

MIDDLE SCHOOL ENGLISH LANGUAGE TEACHERS' PERCEPTIONS OF INSTRUCTIONAL TECHNOLOGY IMPLEMENTATION IN NORTH CYPRUS

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ABSTRACT

This study investigated the current state of instructional technology utilization in English Language classes at middle schools in North Cyprus. The study intended to reveal teacher's perceptions of contribution of technology to English classes. The participants of the study were 80 middle school English Language teachers. A questionnaire was prepared and used as the instrument for data collection. The results of the study revealed that although teachers are generally positive about technology use in English Language classes instructional technology implementation is below the desired rates due to some restrictions mainly lack of the technological means and lack of time. Those teachers that use technology frequently assert that the traditional technologies mostly provide good control over English Language teaching and improve vocabulary development and that the modern technologies provide interactive environment and improve English skills, while both types of technology increase the motivation of the students.

INTRODUCTION

It is a widely agreed fact that technology has unavoidably been well established in our lives. We live in an era that no one can imagine a proper life without the use of any technological means. While every single bit of our lives got its share of the huge technological improvements, over the last decades, education has represented a prominent field to be affected by the appealing technological developments. Educational settings have been significant environments for technology to fit in so far. Making use of educational technology has been inevitable to keep in step with the rapid changes in the contemporary educational systems and their targets. The field of education has quickly familiarized itself with technology, and the outcomes have been outstanding. Instructional technology offered quick and effective solutions to educational goals.

In 1975, Fraley and Vargas mentioned that, as the individuals of the modern and complicated world, the learners face many technological improvements, and challenges in responding these developments. They stated that, "To meet these challenges, today's instruction must be equally technological and sophisticated" (p.2). Today, many administrators and principals around the world attach a primary importance to technology in the design of school curriculums. At the present, recently reconstructed education system in North Cyprus, also intends to utilize technological facilities at all levels of education under the principles of a student-centered constructivist approach.

Background of the Study

Over the last few decades, foreign language teaching has welcomed many rapid changes. The most apparent change was that the traditional grammar-based instruction left its place to efforts of promoting communicative ability. Communicative approach caught on with its emphasis on the actual use of language, student engagement, interaction and contextualized discourse (Warschauer, 2000). As a result of this substantial change in language teaching, teachers needed extra aids to provide learners with the desired environments and foster exposition to authenticity. In the meantime, the emergence of new technological tools in foreign language teaching built teachers' hopes up to fulfill the requirements of communicative settings. Since then, "... technological innovations have significantly changed the scene where foreign language instruction takes place" (Salaberry, 2001, p.1). Today, the use of instructional technology is seen inevitable for effective outcomes in foreign language classrooms. Cakır (2006) assumes that technology is a part of society, thus, language teachers can not be far away from using it since they have the prior aim of addressing social needs.

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Context of the Study

Cyprus had been a British Colony until a bi-communal Cyprus Republic, comprised of Turkish and Greek Cypriots, was established in 1960. English had remained as one of the three official languages of the new republic together with Turkish and Greek. At the present, the two communities are separated each having administrations and foundations of their own both in the Northern and Southern parts of the Island. There had been no interaction between the two communities for more than thirty years; therefore young generations of the two communities are not familiar with each other's mother languages at all. Thus, English Language remains the only common means of communication and cooperation between the two communities. In the last century, English Language has been a world-wide common language, but both the history and the present situation in Cyprus specially increase its significance for people living on the island.

The education system in North Cyprus has been reconstructed recently and has gained a new frame. Generally speaking, the traditional teacher-centered education system has been replaced by a learner-centered emphasis with the major aim of "providing individuals with appropriate environments to improve themselves in all respects and raising generations who are open to new ideas, are continuously able to improve themselves, and obtaining confident individuals who are able to express their ideas freely" (Department of Educational Planning and Program Development, 2005). Furthermore, it has been stressed that students should be capable of using the information technology efficiently.

To attain the above objectives, teachers are expected to create learning environments in line with the students' interests and abilities, and provide interaction of the students with their environment. Teachers are also expected to utilize teaching methods with the understanding of learner-centered education and utilize technology efficiently.

In order to facilitate the needs of the contemporary education system, technologically equipped rooms to be used for language teaching and for other subjects are planned to be established. This type of technology rooms have already been built in a few schools and are being constructed in some other schools.

English is an essential course with at least seven 40-minute periods a week at middle school level. English Language Curriculum for middle schools, which has also been revised recently, depends on a four-skill (reading, writing, listening and speaking) based approach.

Problem Statement and Research Questions

English Language, which is considered as the key for reaching information and interacting with people all around the world, represents one of the fundamental components of the education system in North Cyprus as well. As a developing country, aiming to have effective communication and cooperation with other countries in the world, English Language Teaching (ELT) becomes a more crucial aspect to be considered. Warschauer and Meskill (2000) suggested that "With the advent of networked multimedia computing and the Internet, language teachers throughout the country have been warming up to using computers in the language classroom" (p.2). Another example from Venezuela stated by Mayora (2006) stresses that multimedia technology used in English classes results in motivating, productive and advanced lessons. Both examples demonstrate the integration of technology into teaching of English around the world. Is that the situation in North Cyprus as well?

The answer for the above question has not been answered because no such research has yet been conducted in North Cyprus. Therefore, the researchers intended to carry out the present study with the aim of providing scientific evidence about the implementation of instructional technology in English language lessons. In this context, the study intends to answer the following research questions:

1. How do the English teachers implement different forms of instructional technology in their classes?
2. How do the English teachers perceive any existing restrictions regarding the never or seldom use of instructional technology in their classes?
3. How do the English teachers perceive the contribution of instructional technology to their classes?
4. How do the English teachers perceive the necessity of using instructional technology in their classes?

Significance of the Study

Certainly, technology has gained a vital importance in satisfying the requirements of both the new Education System and the revised English Language Curriculum for English Language Teaching (ELT). However, there has been an obvious lack of evidence demonstrating the use of instructional technology in English Language classes in North Cyprus. This study aims at providing empirical evidence for the current state of technology use

in middle school English Language classes. It will open the gateway for further improvements in ELT in the country. Being aware of the current situation, it will be easier for both teachers and principals to fix any deficiencies and to improve the quality of teaching. The study will also alert teachers of English in terms of new improvements that they can implement in their classes to enhance student learning. The present study should be considered as significant since it aims at shedding light on the current state of technology use in ELT classes which has not been investigated earlier in North Cyprus. Furthermore, it will discover potential restrictions for technology use in classes. The current study also intends to explore how the contribution of instructional technology to English Language teaching is perceived by English teachers.

Limitations of the Study

This research is limited to the time when the data were collected; the situation investigated may change as time goes on. Furthermore, the researchers did not carry out any observation about the use of technology and teaching-learning methods in English Language classes. The responses to the questionnaire were self-reported by the participants, so the data collected rely on the participant teachers' perceptions of the existing situation.

REVIEW OF LITERATURE

Definition of Instructional Technology

As said by Abelle (1973), "Instructional technology may be viewed as the whole range of communications media available to supplement the traditional approach to the teaching-learning process" (p.610). Instructional technology (IT) was also defined by Seels and Richey (1994) as "the theory and practice of the design, development, utilization, management and evaluation of processes and resources for learning"(p.1). In 2000, Fardanesh uttered a simplified definition and referred instructional technology as "the knowledge of skillful execution of instruction" (p.3). According to Smaldino, Russell, Heinich, and Molenda (2005), "An instructional system consists of a set of interrelated components that work together, efficiently and reliably, within a particular framework to provide learning activities necessary to accomplish a learning goal" (p.21). In this study, the term instructional technology refers to both traditional (not electronic) and modern (electronic) technologies which organize instruction to provide a strong foundation for an efficient learning experience, and to deliver information in a well structured manner to endure learning.

Instructional Technology at the Service of Education

According to Lusty (1969), educational technology derived just after educators realized the need for solutions for 'here-and-now problems' rather than seeking for the perfect method of all for teaching. In Özhelvacı's (2003) view, an effective teaching lies beneath addressing to all five sense organs of the students. The more the teacher manages to address students' senses the better learning occurs. Therefore the key for this success is the instructional technology. According to İşman (2002), technology contributes to education by fostering faster distribution of information, providing individual learning situations, promoting permanent learning, representing a ground for project works and giving opportunity for global education.

Ferdig (2005) suggested some issues to be considered for good implementation of technology in education from a social constructivist perspective. First, he asserted that the innovation provided by technology should be authentic, interesting and challenging for the learners to be engaged in the subject matter. Second, he recommended that the innovation should give learners a sense of control. He went on to suggest that when students are in charge of their own learning, they become better learners. Ferdig also pointed out that it is important for learners to find the chance of active participation, collaboration and social interaction. In this way, learners can work together during the construction process of knowledge and attain more meaningful learning. Moreover, technology should lead learners to create artifacts since producing real solutions makes learners more aware of practical concepts of what they have learned. Lastly, technologies implemented in education should provide opportunity for publication, reflection and feedback. It is essential for learners to produce work on their new information, reflect on their learning and get feedback from others.

Instructional Technology and the Teacher

Without any doubt, teachers are the keys for bringing educational technology to life more efficiently. However, just like in any other field, there is always some resistance against new ideas and improvements in education as well. Teachers need to be enthusiastic about the innovations to overcome such possible prejudices. In this manner, teachers' attitudes towards the use of technology play an important role in integrating available facilities into teaching successfully.

Denson (2005) conducted a research on teachers' attitudes toward technology and revealed that the level of integration of technology into lessons depends on the skill levels of teachers in the use of technology. Teachers with higher skill levels integrated technology in their classes more frequently. Another study conducted by

Meskill, Mossop, DiAngelo, & Pasquale (2002) compared and contrasted eight novice and expert teachers. The results demonstrated that “Indeed, those novice teachers who had received “state of the art” training in classroom technologies use were less comfortable in their implementations than the more experienced who had no formal training with computers but had a great deal of classroom experience.” (Meskill et al., p.54). Arkin’s (2005) study on teachers’ attitudes towards technology use in vocabulary instruction revealed statistically significant differences between teachers who had undergone computer technology training and those who had not. His study suggested that simply providing appropriate technological means to the teachers does not assure the utilization of them. Findings highlighted the need for providing guidance, support and training for teachers in integrating technology into language instruction.

Dudeny and Hockly (2007) mentioned the term “technophobe” (p.8) referring to teachers who have hesitations towards utilizing new technologies. In their view, “a large part of the negative attitudes teachers have towards technology is usually the result of a lack of confidence, a lack of facilities or a lack of training, resulting in an inability to see the benefit of using technologies in the classroom” (p.9). As stated by Garrett (1991), “conservative teachers fear that the technology will weaken or interfere with their control of the class are willing to consider only those technology-based materials which perform electronically the most traditional teaching tasks” (p.92). On the other hand, skillful, knowledgeable, confident and enthusiastic teachers may face some external restrictions concerning technology integration such as lack of technical support, curriculum restrictions or lack of the suitable technological means in their schools (Usluel, Mumcu, & Demiraslan, 2007).

A study carried out with 150 English teachers on their attitudes to educational technology showed that in spite of teachers’ awareness of the importance of using educational technology, they are not willing to use it in their classes (Gömleksiz, 2004). A recent study in Cyprus with 100 science teachers indicated that only a small number of teachers have integrated educational technology resources in their lessons (Isman, Yaratana, & Caner, 2007).

As stated by Forrest (1993), “Technology is the state of the art in language teaching, and well-informed language teachers are seeking to avail themselves of information with respect to instructional possibilities and resource materials in this realm” (p.317).

Instructional Technology in Teaching Foreign and Second Languages

Technology use in language teaching is not a new concern. It dates back to the times at which blackboard was used as the one and only technological tool supplementing language instruction. The blackboard served as a perfect medium for teacher centered language classes which perfectly supported the approach of the grammar translation method in which the teacher acted like an orchestra leader and directed learners to perform mechanic translations. “The blackboard was later supplemented by the overhead projector, another excellent medium for the teacher dominated classroom” (Warschauer & Meskill, 2000, p.1). According to Harmer (2007), the overhead projector (OHP) and overhead transparencies (OHT) still retains their ‘unique versatility’ regardless of the newer and more popular technologies.

Alongside the blackboard and OHP, language teachers further investigated the ways to enliven the language classroom. Soon after, they started to make use of aids like flashcards, wall charts, posters and real objects in classrooms to promote visual quality in language learning. Haycraft (1978) referred to these visual aids as an addition to language teacher’s “armoury” (p.99).

Among the visual aids for the language classroom, magnet boards, flannel boards and authentic printed materials have also been the popular ones. According to Wright and Haleem (1991) “a great variety of language can be contextualized through the use of these visuals” (p.39). They further emphasized on the use of newspapers by saying that “Students must experience the flow of native language use and know how to do their best with it. The topicality of newspapers is relevant and so too is the reflection of the culture” (p.85).

The appearance of newer and more popular methods in language teaching brought new technologies along to be integrated into language instruction. For instance, the audio-tape was a chief component of the audio-lingual method with a focus on repetitive drills in the target language. The tape recorder mentioned as “an invaluable aid to the language learner and teacher” and was rated as “one of the most commonly used pieces of equipment” in the language classroom (Hubbard, Jones, Thornton, & Wheeler, 1983, p.122). As an alternative to the audio tape the phonograph, also known as the record player (Clarke as cited in Salaberry, 2001), and radio broadcasts (Wiph as cited in Salaberry, 2001) also served as instructional media for audio-based instruction. As a consequence of the audio-lingual era, language laboratories were being established rapidly in the early 1960’s and as reported in Salaberry’s (2001) retrospective study, they have been one of the most eye-catching

technological improvements for second language instruction so far. Numerous studies have been conducted questioning their practicality and many conclusions were put forward. In this respect Haycraft (1978) asserted that “There were those who attacked it as mechanical, soulless device which would eliminate the teacher, and as commercial gimmick which ‘conned’ the students into thinking they were being taught in a modern, and therefore effective, way” (p.113).

Television and video have also been major visual contributors to language teaching contexts. In Lonergan’s (1984) view, “video in the classroom offers exciting possibilities for language teaching and learning.” (p.1), and Çakır (2006) affirmed that besides the verbal language, it is important for the language learner to have the chance of concentrating on visual clues of language such as the attitudes, gestures, mimes and facial expressions. Results of the experimental study of Herron, Morris, Secules, and Curtis (1995), revealed that students using video based instruction showed higher skill levels than those using text-based instruction. In a previous study Secules, Herron, and Tomasello (1992) had also indicated that classes which used video tapes performed considerably higher in overall listening comprehension than did the classes which did not use video.

In 1970’s, language teachers started to question whether they were following the right path to reach the desired outcome, which was students being able to communicate in the target language (Larsen-Freeman, 2000). As a consequence, they came up with a conclusion that structural knowledge or repetitive drills did not work out for a communicative competence. Along with the emergence of the communicative approaches, the major change came to light and language teachers needed the help of instructional technology more than ever. Now, language instruction had to be more contextualized, students needed to face more real-life situations and there was further need for exposition to the actual usage of language. Technological improvements in the changing world of that time demonstrated a great assistance for meeting all of the above requirements and the computer technology has been a leading facilitator among all instructional technologies since the mentioned changes came to scene.

METHODOLOGY

Population and Sampling Procedures

The population was 253 English Language teachers serving in 30 middle schools in North Cyprus. Twenty-one schools were randomly selected from the total of 30 by using random cluster sampling method. Selection was conducted by writing the names of the schools on different pieces of papers, putting them in a container and then drawing lots.

Convenient sampling method was employed to determine the teachers who would take part in each of the schools already selected. Each selected school was visited at least twice in order to reach as many teachers as possible. At first, the questionnaire was administered to the available teachers. Some of the teachers were having lessons during the first visit and some of them were busy. Therefore, visiting the schools for a second time gave the opportunity to contact more teachers. To obtain equivalent samples from each type of schools, the researchers visited some of the schools for the third time when necessary. There were also some teachers who did not accept to participate in the study. As a result, the total number of English teachers targeted was 192, but only 80 teachers could take part in the survey.

Description of the Data Collection Instrument

A questionnaire was designed for the study and the items were structured by drawing upon the relevant literature and internet resources related to technology enhanced language teaching environments. The types of technological means implemented in language teaching were investigated. The gathered data were categorized into two parts as traditional technologies, and modern technologies. Technologies which do not make use of electrical energy were classified as ‘traditional technologies’ and those which require electrical energy were put into ‘modern technologies’ category (Isman, et al., 2007). The next step was prepared to explore the restrictions preventing teachers from making use of technological means. Finally, the last step was established to look into the contributions of these technological means in case of regular implementation. All these collected information were used to construct the items of the questionnaire.

The questionnaire consisted of 4 sections (See Appendix). The first section of the questionnaire aimed at finding out how frequent the teachers implement different forms of technologies in their classes. The participants were asked to indicate the rate of their implementation of a variety of technologies. A Likert Scale with four points were used for responses (never = 0, seldom = 1, usually = 2, almost always = 3).

Second section inquired teachers’ opinions about the possible restrictions of the use of technology in English classes. If the participants declared never or seldom use of a particular technological mean, then they were requested to specify reasons for each in this section. The response options for this section were ‘lack of the

technological mean', 'lack of time', 'curriculum restrictions', 'lack of interest', 'lack of confidence', 'lack of knowledge' and 'crowded classes'.

In the third section of the questionnaire the participants were expected to specify observed contributions of technology that they usually or almost always use. In this case, the response options were 'gives good control over teaching', 'increases student motivation', 'promotes meaningful learning', 'provides an interactive context', 'improves English Language skills', 'improves vocabulary development', 'improves cultural awareness'.

The fourth section of the questionnaire was designed to explore teachers' general perceptions of technology use in English Language teaching. The teachers were asked whether they agreed or disagreed with the following statement; "Technology helps and improves English Language Teaching and should be used more often in English classes." The teachers responded to this item as either 'yes' or 'no'.

Validity and Reliability of the Instrument

The questionnaire was piloted with a random sample of twenty-five ELT teachers. The remedial feedback from the participants of the pilot study was taken into consideration in rewording the instructions, modifying ambiguous wording, adding new items and deleting the ones which were considered as unnecessary. For example, record player was said to be a very old technology which was almost impossible to find in today's schools, so it was omitted from the questionnaire. Some of the terms and concepts in the questionnaire were unfamiliar to the teachers so they were simplified to be more understandable. As the format of the questionnaire was a unique one (see Appendix), some ambiguity was anticipated in terms of practicality but it was observed that the format was clear enough to the respondents and the paths were easy to follow.

After deleting the items that were found unnecessary by the teachers who participated in the piloting study, the reliability analyses was conducted for the questionnaire with the data collected. The Cronbach Alpha value for the questionnaire has been calculated as 0.82, indicating satisfactory reliability according to Fraenkel and Wallen (2006) who stated that a coefficient of at least .70 is necessary.

Administration of the Instrument

The questionnaire was administered within a two-month period. The reason that it took a long time was that the researchers had to contact teachers from different schools one by one. During the administration, the researchers met the teachers and answered their questions about the questionnaire if they had any to avoid any misunderstanding. Each school was visited at least twice because only the teachers who did not have any lessons, who had enough time and who accepted to participate in the study completed the questionnaire during each visit. In some cases third visits were made in order to achieve the desired number of participants.

ANALYSIS OF DATA AND FINDINGS

In order to find the rate at which the English teachers implement different forms of technology in their classes, how the English teachers perceive any existing restrictions regarding the use of technology in their classes, and how they perceive the contribution of technology to their classes, percentage of each item was computed.

Findings

As shown in Table 1, the most preferred technology by the teachers was the textbook, which was considered to be among the traditional technologies in this study. A great majority, 86.3% of the teachers, pointed out that they almost always used the textbook in their English classes, and 12.5% of them made use of it usually. Hence, 98.8% of teachers used the textbook frequently in their English classes. There was no one who answered 'never' for the use of the textbook. Following the textbook, writing board (almost always = 68.8%, usually = 23.8%) was used mostly by the teachers. Handouts (almost always = 27.5%, usually = 56.3%) were also among the frequently used traditional technologies. After these three top utilized technologies, stationeries (almost always = 31.3%, usually = 27.5%), flashcards (almost always = 3.8%, usually = 35.0%), real objects (almost always = 3.8%, usually = 31.3%), wall charts, posters, maps (almost always = 10.0%, usually = 27.5%) and mounted pictures and photos (almost always = 5.0%, usually = 33.8%) were the technologies that were used moderately. Among the modern technologies, CD players and audio-tape players were the only frequently used technologies. While 37.5% of the teachers said that they almost always included a CD player in their lessons 38.8% said that they usually made use of it. Audio tape player was also a frequently used technology in English lessons and 77.6% of teachers indicated that they almost always or usually used this technology in their classes. Internet and downloaded materials were also quite frequently used by the English language teachers (almost always = 13.8%, usually = 8.8%).

Beside the above mentioned technologies teachers seemed not to make significant use of other technologies that were appropriate for teaching English lessons (see Table 1).

Table 1. Percentages of teachers who used instructional technology at different rates.

Traditional Technologies	Percentages of teachers for different rates of use			
	Never	Seldom	Usually	Almost always
Textbooks	-	1.3	12.5	86.3
Handouts	-	16.3	56.3	27.5
Writing Board	-	7.5	23.8	68.8
Stationeries	13.8	27.5	27.5	31.3
Magnet Boards	72.5	20.0	3.8	3.8
Flashcards, index cards	18.8	42.5	35.0	3.8
Wall charts, posters, maps	10.0	52.5	27.5	10.0
Mounted pictures, photos	16.3	45.0	33.8	5.0
Objects, real materials	15.0	50.0	31.3	3.8
Pamphlets, brochures	30.0	56.3	11.3	2.5
Puppets	76.3	20.0	3.8	-
Newspaper, magazines	16.3	61.3	20.0	2.5
Modern Technologies				
Audiotape player/recorder	8.8	13.8	46.3	31.3
CD player/ Recorder	8.8	15.0	38.8	37.5
Radio	66.3	15.0	15.0	3.8
Television	55.0	31.3	13.8	-
Video player/ Recorder	45.0	37.5	13.8	3.8
Telephone	88.8	8.8	2.5	-
Overhead projector	77.5	18.8	3.8	-
Film Strip	78.8	15.0	6.3	-
Opaque Projector	90.0	8.8	1.3	-
Slide Projector	87.5	10.0	2.5	-
Desktop Computer	73.8	17.5	7.5	1.3
Laptop Computer	88.8	3.8	7.5	-
Language Lab	80.0	11.3	6.3	2.5
Computer Lab	75.0	18.8	5.0	1.3
Multimedia Lab	92.5	6.3	1.3	-
Internet & Downloaded Mat.	56.3	21.3	8.8	13.8
Data Projector/ Data Show	87.5	8.8	2.5	1.3
Interactive Whiteboard	70.0	20.0	5.0	5.0

N = 80; Percentages greater than or equal to 50% were highlighted as bold face

Regarding the traditional technologies a great majority of teachers (72.5%) mentioned that they could not make use of magnet boards due to the lack of the technological means (see Table 2). About one third of the teachers (35%) indicated that they could not use flash cards, index cards, objects and real materials due to lack of time. Similarly, 37.5% of the teachers related the nonuse of pamphlets and brochures due to lack of time. Another interesting result was that 42.5% of the teachers did not use puppets due to lack of interest. Although traditional technologies were usually available in schools, their use was limited due to lack of time and curriculum restrictions.

Table 2. Percentage of teachers who never or seldom use traditional technologies for the specified reasons.

Type of Technology	Reasons						
	lack of techno.	lack of time	curric. restric.	lack of interest	lack of confide.	lack of knowl.	crowded classes
Textbooks	-	-	-	-	-	-	-
Handouts	3.8	6.3	8.8	-	-	-	1.3
Writing Board	-	1.3	1.3	5.0	-	-	-
Stationeries	5.0	26.3	17.5	6.3	-	1.3	1.3
Magnet Boards	72.5	12.5	13.8	16.3	3.8	1.3	2.5
Flashcards, index cards	17.5	35.0	25.0	7.5	1.3	1.3	5.0
Wall charts, posters, maps	15.0	28.8	17.5	15.0	-	5.0	6.3
Mounted pictures, photos	17.5	27.5	12.5	8.8	-	-	7.5
Objects, real materials	6.3	35.0	17.5	10.0	-	-	6.3
Pamphlets, brochures	18.8	37.5	31.3	5.0	-	3.8	6.3
Puppets	17.5	12.5	31.3	42.5	-	2.5	7.5
Newspaper, magazines	12.5	28.8	20.0	25.0	2.5	2.5	7.5

N = 80; Percentages greater than or equal to 35% were highlighted as bold face.

Table 3. Percentage of teachers who never or seldom use modern technologies for the specified reasons.

Type of Technology	Reasons						
	lack of techno.	lack of time	curriculum restriction	lack of interest	lack of confide.	lack of knowl.	crowded classes
Audiotape player/recorder	6.3	12.5	3.8	-	-	-	-
CD player/ Recorder	10.0	7.5	6.3	-	-	-	-
Radio	27.5	17.5	23.8	22.5	-	1.3	1.3
Television	35.0	35.0	13.8	5.0	-	-	5.0
Video player/ Recorder	42.5	25.0	15.0	8.8	-	-	6.3
Telephone	77.5	1.3	5.0	12.5	-	-	3.8
Overhead projector	71.3	12.5	5.0	6.3	-	1.3	3.8
Film Strip	72.5	16.3	5.0	-	-	2.5	1.3
Opaque Projector	87.5	6.3	-	5.0	-	1.3	-
Slide Projector	81.3	10.0	3.8	1.3	-	1.3	1.3
Desktop Computer	70.0	15.0	5.0	-	-	1.3	1.3
Laptop Computer	80.0	6.3	3.8	1.3	-	1.3	1.3
Language Lab	78.8	11.3	3.8	-	-	2.5	1.3
Computer Lab	66.3	15.0	11.3	2.5	-	2.5	3.8
Multimedia Lab	83.8	5.0	2.5	-	12.5	18.8	1.3
Internet/Downloaded Mat	46.3	18.8	8.8	1.3	5.0	6.3	2.5
Data Projector/Data Show	70.0	10.0	6.3	2.5	10.0	6.3	5.0
Interactive Whiteboard	68.8	1.3	-	-	15.8	10.0	-

N = 80; Percentages greater than or equal to 35% were highlighted as bold face.

Table 3 clearly presents that the most common restriction preventing English teachers from using modern technologies in their classes is the lack of technological facilities in schools. This result indicates that schools in North Cyprus are still behind in using modern technologies.

As can be seen from Table 4, majority of teachers perceived textbooks (75.0%) and writing boards (80%) as “good controllers over teaching”. Teachers generally thought that handouts (40.0%), stationeries (32.5%) wall charts, posters, maps (26.3%) and objects and real materials (25.0%) increased motivation of learners in English language classes. Furthermore, flashcards, index cards (35.0%), mounted pictures and photos (32.5%), pamphlets, brochures (12.5%) and newspapers and magazines (16.3%) were rated as contributors to vocabulary development by the teachers who used these technologies regularly.

Table 4. Percentage of teachers who use traditional technologies regularly for the specified contributions.

Type of Technology	Contributions						
	Gives good control over teaching	increases student motivation	promotes meaningful learning	provides interactive context	improves English skills	improves vocabulary development	improves cultural awareness
Textbooks	75.0	20.0	40.0	23.8	27.5	23.8	18.8
Handouts	38.8	40.0	32.5	17.5	17.5	18.8	3.8
Writing Board	80.0	18.8	23.8	8.8	17.5	13.8	2.5
Stationeries	30.0	32.5	20.0	7.5	2.5	1.3	1.3
Magnet Boards	5.0	5.0	1.3	-	-	-	-
Flashcards, index cards	21.3	27.5	13.8	8.8	3.8	35.0	2.5
Wall charts, posters, maps	15.0	26.3	13.8	6.3	5.0	6.3	17.5
Mounted pictures, photos	13.8	18.8	8.8	5.0	10.0	32.5	2.5
Objects, real materials	3.8	25.0	13.8	8.8	5.0	7.5	12.5
Pamphlets, brochures	-	3.8	2.5	2.5	5.0	12.5	10.0
Puppets	-	-	-	3.8	-	-	-
Newspaper, magazines	1.3	5.0	8.8	8.8	6.3	16.3	13

N = 80; Highest percentage for each technology was highlighted as bold face.

As shown in Table 5, 41.3% of the teachers thought that audio tape players increased student motivation and 56.3% of teachers thought that they improved English Language skills. Similarly, according to 43.8% of the teachers, using CD players increased student motivation and 58.8% of the teachers believed that they improved English Language skills. The Internet and downloaded material were thought to provide an interactive context by 20% of the teachers. Contributions to the teaching learning process of the rest of modern technologies were perceived by the teachers to be very little.

Table 5. Percentage of teachers who use modern technologies regularly for the specified contributions.

Type of Technology	Contributions						
	Gives good control over teaching	increases student motivation	promotes meaningful learning	provides interactive context	improves English skills	improves vocabulary development	improves cultural awareness
Audiotape player/recorder	6.3	41.3	22.5	21.3	56.3	18.8	28.8
CD player/ Recorder	8.8	43.8	15.0	22.5	58.8	16.3	30.0
Radio	2.5	10.0	7.5	7.5	11.3	12.5	11.3
Television	1.3	10.0	6.3	5.0	8.8	5.0	6.3
Video player/ Recorder	5.0	13.8	8.8	13.8	13.8	10.0	11.3
Telephone	-	-	1.3	-	1.3	-	-
Overhead projector	3.8	1.3	1.3	1.3	1.3	1.3	1.3
Film Strip	1.3	2.5	2.5	6.3	3.8	3.8	5.0
Opaque Projector	1.3	1.3	1.3	1.3	1.3	1.3	1.3
Slide Projector	1.3	1.3	1.3	1.3	1.3	1.3	1.3
Desktop Computer	6.3	2.5	2.5	7.5	1.3	1.3	1.3
Laptop Computer	5.0	2.5	2.5	5.0	2.5	1.3	1.3
Language Lab	5.0	3.8	1.3	6.3	1.3	1.3	1.3
Computer Lab	2.5	3.8	2.5	3.8	3.8	1.3	1.3
Multimedia Lab	1.3	1.3	1.3	1.3	1.3	1.3	1.3
Internet/Downloaded Mat.	7.5	17.5	5.0	20.0	6.3	6.3	6.3
Data Projector/Data Show	3.8	2.5	1.3	1.3	1.3	1.3	1.3
Interactive Whiteboard	5.0	2.5	-	10.0	-	-	-

N = 80; Highest percentage for each technology was highlighted as bold face.

CONCLUSIONS AND DISCUSSION

This study examined the current status of instructional technology implementation in English Language classes in the middle schools of North Cyprus. The study also aimed at revealing teachers' perceptions of restrictions which limit the use of different technologies. Lastly, the study revealed general perception of teachers about contributions of instructional technology in English Language classes.

Analyses of responses to the questionnaire strongly suggested that the English Language teachers at middle schools of North Cyprus were mostly underutilizing technology in their teaching.

The most revealing finding from data analyses in regard to factors limiting the use of technology was the lack of technological means in schools. A conclusion can come up that middle schools in North Cyprus are seriously deficient in technologies such as television, video player, overhead projector, language lab, computers, the Internet and interactive whiteboard. As most teachers stated however, audio-tape players and CD players are the most common modern technologies found in schools, and high rates of implementation regarding these technologies has been found. This indicates that if modern technologies were supplied to the schools the teachers would try to integrate them into their lessons. Hence, the authorities should seriously make the necessary planning for supplying more technology to the present technology poor schools.

Lack of time was also a prominent factor restricting the implementation of technology for English language teachers. This may mean that being already concerned with covering all the content in the syllabus by the end of the year as proposed by the Ministry of Education and Culture, teachers cannot create additional time for technology to take place in their lessons.

When the analyses of responds to the questionnaire were interpreted, it was found that teachers did not perceive lack of interest, lack of confidence and lack of knowledge as big issues to prevent them from integrating technology into their classes. So, it can be said that, according to teachers' self-reports, they were ready to use technology if they had access to suitable technological equipment and if they were given enough time.

Those teachers that used technology frequently reported that the traditional technologies mostly provided good control over English Language teaching and improved vocabulary development and that the modern technologies provided interactive environment and improved English skills, while both types of technology increased the motivation of students. Hundred percent of the teachers agreed with the statement "Technology helps and improves language learning and should be used more frequently in English language classes". This was among the strongest findings of the study. We can conclude that the teachers are generally positive about technology use in English Language classes and are willing to integrate technology into their teaching.

Suggestions for Further Research

This study investigated the use of instructional technology and several teaching-learning methods at middle schools depending on teachers' responses to the questionnaire. In a future study, classroom observations may be carried out. This will prevent the researcher from relying solely on the responses of the teachers.

A topic for further research may also be an investigation of the correlation between teachers' use of instructional technology and student achievement.

Finally, students' perceptions of the use and effectiveness of instructional technology and methods can be investigated by future studies.

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Appendix: The Questionnaire

Approximately how often do you use each of the following educational technologies in your English classes?
Please specify reasons.

II.A.	TRADITIONAL TECHNOLOGIES	ALMOST	USUALLY	SELDOM	NEVER	III. I never or seldom use this technological mean, because of	IV. This technological mean that I use regularly contributes to my classes because it
		ALWAYS					
II.A.1.	Textbooks					III.1.lack of the technological mean III.2.lack of time	IV.1. gives good control over teaching. IV.2. increases student motivation.
II.A.2.	Handouts					III.3.curriculum Restrictions III.4.lack of interest	IV.3. promotes meaningful learning. IV.4. provides an interactive context.
II.A.3.	Writing board					III.5.lack of confidence III.6.lack of knowledge	IV.5. improves English Language Skills. IV.6.improves vocabulary development
II.A.4.	Stationeries					III.7.crowded class Other:	IV.7. improves cultural awareness. Other:
II.A.5.	Magnet boards						
II.A.6.	Flashcards, index cards						
II.A.7.	Wall charts, posters, maps						
II.A.8.	Mounted pictures, photos						
II.A.9.	Objects, real materials						
II.A.10.	Pamphlets, brochures						
II.A.11.	Puppets						
II.A.12.	Newspaper, magazines						

Approximately how often do you use each of the following educational technologies in your English classes?
Please specify reasons.

II.B	MODERN TECHNOLOGIES	ALMOST ALWAYS	USUALLY	SELDOM	NEVER	III. I never or seldom use this technological mean, because of	IV. This technological mean that I use regularly contributes to my classes because it
II.B.1	Audiotape player/ recorder					III.1.lack of the technological mean III.2.lack of time III.3.curriculum Restrictions III.4.lack of interest III.5.lack of confidence III.6.lack of knowledge III.7.crowded class Other:	IV.1. gives good control over teaching. IV.2. increases student motivation. IV.3. promotes meaningful learning. IV.4. provides an interactive context. IV.5. improves English Language Skills. IV.6. improves vocabulary development IV.7. improves cultural awareness. Other:
II.B.2	CD player/ recorder						
II.B.3	Radio						
II.B.4	Television						
II.B.5	Video player/ recorder						
II.B.6	Telephone						
II.B.7	Overhead projector						
II.B.8	Film strip/ film projector						
II.B.9	Opaque projector						
II.B.10	Slide projector						
II.B.11	Desktop Computer						
II.B.12	Laptop Computer						
II.B.13	Language Lab						
II.B.14	Computer Lab						
II.B.15	Multimedia Lab						
II.B.16	Internet & Downloaded mat.						
II.B.17	Data projector/ Data Show						
II.B.18	Interactive White Board						

V. In general, do you agree with the statement below?

“Technology helps and improves English Language Teaching and should be used more often in English classes.”

YES	NO

Thank you very much for your cooperation