.

The questionnaire (Appendix 1) was divided into six parts. Part A of the questionnaire aimed at collecting background information on the following:

Gender
Age
The period of teaching English.
The city where the teacher works.

The data obtained in this section was intended for use in possible future correspondence and in order to be able to talk about the characteristics of the sample during the description of the sample.

Part B of the questionnaire was aimed at eliciting teachers' computer use situations. In order to elicit these data, the following question was asked.

Whether they have computer at home.
If they have the computer, whether they have the internet connection at home.
Frequency of computer usage.
In what purposes teachers use computers.
Whether they attend to a seminar or training program related to computer use.

Part C of the questionnaire was aimed at eliciting teachers' level of qualification on computers. These data were elicited through the questions on the following topic.

The current teachers' level of competence in computers (with regards to both information and computer-using skill).

Part D of the questionnaire was aimed at eliciting teachers' attitudes towards computer assisted language learning. These data were elicited through the questions on the following topic.

Rating agreements with the sentences in the likert-scale question to show their attitudes towards computer assisted language learning.

Part E of the questionnaire was aimed at eliciting teachers' DynEd usage situations. In order to elicit these data, the following questions were asked.

Whether they use the DynEd in teaching English at school.
Whether they have enough facilities (computer lab) to use the DynEd.
Whether the DynEd can be effectively used by students in their schools.
Whether they attend to a seminar or training program related to use of the DynEd.
Whether they monitor and follow the website of the ministry, other pages on the Internet related to the use of the DynEd.
Whether they follow on the DynEd program the progresses of their students.

Part F of the questionnaire was aimed at eliciting teachers' attitudes towards the DynEd. Also it was aimed at eliciting factors that make teachers abstain from using DynEd. These data were elicited through the questions on the following topics.

Rating agreements with the sentences in the likert-scale question to show their attitudes towards the DynEd.
Which of the factors that make teachers abstain from using the DynEd?

3.2.4.2. Piloting the Questionnaire

One of the important points in questionnaire is design piloting the questionnaire. Fraenkel & Wallen (1996: 377) state that piloting the questionnaire "reveal ambiguous, poorly worded questions, questions that are not understood, questions that have unclear choices, and can also indicate whether the instructions to the respondents are clear". Also Brace (2004: 163) further states that "whether it is a new questionnaire… that have

been used before and adapted or arranged for a new study, testing it out before committing to a large-scale study is an essential precaution".

In piloting the questionnaire, the present researcher's aim was to get feedback about the individuals' general impressions of the questionnaire, to test its validity, to get suggestions about extra questions if it was needed, to determine the time needed to complete it and to highlight questions, which are unclear and misleading. Moreover, the researcher's aim was to control understandability and clarity of the items.

The pilot study was administered with four experts and six teachers of English. Four experts were from different universities and the six teachers were from different cities. The present researcher sent the questionnaires via e-mail. After they had analyzed it, they phoned the researcher to tell their ideas about the questionnaire or sent the researcher e-mail which explained their ideas about the questionnaire. With the help of four experts and six different teachers of English, the present researcher made necessary changes. There were some unnecessary questions and some unclear points. The researcher fixed them. Also it was found that nearly 15-20 minutes was enough to fill out the questionnaire.

After all, the questionnaire was accepted to be appropriate for the researcher's study. Four experts confirmed that the questionnaire was valid. So the questionnaire was ready to be used.

3.2.4.3. Interviews

As mentioned before, the study is both quantitative and qualitative in nature. A semi-structured interview was used as a qualitative data collection tool. With this semi-structured interview, it was possible for the researcher to reach further data to support the questionnaire results and to supply more information. Also with the semi-structured interview the researcher tried to find answer to the fourth research question of the study: What are factors that make teachers abstain from using the DynEd? To make the participants to expand feelings about DynEd, to help participants clarify problems faced with DynEd in teaching, and to add further comments and explanations related to views about DynEd, a semi-structured interview was conducted.

According to Patton (2002: 348), "the purpose of qualitative interviewing is to capture how those being interviewed view their world, to learn their terminology and judgments, and to capture the complexities of their individual perceptions and expectations". The research interview has been defined by Cannell and Kahn (1968) as a "two person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction or explanation" (cited in Cohen and Manion, 1994: 271).

The researcher decided to use an interview in addition to the questionnaire to collect data. The present researcher examined other studies. Then the researcher decided to utilize Özerol's (2009) study. Özerol let the researcher to utilize her interview questions (See Appendix 5). Then the researcher prepared interview questions in accordance with the aims of the present study. In the interview, there were five questions. 15 different English teachers were randomly selected from among those who filled in the questionnaires. Each of the volunteers was interviewed.

3.2.4.4. Piloting Interviews

In the present study, before the interview was conducted, the researcher had piloted the interview. Piloting the interview is important to help the researcher understand "whether the questions are reasonable, whether they elicit useful information, whether they are clear, and so on" (Grady, 1998: 21). The present researcher piloted the interview with three experts. On the first week of February 2010, the researcher visited the three experts individually and gave the interview questions on a paper. They analyzed each question separately. According to the feedback from the experts, necessary modifications were made. Although interview questions were prepared in English, they were translated into Turkish by an expert. For three experts and the researcher thought that Turkish would be more appropriate for the interview for the interviewees to express themselves better and more freely. Finally, when the three experts totally agreed that the interview questions were okay and that there was no unclear point, the researcher started to conduct interviews with 15 English teachers who volunteered.

3.2.5. Data collection Procedure

In order to collect the necessary data, the presents study employed a questionnaire and interview. 150 questionnaires were distributed in the second week of February. The data collection took three weeks. As mentioned before, the researcher chose 10 different cities and tried to choose a city from every region. (İstanbul, Manisa, Antalya, Amasya, Sivas, Gaziantep, Bingöl, Ağrı, Trabzon, Rize).

Having selected the cities, the researcher contacted a colleague through telephone in these cities. They were informed of the study and were asked whether or not they want to help the researcher. In every city, the researcher chose one responsible teacher from the researcher's colleagues who accepted to participate in the study. These teachers were responsible for the distribution and collection of the questionnaires. The questionnaires were mailed either by a delivery service or by e-mail. The volunteer responsible teachers that received the questionnaires were requested to collect and send the questionnaires back via cash-on-delivery method. A cover letter explaining the rationale behind the study was also sent with the questionnaires. Also permission was obtained from the Ministry of Education (MNE) before the administration of the questionnaire (See Appendix 6). In addition, permission of headmasters of each school was also obtained for conducting the study in their schools and a copy of the permission of the MNE letter was given to the mentors.

The volunteer responsible teachers were asked to hand out the questionnaires to the other English teachers and collect them. A total of 150 questionnaires were sent to those cities. 15 questionnaires were sent to every city and 121 of 150 questionnaires were received back. The return rate was found to be 80,66%.

Another data collection tool was interview. The English teachers who filled the questionnaire were asked whether they would like to join the interview. Nearly 30 teachers of English volunteered to join the interview. But the researcher randomly selected 15 of them for the interview. Each of the volunteers was interviewed. Some of the volunteers were interviewed through telephone and their interviews were recorded by using a telephone. According to Gall, Gall & Borg, recording an interview allows the researcher to

capture a complete verbal record of the interviewees' responses, which provides an avenue for a more complete analysis, speeds up the interview process, and allows the interviewer to focus on asking the questions (2003). Some volunteers were from different cities. Therefore, for these volunteers interview questions sent via e-mail and received via e-mail. One of the limitations of the data, however, is that conclusions drawn from the interviews represent only 12 percent of the teachers who involved in the study (See Appendix 3 for Interview questions).

This study was conducted in the spring semester of 2010. The questionnaires were administered in the second, third and fourth weeks of February and the interviews were carried out in the first week of March. The participants were teachers of English, who work in primary education.

3.3. Data Analysis

The study collected both qualitative and quantitative data. Therefore, in order to analyze the data, the study needed to employ both qualitative and quantitative analysis techniques in data analysis.

Glesne & Peshkin (1992: 127) state that "Data analysis involves organizing what you have seen, heard and read so that you can make sense of what you have learned" (127). All the items in the questionnaire were analyzed by using the Statistical Package for Social Sciences (SPSS v.11.5), with the exception of the open-ended questions. Items in the Likert scales and close-ended items were designed with numeric items; therefore the researcher entered them to SPSS without problem. Frequency calculations and percentages of each item (i.e. how many teachers selected each answer) were used to produce central tendency statistics that were used to present an overall picture of the teachers' attitudes towards DynEd. Also, with the purpose of revealing the relationship between level of computer knowledge and attitudes towards DynEd, Regression analysis was employed for each subscale.

> "In statistics, **regression analysis** includes any techniques for modeling and analyzing several variables, when the focus is on the relationship between a dependent variable and one or more independent variables.

> More specifically, regression analysis helps us understand how the typical value of the dependent variable changes when any one of the independent variables is varied, while the other independent variables are held fixed." (Regression Analysis)

In this study multiple regression is employed. "The general purpose of multiple regression (the term was first used by Pearson, 1908) is to learn more about the relationship between several independent or predictor variables and a dependent or criterion variable." (Multiple Regression)

Tables were used to provide visual representations of the frequency data throughout the results chapter. Finally, the present researcher analyzed the data using Statistical Package for Social Science (SPSS) and the reliabilities of three Likert scales were calculated. Cronbach's Alpha was used to measure the internal-consistency reliability in SPSS statistical program. if the value is $\alpha\ 0 \leq \alpha \leq 0.40$ the Likert scales are not reliable, if the value is $\alpha\ 0.40 \leq \alpha \leq 0.60$ the Likert scales have low reliability, if the value is $\alpha\ 0.60 \leq \alpha \leq 0.80$ the Likert scales are reliable, if the value is $\alpha\ 0.80 \leq \alpha \leq 1.00$ the Likert scales are highly reliable. The researcher's reliability analysis revealed that the reliability of the Likert scale in the Part C of the questionnaire, which contained 9 items, was .872(α=.872), the reliability of the Likert scale in the Part D of the questionnaire, which contained 8 items, was .885(α=.885), and the reliability of the Likert scale in the Part F of the questionnaire, which contained 11 items, was .942(α=.942). Hence, it is clear that the Likert scales that were used were highly reliable.

The content analysis technique was used while the qualitative data were being analyzed. Hsieh and Shannon (2005: 1278) define content analysis as: "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns". At first, the present researcher read all interviews very carefully. Next, the researcher translated them into English and then identified the main points in all these interviews. These were about the level of computer literacy of teachers, and students use of DynEd, use of DynEd in an effective way, factors that make teachers abstain from using DynEd, the advantages and disadvantages of using the DynEd and recommendations for effective use of the DynEd. The next step for the researcher was coding. Coding was defined by Miles & Huberman (1994: 56) as "tags or labels for assigning units of meaning to the descriptive or inferential

information compiled during a study. Codes can be “chunks of varying size of words, phrases, sentences or whole paragraphs, connected or unconnected to a specific setting”. The present researcher read transcriptions again and again and tried to find out the same themes. The same themes and issues were selected, and codes were defined from similar themes. After coding, the researcher started to categorize the same themes under a title by the researcher. The next step was the classification of data. After the researcher had categorized all the codes, the researcher collected the related data in a place in order to use necessary quotations easily. Finally, the researcher labelled the classified data and revised them for interrelations with each other.

CHAPTER FOUR

4. DATA ANALYSIS

4.1. Introduction

This section presents the findings of the study. As stated in earlier chapters, this study investigated teacher attitudes towards using the DynEd, which is used in Turkey. In addition, the purpose of this study was to report on the teachers' attitudes towards the CALL in general. The study sought for the relationship between teachers' computer literacy and attitudes towards the DynEd. In addition to these, the present study attempted to reveal the factors that make teachers abstain from using the DynEd. The study addresses following questions;

1. What are teachers' attitudes toward using DynEd?

2. Based on their level of computer literacy, what are the differences among teachers' attitudes towards DynEd?

3. Are there any factors that make teachers abstain from using the DynEd?

This chapter deals with the analysis of the data collected through the questionnaire and the interview. The questionnaire of the study was analyzed with SPSS (v.11.5) statistical program by calculating frequencies and percentages of each question. Interviews were analyzed qualitatively by coding similar points stated by the participants.

4.2. Demographic Data

The questionnaire was administered to 121 English teachers from 10 different cities (İstanbul, Manisa, Antalya, Sivas, Amasya, Gaziantep, Bingöl, Ağrı, Trabzon and Rize). In addition to the questionnaire, an interview was administered to 15 teachers of English, who were volunteers.

The first part of the questionnaire contained items that elicited some demographic info such as participants' gender, age, years of experience, in order to get more information about the participants of the study. Table 5 gives information about participants' gender.

Table 5: Participants' Gender

Gender	N	%
Male	39	32,2
Female	82	67,8
Total	121	100,0

Table 5 shows, there are 121 participants and 67,8% of them were female, and 32, 2% of them male. The majority of the participants (67,8%) were female.

The second question in Part A of the questionnaire was about participants' age. Table 6 shows participants' age.

Table 6: Age Groups of Participants

Age	N	%
20-29	92	76
30-39	21	17,4
40-49	8	6,6
50 +	0	0
Total	121	100,0

According to Table 6, no one of the participants was older than 50. Only 86,6% of the participants were within the 40-49 age range. 17,4% of the participants were in the age

range of 30-39 while 76% of the participants ranged from 20 and 29. As Table 6 shows most of the participants (76%) were within the 20-29 age range.

The third question in Part A of the questionnaire was about years of teaching experience of the teachers of English. Table 7 shows years of teaching experience of the participants.

Table 7: Teaching Experience of the Participants

Teaching Experience of the Participants	N	%
1-5 years	72	59,5
6-10 years	34	28,1
11-15 years	11	9,1
16-20 years	4	3,3
20 years+	0	0
Total	121	100,0

Table 7 shows the years of teaching experiences of the participants. 59,5% of the participants had between 1 to 5 years of teaching experience. 28,1% of the participants were with 6 to 10 years of teaching experience. 9,1% of respondents had 11 to 15 years of teaching experience while 3,3% of participants had 16 to 20 years teaching experience. None of the respondents was within 20 or more years of teaching experience. It can be understood that from Table 5, 6and 7 that most of the participants were female (67,8%), within the 20-29 age range (76%) and had between 1 to 5 years of teaching experience (59, 5%).

4.3. Use of Computer

In Part B of the questionnaire, participants were asked questions about their computer usage. The questions are whether they have the computer at home, if they have computers, whether they have the internet connection at home, frequency of computer usage, for what purposes teachers use computers, whether they attend seminars or training programs related to computer use.

The first question of Part B elicited from respondents, whether they had computers at home. Table 8 shows computer ownership of the participants.

Table 8: Computer Ownership

Computer ownership at home	N	%
Yes	115	95
No	6	5
Total	121	100,0

A large number of the teachers (95%) indicated that they had computers at home while only 5% responded that they did not have computers at home.

The second question elicited whether the respondents had the internet connection at home. Table 9 shows having internet connection at home.

Table 9: Having Internet Connection at Home

Internet Connection at Home	N	%
Yes	108	89,3
No	13	10,7
Total	121	100,0

The responses revealed that 89,3% of them had the internet access at home while 10,7% did not. This shows that most of the participants have the internet connection at home.

The third question in Part B elicited how frequently the participants used computers in daily tasks. This item had 5 options and the respondents were asked to choose the one that best represents the weekly hour of their computer use. For each item, frequencies and percentages were computed. Table 10 shows the responses to this item.

Table 10 shows that 33,1% of the participants use computers more than 10 hours per week and 19,8% of the participants use computers 7-9 hours per week. On the other hand, 25,6% of the participants use computers 4-6 hours per week and 18,2% of the participants use computers 1-3 hours per week. Only 3,3% of the participants use computers less than 1 hour per week.

Table 10: Frequencies and Percentages of Use Computers in Daily Tasks

How often do you use computers?		N	%
1	**Less than 1 hour per week**	4	3,3
2	**1-3 hours per week**	22	18,2
3	**4-6 hours per week**	31	25,6
4	**7-9 hours per week**	24	19,8
5	**10 hours and more per week**	40	33,1
Total		121	100,0

The fourth question in Part B of the questionnaire was a selected response type and asked the respondents to tick the options that were suitable for them. This question aimed to elicit the aims for using computers. Table 11 shows the purposes and frequency of computer use of teachers.

Table 11: Purposes and Frequency of Computer Use of Teachers

Purposes Of Computer Use Of Teachers	N	%
E-mail	103	85,1
Developing Teaching Materials	81	66,9
Surfing the Internet	80	66,1
Reading Newspapers	80	66,1
Writing Documents Using Office Programs	63	52,1
Music	63	52,1
Online Shopping	47	38,8
Chatting	43	35,5
Entertainment	41	33,9
Games	35	28,9

Teachers' preferences can be grouped into three. The first group contains the responses that are preferred by the majority of the respondents. The results showed that most of the participants (85,1%) used computers for e-mail. The other options that were preferred most were the ones about surfing the internet and reading newspaper and 66,1% of teachers chose these options. These results show that the internet is quite popular among teachers, and generally they use it for e-mailing, surfing the internet and reading newspapers. Another option that was preferred most was developing teaching materials. 66,9% of the teachers used computers to develop teaching materials.

The second group of options were also preferred by some teachers and are neither low nor high in number. Writing documents using office programs was the choice of 52,1% of teachers. This was followed by the option about music. 52,1% of teachers ticked this option. So, other than the internet, teachers use computers for writing documents using office programs and listening to music. The number of teachers who use computers to write documents using office programs is not low. These responses show that they know how to use the word processor and other office programs.

The third group was preferred by a low number of teachers. The option that was preferred by 38,8% of teachers was to online shopping. The researcher thinks that the reason why 61,2% of the participants do not use online shopping may be teachers do not trust online shopping. 35,5% of teachers used computers for chatting. 33,9% of teachers ticked entertainment option. Only 28,9% of teachers stated they used computers to play games.

It is apparent that teachers know how to use computers and some of them have been using them for educational purposes. An important detail is that they mostly use computers for the internet. Although they use the internet for doing non-class work (e-mail, surfing the internet, reading newspapers), they also use it for developing teaching materials (81 of them). This is an important detail. However, the number of teachers who use computers for entertainment, games and chatting is low. Briefly, teachers use computers for the internet more than for doing things related to education. In fact, this is not low as people usually have a tendency to use the internet for either e-mail or surfing the internet.

The last question in Part B of the questionnaire asked teachers, whether or not they had ever attended to any computer training course. Table 12 shows frequency and percentage of attending any computer training course.

Table 12: Attendance to Any Computer Training Course

	N	%
Yes	76	62,8
No	45	37,2
Total	121	100,0

76 (62,8%) of them had attended a computer course before. 37,2% of the participants had never attended a computer training program before. The findings show that teachers in this study are generally young. Therefore, they may follow technological developments easily. Also their knowledge about education is still fresh because they are young. In addition to these, because most of them attended a computer training course, and they have enough computer competence, therefore, they can improve themselves easily.

4.4. Computer Competence of Teachers

Some items in the questionnaire asked teachers how they perceive their computer competence. Teachers expressed their computer competence for each item as no competent, little competent, moderate competent, much competent or very much competent. Frequencies and percentages of each item were calculated and a general idea of teachers' computer competence was revealed. The results of the computer competence scale are shown in Table 13.

According to the overall mean score of the participants' responses, it can be concluded that teachers' computer competence varies between moderate and much competence with the total mean score of 3.88625. The last item (item 9) was not included into the overall mean score because; not all of the participants responded to this question. As shown in Table 13 a large number of the participants have much or very much computer competence in some aspects of computers such as using internet for

communication (87,6%), using the printer (85,1%), using office programs (word, etc.) (80,1%) and installing new software on computer (71,9%).

Table 13: Percentages and Frequencies of Computer Competence

Computer competence items	Percentages and Frequencies					
	No Competence	Little Competence	Moderate Competence	Much Competence	Very Much Competence	Mean
1. Install new software on computer.	6,6 (8)	%4,1 (5)	%17,4 (21)	%40,5 (49)	%31,4 (38)	3,86
2. Use a printer.		%1,7 (2)	%13,2 (16)	%51,2 (62)	%33,9 (41)	4,17
3. Use office programs (Word, etc.).		%3,3 (4)	%16,5 (20)	%51,2 (62)	%28,9 (35)	4,06
4. Use the internet for communication.		%4,1 (5)	%8,3 (10)	%30,6 (37)	%57,0 (69)	4,40
5. Solve simple problems in operating computers.	0,8 (1)	%10,7 (13)	%26,4 (32)	%39,7 (48)	%22,3 (27)	3,72
6. Select, evaluate and use an educational software.	1,7 (2)	%9,1 (11)	%27,3 (33)	%45,5 (55)	%16,5 (20)	3,66
7. Teaching your students with CALL materials.	1,7 (2)	%5,0 (6)	%26,4 (32)	%42,1 (51)	%24,8 (30)	3,83
8. Creating or developing your own CALL materials.	5,0 (6)	%16,5 (20)	%28,9 (35)	%33,9 (41)	15,7 (19)	3,39
9. Maintaining CALL materials that you have developed or published on the Internet (if you have not, do not answer).	4,1 (5)	%7,4 (9)	%14,0 (17)	%19,8 (24)	%3,3 (4)	3,22

It has been found that a considerable number of the participants have moderate or much competence in solving simple problems in operating computers (66,1%), selecting, evaluating and using an educational software (72,8%), teaching their students with CALL

(68,5%), creating or developing their own CALL materials (62.8%). On the other hand 48.6% of the participants responded to the question about maintaining their own CALL materials that they have developed or published. 7,4% of the respondents have little competence and 4,1% of the respondents have no competence in maintaining their own CALL materials while 14% of them have moderate competence and 19,8% of them have much competence and only 3,3% of them have very much competence.

The mean scores of each item were also calculated. Mean scores were between 4.40 and 3.22. According to the mean scores, the participants were most competent at using the internet for communication (mean=4.40). The least competent situations were creating and developing their own CALL materials (mean=3.39) and maintaining them (mean=3.22).

4.5. Attitudes towards CALL

In order to elicit general attitudes of teachers towards CALL, participants were asked to respond to 8 Likert-type statements. Table 14 illustrates the frequencies and percentages of participants' responses to the 8-item attitudes scale.

General attitudes of the participants towards CALL are mainly positive with a total mean score 4.2275. The majority of the respondents (84,3%) agreed or strongly agreed that they like using computers in teaching English, computers save time and effort in EFL lessons (85,2%), computers would motivate students to the more study (80,1%) they would rather do things by hand than with a computer (77,6%), computer use is appropriate for many English language learning activities (84,3%), they are of the opinion that computers improve students' level of language learning (81,8%), using computer technology within classes makes the subject more entertaining (91,7%). Participants were also given a negative statement in this scale and their responses were mostly strongly disagree and disagree to this statement. 107 (88,4%) of the participants disagreed or strongly disagreed that in general, they don't think that they need the computer in their own classes.

Table 14: General Attitudes of Teachers towards CALL

Items	Frequencies and Percentages					
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	**Mean**
1. I like using computers in teaching English.		4,1 (5)	11,6 (14)	%40,5 (49)	43,8 (53)	4,24
2. Computers save time and effort in EFL lessons.	1,7(2)	5,8 (7)	7,4 (9)	%39,7 (48)	45,5 (55)	4,21
3. Computers would motivate students to the more study		%9,9 (12)	9,9 (12)	%38,8 (47)	41,3 (50)	4,12
4. I would rather do things by hand than with a computer.	0,8 (1)	6,6 (8)	14,9 (18)	%35,5 (43)	42,1 (51)	4,12
5. Computer use is appropriate for many English language learning activities.		5,0 (6)	10,7 (13)	%41,3 (50)	43,0 (52)	4,22
6. I'm of the opinion that computers improve students' level of language learning.	0,8 (1)	5,8 (7)	11,6 (14)	%43,8 (53)	38,0 (46)	4,12
7. Using computer technology within classes makes the subject more entertaining.	4,1 (5)	2,5 (3)	1,7 (2)	%40,5 (49)	51,2 (62)	4,32
8. *In general, I don't think* that I need the computer in my own classes.	63,6 (77)	24,8 (30)	7,4 (9)	%3,3 (4)	0,8 (1)	4,47

4.6. The Use of the DynEd

Part E of the questionnaire asked the participants about the use of DynEd. In order to elicit the data, the following questions were asked. The first question of Part E asked the participants whether they use DynEd in teaching English at school. Table 15 shows the use of DynEd at school.

64,5% of the teachers indicated that they used DynEd at school while 35,5% of the teachers responded that they did not use the DynEd at school.

Table 15: Using the DynEd at School

Using DynEd at school	N	%
Yes	78	64,5
No	43	35,5
Total	121	100,0

The second question of Part E in the questionnaire asked the participants, whether they had enough facilities (e.g. computer lab) to use the DynEd. Table 16 shows the responses.

Table 16: Having Enough Facilities (Computer Lab) to Use the DynEd

Having Enough Facilities (Computer Lab) to Use DynEd	N	%
Yes	89	73,6
No	32	26,4
Total	121	100,0

Teachers' responses regarding the enough facilities (computer lab) to use the DynEd showed that 73,6% of them had enough facilities (computer lab) to use DynEd while 26,4% did not. It is clear that most of the participants have enough facilities (computer lab) to use the DynEd in their schools.

The third question Part E of the questionnaire asked the participants whether the DynEd can be effectively used by students in their schools. Table 17 shows frequency and percentage of students' effective use of DynEd.

Table 17: Students' usage of the DynEd effectively

Students' effective use of the DynEd	N	%
Yes	13	10,7
No	108	89,3
Total	121	100,0

The table shows that 89,3% of the teachers thought that their students could not use the DynEd effectively in their schools whereas only 10,7% of the teachers thought that they could use the DynEd effectively in their schools.

Additionally, the questionnaire wanted teachers to indicate reasons why they couldn't use the DynEd effectively. When the responses were analyzed, it was found that mostly teachers complained that the number of the computers was not enough. Some teachers indicated that the computers in their schools were too old to use the DynEd. Also teachers indicated that there were not enough microphones and headphones for each student. These are very important because DynEd is individual learning software and the software focuses on speaking and listening skills. Therefore, to use the DynEd efficiently there should be computers, microphones and headphones for each student. Teachers also stated that in schools there were not enough computer labs. Generally, there are one or two computer labs in schools but there are more than 10 classes in the schools. So, it was nearly impossible to organize so many classes to use these computer labs efficiently for DynEd. Another important reason that the teachers stated was that there is a very intensive syllabus. Because of the intensive syllabus, teachers could not find time to use the DynEd. Also they complained that the curriculum of the DynEd is different from SBS (Seviye Belirleme Sınavı) placement test curriculum. Therefore, it is difficult for teachers and students to follow two different curriculums at the same time. The next reason why teachers could not use the DynEd effectively was that internet connection in the schools is very problematic. Additionally, teachers indicated that servers in the ministry of national education are not enough for so many students to use the DynEd at the same time. They stated that when they tried to connect to the DynEd servers, they fail because the servers are very busy, so they have to wait a long time to connect. This is very demotivating. Apart from these, some teachers reported that some school administrations do not support the DynEd application. Normally, school administrations must support the DynEd application and organize everything for teachers and students to use DynEd effectively in their schools. Finally, teachers indicated that some of the students' computer competence is not enough to use the DynEd. This affects students to use the DynEd efficiently.

The fourth question Part E of the questionnaire asked teachers whether they had ever attended a seminar or training program related to use of the DynEd. Table 18 shows the frequency and percentage of responses.

Table 18: Attendance to a Seminar or Training Program Related to Use Of DynEd So Far

	N	%
Yes	100	82,6
No	21	17,4
Total	121	100,0

82,6% of them had attended a seminar or training program related to the use of DynEd before. 17,4% of the participants had never attended a seminar or training program related to use of the DynEd before.

The next question in Part E of the questionnaire asked teachers whether they monitored and followed the website of the ministry, other pages on the internet related to the DynEd. Table 19 shows percentages of the responses.

Table 19: Monitoring and Following the Website of the Ministry, Other Pages on the Internet Related to the DynEd

	N	%
Yes	65	53,7
No	56	46,3
Total	121	100,0

It is clear that 53,7% of the teachers monitor and follow the website of the ministry and other pages on the internet related to the DynEd, whereas 46,3% teachers did not monitor and follow the website of the ministry and other pages on the internet related to the DynEd.

The last question in Part E of the questionnaire asked teachers, whether they followed the progresses of their students on the DynEd. Table 20 shows the percentages of the responses.

Table 20: Following the Progresses of Students On DynEd

	N	%
Yes	59	48,8
No	62	51,2
Total	121	100,0

48,8% of the teachers follow the progress of their students on the DynEd while 51,2% of the teachers do not.

In conclusion, the finding of Part E of the questionnaire show that number of teachers who do not use the DynEd is not low 35,5%. One of the reasons why the teachers do not use the DynEd is that 26,4% of the participants do not have computer labs in their schools. Also 89,3% of the participants stated that their students cannot use DynEd efficiently because of some technical and equipment problems, such as lack of enough computers, problems about the internet connection and server problems. An interesting result is that although 82,6% of the teachers attended a seminar or training program related to the use of the DynEd before, more than half of the participants (51,2%) do not follow the progress of their students on DynEd and nearly half of the teachers (46,3%) do not monitor and follow the website of the ministry and other pages on the internet related to the DynEd.

4.7. Attitudes towards the DynEd

In the first question in Part F of the questionnaire, participants were asked to respond to 12 Likert-type statements in order to elicit the general attitudes of teachers towards the DynEd. Table 21 illustrates the frequencies and percentages of responses to the 12-item scale.

Table 21: General Attitudes of Teachers towards DynEd

Items	Frequencies and Percentages					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
1. I like using DynEd in teaching English.	%4,1 (5)	%3,3 (4)	%17,4 (21)	%44,6(54)	%30,6(37)	3,64
2. The use of DynEd increases English learning speed of students.	%6,6 (8)	%17,4 (21)	%28,9 (35)	%33,1(40)	%14,0(17)	3,31
3. DynEd increases students' self-confidence to use English inside and outside the classroom.	%4,1 (5)	%11,6 (14)	%29,8 (36)	%36,4(44)	%18,2(22)	3,53
4. DynEd motivates students to learn English.	%5,0 (6)	%11,6 (14)	%24,0 (29)	%40,5(49)	%19,0(23)	3,57
5. I am able to follow my students' level with DynEd at all time.	%11,6(14)	%22,3 (27)	%30,6 (37)	%24,8(30)	%10,7(13)	3,01
6. When I compare language learning with DynEd in a laboratory environment to a traditional class environment, I think that my students are having more fun with DynEd.	%5,0 (6)	%10,7 (13)	%25,6 (31)	%31,4(38)	%27,3(33)	3,65
7. My students who use DynEd have improved their English reading skill.	%6,6 (8)	%17,4 (21)	%32,2 (39)	%36,4(44)	%7,4 (9)	3,21
8. My students who use DynEd have improved their English listening skill.	%5,0 (6)	%12,4 (15)	%33,9 (41)	%38,0(46)	%10,7(13)	3,37
9. My students who use DynEd have improved their English speaking skill.	%6,6 (8)	%16,5 (20)	%43,8 (53)	%25,6(31)	%7,4 (9)	3,11
10. My students who use DynEd have improved their English writing skill.	%6,6 (8)	%24,0 (29)	%46,3 (56)	%17,4(21)	%5,8 (7)	2,92
11. Computer use with DynEd has made it easy for the students to learn English.	%6,6 (8)	%13,2 (16)	%39,7 (48)	%33,1(40)	%7,4 (9)	3,21
12. Exercises included in DynEd improve students' critical thinking qualifications.	%8,3 (10)	%24,0 (29)	%38,8 (47)	%24,0(29)	%5,0 (6)	2,93

General attitudes of the participants towards DynEd are mainly neutral with a total mean score of 3.2883. The majority of the respondents (75,2%) agreed or strongly agreed that they like using the DynEd in teaching English, whereas the majority of the teachers (62%) remained neutral or agreed that the use of the DynEd increases English learning speed of students, DynEd increases students' self-confidence to use English inside and outside the classroom (66,2%), DynEd motivates students to learn English (64,5%), teachers are able to follow their students' level with DynEd at all time (55,4%). A large number of teachers (58,7%) agreed or strongly agreed that when they compare language learning with the DynEd in a laboratory environment to a traditional class environment, they think that their students are having more fun with the DynEd. Also, a considerable number of the teachers (68,6%) remained neutral or agreed that their students who use the DynEd have improved their reading skill in English, their students who use DynEd have improved their English listening skill (71,9%), their students who use DynEd have improved their English speaking skill (69,4%). However, the majority of the teachers (70,3%) remained neutral or disagreed that their students who use the DynEd have improved their English writing skill. A large number of teachers (72,8%) remained neutral or agreed that computer use with the DynEd has made it easy for the students to learn English. Finally, most of the teachers (38,8%) are neutral to "exercises included in DynEd improve students' critical thinking qualifications."

The mean scores of each item were also calculated. Mean scores were between 3.65 and 2.92. According to the mean scores, a large number of teachers agreed that when they compare language learning with the DynEd in a laboratory environment to a traditional class environment, they think that their students are having more fun with DynEd (mean=3.65). Most of the teachers are remained neutral to "students who use DynEd have improved their English writing skill" (mean=2.92).

It is clear that the general attitudes of teachers towards the DynEd are neutral but in some items such as the first, third, fourth and sixth items, the number of teachers who have positive attitudes towards DynEd is not low. The researcher thinks that attitudes of the teachers can be positive if school administrations or Ministry of National Education solve the problem.

The second question in Part F of the questionnaire was a selected response type. Teachers were asked to tick the options that are suitable for them. (Teachers may choose more than one.) This question aimed to investigate the factors that make teachers abstain from using the DynEd. Table 22 shows frequencies and percentages of the responses.

Table 22: The Factors That Make Teachers Abstain From Using DynEd

The Factors That Make Teachers Abstain From Using DynEd	N	%
Insufficient equipments (number of computers, microphones, headphones, etc.)	112	%92,6
The students don't have computers at their home environment.	103	%85,1
Insufficient computer laboratory access.	96	%79,3
Lack of competence of students on the matters of using the computer and DynEd.	88	%72,7
Lack of technical support.	83	%68,6
Lack of competence of teachers on the matters of using the computer and DynEd.	62	%51,2
The teachers aren't familiar with DynEd program.	54	%44,6
Lack of teacher training programs related to the use DynEd.	52	%43,0
School administrations do not support DynEd application	22	%18,2

The options that are preferred by teachers can be divided into three groups: The first group is the ones that are preferred by most of the teachers. According to the responses, the most reported factors that make teachers abstain from using the DynEd were insufficient equipment (number of computers, microphones, headphones, etc.) (92,6%), the students don't have computers at their home (85,1%), insufficient computer laboratory access (79,3%), lack of competence of students on the matters of using the computer and DynEd (72,7%) and lack of technical support (68,6%).

The second group of options were also preferred by some teachers and are neither low nor high in number. Lack of competence of teachers on the matters of using the computer and DynEd was the choice of 51,2% teachers. This was followed by the option that teachers aren't familiar with the DynEd program (44,6%). The number of teachers who think that lack of teacher training programs related to the use the DynEd as a factor that makes teachers abstain from using the DynEd is not low (43%).

The third group is preferred by a low number of teachers. The less indicated factor that makes teachers abstain from using the DynEd is that the school administrations do not support the DynEd application 22 (18,2%).

It is apparent that teachers think that insufficient equipments (number of computers, microphones, headphones, etc.) and insufficient computer laboratory access are the most important factors that make teachers abstain from using the DynEd. The researcher thinks that if school administrations or Ministry of National Education can solve these problems DynEd can be used effectively and the attitudes of teachers towards the DynEd will be more positive.

4.8. Factors That Affect Attitudes of Teachers towards the DynEd

The researcher used the regression analysis model to learn which factors affect teachers' attitudes towards the DynEd. Table 23 shows the regression analysis model of learners' attitudes towards DynEd based on the factors that affect attitudes of teachers towards the DynEd.

The results show that only 10 out of 34 the factors were found statistically significant. Factors that were found statistically significant are:

1. Teaching experience of teachers.
2. Teachers' competence on selecting, evaluating and using educational software.
3. Teachers' ideas about "computers save time and effort in EFL lessons."
4. Teachers' ideas about "computers would motivate students to study English more."
5. Teachers' opinion about "computers improve students' level of language learning".
6. Teachers' ideas about "using computer technology in classes makes the subject more entertaining."
7. In general, teachers think that they need the computer in their own classes.
8. Teachers who monitor and follow the website of the ministry, and other pages on the internet related to the DynEd.

9. Teachers aren't familiar with DynEd program.
10. School administrations do not support DynEd application.

As Table 23 teaching experience of teachers represented a statistically significant difference in teachers' attitudes towards the DynEd (B=0,194). That is, the more teaching experience teachers have, the more positive attitudes they hold towards the DynEd.

The regression analysis model showed that teachers' competence on selecting, evaluating and using an educational software had a significant effect on teachers' attitudes towards the DynEd (B=0,383). This means that when a teacher believes that a teacher has competence on selecting, evaluating and using educational software; the teacher will hold a positive attitude towards the DynEd. This result is an expected result by the researcher.

Table 23: Regression Analysis Model of Learners' Attitudes Towards DynEd Based on Factors That Affect Attitudes of Teachers towards DynEd.

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	,721[a]	,520	,331	,685

Model		**Unstandardized Coefficients**		**t**	**Sig. (P)**
		B	**Std. Error**		
1	**(Constant)**	1,974	,688	2,868	,005*
	Teaching Experience	,194	,100	1,952	,054*
	Computer Ownership	-,100	,369	-,272	,786
	Attendance to Any Computer Training Course.	-,006	,167	-,034	,973
	Teachers' competence on installing new software on computer.	-,027	,094	-,285	,776
	Teachers' competence on using a printer.	-,078	,152	-,513	,609
	Teachers' competence on using office programs (Word etc.).	-,119	,132	-,903	,369
	Teachers' competence on using the internet for communication.	-,008	,128	-,066	,947

Table 23 Continue

	Teachers' competence on solving simple problems in operating computers.	-,037	,105	-,349	,728
	Teachers' competence on selecting, evaluating and using educational software.	,383	,117	3,259	,002*
	Teachers' competence on teaching your students with CALL materials.	,171	,121	1,411	,162
	Teachers' competence on creating or developing your own CALL materials.	-,035	,086	-,401	,690
	Teachers like using computers in teaching English.	-,200	,121	-1,654	,102
	Computers save time and effort in EFL lessons.	-,166	,099	-1,680	,097*
	Computers would motivate students to study English more.	,263	,121	2,173	,033*
	Teachers would rather do things by hand than with a computer.	-,014	,108	-,127	,899
	Computer use is appropriate for many English language learning activities.	-,124	,145	-,854	,396
	Teachers' opinion about computers improve students' level of language learning.	-,254	,147	-1,731	,087*
	Using computer technology within classes makes the subject more entertaining.	,320	,103	3,109	,003*
	In general, teachers think that they need the computer in their own classes.	,281	,106	2,640	,010*
	Using DynEd at school.	,103	,214	,479	,633
	Having Enough Facilities (Computer Lab) to Use DynEd.	-,071	,202	-,353	,725
	Attendance to a Seminar or Training Program Related to Use Of DynEd So Far.	-,073	,206	-,356	,723
	Monitor and follow the website of the ministry, other pages on the internet related to the DynEd.	,492	,177	2,786	,007*
	Following the Progresses of Students On DynEd.	-,148	,189	-,782	,436
	Insufficient computer laboratory access.	-,037	,212	-,173	,863
	Insufficient equipments (number of computers, microphones, headphones, etc.).	-,243	,308	-,789	,432
	Lack of competence of teachers on the matters of using the computer and DynEd.	-,078	,162	-,481	,632
	Lack of competence of students on the matters of using the computer and DynEd.	-,193	,174	-1,105	,272
	Lack of technical support.	,049	,186	,263	,793
	Lack of teacher training programs related to the use of DynEd.	,116	,181	,640	,524

Table 23 Continue

	The teachers aren't familiar with DynEd program.	-,318	,180	-1,764	,081*
	The students don't have computers at their home environment.	-,015	,216	-,067	,946
	School administrations did not support DynEd application.	,457	,212	2,152	,034*
	Other.....	-,253	,185	-1,369	,174
***On the level %10 (P<0,1) statistically significant**					

The analysis of the data showed that teachers' ideas about "computers would motivate students to study more" had a statistically significant effect on teachers' attitudes towards the DynEd (B=0,263). This means that when teachers think "computers would motivate students to study English more," this provides more positive attitudes towards the DynEd.

The next factor is teachers' ideas about "computers save time and effort in EFL lessons." According to the regression analysis model, the result is an unexpected one. There are statistically significant differences in teachers' attitudes towards the DynEd. But this is a negative one (B=-0,166). The researcher thinks that the reason of this result may be the old computers in the schools, internet connection problems and inadequate servers of the Ministry of National Education in Ankara. As mentioned before, when teachers were asked to indicate why they could not use the DynEd in their schools, most of the teachers stated that the internet connection in the schools was very problematic. Also teachers indicated that the servers in the ministry of national education are not enough for all primary education students to use them at the same time. They stated that when they tried to connect DynEd servers, they could not achieve this because the servers were very busy, and they had to wait for a long time to connect. Therefore, this is a very demotivating situation.

One of the unexpected results of the analysis is that there were statistically significant differences in teachers' attitudes towards the DynEd in terms of teachers' opinion about computers improve students' level of language learning. But this is a negative one (B=-0,254). The researcher thinks that this result is because of the inefficient

use of CALL and DynEd. But the main reason may be that due to the technical problems and insufficient equipment (number of computers, microphones, headphones, etc.); teachers cannot use the DynEd efficiently. Therefore, although they believe that computers improve students' level of language learning, their attitudes towards the DynEd are negative.

Another result that the regression analysis model indicated is that there was a statistically significant difference and positive relationship between teachers' ideas about "using computer technology in the classes makes the subject more entertaining" and teachers' attitudes towards the DynEd (B=0.320). According to this result, the teachers who think "using computer technology within classes makes the subject more entertaining" have positive attitudes towards the DynEd. For there are a lot of visual and auditory elements in the DynEd, also DynEd contains a lot of games for teaching English. All these help teachers to organize an entertaining environment in classes.

The findings show that teachers' ideas about "they need the computer in my own classes" had a high statistically significant positive effect on their attitudes towards the DynEd (B=0,281). This means that the teachers who think that they need the computer in their own classes have more positive attitudes towards the DynEd. This result is an expected one.

As Table 23 shows, there was a positive relationship between teachers who monitor and follow the website of the ministry, and other pages on the internet related to the DynEd and their attitudes towards DynEd (B=0,492). With reference to this result, teachers who monitor and follow the website of the ministry, and other pages on the internet related to the DynEd have more positive attitudes towards the DynEd. For when the teachers monitor and follow the website of the ministry, and other pages on the internet related to the DynEd, they learn more about the DynEd and this affect their attitudes towards the DynEd positively. For these web sites have news about the DynEd, updates of the DynEd, solutions of problems, which is faced in using the DynEd and also telephone numbers of the relevant people. Even in discussion sections of these web sites, there are some videos about how to use the DynEd, about creating classes on DynEd, importing and exporting students' name. Hence with the help of these web sites, teachers learn more about the

DynEd and find solutions to their problems with the DynEd. Also they feel more comfortable, and they have more positive attitudes towards DynEd with the help of these web sites.

The results indicate that there were statistically significant differences between teachers' attitudes towards the DynEd and the teachers' ideas about "the teachers aren't familiar with DynEd program." But this is a negative one (B=-0,318). This result is also an unexpected one. In Table 22 which shows frequencies and percentages of the factors that make teachers abstain from using the DynEd, nearly half of the participants (44,6%) thought that the option "the teachers aren't familiar with DynEd program" was an important factor. But the regression analysis model shows that teachers who do not think this option is not important have more positive attitudes towards the DynEd. This may arise from the fact that most of the participants are young. They may be eager to learn new things. They may adapt themselves to new implementations easily.

Moreover, the regression analysis model shows that there is a statistically significant difference and positive relationship between teachers who think "school administrations do not support the DynEd application" and teachers' attitudes towards the DynEd (B=0,457). According to this result, the teachers who think "school administrations did not support the DynEd application" have positive attitudes towards the DynEd. For generally the teachers who have more positive attitudes towards DynEd try to use DynEd in their schools. However, sometimes school administrations need to make some changes in the order of the schedule of computer labs. This affects the whole order of the schedule in the school. Therefore, some school administrations do not want to spend time for these changes. For this reason, they do not support the DynEd. Of course, this is the idea of the teachers who have positive attitudes towards the DynEd. Yet school administrations' attitudes towards the DynEd do not directly affect teachers' attitudes towards the DynEd. It means that even though school administrations do not support the DynEd, teachers may still have positive attitudes towards the DynEd under different circumstances.

One of the research questions was that "based on their level of computer literacy, what are the differences between teachers' attitudes towards DynEd?" The analysis of data shows that there were no statically significant differences between teachers' competence

on installing new software on the computer and teachers' attitudes towards the DynEd. The result indicates that there are no statically significant differences between teachers' competence on using a printer and teachers' attitudes towards the DynEd. The regression analysis model shows that teachers' competence on using office programs (word, etc.) had no significant effect on teachers' attitudes towards the DynEd. The findings show that teachers' competence on using the internet for communication had no statistically significant effect on teachers' attitudes towards the DynEd. The analysis of data shows that there are no statistically significant differences between teachers' competence on solving simple problems in operating computers and teachers' attitudes towards DynEd. Also, the results indicate that there are no statistically significant differences between teachers' competence on teaching their students with CALL materials and teachers' attitudes towards the DynEd. In addition to these, the regression analysis model shows that teachers' competence on creating or developing their own CALL materials have no significant effect on teachers' attitudes towards the DynEd. So it is clear that there were no statistically significant difference between teachers' level of computer literacy and their attitudes towards the DynEd.

In conclusion, Table 23 shows the regression analysis model of teachers' attitudes towards the DynEd based on factors that affect attitudes of teachers towards the DynEd. 34 different factors were calculated but only 10 factors were found statistically significant. Except from the 10 factors which were explained above in detail, none of them were found statistically significant. These 10 factors affect directly teachers' attitudes towards the DynEd positively or negatively.

4.9. Interviews

Another data collection tool employed in this study was a semi-structured interview (Appendix 3). The rationale behind using an interview was to get detailed information related to teachers' attitudes and feelings towards the DynEd, and explores the factors that discourage the participants from using DynEd in their teaching.

As mentioned before, the English teachers who filled the questionnaire were asked whether they would like to join the interview. Nearly 30 different teachers of English

volunteered to join the interview. But the researcher selected 15 of them randomly for the interview. Each of the volunteers was interviewed.

The interview aimed to collect data required for the fourth question of the research which was: "What are the factors that make teachers abstain from using the DynEd?" There were five questions in the interview which was designed to reveal the participants' into the related to DynEd. These questions were followed by prompts when the researcher felt that it was necessary to clarify some points. Interview questions were as follows:

1. Do you think that you and your students have enough competence on using and implementing the DynEd? If you or your students do not, on what points do you and your students have deficiencies? For example, are you able to import or export students' name and monitor students on the DynEd?

2. Are you able to use the DynEd effectively at your school? If you are, in what ways do you use it? E.g. How many hours per week, etc.

3. Are there any factors that affect your use of the DynEd in an effective way? Please specify them if any.

4. Considering applications, what do you think are the advantages and disadvantages of using the DynEd program in English classes at primary education?

5. What do you think should be done in order to use the DynEd effectively at primary education in Turkey?

4.9.1. Interview Findings

4.9.1.1. Qualifications of teachers and students on using and implementing the DynEd

The first interview question was "Do you think that you and your students have enough competence on using and implementing the DynEd? If you or your students do not,

on what points do you and your students have deficiencies? For example, are you able to import or export students' name and monitor students on the DynEd?"

As shown in Table 24, 12 participants labelled them as having enough competence of using and implementing the DynEd while 3 shows that they do not have enough competence.

Table 24: Having Enough Competence on the Point of Using and Implementing the DynEd

Level of Competence	Frequencies	Mentioned by
Have enough competence	12	T1, T2, T3, T4, T5, T6, T8, T9, T11, T12, T13, T15
Do not have enough competence	3	T7, T10, T15

There are some quotations related to having enough competence of using and implementing DynEd or not.

"I have enough competence on the point of implementing the DynEd, and I can import or export students and monitor students on the DynEd." (T1, have enough competence)

"I do not have enough competence on implement the DynEd because I am not good at using computers." (T10, do not have enough competence)

Also teachers were asked about their students' competence on using the DynEd. As indicated in Table 25, 3 of them thought that their students had enough competence of using the DynEd, whereas 12 of them thought that their students did not have enough competence.

Table 25: Students' Competence on the Point of Using DynEd

Level of Competence	Frequencies	Mentioned by
Have enough competence	3	T8, T13, T15
Do not have enough competence	12	T1, T2, T3, T4, T5, T6, T7, T9, T10, T11, T12, T14

There are some quotations related to students' competence on the point of using DynEd.

"Unfortunately my students do not have enough competence on using DynEd." (T1, do not have enough competence)

"*In the beginning there were lots of problems about using DynEd. But later I taught how to use the DynEd and now most of my students can use the DynEd without a problem."* (T8, have enough competence)

Another point which the first question addressed is that "if you do not, where do you think that you and your students have deficiencies?" There were only three teachers who do not have enough competence of using the DynEd. According to their answers three common codes were constituted. These codes include **having a problem with creating class, importing and exporting students on the DynEd** (N=1) and **having difficulties about monitoring students on the DynEd** (N=2) and also **using Record Manager** (N=1)**.** Table 26 shows the deficiencies of the interviewees.

Table 26: Deficiencies of the Interview Participants

Deficiencies	Frequencies	Mentioned by
Having a problem with creating classes, importing and exporting students on the DynEd	1	T15
Having difficulties about monitoring students on DynEd	2	T10, T15
Using the Record Manager	1	T10

There are some quotations related to teachers' deficiencies on the point of using DynEd.

"...because I am bad at using computers still I do not know how to creating classes, importing and exporting students' name and also the Record Manager is very complex for me." (T15)

The last issue in the first question was on "where do you think your students have deficiencies?" According to interview results 12 of teachers thought that their students do not have enough competence. Three common codes were constituted according to teachers' answers. These codes include **recording their speech** (N=7), **using the repeat button** (N=2), **forgetting passwords** (N=3). Generally, teachers stated that their students have difficulty in recording their speech. For on DynEd, students need to click on the record button and record their speech via a microphone. But sometime this is a bit complex for students. Additionally, to get higher points in the DynEd students have to record their speech and use repeat button at the same number. Teachers stated that sometimes students did not do this and they couldn't get higher points, therefore, they are bored with this. Also teachers complained that students often forgot their passwords. Table 27 shows the deficiencies of students.

Table 27: Perceived Deficiencies of the Students

Perceived Deficiencies	Frequencies	Mentioned by
Recording their speech	7	T3, T4, T5, T9, T10, T11, T12
Using the repeat button	2	T1, T9,
Forgetting passwords	3	T1, T12, T14

There are some quotations related to students' deficiencies on the point of using DynEd.

"...my students have difficulties especially on the point of recording their speech and using the repeat button. Sometimes because of technical problems microphones do not work. So students cannot record their speech. Also they often omit using the repeat button. Therefore they cannot get high points." (T9)

4.9.1.2. The Use of the DynEd

The second question of the interview was "Are you able to use the DynEd effectively at your school? If you are, in what ways do you use it? E.g. How many hours per week, etc.?" The results are very interesting. All of the interviewees indicated that they could not use the DynEd effectively in their schools. Only five of them stated that although they could not use the DynEd effectively, they tried to use it as much as possible. Also, teachers expressed the reasons why they could not use the DynEd effectively. Four common codes were constituted according to teachers' answers. These codes include **insufficient computer laboratory access** (N=4), **internet connection problem** (N=4), **insufficient severs** (N=2), **intensive Syllabus** (N=5). There are some quotations related to whether they use the DynEd effectively in their schools.

"I cannot use the DynEd effectively because of internet connection problems." (T7)

"I think intensive Syllabus is the biggest factor for me not to use the DynEd effectively and regularly." (T15)

"In our computer lab we have 15 computers but in a class we have 22 students. So we do not have enough computers for each student. But sometimes half of the students go to the computer lab to use the DynEd while others do exercise about English. But it is very difficult to organize students. Yet, we try to use the DynEd as much as possible." (T8)

4.9.1.3. Factors That Affect the Use of the DynEd Effectively

15 interviewees were asked "Are there any factors that affect your use of the DynEd in an effective way? Please specify them, if any." Some of them stated that they are similar and cannot be separated. Therefore, they are given under the same title. Teachers responded to these questions by taking into consideration their own situations. From these results, the current problematic situations related to the DynEd unveiled. All the codes are given in Table 28. Although some of them are related, they are given as different codes.

Table 28: Factors That Affect Usage of the DynEd Effectively

Items	Frequencies	Mentioned by
Insufficient equipments (number of computers, microphones, headphones, etc.).	12	T1, T2, T3, T4, T5, T7, T8, T9, T11, T12, T14, T15
Internet connection problem	8	T1, T2, T3, T4, T5, T6, T7, T9
Intensive syllabus	6	T3, T9, T12, T13, T14, T15
Crowded classes	4	T1, T8, T9, T15
Different curriculum of SBS (Seviye Belirleme Sınavı) placement test	4	T2, T10, T12, T13
Insufficient severs	4	T4, T5, T6, T13
Students' insufficient competence on computer	2	T7, T9
School administrations did not support DynEd application	2	T4, T8
The students don't have computers at their home environment.	1	T6

80% of the interviewees (T1, T2, T3, T4, T5, T7, T8, T9, T11, T12, T14, and T15) stated that there was insufficient equipment (number of computers, microphones, headphones, etc.) in their schools. Internet connection problem was another factor that affects the use of the DynEd effectively. Eight of the interviewees (T1, T2, T3, T4, T5, T6, T7, and T9) stated this, which is presented in Table 28.

According to T3, T9, T12, T13, T14, T15, intensive syllabus was another factor that affects the use of the DynEd effectively. Intensive syllabus means that the subjects studied throughout the year include lots of topics, and it is difficult for some teachers to teach all of them. As shown in Table 28, four of the interviewees (T1, T8, T9, and T15) indicated that crowded classes were a factor that affected the use of the DynEd effectively. In crowded classes, the numbers of students are more than an appropriate class size; so, teachers cannot use computers in these classes effectively. Mostly in connection with the intensive syllabus, four teachers (T2, T10, T12, and T13) stated that the curriculum of the DynEd was different from SBS (Seviye Belirleme Sınavı) placement test curriculum as a factor that affects the use of the DynEd effectively. Insufficient severs was another factor that affects the use of the DynEd effectively, which was stated by four interviewees (T4, T5, T6, T13). Insufficient severs means that servers in the ministry of national education were not enough for the students to use the DynEd at the same time.

They stated that when they tried to connect to the DynEd servers, they could not achieve this because the servers were very busy. Hence, they had to wait for a long time. Another perceived factor that affects the use of the DynEd effectively was students' lack of computer competence. This means that some students cannot operate computers while using the DynEd. T7 and T9 reported this lack. As obvious from Table 28 school administrations did not support the DynEd application. T4 and T8 stated that sometimes school administrations must support the DynEd application and organize everything for teachers and students to use the DynEd efficiently in their schools. Finally, T6 stated that some of the students did not have the computer at their houses. So, this is a factor that affects the use of the DynEd effectively. All of these items are related to factor that affects usage of DynEd effectively. The following excerpts are given as samples to these codes:

"*Our computers are not enough for us and our internet connection is very problematic. These factors affect us to use the DynEd effectively in a negative way"* (T1)

"*To use the DynEd effectively there should not be infrastructure problems. Because of economical problems of schools administrations cannot provide technical equipments such as microphones or headphones. Also time deficiency and different curriculum of SBS placement test from the DynEd's curriculum are other factors. All these factors affect the use of the DynEd effectively*." (T2)

"*Of course there are factors that affect us negatively. First of all Insufficient severs. We have to wait for a long time to connect to servers. Also most of my students don't have computers at their houses. I think it will take a long time to use the DynEd effectively in rural areas."* (T6)

4.9.1.4. Advantages and Disadvantages of the DynEd

Interviewees were also asked about the advantages and disadvantages of the DynEd. Advantages were analyzed by defining common codes. The perceived advantages stated by the interviewees were coded under 2 titles, which can be seen in Table 29.

Table 29: Interview Results of Advantages of DynEd

Advantages	Frequencies	Mentioned by
Develop speaking and listening skills	5	T1, T3, T8, T9, T11
Motivates students	4	T2, T3, T5, T6

The most frequently stated advantage of the DynEd was that it develops speaking and listening skills, which mean that students can pronounce vocabulary of the target language more accurately due, mainly to hear the pronunciation of vowels and consonants from native speakers. 5 (T1, T3, T8, T9, T11) of the 15 interviewees stated this as an advantage of the DynEd. The second most frequently mentioned advantage was that the DynEd motivates students, which means that students are enthusiastic and ready to join the lesson and to learn new information. Four (T2, T3, T5, T6) interviewees stated this advantage. The following excerpts are given as samples to these codes:

"First of al,l it is very good for students to hear a native speaker and try to pronounce the sentences. This improves my students listening and speaking skills." (T1)

"...I noticed that the DynEd improved some of my students' pronunciation, and they started to love English, because there are a lot of visual and audio materials. Also the DynEd allow students to monitor themselves. Some of my students think that as a game. They started to race with their friends. This motivated my students." (T3)

In the fourth question teachers were also asked about the disadvantages of the DynEd but none of the teachers indicated any disadvantages of the DynEd. Some of them (T6, T10, T11) stated that they did not observe any disadvantages of the DynEd. Here are some sample quotations related to this:

"I do not think that DynEd has any kind of disadvantages." (T6)

"...besides all these advantages DynEd does not have any disadvantages." (T10)

4.9.1.5. Teacher Recommendations for the Effective use of the DynEd

In order to elicit teachers' recommendations, interviewees were asked: "What do you think should be done in order to use the DynEd effectively at primary education in Turkey?" Similar points in their responses were coded and presented in Table 30.

Table 30: Recommendations for Effective use of CALL

Items	N	Mentioned by
Set up Language classes and labs and increasing the number of computers.	12	T1, T2, T3, T4, T6, T7, T8, T9, T11, T13, T14, T15
Increasing hour of English lessons	6	T2, T3, T4, T9, T13, T14
Change of curriculum	6	T2, T3, T10, T12, T13, T15
Increasing internet connection speed	5	T1, T3, T5, T6, T8
Increasing number of DynEd servers in the ministry	5	T5, T6, T7, T13, T14
Teacher and student training	5	T4, T6, T7, T8, T11
Crowded Classes should be decreased	1	T15

According to the interview results, 80% of interviewees (T1, T2, T3, T4, T6, T7, T8, T9, T11, T13, T14, and T15) indicated their most important recommendation as "setting up language classes" and "labs and increasing the number of computers." This means that authorities should set up special language classes or language labs with all the equipment, and also they should increase the number of computers in computer labs. Increasing the hours of English lessons is another recommendation that was stated by 40% of the interviewees (T2, T3, T4, T9, T13, and T14). This means that the hours of English lessons are limited for the effective use of the DynEd. According to the results, the change of the curriculum was stated by 40% of interviewees as another recommendation for the effective use of the DynEd (T2, T3, T10, T12, T13, T15). For, they think that curriculum is not suitable for the effective use of the DynEd. As a recommendation, 33,3% of the interviewees (T1, T3, T5, T6, T8) stated that authorities should increase internet connection speed. Another recommendation that was stated by 33,3% of the interviewees (T5, T6, T7, T13, T14) was to increase the number of the DynEd servers in the ministry. This means that authorities should increase the number of DynEd servers in the ministry to use the DynEd more effectively. As presented in Table 27, five of the interviewees (T4, T6, T7, T8, T11) stated that teacher training

was another recommendation. It refers to the fact that teachers and students should be trained in the DynEd before implementing and using it in the lessons. As a final recommendation, one of the participants (T15) stated that crowded classes should be decreased. This participant thinks that decreasing the number of crowded classes is important for effective implementation of the DynEd.

"...computers should be renewed and internet connection speed should be increased." (T1)

"*Computer labs should be organized as a computer for each student; curriculum should be changed and made necessary adaptation according to the DynEd. Internet connection speed should be increased. All infrastructures should be constructed to use the DynEd in all schools. In addition to these numbers of the English lesson should be increased."* (T3)

As a conclusion, it is obvious from the overall results that teachers know the advantages, disadvantages, and factors that affect the use of the DynEd effectively.

CHAPTER FIVE

5. DISCUSSION AND CONCLUSION

5.1. Introduction

With this study, the researcher was able to cast light on, and obtain a clear picture of, the attitudes of teachers of English towards the use of the DynEd which, is applied in primary education. The purpose of the study, in particular, was to investigate teachers' attitudes towards using the DynEd, which is used in primary education from the 4^{th} to 8^{th} grades in Turkey. In order to investigate teachers' attitudes towards the use of the DynEd, the study needed to explore current applications of the DynEd in Turkey. In addition to these, the researcher thought that since the DynEd was CALL software, computers were in the centre of the DynEd implementation. Teachers who wanted to use the DynEd need to have a sufficient computer competence. Therefore, the study sought for the relationship between teachers' computer knowledge and attitudes towards the DynEd. Finally, as the DynEd is a CALL software, there may be some factors that make teachers abstain from using it. All primary education students are using the DynEd. In fact, it is not easy to organize all primary education students in the country to use the DynEd without problems. Because, these factors affect directly teachers' attitudes towards the DynEd, it was very important to find out these factors that make teachers abstain from using the DynEd in accordance with the main purpose of the study. Therefore, the last purpose of the study was to find out the factors that make teachers abstain from using the DynEd. Specifically, four research questions guided this study:

1. What are teachers' attitudes towards the DynEd?
2. Based on their level of computer literacy, what are the differences among teachers' attitudes towards the DynEd?
3. Are there any factors that make teachers abstain from using the DynEd?

5.2. Discussion and Conclusion

5.2.1. The Discussion and Conclusion Regarding the First Research Question: What are teachers' attitudes toward the DynEd?

Before talking about attitudes of teachers towards the DynEd the researcher will focus on the general attitudes of teachers towards CALL as DynEd is a CALL software. To find out the general attitudes of teachers towards CALL, participants were asked several survey questions. The part B of the questionnaire was designed to explore the general attitudes of teachers towards computers. The results indicated that a large number of the teachers (95%) had computers at their homes, 89,3% of the teachers had the internet connection at their homes and 33% of the teachers used computers more than 10 hours a week. Also 62,8% of the teachers had attended computer training courses. In addition to these, the results showed that computer use for general purposes among teachers was very common. Most teachers use computers for e-mail, surfing the Internet and reading newspapers. Also the majority of the teachers indicated that they used computers for developing teaching materials. However, more than half of the teachers stated that they had never used online shopping. All these results show that teachers have very positive attitudes towards computers. Using computers makes them more efficient in their lives, and they have positive attitudes towards using computers in language instruction.

In this study, teachers' responses to the 8-item Likert scale which focused on the general attitudes towards the CALL showed that teachers generally have positive perceptions towards the CALL. General attitudes of the participants towards the CALL are mainly positive with a total mean score 4.2275. Regarding the results of this Likert scale, it can be concluded that a large number of participants agreed or strongly agreed to the statements related to the advantages of CALL. A large number of the participants of this study agreed or strongly agreed that they like using computers in teaching English; using computer technology in the classes makes the subject more entertaining. A considerable number of participants also agreed or strongly agreed that computers save time and effort in EFL lessons; computers would motivate students to study more; computer use is appropriate for many English language learning activities; they are of the opinion that computers improve students' level of language learning, and teachers strongly

agreed that they would rather do things by hand than with a computer. In addition, the findings indicated that most of the participants disagreed or strongly disagreed to the negative statement. Results also revealed that a large proportion (88,4%) of the participants believe the need for computers in their classes.

As a conclusion, this study found that teachers of English in primary education have very positive attitudes towards computers and CALL. They often use computers in their daily lives and language teaching.

Pilus (1995) also found very similar results at the end of her study. She investigated the interest in CALL and level of computer literacy of English teachers at International Islamic University, Malaysia. Teachers were interested in integrating computers in teaching, and had favorable attitudes. A great number of teachers were quite interested in and motivated to participate in CALL. Tuzcuoğlu (2000) found nearly same results in his study. He investigated teachers' attitudes towards using CALL in the foreign languages department at Osman Gazi University. The results revealed that the teachers in the FLD of OGU had positive attitudes towards using CALL and were willing to teach in the computer lab for a few hours a week. Özerol (2009) found similar results in her study. She investigated perceptions of EFL primary school teachers towards call in Turkey. Regarding the results, it can be concluded that a large number of participants agreed or strongly agreed to the statements related to the advantages of CALL. All of the participants of this study agreed or strongly agreed that computers can enhance students' learning English. A large number of participants also agreed or strongly agreed that using computer technology in the class would make the subject matter more interesting; computers can improve English language education; computer use is appropriate for many English language learning activities; teaching with computers offer real advantages over traditional methods of instruction; computers would motivate students to do more study; computers save time and effort in EFL lessons; using computers is enjoyable for the teachers, teachers like using computers in teaching English and that they would rather do things by hand than with a computer. In addition to these Zereyalp's study (2009) revealed very similar result. He investigated EFL teacher educators' attitudes towards call: case of Turkish state universities. He found that teachers had strong positive attitudes towards the use of CALL in their instruction.

Besides their positive attitudes towards CALL, the teachers of English in primary education showed, though with a less degree, satisfactory attitudes toward the use of the DynEd which is used in Turkey (M=3.2883).

With regard to the second research question, participants were asked some questions about the DynEd implementation in their schools. The results indicated that more than half of the participants (64,5%) used the DynEd in their schools. Nearly three-quarters of the teachers (73,6%) stated that they had enough facilities (computer labs) to use the DynEd. Also 82,6% of the participants reported that they previously attended a seminar or training program related to the use of the DynEd. More than half of the teachers (53,7%) indicated that they monitored and followed the website of the ministry, and other pages on the internet related to the DynEd and nearly half of the participants (48,8%) followed the progresses of their students on the DynEd. But a large number of the teachers (89,3%) indicated that their students could not use the DynEd effectively in their schools because of such factors as: insufficient equipment (number of computers, microphones, headphones, etc.) in their schools, internet connection problem, intensive syllabus and crowded classes.

In this study, teachers' responses to the 12-item Likert scale showed that general attitudes of the participants towards the DynEd are mainly neutral with a total mean score of 3.2883. Regarding the results of this Likert scale, it can be concluded that the majority of the respondents agreed or strongly agreed that they like using the DynEd in teaching English, whereas the majority of the teachers remained neutral or agreed that the use of the DynEd increases students' learning speed, DynEd increases students' self-confidence to use English inside and outside the classroom, it motivates students to learn English, teachers are able to follow their students' level with the DynEd all time. A large number of teachers agreed or strongly agreed that when they compare language learning with the DynEd in a laboratory environment to a traditional class environment, they think that their students are having more fun with the DynEd. Also a considerable number of the teachers remained neutral or agreed; that their students who use DynEd have improved their English reading skill; that their students who use DynEd have improved their English listening skill, that their students who use the DynEd have improved their English speaking skill. However, the majority of teachers remained neutral or disagreed that their students who use the DynEd have improved their English writing skill. A large number of teachers

(72,8%) remained neutral or agreed that computer use with the DynEd has made it easy for students to learn English. Most of the teachers (38,8%) are remained neutral to "exercises included in the DynEd improve students' critical thinking qualifications."

In addition to these results, the researcher made a regression analysis to determine the factors that affect teachers' attitudes towards the DynEd. The results in Table 23 show that only 10 out of 34 the factors were found statistically significant. Factors that were found statistically significant are:

11. Teaching experience of teachers.
12. Teachers' competence on selecting, evaluating and using educational software.
13. Teachers' ideas about "computers save time and effort in EFL lessons."
14. Teachers' ideas about "computers would motivate students to study English more."
15. Teachers' opinion about "computers improve students' level of language learning".
16. Teachers' ideas about "using computer technology in classes makes the subject more entertaining."
17. In general, teachers think that they need the computer in their own classes.
18. Teachers who monitor and follow the website of the ministry, and other pages on the internet related to the DynEd.
19. Teachers aren't familiar with DynEd program.
20. School administrations do not support DynEd application.

The analysis of the data showed that the more teaching experience the teachers have, the more positive attitudes they hold towards the DynEd. Also the results indicate that when a teacher believes that a teacher has competence on selecting, evaluating and using educational software; the teacher will hold a positive attitude toward the DynEd.

On the other hand, the regression analysis model showed that there were statistically significant differences in teachers' attitudes towards the DynEd based on teachers' responses to "computers save time and effort in EFL lessons." However, this is a negative one. The reason for this may be the old computers in the schools, internet

connection problems and inadequate servers of the Ministry of National Education in Ankara. Also as it was mentioned elsewhere, that most of the teachers stated that internet connection in the schools was very problematic. Also teachers indicated that servers in the ministry of national education were not enough for all students in the primary education. So, all these factors affect teachers' attitudes towards the DynEd negatively.

The findings show that when teachers think "computers would motivate students to study English more," this provides more positive attitudes towards the DynEd. Furthermore there were statistically significant differences in teachers' attitudes towards the DynEd in terms of teachers' opinion about computers improve students' level of language learning. But this is a negative one (B=-0,254). The researcher thinks that this result is because of the inefficient use of CALL and DynEd. But the main reason may be that due to the technical problems and insufficient equipment (number of computers, microphones, headphones, etc.); teachers cannot use the DynEd efficiently. Therefore, although they believe that computers improve students' level of language learning, their attitudes towards the DynEd are negative.

According to the results, the teachers who think "using computer technology in the classes makes the subject more entertaining" have positive attitudes towards the DynEd. For there are a lot of visual and auditory elements in DynEd, and also it contains a lot of games for teaching English. All these help teachers to organize an entertaining environment in classes.

The data analysis shows that the teachers who think they need the computer in their own classes have more positive attitudes towards the DynEd. This result is an expected one.

Moreover the regression analysis model showed that teachers who monitor and follow the website of the ministry, and other pages on the internet related to the DynEd have more positive attitude towards the DynEd. For when the teachers monitor and follow the website of the ministry, and other pages on the internet related to the DynEd, they learn more about the DynEd and this affect their attitudes towards the DynEd positively. For these web sites have news about the DynEd, updates of the DynEd, solutions of problems,

which is faced in using the DynEd and also telephone numbers of the relevant people. Even in discussion sections of these web sites, there are some videos about how to use the DynEd, about creating classes on DynEd, importing and exporting students' name. Hence with the help of these web sites, teachers learn more about the DynEd and find solutions to their problems with the DynEd. Also they feel more comfortable, and they have more positive attitudes towards DynEd with the help of these web sites.

The results indicated that there were statistically significant differences between teachers' attitudes towards the DynEd and the teachers' ideas about "teachers aren't familiar with the DynEd program." This is a negative one. Table 20 shows the frequencies and percentages of the factors that make teachers abstain from using the DynEd. Nearly half of the participants (44,6%) thought that the option "the teachers aren't familiar with the DynEd program" was an important factor. But the regression analysis model shows that teachers who do not think that this option is not important have more positive attitudes towards the DynEd. This may arise from the fact that most of the respondents were young and therefore, they may be eager to learn new things and they may adapt to new implementation easily.

According to the results of the regression analysis model, the teachers who think that "school administrations do not support the DynEd application" have positive attitudes towards the DynEd. For when the teachers who have more positive attitudes towards the DynEd try to use the DynEd in their schools, school administrations sometimes need to make some changes in the order of the schedule of the computer labs. However, this affects all the order of the schedule in the school. Therefore, some school administrations do not want to spend time for these changes; and for this reason they do not support the DynEd. Of course, this is the idea of the respondents who have positive attitudes towards the DynEd. However, school administrations' attitudes towards the DynEd do not directly affect teachers' attitude towards the DynEd. It means that even though school administrations do not support DynEd, teachers may still have positive attitudes towards the DynEd under different circumstances.

Finally, the overall mean score for this section of the questionnaire was calculated as 3.2883. Since the mid-point of the scale is 2.5, the overall mean score of the teachers'

attitudes may be seen as mildly positive towards the DynEd, but in some items the number of teachers who has positive attitudes towards the DynEd is not low.

Baş (2010) found similar results in his study. He states that Teachers consider DynED courses as important and they believe in the positive, useful and beneficial aspects of DynED programme. Teachers think that DynED courses are in favour of the positive development of the students in English. Teachers have positive observations in the duration of DynED courses since students have great fun as well as they have the opportunity to practise their learning and language skills such as listening and speaking in English lessons. On the other hand, DynED programme consider students different learning styles.

5.2.2. The Discussion and Conclusion Regarding the Second Research Question: Based on their level of computer literacy, what are the differences among teachers' attitudes towards the DynEd?

The responses to the third research question showed that there were no statically significant difference between teachers' level of computer literacy and their attitudes towards the DynEd. Computer literacy of teachers in this study was defined by a combination of nine dimensions (See Appendix 1). The analysis of the data revealed that except from teachers' competence on selecting, evaluating and using educational software, teachers' computer competence level do not affect teachers' attitudes towards the DynEd. It is clear that computer competence of teachers does not affect their attitudes towards the DynEd. It means that the computer competence of teachers has no role in their attitudes towards the DynEd. The researcher thinks that the reason of this result may be because generally teachers of English are good at using computers. Therefore the results revealed that there were no statically significant difference between teachers' level of computer literacy and their attitudes towards the DynEd.

5.2.3. The Discussion and Conclusion Regarding the Third Research Question: Are there any factors that make teachers abstain from using the DynEd?

Both questionnaire and interview were designed to investigate the factors that make teachers abstain from using the DynEd. The second question of part F of the questionnaire focused on the factors that make teachers abstain from using the DynEd. This question was a selected response type. Respondents were asked to tick the options that were suitable for them. (Respondents may choose more than one). All the options were about the challenges which they face while implementing the DynEd. The findings showed that nearly all of the teachers (92,6%) believed that insufficient equipment (number of computers, microphones, headphones, etc.) was the biggest factor that makes them abstain from using the DynEd. This is a very important reason because DynEd is an individual learning software and the software focuses on the speaking and listening skills. Therefore, in order to use the DynEd efficiently, there should be computers, microphones and headphones for each student. In addition, the second important factor that makes teachers abstain from using the DynEd was that the students did not have computers at their homes. In schools, students can find enough time and sufficient equipment to use DynEd regularly. Therefore, teachers try to motivate students to use the DynEd at their homes. However, most of the students do not have computers at their homes: especially the students who live in rural areas do not have computers at their homes. Hence, students neither at school nor at home can use DynEd regularly.

According to the findings 79,3% of the respondents reported that insufficient computer laboratory access was one of the important factors. Teachers stated that in schools, there are too many classes and students for computer labs. Generally, there are one or two computer labs in schools but there are more than 10 classes in the schools. So, it was nearly impossible to organize so many classes to use these computer labs.

72,7% of the teachers reported that students' lack of competence in using the computers and DynEd was another factor that makes teachers abstain from using the DynEd. Also the interview data verify the questionnaire results. 80% interviewees indicated that their students do not have enough computer competence to use DynEd efficiently. This is really an important problem because when students do not have enough

competence in using computers, it is really difficult to explain to them how to use DynEd. Apart from these, teachers complain about the lack of technical support. While using the DynEd, teachers and students encounter a lot of technical problems but unfortunately the ministry cannot supply enough technical support to solve the problems. In addition, some of the teachers thought that teachers do not have enough competence in using computers and DynEd. This is also one of the important factors that make teachers abstain from using the DynEd. Normally, teachers should explain it to the students how to use the DynEd, but when teachers' competence in using computers is not enough, it is nearly impossible for teachers to explain to their students how to use the DynEd.

The quantitative data indicated that nearly half of the teachers thought that teachers were not familiar with the DynEd and there was a lack of teacher training programs related to the use of the DynEd. These factors are important because it is impossible for teachers to introduce the DynEd to their students if they are not familiar with it. Of course, there should be enough teacher training programs related to the use of the DynEd to make teachers familiar with it.

To get detailed information in the interview, about factors that make teachers abstain from using the DynEd, the researcher asked "Are there any factors that affect your use of DynEd in an effective way? Please specify them if any." The interview data verifies the questionnaire findings. Also these data revealed that there were five more factors that make teachers abstain from using the DynEd. These are the internet connection problem, insufficient severs, intensive syllabus, crowded classes and different curriculum of SBS (Seviye Belirleme Sınavı) placement test. The teachers stated that internet connection in the schools was very problematic. They stated that when they tried to connect to the DynEd servers, they could not achieve this because the servers were very busy. Therefore, they had to wait for a long time to connect. Another important factor that the teachers stated was that there was a very intensive syllabus. Because of the intensive syllabus, teachers could not find time to use the DynEd. Also they complained that the curriculum of DynEd was different from SBS placement test curriculum. So, it is difficult for teachers and students to follow two different curriculums at the same time. As it is clear, both the questionnaire and the interview findings provide supportive evidence for each other.

Kızıldağ (2009) also found very similar results at the end of her study. She investigated "Teaching English in Turkey: Dialogues with teachers about the challenges in public primary schools". With this act, the Ministry of National Education adopted a communicative and authentic language teaching philosophy. However, the problem starts with the lack of infrastructural support. Since DynED is internet-based software, the schools need a strong infrastructure for internet access. At this point, three major problems emerge in line with participant answers:

- schools do not have a computer laboratory
- schools do not have internet access
- schools have computer laboratory; yet, not used for language classes but only for computer classes.

She also states that crowded classrooms are another problem. In Turkey, most of the primary schools are overpopulated. Especially, after the law of 8-year-compulsory primary education in 1997, schools received more and more students. Currently, classes usually have 40 students; nonetheless it is also well-known that this number may go up till 60.

In her study she states that the new curriculum is based on communicative language learning method in the framework of integration of structural, situational, topic-based, conceptual/functional, process-/task-based and skill-based approaches (Ministry of National Education, 2006, p.2). The curriculum prepared by a team of leading academics in the field of English Language teaching also adopts the Common European Framework of Reference for Languages (CEFR) system (levels from A1 to C2). It advises applying cooperative and supportive group-work techniques in classrooms through the new curriculum. The textbooks used in public schools were also re-written with the adoption of new curriculum.

Finally she states that compared to the previous studies conducted in Turkey in identifying problems and challenges of English language and/or foreign language teaching, this study is highly consistent with the relevant literature. However, it also reveals some newly emerging problems due to the new policies put into practice after 2006: the

placement test (SBS) and DynEd, self-study internet-based learning material. The incompatibility between the test content and curriculum affects teaching negatively. Similarly, having spent a huge budget, time and energy, the poor accessibility of DynEd seems not fully benefited by the users due to the lack of infrastructure. As a result, it seems that the good will turns into a bad result due to the poor planning in Turkey.

Also Tılfarlıoğlu and Öztürk (2007) found very similar results in their study. They state that the teachers think that the listening skill should also be taught and practiced, but as it is known, elementary schools are poorly equipped. In other words, most of the schools do not have any technical devices such as; televisions, projectors, slides, computers and tape /CD players. Moreover they state monitoring the students and correcting the students' errors instantly will be very hard in crowded classes. The number of the students in language classes should be lessened in order to make monitoring easy for the purpose of an effective language teaching.

Baş (2010) very similar results in his study. He states that there is no computer labs and Internet access and the number of the computers is limited in some schools. Time duration both for DynED courses and English lessons is limited so that teachers have problems completing English curriculum at the end of the year. School principals do not pay attention to DynED courses and they also do not supply technical and other support to English Language teachers at schools so that most of the schools especially schools in rural areas are in urgent need of 28. Internet access and some other technical facilities such as computers microphones, earphones, vs. Teachers face problems with installing the programme on the computer so that computers do not work with a programme, named "deepfreeze". Also, the programme creates problems to teachers in adding students name lists and classes, vs. in the software. The software works very slowly so that students sometimes cannot have access to DynED courses. Elementary supervisors are not aware of the benefits and the application of the programme so that they cannot help the teachers who have problems with the programme. As far as one can understand from teachers' views on supervisors, Elementary supervisors do not know how to install and apply the software at schools. On the other hand, computer lessons are elective for 4^{th} and 5^{th} graders at schools so that while these students in these classes are having access to computers, the students for DynED courses cannot access to computers since the computer

labs are not empty. Teachers have some technical problems since some of them do not have microphones and earphones, as well as some do not have Internet access at school for the computers in their schools. Elementary English curriculum does not correlate within DynED subject content so that most of the subjects in the curriculum especially 7th and 8th graders do not correlate with DynED subject content. English classes are four hours time a week in elementary schools in Turkey so that time duration of DynED courses is limited since one hour time in a week is separated for DynED courses. Students in the classrooms are very crowded so that students cannot have access to DynED courses due to the limited number of computers at schools.

5.3. Implications for ELT

In order for the DynEd implementation to be successful in primary education from the 4th to 8th grades in Turkey, several recommendations need to be made.

First of all, it was found that attitudes of teachers towards the DynEd are generally mildly positive and most of the teachers are aware of the advantages of the DynEd. The Ministry of National Education (MNE) can take into consideration mildly positive attitudes of teachers and their recommendations for effective implementation of the DynEd. These teachers are willing to use the DynEd in their lessons and authorities can provide the appropriate teaching conditions for these teachers.

The first thing to be done is to set up language classes and labs and to increase the number of computers. The MNE should supply sufficient equipment (number of computers, microphones, headphones, etc.) to schools. Language labs or computer labs can be established in each school as recommended by the teachers because some teachers do not even have a computer lab for implementing the DynEd. Additionally, hours of English lessons need to be increased. The hours of English lessons are limited for the effective use of the DynEd. 4 hours for each class is not enough to use the DynEd effectively and to follow different curriculums. In addition, the class sizes need to be decreased to enable the effective DynEd implementation.

Curriculums should also be changed for the effective use of the DynEd, because teachers think that the curriculum is not suitable for the effective use of the DynEd. The curriculum of DynEd is different from the curriculum for SBS placement test. So, it is difficult for teachers and students to follow two different curriculums at the same time.

To use the DynEd internet connection is needed. But generally, internet connection is very problematic in schools. So, the MNE needs to solve this problem as quickly as possible. The infrastructure for the internet needs to be reconstructed and the MNE needs to increase the internet connection speed for an unproblematic use of the DynEd. Hence, the MNE needs to increase the number of the DynEd servers in the ministry.

Because teachers want to use the DynEd, they need to be trained for this. Teachers stated that they knew how to use computers and use them for many purposes already. Hence they do not need to be trained in using computers, but need to be trained in using the DynEd. It can be said that the MNE should provide in-service teacher training, which will focus mainly on the implementation of DynEd.

5.4. Recommendations for Further Research

This study investigated teacher attitudes towards the DynEd, which is used in Turkey. This study was conducted with a small group of teachers of English in the primary education in Turkey. There is a need for replications of this study with more participants from different cities and schools in Turkey. Replication of the study will support the validity of the findings of this research. In addition, a guideline will be set to assess the attitudes of teachers of English towards the DynEd. The results of this study can constitute a base for further studies. In this study, the working conditions of the participants were not taken into consideration. Some participants had very good conditions for DynEd implementation while others had only very limited facilities. In further studies, these different features can be taken into consideration; participants having common characteristics in terms of the working conditions can be selected and the effect of these variables on the attitudes of teachers can be investigated.

In this study, the data was collected trough a questionnaire and a semi-structured interview. Further studies can add other data collection techniques such as observation and diary into the data collection procedures of their studies in order to get more detailed information.

This study is the first in the area in Turkey. Therefore, similar studies can be conducted to get a broader picture of the area. The MNE supports the integration of the DynEd and further research may be done in this integration period to reveal the current situation in the adaptation period of the DynEd in primary education.

REFERENCES

Ahmad, Khurshid and et al. (1985), **Computers, Language Learning and Language Teaching,** First Published, Cambridge: Cambridge University Press.

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.

Al Shammari, Mishal H.(2007) **Saudi English as a Foreign Language Learners' Attitudes Toward Computer-Assisted Language Learning**, Ph. D. Dissertation, College of Human Resources and Education at West Virginia University.

Alexiou-Ray, A. J. & Wilson, K. E. & Wright, H. V. & Peirano, Anne-Marrie (2003), "Changing instructional Practice: the impact on technology integration on students, parents and school personnel", **Integration of Technology in Education**, 2 (2).

Al-Kahtani, S. (2001), **Computer assisted language learning in EFL instruction at selected Arabian Universities: Profiles of faculty**, Ph. D. Dissertation, Indiana University of Pennsylvania, Pennsylvania.

Arıbaş, Sebahattin, Tok, Hidayet, (2004), "Evaluating the Problems Encountered In Foreign Language Instruction In The First Level Of Elementary School" **XIII. Ulusal Eğitim Bilimleri Kurultayı,** 6-9 Temmuz 2004 İnönü Üniversitesi, Eğitim Fakültesi, Malatya

Arkin, E. I. (2003), **Teachers' attitudes towards computer technology use in vocabulary instruction,** Unpublished masters thesis, Bilkent University, Ankara: Turkey.

Asan, A. (2002), "Pre-service teachers' use of technology to create instructional materials: a school-college partnership", **Journal of Information Technology for Teacher Education**, 11(2).

Aydoğdu, A. (2003), **Ortaöğretim Okullarında Görev Yapan Coğrafya Öğretmenlerinin Bilgisayar Destekli Eğitime İlişkin Tutumlar** Yayınlanmamış Yüksek Lisans Tezi, Gazi Üniversitesi, Eğitim Bilimler Enstitüsü, Coğrafya Eğitimi Anabilim Dalı, Ankara.

"Awards", DynEd, http://www.dynedeurope.com/awards, (03.04.2010)

Bañados E., Ripoll, M., (2006), "ICTs and interactive multimedia b-learning environments for teaching and learning English as a foreign/second language", http://www.formatex.org/micte2006/Downloadable-files/oral/ICTs%20and%20interactive.pdf

Baker, L. Therese. (1999), **Doing social research**, California State University.

Baş, G and Kuzucu, O, (2009) "Effects of CALL Method and DynEd Language Programme on Students Achievement Levels and Attitudes towards the Lesson in English Classes," **International Journal of Instructional Technology & Distance Learning**, Vol 6. No.7. July, http://www.dyned.com/education/success.shtml, (03.05.2010)

Baş, Gökhan, (2010), "Evaluation of DynED Courses Used in Elementary Schools From the Views of Teachers in Turkey", **Journal of Language and Linguistic Studies**, Vol.6, No.1, April

Baylor, A. L., & Ritchie, D. (2002), "What factors facilitate teacher skill, teacher morale, and perceived student learning in technology-using classrooms?" **Computers & education,** 39, (395-414).

Bell, J. (1999), **Doing your research project**, Open University press: Buckingham.

Brace, I. (2004), **Questionnaire Design: How to Plan, Structure and Write Survey Material for Effective Market Research**, Kogan Page Limited, USA.

Bromley, C. (1995), "Positive attitude and realistic beliefs: links to proficiency", **Modern Language Journal**, *79* (3), (372-386)

Bohlin, R., Milheim, W. (1994), **Application of an Adult Motivational Instructional Design Model, Proceedings of Selected Research and Development Presentations**, U.S.A, California,

Braul, B. (2006), "ESL Teacher Perceptions and Attitudes toward Using Computer-Assisted Language Learning (CALL): Recommendations for Effective CALL Practice", MA. Dissertation, Department of Secondary Education, Edmonton, Alberta.

Bozionelos, N. (2001). "Computer anxiety: relationship with computer experience and prevalence", **Computers in Human Behavior**, 17(2), (213-224).

Calvo, M. V. (1997), "Computer Assisted Language Learning: Revision of Some Theoretical Principles from a Practical Case," Encuentro. **Revista de Investigación e Innovación en el aula de idiomas**, Vol. 9, (127-134).

Celik, H. C., Bindak, R. (2005), "İlköğretim okullarında görev yapan öğretmenlerin bilgisayara yönelik tutumlarının çeşitli değişkenlere gore incelenmesi," **Eğitim Fakültesi Dergisi**, Vol. 6, No. 10, (27-38).

Çetintaş, Bengül, (2010), "Türkiye'de Yabancı Dil Eğitim ve Öğretiminin Sürekliliği", **Journal of Language and Linguistic Studies,** Vol.6, No.1

Chapelle, C., (2001), **Computer applications in second language acquisition,** UK: Cambridge.

Chao, C. (1999). "Theory and research: New emphasizes of assessment in the language learning classroom" In J. Egbert and E. H. Smith (Eds.), **CALL environments** (243 - 256), Bloomington, IL: TESOL.

Chou S.W. and Liu C.H, (2005), "Learning Effectiveness in a Web-based Virtual Learning Environment: A Learner Control Perspective", **Journal of Computer Assisted Learning**, Vol.21, (1), February, (65-76).

Cohen, L. and Manion L. (1998), **Research Methods in Education,** London**,** Routledge.

Costanzo, W. V. (1989), **The electronic text: Learning to write, read and reason with computers,** New York: Educational Technology Publications.

Coughlin, J. (1990), "Artificial intelligence and computer- assisted language learning: present developments and future prospects." **The French Review**, 63, (560-565).

Crook, C. (1994), **Computers and collaborative experience of learning**. London: Routledge.

Davies, Graham, (2010), "What is meant by multimedia?", **ICT4LT Module 2.2 Introduction to multimedia CALL,** http://www.ict4lt.org/en/en_mod2-2.htm.

Demirbilek-Oflaz, T. (2009), Teachers Perceptions on Course book "Time For English 5": The 5th Grade State Schools", Unpublished Master Thesis. University of Gaziantep Graduate School of Social Sciences, Gaziantep.

"Differentiation", DynEd, http://www.dynedeurope.com/differentiation, (03.04.2010)

Duffy, J. L., McDonald, J. B. & Mizell, A. P. (2005), **Teaching and Learning with Technology**, USA: Pearson Education, Inc.

Dunkel, P. (1987), "Computer-assisted instruction (CAI) and computer-assisted language learning (CALL): past dilemmas and future prospects for audible CALL." **The Modern Language Journal**, 71, (250-260).

_____, (1991), "The effectiveness research of computer-assisted instruction and computer-assisted language learning" In P. Dunkel (Ed.), **Computer-Assisted Language**

Learning and Testing: Research Issues and Practice. New York: Newbury House.

Dupagne, M., Krendl, K. A. (1992), "Teachers' Attitudes toward Computers: A Review of the Literature," **Journal of Research on Computing in Education**, Vol. 24, No. 3, (420-429), ERIC: EJ447483.

Dursun, F. (1998) **Öğretmenlerin Bilgisayar Destekli Öğretime İlişkin Yeterlilikleri ve Eğitim İhtiyaçlarının Saptanması**, Yayınlanmamış Yüksek Lisans Tezi, Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara,

"DynEd's Advanced Design Features", (2009) http://www.dyned.com/products/coursefeatures.shtml, (09.11.2009)

"DynEd İngilizce Dil Eğitim Sistemi", (2010), http://mebides.meb.gov.tr/files/bize_ulasin.html, (03.04.2010)

"DynEd", http://www.muglaarge.com/dyned.html, (03.04.2010)

"Educational Success Stories", (2010), DynEd http://www.dyned.com/education/success.shtml, (03.04.2010)

Egbert. J. (2005), **CALL essentials principles and practice in CALL classrooms**. Virginia: TESOL.

Egbert, J. L., Jessup, L.M., & Valacich, J. S.(1991), "Interactive CALL for groups: new technologies for ESL." **CAELL Journal**, 2. (18-24).

Elaziz, M. F., (2008), **Attitudes of Students and Teachers towards the Use of Interactive Whiteboards in EFL Classrooms**, Unpublished master thesis, Bilkent University: Ankara, Turkey.

ELLIS, (1999) "Introduction. TheELLISSuite", http://www.cali.com/ellis suite.html, (05.01.2010)

Ellis, R. (1997), **Second Language Acquisition,** Oxford: Oxford University Press.

"English for Succes", (2010), DynEd, http://www.dyned.com/products/efs/, (03.04.2010)

"English Teaching Software and Tests | For all ages and levels" http://www.dyned.com/education/ (20.04.2010)

Er, K. O. (2006), "Ilkogretim 4. ve 5. Sinif Ingilizce Ogretim Programlarinin Degerldndirilmesi", Unpublished PhD Dissertation. Ankara Universitesi Egitim Bilimleri Enstitusu, Ankara.

Farrington, B. (1989), "AI: 'Grandeur' or 'Servitude'? In K. Cameron (ed.)", **Computer Assisted Language Learning: Program Structure and Principles,** in (67-80). Norwood: NJ: Ablex Publishing.

"First English", (2010), DynEd, http://www.dyned.com/products/fe/, (03.04.2010)

Fotos, S., & Browne, C. (2004), "The development of CALL and current options." **New perspectives on CALL for second and foreign language Classrooms** (3-14). Mahwah, NJ: Lawrence Erlbaum Associates.

Fraenkel, J. & Wallen, N. (1996), **How to design and evaluate research in education**, New York: McGraw-Hill Inc.

Fridah W. M. **Sampling In Research,** http://www.socialresearchmethods. net/tutorial/Mugo/tutorial.htm, (03.02.2010)

Galavis, B. (1998), "Computers and the EFL class: Their advantages and a possible outcome, the autonomous learner." **English Teaching Forum**, 36(4), (27-29).

Gall, M., Gall, J. & Borg, W. (2003), **Educational research: An introduction**, Boston, MA: Pearson Education.

Gardner, R. C., & Lambert, W. E. (1972), **Attitudes and motivation in second-language learning**, Massachusetts: Newbury House Publisher.

Gilman, D.A. (1988), Improving Schools through In service Test Construction: The Rossvilie Model. USA, http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1e/6c/d3.pdf, (06.01.2010)

Glesne, C., & Peshkin, A. (1992), **Becoming qualitative researchers: An introduction**, White Plains, Longman, New York.

Godwin-Jones, B. (2001), "Tools and trends in corpora use for teaching and learning", **Language Learning & Technology**, 5 (3), http://llt.msu.edu/vol5num3/emerging /default.html, (13.12.2009).

Gökdaş, İ. (1996), **Bilgisayar Eğitimi Öğretim Teknolojisi**, Yayınlanmamış Yüksek Lisans Tezi, Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

Gray, P. S., Williamson, J. B., Karp, D. A. & Dalphin, J. B. (2007), **The Research Imagination: An Introduction to Qualitative and Quantitative Methods**, USA, Cambridge University Press.

Grady, M. P. (1998), **Qualitative and action research: A practioner handbook**, PHI Delta Kappa Educational Foundation, USA.

Grossmann, Schimon, (2008), Supplementing Textbooks with Computer-Based Resources in the Primary EFL-Classroom, Masters thesis, Freiburg University of Education, http://cogprints.org/6239/1/Grossmann_Masters_Thesis.pdf., (05.02.2010)

Hanson-Smith, E. (1999), "Classroom practise: Content area tasks in CALL environments", **CALL Environments**, In J. Egbert and E. Hanson- Smith (eds.), Bloomington: IL, TESOL, (189-215).

Hardy, J. V. (1998), "Teacher attitudes toward and knowledge of computer technology", **Computers in the schools,** 14(3-4), 119-136.

Hawkes, M. (1999), "Exploring network-based communication in teacher professional development" **Educational Technology.** 39(4), (45 – 52).

Hertz, R. (1987), **Computer in the language learning**. California: Addison-Wesley.

Hsieh, H. F. & Shannon, S. E. (2005), "Three approaches to qualitative content analysis", **Qualitative Health Research**. 15(9),

Horst, M., & Cobb, T. (2001), "Growing academic vocabulary with a collaborative online database", In B. Morrison, D. Gardner, K. Keobke, & M. Spratt (Eds.), **ELT perspectives on IT & Multimedia** (189-226). Hong Kong: Polytechnic University Press, http://www.er.uqam.ca/nobel/r21270/cv/itmelt01.htm, (13.12.2009).

Howard, G.S., Murphy, C.M., & Thomas, G.N. (1987). "Computer anxiety considerations for design of introductory computer courses" **Educational Research Quarterly**, 11(4), (13-22).

Howie, S. H. (1989). **Reading, writing, and computers: Planning for integration**. London: Allyn and Bacon.

Huss, S. (2000), "Using computers with adult ESL literacy learners", **ERIC Digest**, ED343462, http://www.ed.gov/databases/ERIC Digest/ed343462.html (11.01.2010).

Hussein, Hibo, (2010), "Improve your English!" http://pmu-eli.com/public/index.php?option=com_content&task=view&id=13&Itemid=4l, (03.04.2010)

Isık, Ali, (2008), "Abanci Dil Eğitimimizdeki Yanlişlar Nereden Kaynaklaniyor?" **Journal of Language and Linguistic Studies** Vol.4, No.2, October

Kaplan. B.R. (2002), **The Oxford handbook of applied lainguistics**, Oxford university press.

"Kapsam ve Sıralama First English", (2009), http://dyned33.spaces.live.com/, (03.04.2010)

"Kapsam ve Sıralama English for Succes", (2009) http://dyned33.spaces.live.com/, (03.04.2010)

Kenning, M. J., & Kenning, M. M. (1983), **An introduction to computer-assisted language learning.** Oxford: Oxford University Press.

Kern, R. & Warschauer, M, (2000), "Theory and practice of network-based language teaching." **Network-based language teaching: Concepts and practice** (1-19). Cambridge: Cambridge University.

Keser, H. (1988), **Bilgisayar Destekli Eğitim İçin Bir Model Önerisi**, Yayımlanmamış Doktora Tezi, Ankara Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara,

Keskin, B. (2003), **Erzurum İlinde Görev Yapan Ortaöğretim Fen ve Matematik Alanları Öğretmenlerinin Bilgisayar Destekli Eğitime Yönelik Görüşleri ve Bilgisayara Karşı Tutumlarının Analizi**, Yayımlanmamış Yüksek Lisans Tezi, Atatürk Üniversitesi, Fen Bilimleri Enstitüsü, Erzurum.

Kızıldağ, Ayşe, (2009), "Teaching English in Turkey: Dialogues with teachers about the challenges in public primary schools", **International Electronic Journal of Elementary Education,** Vol.1, Issue 3, June.

Kızılırmak, F. (2008), **İlköğretim İngilizce Öğretmenlerinin Bilgisayar Destekli Eğitime İlişkin Görüşleri (Isparta İli Örneği),** Yayınlanmamış Yüksek Lisans Tezi, Süleyman Demirel Üniversitesi, Sosyal Bilimler Enstitüsü, Isparta.

Klassen, J. & Milton, P. (1999), "Enhancing English language skills using multimedia: Tried and tested.", **Computer assisted language learning**, 12, (4), 281-294.

Knowles, L. (2004), "The Evolution of CALL", **Language Magazine**, August, http://www.dyned.com/pdf/Teacher-Guides/TGTHEORY.PDF (03.01.2010).

_____ (2008), "A Brain-based Theory of Language Acquisition: RHR", **Language Magazine,** http://www.csclearning.com/PDF/Curricula/DynEd/A%20Brain-based%20Theory%20of%20Language%20Acquisition%20-%20RHR.pdf, (11.01.2010)

Kocaman, F. (2008), **İlköğretim İngilizce Öğretmenlerinin Öğretim Yazilimlarini Kullanma Düzeyleri (Burdur İli Örneği),** Yayınlanmamış Yüksek Lisans Tezi, Süleyman Demirel Üniversitesi, Sosyal Bilimler Enstitüsü, Isparta.

Lam, Y. (2000), "Technophobilia vs. technophobia: A preliminary look at why second language teachers do or do not use technology in their classrooms", **Canadian Modern Language Review**, 56, (389-420).

Larsen-Freeman, D., (1986), **Techniques and principles in language teaching**, Oxford: Oxford University Press.

Lee, K.C. (2001), **Selecting and integrating CALL software programs into the EFL classroom.** Paper presented at the 2001 ITMELT conference. http://www.elc.polyu.edu.hk/conference/papers2001/lee.htm (04.01.2010).

Lee, J. F., & VanPatten, B. (2003), **Making communicative language teaching happens** (2nd ed.). New York: McGraw Hill.

Levy, M. (1997), **Computer assisted language learning; Context and conceptualization.** Clarendon Press: Oxford.

_____ (2005). "Why call CALL "CALL"?," **Computer Assisted Language Learning**, 18 (3), 143-149.

Loyd, B. H., & Gressard, C. (1984). "The effect of sex, age, and computer experience on computer attitudes", **AEDS Journal**, 18 (2), (67-77).

Maddison, P., & Maddison, A. (1987), "The current position in microcomputer hardware and software" In D. Hainline (Ed.), **New developments in computer-assisted language learning** (1-9). NewYork: Nichols Publishing Company.

Marcinkiewicz, H. R. (1994), "Computers and teachers: Factors affecting computer use in the classroom." **Journal of Research on Computing in Education**, *26*, (220). (05.01.2010).

Marmolin, H. (1991), "Multimedia from the perspectives of psychology" In Kjelldahl, L. (Ed.), **Multimedia: System, interaction, and application** (39-52.), NY: Berlin.

Marshall. Cahherine & Rossman. B. Gretchen. (1999), **Design qualitative research,** United Kingdom, Sage publications.

Masgoret, A.M., & Gardner, R.C. (2003), "Attitudes, motivation, and second language learning: a metaanalysis of studies conducted by Gardner and associates", In Z. Dörnyei (Ed.), **Attitudes, Orientations, and Motivations in Language Learning**. (167-210). Massachusetts: Blackwell Publishing.

McMeniman, M & Evans, R. (1998), "Call through the eyes of teachers and learners of Asian language. Panacea or business as usual?" **CALL-EJ Online**, 2 (I) http://www.lerc.ritsumei.ac.ip./callei/index.html. (09.01.2010).

MEB, (2007a) "DynED ingilizce Dil Eğitim Sistemi", No. B.0.08.İGM.0.08.01.01-320/14905, 17/09/2007, http://mebides.meb.gov.tr/files/bakan_onayi.pdf (04.01.2010).

MEB, (2007b), "Bakan Onayı, DynEd İngilizce Dil Eğitimi Sistemi" (Minister Certificate for Dyned English Language Teaching System), No. B.0.08.İGM.0.08.01.01-320/14905 (04.01.2010).

MEB, (2007c), "Bakan Onayı, DynEd İngilizce Dil Eğitimi Sistemi" (Minister Certificate for Dyned English Language Teaching System), No. B.08.0.İGM.0.08.01.01.320/20759 (04.01.2010).

Merisuo-Storm, T. (2006), "Pupils' attitudes toward foreign language learning and the development of literacy skills in bilingual education", **Teaching and Teacher Education**, 23 (2), (226-235).

Miles, M. B. & Huberman, A. M. (1994), **Qualitative Data Analysis** (second edition), , USA Sage.

"Multiple Regression", Data Mining, Predictive Analytics, Statistics, StatSoft Electronic Textbook, http://www.statsoft.com/textbook/multiple-regression/, (11.04.2010).

Onsoy, S. (2004), **Students' and Teachers' Attitudes towards the Use of Computer-Assisted Language Learning at the Preparatory School of Celal Bayar University,** Unpublished master thesis, Bilkent University: Ankara, Turkey.

Oppenheim, A. N. (1992), **Questionnaire Design, Interviewing and Attitude Measurement**, Pinter Pub Ltd, Great Britain.

Ozdemir, F. E. (2007), "An Evaluation of Time for English 4, The 4th Grade English Coursebook for Public Schools", Unpublished Master□s Thesis, Middle East Technical University Graduate School of Social Sciences, Ankara.

Özerol, Gülsüm. (2009), **Perceptions of EFL Primary School Teachers towards Call,** Unpublished master thesis, Çukurova University, Adana, Turkey.

Palaigeorgiou, G. E., Siozos, P.D., Konstantakis, N.I., & Tsoukalas, I.A. (2005), "A computer attitude scale for computer science freshmen and its educational implications", **Journal of Computer Assisted Learning**, 21, (330-342).

Patton, M. Q. (2002), **Qualitative research and evaluation methods**, (3rd ed.), Sage, London.

Pennington, M. C. (Ed.), (1996), **The power of CALL**, Houston, TX: Athelstan.

Pilus, Z. (1995), "Teachers' interest in CALL and their level of computer literacy: Some implications", **CALL EJ Online**, 9(3), http://www.lerc.ritsumei.ac.jp/ callej/index.html (04.01.2010).

Reed, F. (1992), "Toward a reconceptionalization of attitudebehavior consistency", **Social Psychology Quarterly**, *55*(2), 205216.

"Regression Analysis", Wikipedia, http://en.wikipedia.org/wiki/Regression_analysis, (11.04.2010)

Reinen, I. J., & Plomp, T. (1993), "Some gender issues in educational computer use: results of an international comparative survey", **Computers and Education**, 20 (4), (353-365).

Richards, J. (1998), **Beyond training,** New York: Cambridge University Press.

Richards, J., & Rodgers, T., (2001), **Approaches and methods in language teaching** (2nd ed.). Cambridge: Cambridge University Press.

Roed J. (2003), "Language Learner Behaviour in a Virtual Environment," **Computer Assisted Language Learning**, Vol. 16, No. 2-3, July, (155-172)

Robinson, G. L. (1991), "Effective feedback strategies in CALL: Learning theory and empirical research" In P. Dunkel (Ed.), **Computer-assisted language learning and testing: Research issues and practice** (155-167). New York: Newbury House.

Rokeach, M. (1967), "Attitude change and behavior change", **The Public Opinion Quarterly,** *30* (4), (529-550).

Rosetta Stone Language Library, "The Rosetta Stone Online-Computer Aided Language Courseware", http://www.trstone.com/contact/main.shtml, (05.04.2010)

Ruane, J. M. (2005), **Essentials of Research Methods**, India: Blackwell Publishing.

"Sample", Wikipedia, http://en.wikipedia.org/wiki/Sample_(statistics), (01.04.2010)

Savenye, W.C. (1993), "Measuring Teacher Attitudes toward Interactive Computer Technologies", Paper Presented at **the Annual Conference of the Association for Educational Communications and Technology**, New Orleans.

Schofield, J. W. (1995), **Computers and classroom culture.** Cambridge: Cambridge University Press.

Schottenbauer, M. A., Rodriguez, B. F., Glass, C. R., & Arnkoff, D. B. (2004), "Computers, anxiety, and gender: an analysis of reactions to the Y2K computer problem", **Computers in Human Behavior**, 20, (67-83).

Shamoail, E. (2005), **Teachers' Perceptions and Experiences in Adopting "Blackboard" Computer Program in a Victorian Secondary School: A Case Study**, Ph. D. Dissertation, University of Victoria, Australia. http://wallaby.vu.edu.au/adtVVUT/uploads/approved/adtVVUT20060117.152352/public/01front.pdf, (18.12.2009).

Smith, B. (2003). "Computer-mediated negotiated interaction: An expanded model", **The Modern Language Journal**, 87, (39-53).

Sokolik. M. (2001). "Computers in language teaching", **Teaching English as a second or foreign language,** Boston, Heinle&Heinle(477-488).

Soo, K. (1998), Cost effective ESL instruction with interactive video: The MCALL project. http//:php.indiana.edu/-ksoo/JEMH.html.

Stewart I.A.D. and File P. (2007), "Let's Chat: A Conversational Dialogue System For Second Language Practice", **Computer Assisted Language Learning**, Vol. 20, No.2, April (97-116),

"Success Stories", DynEd, http://www.dyned.com/business/success.shtml, (03.04.2010)

Szendeffy, J. (2005), **A practical guide to using computers in language teaching**. Michigan: University of Michigan.

Smith, B., Caputi, P., & Rawstorne, P. (2000), "Differentiating computer experience and attitudes toward computers: an empirical investigation", **Computer in Human Behavior**, 16, (59-81).

Suh, S. (2004), "Technology Training and English Language Teacher Education in Korea," **Proceedings of CLaSIC, PacCALL 2004 Online Conference Proceedings**, (1040-1048) http://www.paccall.org/2004/2004conference_proceedings.php

Tannenbaum, R. (1998), **Theoretical Foundations of Multimedia**, New York: Computer Science Press.

Thurstone, L. L. Comment. (1946) **American Journal of Sociology**, *50*, (39-40).

Tılfarlıoğlu, Filiz Yalçın, and Öztürk, Ali Rıza, (2007), "An Analysis of ELT Teachers' Perceptions of Some Problems Concerning the Implementation of English Language Teaching Curricula in Elementary Schools", **Journal of Language and Linguistic Studies,** Vol.3, No.1, April

Tick, A. (2006), **From Computer Assisted Language Learning to Computer Mediated Language Learning**, paper presented at the 4th Slovakian-Hungarian Joint Symposium on Applied Machine Intelligence, Herlany, Slovakia. http://bmf.hu/conferences/saci2006/Andrea_Tick.pdf (19.12.2009).

Timucin, M. (2006), "Implementing CALL in an EFL context," ELT Journal, Vol. 60, No. 3, (262-271).

Tozcu A. and Coady J. (2004) "Successful Learning of Frequent Vocabulary Through CALL also Benefits Reading Comprehension and Speed," **Computer Assisted Language Learning,** Vol. 17, No. 5, December, (473-495).

Tuzcuoglu, U. (2000), **Teachers' attitudes towards using computer-assisted language learning (CALL) in the Foreign Language Department at Osmanpasa University**, Unpublished master thesis, Bilkent University: Ankara, Turkey.

Underwood, J. (1984), **Linguistics, computers and the language teacher: a communicative approach,** Rowley, MA: Newbury House.

Usun, S. (2000), **Dünyada ve Türkiye'de Bilgisayar Destekli Öğretim**, Ankara: PegemA Yayıncılık.

Van Braak, J., Tondeur J. & Valcke M. (2004), "Explaining different types of computer use among primary school teachers" **European Journal of Psychology of Education** 19(1), (407–422).

Varlı. A.K, (2000) "A Study into English Language Teaching in Turkey: Assessing competencies in Speaking and Writing" Ph.D dissertation, University of Bristol. England.

Vaughan, T., (1998), **Multimedia: Making it Work**, Osborne: McGraw Hill.

Warschauer, M. (1996). "Computer-assisted language learning: An introduction" **Multimedia language teaching** (3-20). Tokyo: Logos International.

_____ (2000), "The death of cyberspace and the rebirth of CALL," **English Teachers' Journal**, Vol. 53, (61-67) http://www.gse.uci.edu/markw/cyberspace.html, (14.08.2009)

_____ (2002), "A developmental perspective on technology in language education", **TESOL Quarterly**, 36(3), http://www.gse.uci.edu/person/ warschauer_ m/developmental.html (09.01.2010)

_____ (2004), "Technological change and the future of CALL" **New Perspectives on CALL for Second and Foreign Language Classrooms,** Mahwah, NJ: Lawrence Erlbaum Associates (15-25).

Warschauer, M., & Healey, D. (1998). "Computers and language learning: an overview." **Language Teaching**, 31, 57-71.

Wenden, A.L. (1991), **Learner strategies for learner autonomy**. London: Prentice Hall.

"What makes DynEd so special", (2010), http://dynednevsehir.googlegroups.com/web/ what+makes+DynEd+so+special.pdf?gda=qEZnW1QAAADKsvoceKL3oEXf6G ohjERZadAHdUHjjytlTgLoId_GYw6ZQ59KWtVGL-g_MNm8Y7vr82ffk7z2ju 2q2S29bGyIUwk_6Qi3BU8HCN0q6OYwM4v2--UXOPZXEVGcn2mc21o, (04.03.2010)

White, W. (2007), "Self-alienation, the language of discontent", **Curriculum and Teaching Dialogue***,* 1&2, (149-155).

Wigans M. L. & Bender, C.L., Maushak, N., (1999), "Technology, teachers and students in Iowa high schools," A paper presented at **the American Education Communications & Technology Conference,** San Antonio, TX.

Williams, B. & Burden, R.L (1997), **Psychology for Language Teachers,** Cambridge: Cambridge University Press.

Yi-dong, J. (2007), "Multiple roles of the teacher in CALL". **US-China Foreign Language**, Vol. 5, No. 8, (60-63).

Zereyalp, A. S., (2009), **EFL Teacher Educators' Attitudes towards Call: Case of Turkish State Universities**, Unpublished master thesis, Çukurova University, Adana, Turkey.

Zimbardo, P. & Leippe, M. (1991), **The Psychology of Attitude Change and Social Influence. Stanford University**, New York: McGraw-Hill.

Zheng, D. (2003), "Teachers' Perception of Using Instructional Technology in the classroom," A paper presented at **the annual meeting of the American Educational Research Association**, Chicago, IL.

APPENDICES

APPENDIX 1: QUESTIONNIRE

TEACHERS' ATTITUDES TOWARDS THE "DYNED" IN PRIMARY EDUCATION IN TURKEY: FROM 4TH TO 8TH GRADES

Dear Colleagues,

I am a teacher of English at Arsin Atatürk primary education, Trabzon and have been doing my master in the Department of English Language and Literature in Karadeniz Technical University. The purpose of this study is to report on the attitudes of teachers towards the DynEd. Your answers are of the highest value to me, and they will constitute the backbone of this master study. ALL RESPONSES WILL BE KEPT STRICTLY CONFIDENTIAL AND ALL RESPONDENTS ANANYMOUS. NO ONE OF THE RESPONDENTS WILL BE REVEALED IN ANY WAY IN THE STUDY. Thank you in advance for your co-operation.

Alptekin Muhammed YİĞİT
Karadeniz Technical University
English Language and Literature
Applied Linguistics
Master Program
Trabzon
E-Mail: alptekinyigit@yahoo.com

A. PERSONAL INFORMATION

1. Gender The City You're Working In: _____

☐Male ☐Female

2. Age

☐20-29 ☐30-39 ☐40-49 ☐50 and above

3. How many years have you been teaching English?

☐1-5 years ☐6-10 years ☐11-15 years ☐16-20 years ☐ More than 20 years

B. COMPUTER USE

1. Do you have the computer at home?

☐Yes ☐No

1. If your answer is yes,

2. Does your computer have the internet connection?

☐Yes ☐No

3. How often do you use the computer?

☐Less than 1 hour per week

☐1-3 hours per week

☐4-6 hours per week

☐7-9 hours per week

☐10 hours and more per week

4. For what purposes do you use the computer? (You can tick more than one choice.)

☐E-mail ☐Games☐Developing Learning Materials

☐Online Shopping☐Fun☐Writing Documents Using Office Programs

☐Surfing☐Chatting ☐Reading Newspapers

☐Listening Music

5. Have you ever attended a seminar or training program on using the computer?

☐Yes ☐No

C. COMPUTER COMPETENCE OF TEACHERS

1. Please indicate your current computer competence level (both your knowledge of and skill in using computers) regarding each of the following statements.

	No Competence	Little Competence	Moderate Competence	Much Competence	Very Much Competence
1. Install new software on computer	1	2	3	4	5
2. Use a printer	1	2	3	4	5
3. Use office programs (Word, etc.)	1	2	3	4	5
4. Use the internet for communication	1	2	3	4	5
5. Solve simple problems in operating computers	1	2	3	4	5
6. Select, evaluate and use an educational software	1	2	3	4	5
7. Teaching your students with CALL materials	1	2	3	4	5
8. Creating or developing your own CALL materials	1	2	3	4	5
9. Maintaining CALL materials that you have developed or published on the Internet (if you have not, do not answer)	1	2	3	4	5

D. ATTITUDES TOWARDS CALL

1. Please select your agreement to these sentences. Please tick only one choice.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1) I like using the computer while teaching English.	1	2	3	4	5
2) Computers allow for saving time and power during English classes.	1	2	3	4	5
3) I'm of the opinion that computers are motivating students to study more to learn English.	1	2	3	4	5
4) While using visual elements related to my classes, I prefer applying them through the computer to applying them by hand.	1	2	3	4	5
5) I think that computer use is suitable for many English learning activities.	1	2	3	4	5
6) I'm of the opinion that computers improve students' level of language learning.	1	2	3	4	5
7) Using computer technology within classes makes the subject more entertaining.	1	2	3	4	5
8) *In general, I don't think* that I need the computer in my own classes.	1	2	3	4	5

E) THE USE OF THE DYNED

1. Do you use the DynEd in your school?

☐Yes ☐No

2. Is there enough equipment (laboratory, etc.) in your school to use the DynEd?

☐ Yes ☐ No

2. If your answer to the question is yes;

3. Can the DynEd be effectively used by students in your school?

☐ Yes ☐ No

If your answer is no, please indicate the reason.

……

……

……

4 Have you ever attended a seminar or training program related to the use of DynEd before?

☐ Yes ☐ No

5. Do you monitor and follow the website of the ministry, and other pages on the internet related to the use of the DynEd?

☐ Yes ☐ No

6. Do you follow progress of your students on the DynEd?

☐ Yes ☐ No

F) ATTITUDES TOWARDS DYNED

1. Please select your agreement to these sentences. Please tick only one choice.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I like using DynEd in teaching English.	1	2	3	4	5
2. The use of the DynEd increases English learning speed of students.	1	2	3	4	5
3. DynEd increases students' self-confidence to use English inside and outside the classroom.	1	2	3	4	5
4. DynEd motivates students to learn English.	1	2	3	4	5
5. I am able to follow my students' level with the DynEd at all time.	1	2	3	4	5
6. When I compare language learning with the DynEd in a laboratory environment to a traditional class environment, I think that my students are having more fun with the DynEd.	1	2	3	4	5
7. My students who use the DynEd have improved their English reading skill.	1	2	3	4	5
8. My students who use the DynEd have improved their English listening skill.	1	2	3	4	5
9. My students who use the DynEd have improved their English speaking skill.	1	2	3	4	5
10. My students who use the DynEd have improved their English writing skill.	1	2	3	4	5
11. Computer use with the DynEd has made it easy for the students to learn English.	1	2	3	4	5
12. Exercises included in the DynEd improve students' critical thinking qualifications.	1	2	3	4	5

2. What are the factors that make teachers abstain from using the DynEd? (You may tick more than one choice)

☐ **Insufficient computer laboratory access.**
☐ **Insufficient equipments (number of computers, microphones, headphones, etc.)**
☐ **Lack of competence of teachers on the matters of using the computer and DynEd.**
☐ **Lack of competence of students on the matters of using the computer and DynEd.**
☐ **Lack of technical support.**
☐ **Lack of teacher training programs related to the use DynEd.**
☐ **School administrations do not support DynEd application**
☐ **The teachers aren't familiar with DynEd program.**
☐ **The students don't have computers at their home.**

THANK YOU FOR YOUR PARTICIPATION AND CONSIDERATION

APPENDIX 2: ANKET

TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMENLERİNİN "DYNED'E" BAKIŞ AÇISI

Değerli Meslektaşlarım,

Trabzon'da Arsin Atatürk İlköğretim okulunda İngilizce öğretmeni olarak görev yapıyorum. Aynı zamanda Karadeniz Teknik Üniversitesi İngiliz Dili ve Edebiyatı Bölüm'ünde yüksek lisans yapmaktayım. Bu çalışmamın amacı Türkiye'deki ilköğretim İngilizce öğretmenlerinin kamu ilköğretim okullarında 4-8. sınıflarda uygulanan bilgisayar destekli yabancı dil programı olan **"DynEd'e"** bakış açılarını araştırmaktır. Anketten elde edilecek veriler doğrultusunda, sistemin iyileştirilmesi yönünde çözüm ve tavsiyeler üretilmeye çalışılacaktır.

BU ÇALIŞMADAN ELDE EDİLEN BİLGİLER KESİNLİKLE GİZLİ KALACAK VE BİLİMSEL ÇALIŞMA DIŞINDA KULLANILMAYACAKLARDIR.

Çalışmaya katkılarınızdan dolayı teşekkürlerimi sunarım.

Alptekin Muhammed YİĞİT
Karadeniz Teknik Üniversitesi
İngiliz Dili ve Edebiyatı
Uygulamalı Dil Bilimi
Yüksek Lisans Programı
Trabzon
E-Posta: alptekinyigit@yahoo.com

A. KİŞİSEL BİLGİ

1. Cinsiyet Görev Yaptığınız İl:_____

☐Erkek ☐Kadın

2. Yaş

☐20-29 ☐30-39 ☐40-49 ☐50 ve üzeri

3. İngilizceyi kaç yıldır öğretiyorsunuz?

☐1-5 yıl ☐6-10 yıl ☐11-15 yıl ☐16-20 yıl ☐20 yılın üzerinde

B. BİLGİSAYAR KULLANIMI

1. Evde bilgisayarınız var mı?

☐Evet ☐Hayır

1. Soruya cevabınız evet ise,

2. Bilgisayarınızın internet bağlantısı var mı?

☐Evet ☐Hayır

3. Bilgisayarı ne sıklıkla kullanıyorsunuz?

☐Haftada 1 saatten az

☐Haftada 1-3 saat

☐Haftada 4-6 saat

☐Haftada 7-9 saat

☐Haftada 10 saat ve üzeri

4. Bilgisayarı ne için kullanıyorsunuz? (Birden fazla seçeneği işaretleyebilirsiniz.)

☐E-mail ☐Oyun☐Öğretim Materyali Geliştirme

☐Online Alışveriş☐Eğlenme☐Ofis Programları ile evrak yazma

☐İnternette Gezme☐Sohbet ☐Gazete okuma

☐Müzik

5. Şimdiye kadar hiç bilgisayar kullanımı ile ilgili bir seminer ya da eğitim programına katıldınız mı?

☐Evet ☐Hayır

C. ÖĞRETMENLERİN YETERLİLİKLERİ

1. Lütfen şu anki bilgisayar yeterlilik seviyenizi (hem bilgi hem de bilgisayar kullanma becerisi açısından) her cümleyi tek tek dikkate alarak belirtiniz. 1-5 arası tek bir değer veriniz.

	Kesinlikle Yetersizim	Yetersizim	Az yeterliyim	Yeterliyim	Kesinlikle Yeterliyim
1.Yeni bir yazılım programını (CD vb) bilgisayara kurma konusunda	1	2	3	4	5
2. Yazıcı kullanmada	1	2	3	4	5
3. Ofis programlarını kullanmada (Word vb)	1	2	3	4	5
4. İnterneti kullanmada (örneğin e-mail)	1	2	3	4	5
5. Bilgisayar kullanırken oluşan basit problemleri çözebilme konusunda	1	2	3	4	5
6. Bir eğitim yazılımını kullanma konusunda	1	2	3	4	5
7. Öğrencilerinize İngilizceyi bilgisayar destekli dil öğrenim materyalleri ile öğretmek konusunda	1	2	3	4	5
8. Kendi bilgisayar destekli dil öğrenim materyallerini oluşturma konusunda	1	2	3	4	5
9. (Eğer daha önce bilgisayar destekli dil öğrenim materyali hazırlamadıysanız bu soruyu yanıtlamayınız.) Geliştirdiğiniz ya da internette yayınladığınız bilgisayar destekli Dil öğrenim materyallerini sürdürmek konusunda	1	2	3	4	5

D.BİLGİSAYAR DESTEKLİ DİL ÖĞRENİMİNE KARŞI ALGILAR

1. Lütfen bu cümlelere katılımınızı oranlayınız. Lütfen tek seçeneği işaretleyiniz

	Kesinlikle Katılmıyorum	**Katılmıyorum**	**Kararsızım**	**Katılıyorum**	**Kesinlikle Katılıyorum**
1) İngilizce öğretirken bilgisayar kullanmayı seviyorum.	1	2	3	4	5
2) Bilgisayarlar, İngilizce derslerinde zaman ve güçten tasarruf sağlar.	1	2	3	4	5
3) Bilgisayarlar öğrencileri İngilizce öğrenmek için daha çok çalışmaları konusunda motive edici olduğu kanısındayım.	1	2	3	4	5
4) Derslerimle ilgili görsel öğeleri kullanırken bunları elle yapmaktansa bilgisayarla yapmayı tercih ederim.	1	2	3	4	5
5) Bilgisayar kullanımının birçok İngilizce öğrenme aktivitesi için uygun olduğunu düşünüyorum.	1	2	3	4	5
6) Bilgisayarların, öğrencilerin dil öğrenme seviyelerini geliştirdiği kanısındayım.	1	2	3	4	5
7) Sınıfta bilgisayar teknolojisini kullanmak konuyu daha eğlenceli hale getirir.	1	2	3	4	5
8) Genelde kendi sınıflarımda bilgisayara ihtiyacım olduğunu *düşünmüyorum.*	1	2	3	4	5

E) DYNED KULLANIMI

1. DynEd İngilizce öğretim programını okulunuzda kullanıyor musunuz?

☐Evet ☐Hayır

2. Okulunuzda öğrencilerin DynEd programını kullanabileceği bir ortam (laboratuvar vb) var mı?

☐Evet ☐Hayır

2. Soruya yanıtınız evet ise;

3. DynEd programı bu ortamda öğrenciler tarafında etkin bir şekilde kullanılabiliyor mu?

☐Evet ☐Hayır

Yanıtınız hayır ise nedenini lütfen belirtiniz.

……

……

……

4 Şimdiye kadar hiç DynEd programının kullanımı ile ilgili bir seminer ya da eğitim programına katıldınız mı?

☐Evet☐Hayır

5. DynEd programının kullanımı ile ilgili bakanlığın web sitesini, internetteki diğer sayfaları vb. gözlemliyor ve takip ediyor musunuz?

☐Evet☐Hayır

6. DynEd programını kullanan öğrencilerinizin ilerleme durumlarını program üzerinden takip ediyor musunuz?

☐Evet☐Hayır

F) DYNED'E KARŞI ALGILAR

1. Lütfen bu cümlelere katılımınızı oranlayınız.

	Kesinlikle Katılmıyorum	**Katılmıyorum**	**Kararsızım**	**Katılıyorum**	**Kesinlikle Katılıyorum**
1) İngilizce öğretirken DynEd'i kullanmayı seviyorum.	1	2	3	4	5
2) DynEd programının kullanımı öğrencilerin İngilizce öğrenme hızını arttırıyor.	1	2	3	4	5
3) DynEd programı öğrencilerin sınıf içi ve dışında İngilizceyi kullanmaları için kendilerine olan güvenlerini arttırıyor.	1	2	3	4	5
4) DynEd programı öğrencileri İngilizce öğrenmeye karşı motive ediyor.	1	2	3	4	5
5) DynEd programı ile öğrencilerimin seviyesini sürekli takip edebiliyorum.	1	2	3	4	5
6) Geleneksel sınıf ortamı ile laboratuar ortamında DynEd ile dil öğrenimini karşılaştırdığımda öğrencilerimin daha çok eğlendiğini düşünüyorum.	1	2	3	4	5
7) DynEd kullanan öğrencilerimin İngilizce okuma yeterlilikleri arttı.	1	2	3	4	5
8) DynEd kullanan öğrencilerimin İngilizce dinleme yeterlilikleri arttı.	1	2	3	4	5
9) DynEd kullanan öğrencilerimin İngilizce konuşma yeterlilikleri arttı.	1	2	3	4	5
10) DynEd programını kullanan öğrencilerimin İngilizce yazma yeterlilikleri arttı.	1	2	3	4	5
11) DynEd ile bilgisayar kullanımı öğrencilerin İngilizce öğrenmesini kolaylaştırdı.	1	2	3	4	5
12) DynEd programındaki alıştırmalar öğrencilerin eleştirel düşünme yeterliliklerini geliştirir.	1	2	3	4	5

2. Size göre ilköğretim İngilizce sınıflarında DynEd İngilizce dil eğitimi programını uygularken karşılaşılan en büyük engeller/dezavantajlar nelerdir? (birden fazla seçenek işaretleyebilirsiniz)

☐ **Yetersiz bilgisayar laboratuvarı erişimi**

☐ **Yetersiz donanım (bilgisayar sayısı, kulaklık vb.)**

☐ **Öğretmenlerin bilgisayarı ve programı kullanma noktasındaki yetersizlikleri**

☐ **Öğrencilerin bilgisayarı ve programı kullanma noktasındaki yetersizlikleri**

☐ **Teknik destek eksikliği**

☐ **DynEd programının kullanımı ile ilgili öğretmen eğitim programı eksikliği**

☐ **Okul idarecilerinin DynEd'i desteklememesi**

☐ **Öğretmenlerin DynEd programa aşina olmayışı**

☐ **Öğrencilerin ev ortamında bilgisayarlarının olmaması**

KATILIMINIZ VE İLGİNİZ İÇİN TEŞEKKÜR EDERİM

APPENDIX 3: INTERVIEW QUESTIONS

1. Do you think that you and your students have enough competence on using and implementing the DynEd? If you or your students do not, on what points do you and your students have deficiencies? For example, are you able to import or export students' name and monitor students on the DynEd?

2. Are you able to use the DynEd effectively at your school? If you are, in what ways do you use it? E.g. How many hours per week, etc.

3. Are there any factors that affect your use of the DynEd in an effective way? Please specify them if any.

4. Considering applications, what do you think are the advantages and disadvantages of using the DynEd program in English classes at primary education?

5. What do you think should be done in order to use the DynEd effectively at primary education in Turkey?

APPENDIX 4: MÜLAKAT SORULARI

1. DynEd programını kullanma ve uygulama noktasında kendinizi yeterli görüyor musunuz? Yetersiz görüyor iseniz hangi noktalarda yetersiz görüyorsunuz? Örneğin programa öğrencileri ekleme, çıkarma, öğrencileri takip vb. yapabiliyor musunuz?

2. DynEd programını okulunuzda etkili bir biçimde kullanabiliyor musunuz? Eğer kullanabiliyorsanız nasıl kullanıyorsunuz? Haftada kaç saat vb.

3. DynEd programını etkin bir şekilde kullanmanızı etkileyen durumlar var mı? Var ise nelerdir?

4. Uygulamalarınızı da göz önüne alırsanız sizce İlköğretim okullarındaki İngilizce derslerinde DynEd programını kullanmanın ***faydaları*** ve ***zararları*** nelerdir?

5. Sizce DynEd programını etkili bir şekilde ülkemizdeki ilköğretim okullarında uygulayabilmek için neler yapılmalı?

APPENDIX 5: PERMISSION E-MAIL FOR ADAPTATION OF THE QUESTIONNAIRE AND INTERVIEW QUESTIONS

The following message is the e-mail correspondence with Gülsüm Özerol in regards to using and adapting her questionnaire and interview questions.

In a message dated Fri, Jan 22, 2010 at 9:24 PM, masterofroses@gmail.com writes
İyi günler Alptekin hocam,

Öncelikle anket ve mülakat sorularımı kullanma isteğinizin beni çok memnun ettiğini belirtmek isterim. Referans olarak gösterip, tezinizin veri araçları bölümünde de bahsettikten sonra tabi ki tezimdeki anketimden ve mülakat sorularımdan yararlanabilirsiniz. Ancak şunu da belirtmek istiyorum kendi tezimde kullandığım ankette Braul, Omar Ali, Albirini ve Levy'nin çalışmalarında kullandıkları anketlerden adaptasyonlar yaptım ben de kendilerinden izinlerimi almıştım. İsterseniz bu durumdan da tezinizde bahsediniz sonuçta soruların temel kaynaklarını bu araştırmacılar oluşturmaktalar.

Şu an yürütmekte olduğum çalışma da hala veri toplama aşamasında ve henüz bir yayın değil. Bu sebepten sanırım referans olarak gösteremezsiniz hocam. Ancak bu maili referans gösterebilir ve o sorulardan da yararlanabilirsiniz. Bu soruları hazırlarken de kendi tezimdeki anketten ve Nelina V. Lares, Sharonne L. De Asis ve Walter H. Yudelmo'nun "Perception and Attitudes on the Dynamic English Program Among the First Years AHSE Students of the Emilio Aguinaldo College Manila An Exploratory Research" çalışmasındaki anketten yararlandım.
Size çalışmanızda başarılar diliyorum.
Saygılarımla.

Gülsüm ÖZEROL, MA.

APPENDIX 6: CONSENT FROM THE MINISTRY OF NATIONAL EDUCATION

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Eğitimi Araştırma ve Geliştirme Dairesi Başkanlığı

Sayı : B.08.0.EGD.0.07.00.00.311- 74 / 621 02/03/2010
Konu : Araştırma İzni

KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Sosyal Bilimler Enstitüsü)

İlgi : a) 16.02.2010 tarih ve B.30.2.KTÜ.0.41.00.00.90/143 sayılı yazı
b) 28.02.2007 tarih ve B.08.0.EGD.0.33.05.311-311/1084 sayılı Makam Onayı ile Uygulamaya Konulan "Millî Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi

Üniversiteniz Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Anabilim Dalı Uygulamalı Dil Bilimi Yüksek Lisans programı öğrencisi Alptekin Muhammed YİĞİT'in "İlköğretim İngilizce Öğretmenlerinin Kamu İlköğretim Okullarında 4-8. Sınıflarda Uygulanan Bilgisayar Destekli Yabancı Dil Programı (Dyned'e Bakış Açısı)" konulu araştırmasında kullanılacak veri toplama araçlarının İstanbul, Manisa, Antalya, Sivas, Amasya, Gaziantep, Bingöl, Ağrı, Trabzon ve Rize illerindeki ilköğretim okullarında görevli öğretmenlere uygulama izni talebi incelenmiştir.

Üniversiteniz tarafından kabul edilen onaylı bir örneği Bakanlığımızda muhafaza edilen (6 sayfa-52 sorudan oluşan) veri toplama araçlarının belirtilen illerdeki ilköğretim okullarında görevli öğretmenlere uygulanmasında bir sakınca görülmemektedir.

İlgi (b) Yönergenin 5. Maddesinin (o) bendi uyarınca taahhütnamenin ve araştırmanın bitiminde sonuç raporunun iki örneğinin Bakanlığımıza gönderilmesi gerekmektedir.

Bilgilerinizi ve gereğini rica ederim.

Dr. Halil Rahman AÇAR
Bakan a.
Daire Başkanı

EK :
1- Veri Toplama Aracı (1 Adet-6 Sayfa)
2- Okul Listesi (1 Adet-8 Sayfa)

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ
SAYI: 90/496 EK: 14
TARİH: 12.03.2010

GMK. Bulvarı No:109
06570 Maltepe/ANKARA
Tel : 0 312 230 36 44
Faks : 0 312 231 62 05
earged@meb.gov.tr | earged.meb.gov.tr

CURRICULUM VITAE

Alptekin Muhammed YİĞİT was born in Sivas in 1984. He graduated from Amasya Anatolia High School in 2002 and he graduated from Ege University English Language and Literature Department in 2006. He started to work as a teacher of English in Arsin Atatürk Primary School in Trabzon in 2007. He has been working as a teacher of English in Arsin Anatolia High School in Trabzon since 2010. He was granted Erasmus scholarship in 2005 and he was granted Comenius scholarship in 2009.