EXPLORING ENGLISH LANGUAGE TEACHERS' AND LEARNERS' PERCEPTIONS OF TECHNOLOGY: INSIGHTS FROM THE FATIH PROJECT

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FEBRUARY, 2016

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

YAZARIN

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Bölümü: İngiliz Dili Eğitimi

İmza:

Teslim tarihi:

TEZİN

İngilizce Adı: Exploring English Language Teachers' and Learners' Perceptions of Technology: Insights from the FATIH Project.

Türkçe Adı: İngilizce Öğretmenlerinin ve Öğrencilerinin Teknolojiye Yönelik Algılarının İncelenmesi: FATİH Projesinden Alıntılar

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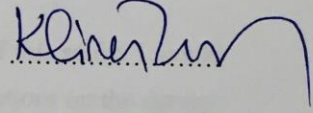Yazar Adı Soyadı: Esra KIZILET

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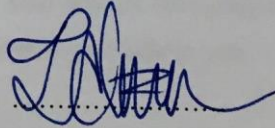
Tez Savunma Tarihi: 08/02/2016

Bu tezin İngiliz Dili Eğitimi Anabilim Dalı'nda Yüksek Lisans tezi olması için şartları yerine getirdiğini onaylıyorum.

Prof. Dr. Tahir ATICI

Eğitim Bilimleri Enstitüsü Müdürü

ACKNOWLEDGEMENTS

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(MA Thesis)

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February, 2016

ABSTRACT

There is a growing need for scholar analysis in the context of the largest technology integration project, FATIH Project. The aim of this study is to explore English teachers' and learners' perceptions on and competencies concerning Information and Communication Technologies (ICT) in the scope of the FATIH Project. Upper level secondary schools were chosen as the target group for being the first implementation phase of the FATIH Project. Data were gathered from three sources; survey, semi-structured interviews, and artifacts. The participants included in 1600 upper level secondary school students, 6 English teachers, 2 academicians, 7 decision-making authorities from Yenilik ve Eğitimde Teknoloji Kurumu (YEĞİTEK) and Türkiye Bilimsel ve Teknolojik Araştırma Kurumu (TUBİTAK). The results revealed that English teachers and students displayed a positive perception on the FATIH Project. The teachers' and students' perceived competency levels concerning ICT were found to be high. The findings indicated that Interactive Whiteboards (IWBs) were seen as facilitating teaching English. However, it was found that the technological hardware was not sufficiently supported with effective e-content. Both the teachers and authorities agreed upon

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the inadequacy of e-content for English courses of upper level secondary schools. The document analysis showed that while the e-content on Eğitim Bilişim Ağı (EBA) was not prepared in line with the national curriculum and the syllabus, they could mostly be categorized as supplementary materials. The current study implicates that with the sufficient teacher assistance technically and pedagogically and the sufficient e-content, FATIH Project may yield positive results on English language teaching and learning.

İNGİLİZCE ÖĞRETMENLERİNİN VE ÖĞRENCİLERİNİN TEKNOLOJİYE YÖNELİK ALGILARININ İNCELENMESİ: FATİH PROJESİNDEN ALINTILAR

(Yüksek Lisans Tezi)

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Şubat, 2016

ÖZ

En büyük teknoloji entegrasyonu projesi olan Fırsatları Artırma ve Teknolojiyi İyileştirme Hareketi (FATİH) Projesi bağlamında, akademik araştırmaya giderek artan bir ihtiyaç ortaya çıkmıştır. Bu çalışmanın amacı, FATİH Projesi kapsamında İngilizce öğretmenleri ve öğrencilerinin Bilgi ve İletişim Teknolojileri (BİT) algı ve yeterliklerini araştırmaktır. FATİH Projesinin ilk uygulama ayağı olduğu için hedef grup olarak liseler seçilmiştir. Üç kaynaktan veri toplanmıştır; ölçek, yarı-yapılandırılmış görüşme ve dokümanlar. 1600 lise öğrencisi, 6 İngilizce öğretmeni, 2 akademisyen ve Yenilik ve Eğitimde Teknoloji Kurumundan (YEĞİTEK) ve Türkiye Bilimsel ve Teknolojik Araştırma Kurumundan (TÜBİTAK) 7 yetkili bu çalışmanın katılımcılarını oluşturmuştur. Sonuçlar, İngilizce öğretmenleri ve öğrencilerinin FATİH Projesine yönelik pozitif algı olduğunu göstermiştir. Öğretmenlerin ve öğrencilerin algılanan BİT yeterliklerinin yüksek olduğu bulunmuştur. Bulgular, etkileşimli tahtanın İngilizce öğretmeyi kolaylaştırdığını göstermiştir. Fakat teknolojik donanımın yeterli e-içerikle desteklenmediği bulunmuştur. Hem öğretmenler hem de yetkililer lise İngilizce dersi

için e-içeriğin yetersiz olduğu konusunda hemfikirdiler. İçerik analizi, Eğitim Bilişim Ağı (EBA)'daki e-içeriğin öğretim programı ve müfredatla uyumlu olmadığını, ancak büyük oranda yardımcı materyal olarak kategorize edilebileceklerini göstermiştir. Bu çalışma, teknik ve pedagojik olarak yeterli öğretmen desteği ve yeterli e-içerik sağlandığı takdirde, FATİH Projesinin İngilizce öğretme ve öğrenmede olumlu sonuçlar doğurabileceğini göstermektedir.

Anahtar Kelimeler: Algı, Yeterlikler, FATİH Projesi, İngilizce öğretmenleri ve öğrencileri, BİT

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FP   FATIH Project

NC   National Curriculum

The MoNE Ministry of National Curriculum

YEĞİTEK Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü

TUBİTAK Türkiye Bilimsel ve Teknolojik Araştırma Kurumu

YYC   Yes You Can

ELT   English Language Teaching

ICT   Information and Communication Technologies

CALL   Computer Assisted Language Learning

EBA   Eğitim Bilişim Ağı

IWB   Interactive Whiteboard

FATIH Project Fırsatları Artırma ve Teknolojiyi İyileştirme Hareketi

LMS   Learning Management System

R&D   Research and Development

OYEGM   Öğretmen Yetiştirme ve Eğitimi Genel Müdürlüğü

CEIT   Computer Education and Instructional Technology

INSET   In-Service Training

SPSS   Statistical Package for the Social Sciences

RQ   Research Question

OECD   Organisation for Economic Cooperation and Development

ANOVA   Analysis of Variance

BEP   Basic Education Program

CHAPTER I

INTRODUCTION

Background to the Study

There is no doubt that all of the advancements in information and communication technologies (ICT) have exerted various impacts on the way we teach English as a foreign language. In tandem with the developments in technology, the instruction of foreign language changed and reshaped. Technological affordances mostly facilitate the foreign language instruction. The effects of technology can be more clearly observed in processes like education in which all of the society have been for some time. Taking education to focal point represents importance in that it is some of the services governments present to their community. Besides gaining a place in people's lives all over the world, ICT has also gained its place in Turkey. On the one hand, ICT has an undeniable effect in social life in our country. Smart phones and tablets are anywhere; café choices are even made by taking into account the wireless internet connection. According to Organisation for Economic Cooperation and Development (OECD, 2014) total fixed broadband subscription in Turkey is 8.382.811 in December 2013; households with broadband access is % 33.7 and mobile wireless broadband is % 3.03 in 2010; broadband subscriber per 100 inhabitants is 10.37 in July 2013. On the other hand, the other undeniable truth is that there are people in Turkey who have little acquaintance with Internet, smart phones, tablets and for whom the latest technology may be monophonic mobile phone and cable TV. This may stem from some reasons one of which may be discrimination of digital native-digital immigrant (Prensky, 2001), another one of which may be "digital divide"

(Warschauer, 2001, p. 1). The tendency, beginning with Prensky (2001), to name the ones born before the 1980s as digital immigrants, catches on and its reflections can be seen in society. But in societies as in our country, the socio-economic factors are more effective in those kinds of costly activities. Either from digital age or digital divide, some people have problems in reaching ICT tools.

Integration of technology into language teaching and learning has also become a significant issue. The technology, improving and changing in a very rapid nature, plays a facilitating role in foreign language instruction. Besides our daily life, it affects every aspect of professional life. Internet takes an important place for students and teachers for allowing new ways of learning and teaching and besides providing the chance to manage your learning. To teaching staff, international connectivity has been sustained by the middle of 90s and in summer courses and workshops, some teacher education took place through Internet (Chapelle, 2001). However, despite all the advantages it presents by its nature, Internet does not play a facilitating role in the process of learning and teaching unless it is implemented in a skillful way. This implies the necessity of teaching staff to learn to engage it in innovative teaching and evaluation processes (Chapelle, 2003). ICT should be embedded into instruction in order to yield successful results from teaching and learning.

Statement of the Problem

"I'm not limited – I can be anywhere and everywhere simultaneously. I'm not tethered to time and space" said Samantha the OS (Jonze, 2013). Twenty years ago, it could have aroused the idea of time machine to us. But here and now, it just takes a few seconds to be at the ends of the earth. This is an example of how computers and the Internet have affected the flow of life.

Using technology effectively has become a prerequisite for all kinds of activities today. In order to keep up with both outside and inside the school, people have to gain competency in the world of information and speed. It has a long journey beginning from using of mainframes to manipulating the applications for smart devices. Inside the classroom has taken its share on this as outside the classroom.

Most countries have invested in the integration of technology into education with the advent of ICT. Turkey has also been one of those countries and supplying equipment to the schools has been taken to primal agenda. Introduction of computers to secondary schools was the first step taken by the MoNE in 1984 and in 1991 computer-aided instruction was included in national policy (Akbaba-Altun, 2006, p. 176). The Basic Education Program (BEP) was the MoNE's second step in the integration of ICT into education. The BEP was a two-phased project and for that project a total 600 million US dollars was taken on debt from World Bank (OECD, 2005). The last enterprise of the MoNE concerning ICT is Fatih Project. It's a joint project with Ministry of Transport, Maritime Affairs and Communications aiming to increase opportunities and improve technology. In the scope of the project, interactive whiteboards (IWBs) are set on the classrooms, tablet PCs are distributed to the teachers and students, network is supplied to schools. The government has invested in 8 billion Turkish Liras until the end of 2013. ICT should be adapted to the instruction as a medium of teaching, vice versa would be inappropriate. Technology is not the aim of the instruction but the medium of it.

Turkish educational system has witnesses so many changes, innovations, success and also failure. A pillar of the subject is integration of ICT into educational process and setting. The MoNE has taken steps in this direction. In 1984, the establishment of "Specialized Commission of Computer Education in Secondary Schools" leaded to the use of technology in education and it involved activities of purchasing computers, developing software and training of in-service teachers serving at general and vocational secondary school institutions (OECD, 2005). After that, the second step was Basic Education Program (BEP) consisting of two phases. The MoNE created IT classrooms, distributed computers to schools, trained in-service teachers in the first phase; in the second phase the aims were to develop educational web portal site, to provide educational materials to 4000 additional schools and to train more teachers (Akbaba-Altun, 2006, pp. 176-177). It was 600 million dollars that the MoNE borrowed from World Bank to implement this program. Another project supported by World Bank was "Project for Globalization in Education 2000" (Usun, 2009, p. 333) and the aim was to make the instructional use of technology in every level of education in the path of creating a society that adapted to information and technology standards (Akkoyunlu & Orhan, 2001).

In the aforementioned setting, Ministry of National Education (The MoNE) has started a large-scale technology integration project. This project anticipates setting equal terms for everybody in educational system in reaching out the ICT tools and technology-integration instruction. The project consists of the phases of dissemination of hardware, in-service training, and development of e-content.

FATIH (Increasing Opportunities and Improving Technology) Project in education has the motivation of providing equality of opportunities and improving technology. For effective use of ICT, by appealing to more than one sense organ, 570.000 classrooms will be equipped with the IWBs and network. Tablet PCs for each and every teacher and student will be distributed. The project consisted of five main components:

1. Providing equipment and software infrastructure.
2. Providing educational e-content and direction
3. The efficient use of ICT in education programs
4. In-service education for teachers
5. Providing conscious, safe, manageable and testable ICT usage (Fatih Projesi, 2014)

It is a joint project of the MoNE and Ministry of Transportation and Communication, was announced in November, 2010 by the MoNE. The project was planned to be completed in five years. The main initiative of the project was to supply ICT equipment to the schools until the end of 2013 and realize technology-integrated education. The supplement was planned to follow the line-up below;

- First year, high schools,
- Second year, secondary schools,
- Third year, primary schools and preschools.

FP has been announced in 2011 and the distribution of equipment has been planned to be completed at the end of 2013. The project has the aim to equalize the students terms of opportunities and to improve technology. Now, 84.921 classrooms around Turkey has been set interactive whiteboards (IWBs), 737.800 students and teachers have been distributed tablet PCs, infrastructure and in-service training has been provided.

According to the data revealed on the MoNE strategic report 2015-2019 (2015), 84.921 classrooms of 3.657 schools are equipped with the IWBs, multifunctional printers, document cameras, and internet network. The data also show that the teachers are subject to in-service education and e-content is prepared for them. The number of tablets disseminated is 737.800 (The MoNE, 2015b, p. 56).

In the context of such a large-scale project, academic research studies are needed to provide feedback on the outcomes of the FP activities. This study holds the motivation of exploring the perceptions of teachers, students, academicians, YEĞİTEK, and TUBİTAK on the FP in teaching and learning English. A clear and big picture of the recent situation in the classrooms will be tried to be drawn and insights from the FP will be provided to the MoNE, teachers in field and also the students.

The initiative of this study is to determine the perceptions and competencies of English teachers and learners in schools about applications of ICT and adaptation to Fatih Project in the scope of English language teaching and learning. After the completion of infrastructure and distribution of technologic equipment to school in the scope of FATIH Project (FP), exploring perceptions and competencies will provide a distinctive insight to both teachers and students and to Ministry of National Education (The MoNE) about adaptation to and applications of ICT in schools and success/failure of Fatih Project.

Significance of the Study

The literature is rich of studies on CALL and ICT that support the effectiveness of the terms in language teaching (Albirini, 2006; Kolikant, 2010; Rogers, 1995). This study tries to represent all upper level secondary schools in the national scope. It is significant in the field form five viewpoints.

Firstly, the study is carried out just after the first phase of the project is completed. After the implementation in the upper level secondary schools, the study aimed to find out the perceptions of the students on the FP. The project was initiated in 2011 and the first phase was completed at the end of 2014. The data of the study were collected in the spring term of 2014-2015 educational year.

Secondly, the study investigates the perceptions of the students, teachers, YEĞİTEK, TUBİTAK, and academicians. The perceptions are related to the second order barriers (Ertmer, 1999). Ertmer (1999) argued that there are two types of barriers in technology integration; those are extrinsic sourced first order barriers and intrinsic sourced second order barriers. This study investigates the technology integration from the second order view point which is revealed to be harder to overcome. After the equipment is provided to the schools, the extent to which it will be adopted is related to the perceptions of the students and teachers.

The study tries to reflect the perceptions of teachers, the way they use ICT in classrooms and the challenges/opportunities they encounter during the process. Teachers, according to the Prensky's (2001) definition, may be digital immigrants. As the moderator in the classroom, their competency levels are such a determiner of the success of the project.

Another dimension is the academicians', YEĞİTEK's, and TUBİTAK's sides. Besides implementation in the classroom and teachers'-learners' perceptions, academicians are a significant side to pick their brains. Researchers' perceptions and their background knowledge will contribute distinctive light to this research study.

Thirdly, to the knowledge of the researcher, there is a gap in the literature in the e-content of the FP for English language teaching. The e-content is one of the five elements of the FP and it can be understood that it is a neglected part in terms of the academic attention. Technology is a medium of instruction and without e-content; it may be unfair to have great expectations from the medium provided. This study tries to define the characteristics of the e-content provided for English courses of upper level secondary schools. It also examines whether e-content is compatible with the NC, the syllabus, and the core materials.

Fourthly, the study tries to describe the project multi-dimensionally. This study is distinctive in that it aims to portrait a big picture of the present situation of the FP from the viewpoint of teachers, learners, stakeholder academicians, and decision-making authorities in terms of competencies, perceptions, e-content, and implementation. The description of the study in terms of e-content, hardware, infrastructure, and implementation may provide feedback to the field.

Lastly, the FP being the largest-scale technology integration project of Turkey and also one of the largest-scale in the world, merits scholar attention in every step of the implementation process. This kind of projects has to be carried out in hand-to-hand academics and teachers to fortify the construct of it. This study also has implications for the future applications of the FP in the two years. The data collected shed light on the e-content and hardware dissemination processes for the next two years.

Aim of the Study

There are so many technologic projects around the world. In those kinds of projects, Warschauer (2004) points out that some problems occurring such as paying so much attention to infrastructure and insufficient attention to human sources and this hinders the difference expected to happen (p. 4). The big investment in infrastructure and ICT tools can easily be traced and appreciated. However, it must be kept in mind that the project is not made up of those two; there are e-content and in-service training phases, as well.

There may be so many teachers who are digital immigrants as well as digital natives in the classrooms. One of the main drives is to make this research study is to set clear what the situation is in the classroom where both digital natives as learners and digital immigrants as teachers are present. There may be some challenges in the classrooms. The stratification in socio-economic situation of the country gives some clues about the presence of digital divide. The degree of accessibility of a learner to technologic devices from a socio-economically higher part of community is not the same as a learner from lower part of the community.

Among the aims of the study are describing the e-content of the FP prepared for English course of upper level secondary schools, describing the perceptions of the students on the FP in terms of the hardware, e-content and their competency in using ICT tools peculiar to the project, describing the current status quo of the FP and their perceptions from the viewpoints of YEĞİTEK, TUBİTAK, and academicians. This study will try to identify the instrumentality of high-budgeted FP, the extent the English content of the FP used in and outside the classroom. This study aims to shed light on four main questions. The research questions are:

RQ1a: What are the perceptions of English language teachers and learners of the FATIH Project?

RQ1b: What are the perceptions of stakeholder academicians and decision-making authorities of the FATIH Project?

RQ2: To what extent is the English content of the FATIH Project used in and outside the classroom?

RQ3: How competent are English language teachers and learners in using ICT tools peculiar to the FATIH Project?

RQ4a: What are the major characteristics of the English content in the FATIH Project?

RQ4b: Is the English content of the FATIH Project in line with the national curriculum?

RQ4c: Is the English content of the FATIH Project complementary to other materials offered by the MoNE to state schools?

Firstly, the study tries to find out the perceptions of English language teachers and learners, and academicians, stakeholders and decision-making authorities on the FP in terms of the main pillars of the project. The FP consists of e-content, infrastructure, in-service training and hardware. The participants of the study are asked about their perceptions on these aspects of the FP. There are some studies on the perceptions of either teachers or learners; however, to the knowledge of the researcher, there is no studies combining the perceptions of stakeholders, academicians, and decision-making authorities besides teachers and learners. In ELT, the situation is the same, as well.

Secondly, the study tries to understand to what extent the e-content of the FP for English language teaching and learning is used inside and outside the classroom. In the classroom, it can be used as complementary or supplementary materials to the core materials. Outside the classroom, the content can be used for extra-curricular studies, homework, and for projects/tasks. Both the learners and the teachers are asked about the extent to which they make use of the e-content of the FP for English language teaching and learning. This question aims to find out the practicality of the e-content for English language teaching. That is to say,

the e-content can be used by the teachers and the learners if it is pedagogically appropriate and facilitating for the course content and the instruction.

Thirdly, the competency of the English language teachers and learners in using ICT tools peculiar to the FP is aimed to be defined. ICT tools peculiar to the FP are IWBs, tablets, and the Internet. Both the teachers and learners are asked about their competency levels in using those tools. The results will reflect their perceived competency levels, because any other tool will not be used to show whether they can use the extent they perceive they use. The competency level of the participants in using ICT tools is significant to reveal in that the project aims to integrate technology into educational setting. In this case, the participants should be able to use these tools to integrate it into teaching learning processes.

Fourthly, the study aims to describe the e-content of the FP on English language teaching in three terms; the main characteristics, the compatibility with the national curriculum and the syllabus, and status of the e-content; complementary or supplementary. There is a gap in the literature in the investigation of the e-content of the FP on English language teaching. The studies in the field so far has investigated the attitudes, ideas and self-efficacy of either teachers or learners or both. The field-specific part of the FP is the e-content prepared for English language teaching and learning and it requires scholar attention.

Assumptions

The initiative of this study is to examine the perceptions of students, teachers, academicians, YEĞİTEK, and TUBiTAK on the FP. In the study, the researcher assumes that the participants are able to understand the data collection instruments. In the piloting, the clarity of the questions is discussed with the target group and the ambiguous expressions are refined in line with the feedbacks. The participants are assumed to understand the instruments in the actual data collection. The participants are assumed to respond to the questions in the instruments sincerely and honestly. The groups represent the common context in the national scope. The MoNE report on educational statistics (2015c) is in line with this assumption in that there are in the approximate numbers of students and teachers in the schools as reported.

Limitations

The study is carried out in the national scope and so it is unable to reach a random sample for the universe of the study. The sampling procedure is determined by taking into account the socio-demographic structure of the country and the accessibility to the students. This study examines the FP mainly and the arrival of the technological tools peculiar to the FP is different in every school. Nobody has the same amount of time and experience in interaction with these tools. This is a limitation which resulted from the nature of the FP.

In most of the schools, there is no Internet connection, so the teachers, no matter how familiar/unfamiliar with the e-content, have little or no chance to use it in the classroom. Moreover, the students have a similar amount of opportunity of using e-content with their teachers. Their answers on the survey are limited to the amount they meet with it.

The quantitative data on the teachers' perception on the FP and competencies concerning ICT is excluded from the study. The researcher was unable to meet the exact number of teachers to carry out the statistical analysis of the survey despite one-year data collection. The survey was prepared with items parallel to the items in the students' survey. For this reason, some questions were added to the interview questions with the expression from the survey. However, the exclusion of the survey hindered the generalizability of the teacher's perception of the FP. The qualitative data of the study may be enhanced to provide more in-depth insight if more time was available. This may be a limitation of the study.

Operational Definitions

The National Curriculum: Curriculum is the general statement about how teaching and learning English process is designed by putting forward the learning purposes, teacher and learner role, methodology and suggested materials. ELT Curriculum includes in the main aims, learning areas, objectives, suggested themes, language content, setting of learning environment, teacher and learner role, main characteristics of the curriculum, teaching approaches, and testing.

The Syllabus: Syllabus is a part of the curriculum and it arranges the learning content pedagogically (McDonough, Shaw, & Masuhara, 2013). It is a day-to-day plan of course

content. It manifests the objective/attainments unit by unit depending of the syllabus design (in this syllabus, skill-based design is used).

Core Material: Course books are generally used as the core materials of the courses. In Turkey, this is also a valid saying, too. In all levels of education, the core materials are course books and the MoNE provides the learners and teachers with the course books for free. The course books are prepared either by a jury of the MoNE or by some publishing firms which are examined by the MoNE. The core materials are accepted to have a complete match with the National Curriculum and syllabus.

Complementary Materials: The materials that proceed uniformly with course book in terms of themes, methodology, and syllabus type are called complementary materials in this scope of this study.

Supplementary Materials: Materials prepared to reinforce some parts and/or objectives/attainments of the core materials are called supplementary materials. That is, despite having common points with core materials to accompany core materials, supplementary materials don't proceed uniformly with them with regard to themes, structures, methodology and functions.

E-content: The content prepared for English course of upper level secondary school and published on EBA. This study includes in the materials published until 01.09.2015 and open to public access.

Technology: Technology and ICT are used interchangeably in the study. ICT is used as a general term for all kinds of technologies involving in tools and programs, applications. ICT is used with the explained way above in general terms but in specific terms, it is used to cover the technologies peculiar to the FP. Those are the IWBs, tablets, document cameras, multifunctional printers, and Internet infrastructure.

FP Applications: The applications of the FP are the e-content provided on EBA, Internet, the IWB, and tablets.

Methodology in Course Book Evaluation: The selection of learning tasks and activities (Nunan, 1996, p. 5)

CHAPTER II

REVIEW OF LITERATURE

Foreign Language Teaching and Technology

Technology has proven its power, utility in the world stage since the 1960s. Along with the time and current needs, technology has pinpointed its place in everyone's life. Foreign language teaching has also received its share. As Kern and Warschauer (2000, p. 1) has pointed out the dramatic changes like shift from structural emphasis to negotiation of meaning, authenticity in texts, growing interest in culture have been experienced by researchers since the 1960s. Technology is compatible with all these dramatic changes and, actually, it is an influential means of applying the changes into real classroom environment.

Some misunderstandings and myths about technology have made up and these have affected the teachers and the learners in the classroom as the users of technology. According to Blake (2008, pp. 8–9), there are four myths that set barrier to adopting technology and those are; "technology is monolithic", "technology constitutes a methodology", "today's technology is all we need to know", and "technology will replace teachers".

Technology is Monolithic

Technology is often perceived as the Internet and the Internet is often perceived as www. Inferred from this sentence, technology is seen as something massive and uniform. Whilst the web is only a platform that technology presents, technology is made up of so many

components so much so that both the IWBs and software are under the same roof of technology. Assessing in terms of language teaching, again there is no such thing as one technology, but there is picking up the right one among so many choices. Blake (Blake, 2008) specifies three important technological platforms in terms of interactivity; "the web, CD-ROM or hypermedia applications, and network-based communication (i.e., e-mail, electronic mailing list, user groups, MOOs, chat programs, blogs, and wikis)" (p. 9).

The web provides a vast amount of information and authentic resources to the users. It is possible to have a trip to a British café, to learn about Rio carnival, to meet people from anywhere in the world. The authentic resources can easily be reached out and be influential materials for lessons. Teachers can directly use the resources or they can adapt it in line with the students' needs. Students can also use the web for self-study by themselves.

CD-ROMs have been generally supplied by the publishers. Technology integration required more audios, videos and graphics to be delivered. To have a big bite form the cake, the publishers have been active in producing CD-ROMs.

Network-based communication, that is computer-mediated communication (CMC), is a significant platform to be used in language teaching. Using the above mentioned softwares/websites, the students can have communication with native speakers of language both synchronously and asynchronously. There are numerous studies on the effects of CMC on different skills (Diez-Bedmar & Perez-Paredes, 2012). The importance of interaction with native speakers of target language is important in acquiring communicative competence. In contexts like our country where English is taught as a foreign language, CMC is an invaluable platform offering communication with the native ones and removing spatial and temporal borders. It is also important in inducing the amount of comprehensible input to the learners and, as Blake (2008) put it, contributing to progressions in the interlanguage (i+1) of the learners.

Technology Constitutes a Methodology

It is a common misunderstanding among people to accept technology as a methodology, which is a medium of instruction. Technology can be the means whereby methodologies are applied

and methodology is the sum of the ways to apply the theories to the teaching area. It doesn't constitute a methodology. "The technology is theoretically and methodologically neutral" (Blake, 2008). The motive behind using technology is to optimize the circumstances in the classroom which is in turn expected to optimize the learning. But what is not neutral, according to Blake (2008), is how the technology is used. The use of the technology is directly related with the perception and beliefs of the practitioners. Some believe technology use to be a catalyst for applications of language teaching methodologies, whilst some see it as a magic wand to turn any content into a massive success. Any content free from pedagogical and theoretical base can't be concluded to successful learning outcomes. The availability of technology in the classroom can unleash creativity and methodological borders. The requisite of design of an activity in the scope of communicative language teaching approach, for example, may be technology. It is hard to find someone who speaks English where English is used as a foreign language, but with the help of technology, it is easier to have native speakers in the classroom.

Today's Technology Is All We Need to Know

Another misunderstanding about technology is that what we need to know is restricted to today's technology. Technology, however, is not static to confine it to today. It was not like today ten years ago and it will not be the same ten years later. The teachers have to keep up with the changes and aware of the latest improvements in technology. This nature of technology may become scary for language teachers and school administrators. Some of the teachers and school administrators overlook the affordances of technology; they hold the intention to keep up the present conditions and teaching standards. The reasons for eschewing technology integration may be its demands and workload. The language programs should also be open to the current instructional technologies "to cope with the field's intrinsic flux" (Blake, 2008)

Technology Will Replace Teachers

A serious factor behind teachers' rejection of technology is the idea of being replaced. It may be a delusion of sci-fi movies but the teachers have the fear of being replaced by the

computers and the newest technologies which makes them Don Quijote tilting at windmills. Technologies serve us to ease and fasten our lives in some ways not to live our lives. In instruction, especially for our country where the developmental stages are followed almost ten years behind, it's main role to help the practitioners carry out a wide range of activities without temporal and spatial concerns.

All these myths about technology move us in the middle of nowhere. Instead of being seized by misunderstandings, let's evaluate the pros and cons of technology and then decide. Teachers, however, should keep in mind the language theories and methodology. Technology is an influential means of instruction.

Technology Intregration

Learning a foreign language is much more than learning a set of linguistic rules. It is an amalgam of linguistics, culture, a social identity and a new way of being. By learning a foreign language, the learner adopts a new perspective whereby one more filter plays role of interpreting life. That is to say, besides grammatical structures, the process involves cognitive and social aspects, as well. It closely related to the way paradigm has evolved. Imitation and habit formation was the backbone of instruction five decades ago but nowadays, with the shift in paradigm, social interactions have become the underlying drive to teach language.

The integration of technology into instruction, of course, took the same route with the one theoretical perspectives took. Computer-assisted language learning (CALL) had almost the same developmental stages and the role of computer in the classroom has persistently changed since the 1960s when the commencement of a long journey has begun. Once seen as tutor, computer then seen as pupil and now as a tool.

ICT is embedded in everyday lives already, but when it comes to classrooms, the current situation may not be that way (Brickner, 1995; Ertmer, 1999; Sugar, 2002). Inhibiting factors in technology integration are argued to be lack of staff support (Becker, 1994; Ertmer, 1999, 2005; Sugar, 2002), insufficient resources (Ertmer, 1999; Hubbard, 2008; Sugar, 2002), and lack of personal sources-motivation, beliefs, attitudes (Ertmer, 1999, 2005; Hubbard, 2008). The entrance of technology in education areas required successful integration of it into

curriculum and instruction. Among the technology integration models, there are Rogers's (1995) Diffusion of Innovation, Cuban's (1993) Constancy and Change, Brickner's (1995) First and Second Order Barriers to Change, and Ertmer's (1999) First and Second Order Barriers. All pinpoint the ways of integrating technology, facilitating and inhibiting factors in integrating technology.
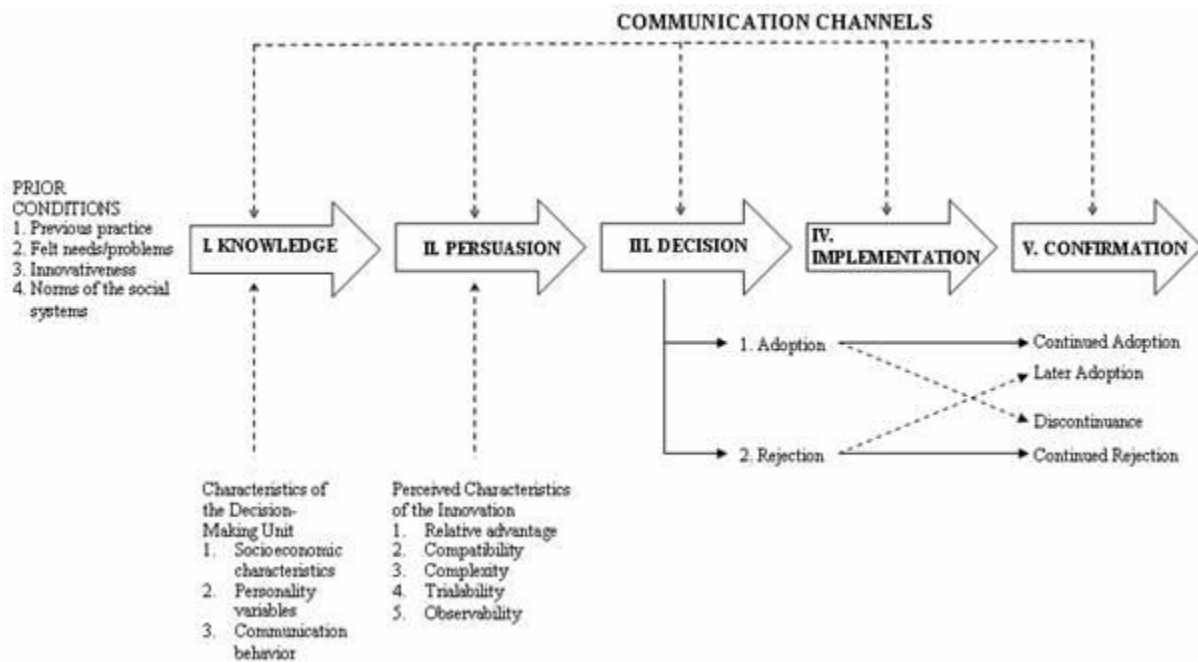
Figure 1. Rogers's (1995) Diffusion of Innovation (*Note:* Rogers, E. M. (1995). *Diffusion of innovations*. *Newyork Free Press*. doi:citeulike-article-id:126680).

Rogers's (1995) Diffusion of Innovation consists of five communication channels through which the adoption or the rejection of using the innovation happens. Rogers (1995) explains the technology integration with communication channels (Knowledge, Persuasion, Decision, Implementation, and Confirmation). Rogers (1995), using innovation and technology interchangeably, proposes these five stages for diffusion of innovation. The model implies that the prior conditions constitute the premise for the communication channels. In the first stage, the very first knowledge of technology exists; in the second stage, an attitude towards the technology is formed; in the third stage, adoption or rejection is decided; in the fourth stage, new idea is implemented and in the fifth stage, this decision is confirmed. Rogers (1995) argued that people's attitudes towards a new technology are affected by the attributes of technology itself and identified five attributes of technology which are relative advantage,

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compatibility, complexity, observability and trialibility. Firstly, it is advantageous when compared to the previous technologies; secondly, it is in line with the existing practices; thirdly, it is not so complex to use and understand; fourth, it shows observable result and fifthly, before adoption, it can be experimented.

Another model of technology integration which proposes a continuum of change is Cuban's (1993) constancy and change. In his model, Cuban (1993) underscored the reform or change in school and explained this change with schooling, the school and classroom structures, the culture of teaching, individual and shared beliefs, and implementation of change. First three explanations account for the constancy, while the last two account for the change. Cuban (1993) explained the educational change as incremental and fundamental changes; first and second order changes respectively. Incremental change means the incremental process of using computers, fundamental change means restructure of basic thinking of the teacher or basic way of a system. While teacher trainings or teacher practices of computer use can be an example of incremental change, a teacher's redesigning her role as a teacher can be an example of fundamental change.

Brickner (1995) has a very similar model to Cuban's (1993) in which she defined the first and second order barriers to change. In Cuban (1993), the changes are categorized as incremental and fundamental/first and second order change. In Brickner (1995), the barriers to change are categorized as first and second order barriers to change. The study of Brickner (1995) has a key role in the future study of Ertmer (1999) which is also on the first and second order barriers to technology integration. External barriers to computer implementation are called first order barriers to change. Brickner (1995) determined the first order barriers as "access to computers, software availability and quality, planning time, and technical support" (p. 38). Internal barriers to change are called second order barriers. These barriers are directly related to the teachers and determined as "beliefs about teaching, instructional models, beliefs about technology, and openness to change" (Brickner, 1995, p. 41).

Lastly, there is the model of Ertmer's (1999) technology integration and first and second order barriers. The model has its roots in Brickner's (1995) model. She (1999) defined technology integration as preparing the student in line with the requirements of the future, but the notes that the future which the students and the teacher will live is different from each other.

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Similarly, Ertmer (1999) categorized extrinsic barriers as first order and intrinsic barriers as second order barriers to technology integration. Among the first order barriers are equipment, training, resources, support, etc.., and Ertmer (1999) argued that the second order barriers are rooted in the teachers' beliefs. These beliefs may be related to the perceptions of the teachers on pedagogy, classroom management, students, and ideal teaching context, so on. To confront these barriers, Ertmer (1998) proposed some strategies; "developing vision, identifying curricular opportunities, obtaining resources, managing resources and classroom activities, and assessing student learning" (pp. 54-58).

Some other studies researched the inhibiting factors of technology integration and computer-technologies implementation. Olsen (1980) conducted a survey in US and found that the participant departments of the study didn't use computer-assisted instruction and they listed some reasons. Among these were

- Cost of computer programs,
- Suspicious attitude of professors toward computer and modern technology,
- Lack of student interest in CAI,
- Lack of experience in CAI,
- Lack of personnel with experience in CAI,
- Lack of ready-made programs,
- The observation of unsuccessful experiences elsewhere,
- Lack of locally available facilities,
- Misconceptions of CAI and the fear of being replaced (Olsen, 1980).

Those reasons can be counted for quite same reasons of today's in-service teachers. Although the study was conducted twenty-five years ago, in the context of a very limited technology, the results can surprisingly reflect the current concerns in technology-enhanced language learning. Aforementioned technology myths attest the validity of these concerns currently. Teachers feel deeply the anxiety of being replaced by technology, and the inability of managing recent technologies. Last but not the least, a big problem in integration of technology into instruction is the lack of materials and programs. Onwards of this paper, a more detailed look at the content issue will be available.

Bax (2003) argues that we are still experiencing open CALL and the aim is to reach integrated approach. In Integrated CALL, technology becomes invisible, a common practice (Chambers and Bax, 2006; Bax, 2003). The exact term that Bax used for this invisibility is *normalization*

and he defined 7 stages of normalization in CALL. Actually, he argues that fully integration of CALL is possible when the term disappears. That is, when computers and technology are so embedded in our lives that they become invisible, there will be no need to use the term CALL. He uses the examples of book and pen to explain; there are no terms such as pen-assisted language learning or book-assisted language learning. He adds, "Most importantly, CALL will be normalised when computers are treated as always secondary to learning itself …" (Bax, 2003). That is, the use of technology should espouse the needs of learners and the lesson should be designed correspondingly. Bax (2003) defined the stages of normalization as:

> Stages of normalisation in CALL:
>
> 1. *Early Adopters.* A few teachers and schools adopt the technology out of curiosity.
>
> 2. *Ignorance/scepticism.* However, most people are sceptical, or ignorant of its existence.
>
> 3. *Try once.* People try it out but reject it because of early problems. They can't see its value—it doesn't appear to add anything of 'relative advantage' (Rogers, 1995).
>
> 4. *Try again.* Someone tells them it really works. They try again. They see it does in fact have relative advantage.
>
> 5. *Fear/awe.* More people start to use it, but still there is (a) fear, alternating with (b) exaggerated expectations.
>
> 6. *Normalising.* Gradually it is seen as something normal.
>
> 7. *Normalisation.* The technology is so integrated into our lives that it becomes invisible—'normalised' (Bax, 2003).

Normalization is the main motive of CALL studies for Bax. It is an important step in the diffusion of innovation (Rogers, 2003). In Integrated CALL, technology is fully embedded in pedagogy and instruction. Physical position of computer is also shifted from separate labs to the classrooms which can be also used as language labs.

Even though Bax (2003) defined the stages of normalization in CALL, there may be some impeding factors in the process of normalization. These were identified and clustered into four groups by Chambers and Bax (2006). These are *logistics, stakeholders' conceptions, knowledge and abilities, syllabus and software integration, training, development and suppor*t.

After that, Chambers and Bax (2006) suggest 11 issues which are significant in normalization process.

Logistics is about the inaccessibility of labs, lack of time, and discouraging layout of classrooms. Teachers are lack of time to preparing for the computer integrated language teaching. Students are discouraged to go to labs for they are not in the faculty buildings. Lastly, the classrooms are not designed appropriate for both using computers and seeing each other faces. Here are the issues that Chambers and Bax (2006) proposed for logistics;

> *Issue 1*: For normalisation to take place, CALL facilities will ideally not be separated from 'normal' teaching space.
>
> *Issue 2*: For normalisation to occur, the classroom will ideally be organised so as to allow for an easy move from CALL activities to non-CALL activities.
>
> *Issue 3*: For teachers to 'normalise' computer use within their daily practice, they may need additional time for preparation and planning (Chambers & Bax, 2006).

Stakeholders' conceptions, knowledge and abilities are about the worries, expectations and misunderstandings of teachers and management. Some teachers can be nervous about using technology while some are cool. Some teachers can be against using technology while some are pro technology. The situation may be the same for management but in order to reach normalization, misconceptions should be eliminated. Here are the issues that Chambers and Bax (2006) proposed for stakeholders' conceptions, knowledge and abilities;

> *Issue 4*: For normalisation to take place, teachers and managers need to have enough knowledge of and ability with computers to feel confident in using them.
>
> *Issue 5*: Normalisation requires that conceptions on the part of different stakeholders, including teachers and management, concerning the role of computers in language learning be of a type conducive to integration and normalisation.
>
> *Issue 6*: If CALL is to be normalised, teachers and managers need to avoid the 'technical fallacy', namely the view that the main determinant of success or failure is the hardware and software, or any other single factor. They will be aware that the success of CALL in their classrooms depends on several interconnected factors, all of which may need to be considered (Chambers & Bax, 2006).

Syllabus and software integration, as can be understood, is the extent to which technology is blended with syllabus and instruction, the selection of appropriate technologies for students. This is partly related to the software functions. Once, the software was so closed to tailoring. The status quo is very different now from the 1980s and tailorable content and materials are

available on the Internet. Besides authoring tools and ready-made materials, tailorable software is also available. Here are the issues that Chambers and Bax (2006) proposed for syllabus and software integration;

> *Issue 7*: Successful normalisation of CALL requires that it be properly integrated into the syllabus, and support provided for teachers who may be uneasy about their new roles.

> *Issue 8*: Progress towards normalisation may be enhanced by the use of 'authorable' CALL materials which allow teachers to tailor the CALL activities better to fit the existing syllabus aims, as opposed to the use of imported 'closed' materials (Chambers & Bax, 2006).

Training, development and support are related to teachers' training which is a big bite of the cake. The normalization is possible with the teachers and even it may be put in that way; it is on the shoulders of teachers. Hubbard (2008), while discussing the impeding factors in integration of technology, explains this as "there can be a huge span of time involved from the point at which trainers themselves are trained to the end of their direct influence over others". It can present a clearer picture if the rapid rate of technology improvement is taken into account.

Figure 2. Generational range of teacher training (*Note:* Hubbard, P. (2008). CALL and the future of language teacher education. *CALICO Journal, 25*(2), 175-188)

Chambers and Bax (2006) emphasize teachers need technical support blended with pedagogical support. It is not sufficient just to offer technical support, teachers are curious about how to integrate technology appropriately into their teaching. Here are the issues that Chambers and Bax (2006) proposed for training, development and support;

> *Issue 9*: If CALL is to be normalised, teacher training and development may best be offered in collaborative mode rather than in 'top-down' expert-to-novice mode.

> *Issue 10*: Successful normalisation requires that teachers' concerns about technical failures, and their lack of skills to deal with such failures, be addressed and overcome by means of reliable support and encouragement.

Issue 11: Technical assistance is important, but is insufficient on its own in supporting teachers towards fully normalising technology in their teaching. Teachers need pedagogical support also (Chambers & Bax, 2006)

ICT and Foreign Language Teaching

While with the very first meaning ICT can be defined as the combination of computer systems and the Internet, at present, it also holds the meanings of all kinds of technologies form radio and TV to hologram and 3D (Göktaş, 2006; Ibrahim, 2010). Moursund and Bielefeldt (1999) argued that information technologies do cover not only hardware and software but also the effective use of these. Nowadays, ICT is used as a general term for all kinds of technologies involving in tools and programs, applications both in national and international literature. In the scope of this study, ICT is used with the explained way above in general terms but in specific terms, it is used to cover the technologies peculiar to the FP. Those are the IWBs, tablets, document cameras, multifunctional printers, and Internet infrastructure.

Educational trends and technological advents are mostly parallel to each other. The affordances that ICT presented for educational setting are tried to be integrated into instructional practices in micro planning; curriculum and the material design processes in macro planning. The multiple types of media coming from ICT enable the teachers to enhance the learning in the classroom and address more students with different learning strategies. In the large scale, the curriculum may be designed in a technology-rich way and the syllabus may provide more learner-centered, technology-driven activities for learners and teachers. What is more, the materials designers can publish more software sources than hardcopy ones. Traditional core materials of the courses are seen as course books all along the world just like in Turkey. ICT gives the chance to develop interactive software application and programs as core or supplementary materials. They may turn the situation useful for students by saving them to be passive absorbers of information and also to carry bulky materials. Besides being facilitating, it may be debilitating, too. The incompetency in using ICT tools may lead to waste of time and energy, in the classroom, it may also be distracting for students. The recent research trends in ICT in language learning are mostly focuses on the attitudes of in-service teachers, learners and pre-service teachers (Albirini, 2006; Işık, 2009; Kao & Tsai, 2009; Karakaya, 2012; Mokhtari, 2013); the application of Web 2.0 tools (Atmaca, 2013; Cirit,

2014; Keleş, 2013); the barriers of integrating technology (Chambers & Bax, 2006; Ertmer, 1999; Hubbard, 2008); teachers' beliefs in integrating technology (Açıkalın, 2009; Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, & Sendurur, 2012; Kolikant, 2010); teachers' practices of technology integration (Göktaş, 2006; Solmaz, 2011); and perceptions of in-service teachers, learners and pre-service teachers (Albirini, 2006; Cirit, 2014; Keleş, 2013).

ICT in Turkey

The efforts of the MoNE for integrating technology into education date back to the mid-1980s and today, they are still keeping going. In 1984, The MoNE initiated the project Computer-aided instruction (Akbaba-Altun, 2006; Akkoyunlu, 2002; Usun, 2004) in order to supply the schools with computers, software and train teachers (Usun, 2004). For this reason, 1111 computers were distributed to 110 high schools and some of the teachers were trained in the scope of the project in 1985-1986(Usun, 2004). "In 1991, more than 6500 computers were disseminated to 2400 schools" (Akkoyunlu, 2002)

In the 2000s, with the World Bank, The MoNE initiated two projects; "Computer Experimental School" and "Project for Globalization in Education 2000" (Usun, 2004). In those, the schools were distributed technological tools as the former project. Usun (2004) summarizes the attempts as;

> There have been many tendencies and attempts to integrate the Internet into Turkish primary, secondary, and higher education systems since 1990. The World Bank supported two projects, "Computer Experimental School" and "Project for Globalization in Education 2000." The aims were to support the Turkish formal (primary and secondary) education through distance education with the computer-mediated communication network linking. The computer companies sponsoring the second project provided one year of free Internet access to project schools. But, in spite of these attempts and tendencies, because of the slow working, highly bureaucratic, and centralized organization of the MoNE in Turkey there is no infrastructure of computer networks for primary and secondary education yet, and the educational uses of the Internet are still in the start-up period (Usun, 2004).

Current project of the MoNE for integration of ICT into schools is the FATIH Project. The FP is a protocol signed with the cooperation of the MoNE and Ministry of Transport, Maritime Affairs and Communications in 2010. The project has been planned to be sustained for five years. The project mainly holds the aims of equity in education and "diffusion of innovation"

(Rogers, 2003). The MoNE planned three steps in order to distribute hardware to schools, create the software, and train teachers; upper secondary schools, lower secondary schools, and primary schools.

Perception of ICT

Borg (2003) defines teacher cognition as "unobservable cognitive dimension of teaching – what teachers know, believe and think". Among other predictors, the cognition is a very effective one in technology adoption. Ertmer (Ertmer, 1999) argues that there are two types of barriers in technology integration; first order barriers, related to the hardware and external availability of technology, and second order barriers, related to beliefs, attitudes, " vision of technology integration, and lack of confidence". That is, technology integration happens in both intrinsic and extrinsic levels; however, some studies showed that the one which is harder to overcome is the intrinsic one, second order barriers. Those are related to the cognition of the individuals and are shaped with various variables along the path such as prior experiences, contextual factors, and education.

A lot of ink has been split on the effect of cognition on the competence suggesting that perception, attitude and belief have key role in practices of individuals in adopting technology. The interwoven relationship between the knowledge, competence and perception, attitude, belief is what makes the topic attractive enough to inquire. Along the time with the contextual factors and sociocultural environment, individual develop some conceptions and subsequent perceptions, attitudes and beliefs are mostly developed and shaped around these conceptions. Those are resistant to change and their reaction to knowledge is a very hot topic. With the swords drawn on both sides, the conflict on knowledge and belief will seemingly continue for a long time (Kagan, 1992; Pajares, 1992; Zheng, 2009).

According to the "diffusion of innovation theory" (Rogers, 2003), an individual possibly adopt the technology when it is perceived as consistent with the previous conceptions, values, and beliefs. In this study, the students' and teachers' perception of ICT and the FP are examined and also their competence is tried to be found out. The results are expected to display the

effect of the students' and teachers' perception of ICT and the FP on their use and adoption of technology.

The perception of the target group on the present innovation is a strong predictor of the diffusion of that innovation. There are a number of studies on the perceptions of teachers', and learners' on ICT and technology integration (Albirini, 2006; Jimoyiannis & Komis, 2007; Mokhtari, 2013; Teo, Chai, Hung, & Lee, 2008). Examining the perceptions of the technology becomes more important in the scope of such a large-scale technology integration project. The FP is one of the largest scale technology integration projects in the world and as the studies suggest (Albirini, 2006; Davies, 1989; Rogers, 2003) the perceptions play a significant role in adoption of the technology. The FP facilitates removal of the first order barriers by providing the hardware and infrastructure. More importantly, second order barriers concerning the intrinsic level (perception, belief, attitude, confidence) remain to be overcome. The studies portraying the intrinsic side of the teachers and students in technology integration are important in explaining the technology adoption processes in the national scale.

FATIH Project

Background of FATIH Project

FATIH Project is an educational technology project and its name is an acronym referring to a significant historical figure of the Ottoman Empire. FATİH (Movement of Enhancing Opportunities and Improving Technology [Fırsatları Artırma ve Teknolojiyi İyileştirme Hareketi]) Project is entitled in this way to refer to FATIH Sultan Mehmet who conquered İstanbul and this conquest started a new era in the history. The rationale behind the project's name is its aim of starting a new era in education. The FP aims to open a new era of of technology-integrated teaching environment by equipping the classrooms with the ICT tools, and end the era of traditionally decorated classrooms

The FATIH Project was planned as a five-year project and the first phase, piloting was conducted in 2011. The piloting was conducted in 52 schools in 17 provinces. Tablets and Interactive whiteboards were supplied to these schools. After the piloting phase, the project

began to be implemented. The implementation was planned to be realized in three steps; upper secondary schools, lower secondary schools, and primary schools with preschools.

The FATIH Project, as stated on its website, will equip 520000 classrooms with the ICT tools and turn the classrooms into "smart class" (FATIH Projesi, 2014). The ICT tools peculiar to the FATIH Project are the IWBs, tablets, and Internet network infrastructure. The classrooms are stated to be equipped with the IWBs and Internet network while the teachers and students are distributed tablets. The state schools are stated to be supplied with multifunctional printers and document in the scope of the project.

The abovementioned part is one of the five elements that the project is comprised of. The FATIH Project is made up of five elements and those are;

- Providing equipment and software substructure
- Providing educational e-content and management of e-content
- Effective usage of the ICT in teaching programs
- In-service training of the teachers
- Conscious, reliable, manageable and measurable ICT usage

The project was announced before 2011 election as a promise of the current government. It was announced that the project would be completed at the end of 2014. However, until the end of 2014, a part of the first phase completed. With the beginning of 2014, the second phase began to be implemented, that is, the lower secondary schools newly began to be equipped with the IWBs. According to the list published on the website of the project, in 3570 schools, IWBs have been set up. All of those schools are upper secondary schools and those are also the universe of this study. Not lucky that much, all of the students of those students haven't been distributed tablets yet. According to the list published on the website of the project, tablets have been supplied to 217 schools.

Aim and Scope of FATIH Project

Faith Project is a national initiative that is carried out by the MoNE and supported by Ministry of Transport, Maritime Affairs and Communications. Namely, FATIH Project is an outcome of five-year progress plan of state planning organization. One of the aims set in the progress

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plan (2006-2010) of state planning organization is to make students, teachers and schools familiar with the ICT. Among the aims related to the MoNE are;

- Lifelong learning approach, development of the proper structures in which all individuals can improve themselves through e-learning and development of the e-content.
- All students that graduate from secondary education should have the ability to use the basic information and communication technologies.
- One of the three individuals in society should benefit from e-education facilities through the effective usage of Internet.
- Providing equal opportunities to everybody on learning and usage of the information and communication technologies.
- One of the two individuals in society should be Internet user.
- Internet should be made reliable for society (Fatih Projesi, 2015).

The main motive of the project is defined as enabling equality of opportunities. In the case of a successful completion of the project, the students who are lacking of technological devices will meet them and get the chance of having similar opportunities with other students. But this requires a robust and detailed plan. A generous budget and extensive timing has been spent on the project until now. A great number of upper secondary schools have been equipped with the IWBs and Internet network infrastructure and a considerable number of students have been given tablets. As another pillar, educational e-content has been published on EBA website. Although the first phase of the project covers the upper secondary schools, the educational e-content on EBA consists of e-content from different levels. What matters in that point is whether the expected outcomes will be reached out or not? As an educational transformation process the FP was described and a thorough set of outcomes will be the measure of the success of the project. The evaluation process, though, needs clearly defined outcomes because there are no such outcomes except from the general ones. The aims for the students are to;

- Acquire knowledge using more sensory organs,
- Participate and take responsibility more due to self-confidence from knowledge acquisition,

- Shape her/his future based on her/his own purpose

- Know what s/he wants and take control of her/his life path

The aims for the teachers are to;

- Have easy access to the updated knowledge and latest teaching techniques which will help in teaching process

- Thus help students gain different points of view

- Create information and transfer it perennially

- Be innovative

- Be able to measure the quality and quantity of their teaching and complete the shortcomings

- Prepare the future generation from today (Fatih Projesi, 2015).

Those are the expected outcomes defined and stated oh the website of the project. More detailed and thorough outcomes are needed to measure the extent to which the outcomes are reached.

The scope of the project covers from beginning of preschool to the end of upper secondary schools. The FATIH Project is carried out in three phases. Firstly, the upper secondary schools then lower secondary schools and lastly the primary schools and preschools will be supplied with the technological devices peculiar to the project. All of the schools will be equipped with multifunctional printers, document cameras, the IWBs, and Internet network infrastructure. Tablets, however, will be distributed to the students from the fifth grade to twelfth grade. That is, the students at the primary schools and the preschools are out of the scope of the projects' tablet pillar.

Current Situation of the FATIH Project

The piloting phase was conducted in 2011-2012 educational year and then the implementation of the project began with the first phase. On the official project website, the end of 2013 was pointed as the date to complete equipping the classrooms with ICT devices. Yet this aim was not realized and until the end of 2014, the process went on for the upper secondary schools. For the lower secondary schools, the process was initiated at the beginning of 2015.

Table 1

The FP Studies

Author(s), Year	RQs	R. Design and Analysis	Instruments	Participants (Sample)	Main Findings	Variables
(Yeni-Palabıyık, 2013)	-What is the level of technology integration self-efficacy and perceived English proficiency in the current sample? -Is there any significant difference between self-efficacy beliefs for technology integration and demographic variables? 3. What is the relationship between perceived English proficiency and self-efficacy for technology integration? 4. What are the factors influencing teachers' technology integration practices in foreign language classroom? 5. What are the opinions of teachers about the implementation of FATIH project? 6. What are the actual practices of in-service teachers to integrate technology into their teaching?	explanatory mixed methods design Questionnaire, interview, classroom observation One way ANOVA using SPSS For interview analysis, firstly whether the answers are positive or negative is determined. Secondly key words found. Then categories and subcategories are created.	Questionnaire (SETIS), interview, classroom observation (Semi-structured observation guide developed by Johnson [2006])	114 in-service teachers working at high schools in Sakarya (questionnaire) 12 out of 114 for interview. 3 out of 12 for classroom observation.	-high efficacy for both technology integration and English proficiency. - strong, positive and significant relation between addressing students' technological needs and technology integration in teaching -correlation between level of English proficiency increases and the efficacy for technology integration. -instructional technologies are commented to lead the students to lose their attention, to get bored and to become lazy -problems regarding in-service trainings are lack of expert support, lack of guidance, lack of practice, lack of content especially for technology, and less time	-technology integration self-efficacy -perceived English proficiency -demographics -actual practices of technology integration.

(Akkoyunlu & Baskan, 2015)	What are the opinions of the principals upon teaching and learning practice that is supported with the technologies in question? 2. According to the principals, what are the reasons that render or hinder the use of those technologies? 3. What are the suggestions of the principals for using those technologies more efficiently?	Case study Content analysis	Questionnaires with open-ended	24 school principals	-positively effective in terms of "efficient learning", "saving time", and "motivating and increasing the interest and involvement of students".	-Opinions of school principles -The use of THE FP
(İncik & Akay, 2015)	to examine the opinions of prospective teachers relating to the FATİH project.	Descriptive	Opinions Relating to the FATİH Project Form" was developed by the researchers	126 prospective teachers at Mersin University in 2012-2013.	For prospective teachers; Effective, entertaining, active, appealing to the senses, high motivation and easy access to knowledge are the positive sides and Atrophy of communication and literacy skills, distractibility, decrease of research skills and laziness are the negative sides.	
(Sayır, 2014)	1-What are the English teachers' attitudes towards IWB? 2- What are the students' attitudes towards IWB? 3- What are the students' ideas about the effects of using IWB on English speaking skill? 4- What are the teachers' ideas about the effects of using IWB on English speaking skill?	Survey research study Descriptive statistics (SPSS 17.0) Content Analysis	*Turkish students' and teachers' attitudes towards the use of interactive whiteboards in EFL classrooms and 4 open-ended questions were added to questionnaires.*	183 high school students and 19 English teachers in Muş.	-teachers and students have positive attitudes towards IWBs -teachers need sufficient training to use IWBs appropriately -technical problems with IWBs affect both students and teachers negatively -teachers and students believe that IWBs effect the speaking skill positively.	-Students' attitudes towards IWB - Teachers' attitudes towards IWB -Students' ideas about the effects of using IWB on English speaking skill -Teachers' ideas about the effects of using IWB on English speaking skill

| (Gök, 2014) | 1. What is the current status of smart classroom technology usage in the schools?

2. What attempts did the YEGITEK/The MoNE as senior management conduct to provide adequate usage of the SCT in the schools in regard to;

a. How did YEGITEK/The MoNE determine which technologies would be used?

b. How did YEGITEK/The MoNE determine by whom, how and where these technologies would be used?

c. How did YEGITEK/The MoNE gather opinions of users and inform them?

d. How would the usage of smart classroom technology be maintained?

3. How do teachers and school administrators define the conditions/barriers namely "dissatisfaction with the status qua; time; resources, knowledge and skills, rewards and incentives, participation, commitment and leadership" in the process of implementation of change/or use of smart classroom technologies? | -Multiple case study

-Content Analysis | Observation

Interview

Document Analysis | Teachers

School administrators

YEĞİTEK administrators | -the perceptions of teachers and school administrators were not investigated before the installation of the SCT in the schools

-the project administrators did not informed the teachers and school administrators about the integration process of SCT. | -SCT usage

-Barriers encountered

-The management of YEĞİTEK |

According to the data revealed on the 2014 activity report of the MoNE, which was published on February, 2015, 114.921 upper secondary level classrooms were equipped with the IWBs; 20.269 schools was supplied with multifunctional printers. 737.800 tablets were distributed to students and teachers. In 3516 schools, Internet network infrastructure was set up (The MoNE, 2015a).

Furthermore, there are some other data which are a little bit different from the aforementioned ones. According to the data revealed on the MoNE 2015-2019 strategic plan, 84.921 classrooms of 3657 schools have been supplied with the IWBs, multifunctional printer, and document cameras. The Internet network infrastructure has been completed in the same schools, too (The MoNE, 2015b). The data on tablet distribution on the MoNE 2015-2019 strategic plan matches with the data on 2014 activity report of the MoNE. 737.800 tablets have been distributed to upper secondary school teachers and students (The MoNE, 2015b).

EBA, the educational e-content platform of the MoNE, should be briefly mentioned. With its 2 million users, EBA is a platform that enables its users to both create and share content reliably(The MoNE, 2015a). The e-content published on the website are "7761 videos, 55116 visuals, 1674 e-books, 1396 e-journals, 4386 audios, and 84 e-content websites" (The MoNE, 2015a).

Aspects of FATIH Project

Declared as one of the most significant educational investments, The FATIH Project holds the aim of making an educational transform. The success must be attested for this declaration to go beyond the goodwill. The FATIH Project will be examined in terms of instructional content, technology, and pedagogy aspects in this study. No matter how intense it is, focus on only one of these aspects may leave the project incomplete.

Technology is the most prominent aspect of the project. This aspect is comprised of the distribution and infrastructure of the ICT tools peculiar to the FATIH Project to the state schools. This is a cluster made up of the IWBs, tablets, Internet network, multifunctional printer, and document camera. The success of this aspect of the FATIH Project can be evaluated by the extent to which the targeted numbers of distribution has been reached. In the

2014 activity report of the MoNE, 4 out of 8 targets have been realized. Successful targets are distributing tablets to teachers (125.000 for 100.000), e-content for the IWBs and tablets (18.507 for 18.000), training for teachers (59 for 64), and supplying the numbers of the institutions for network systems and data centers (54.156 for 50.000) (The MoNE, 2015a). Unaccomplished targets are Internet network infrastructure (135 for 2800), setting up the IWBs (30.000 for 100.000), tablets for students (550.000 for 1.200.000), and advertising (0 for 1) (The MoNE, 2015a).

Instructional content is a must for an educational project to be a thorough one. In a project whose aim is transforming education, the instructional content aspect should be concrete and strong. The instructional content, because, also forms the basis of a sound evaluation criteria. Technology can do nothing by itself and the FATIH Project is not an ICT equipment project independent of education. For the IWBs and tablets, instructional e-content must be created, published, and made accessible. The MoNE designed a social platform for this aspect of the project and the e-content is being shared on this platform, EBA. On EBA, both the MoNE and the teachers and learners to create, share and reach e-content. In 2014 activity report of the MoNE, the quantity of published e-content are presented as "7761 videos, 55116 educational visuals, 1674 e-books, 1396 e-journal, 4386 audio, 1600 document and 84 e-content websites". On the basis of ELT, there are 74 videos, 126 visuals, 23 e-books, 270 audios, and 12 offered websites. The compatibility of these materials with the national curriculum, the syllabus, and the core materials will be elaborated on the RQ4.

There must be a model of implementation in order to integrate the technology and the instructional content into teaching and learning (e.g. TPACK Model (Mishra & Koehler, 2006); TAM (Davies, 1989); Systemic Planning Model for ICT Integration (Wang & Woo, 2007); Generic Model of Pedagogy, Social Interaction and Technology (Wang, 2008)). This forms the pedagogy aspect of the project. The last two aspects are also the ones that make the project an educational one and those are also the ones that set the evaluation basis. As aforementioned, the requisites of evaluation of an educational technology project are software and pedagogy aspects rather than hardware aspect. None of the pronouncements made related to the FATIH Project contain a pedagogical integration model. The in-service training may be an exception for this, but the training program has solely focused on the technological

functionality, so that classification of this training as a part of pedagogical model would be no more than a naïve guess. The in-service teacher trainings in the scope of the FATIH Project are briefly mentioned below.

8-hour the FATIH Project trainings are informatory trainings to carry out in the schools where the infrastructure has been completed. 25-hour the FATIH Project preparatory trainings are planned to complete the teachers' lacking knowledge of ICT. 30-hour the FATIH Project using technology in instruction trainings are the basic training of the project and is carried out in 36 hours by the trainers. 25-hour the FATIH Project using Pardus trainings are planned to disseminate using Pardus as one of the operating systems of the IWBs. 10-hour the FATIH Project using ICT and Internet safely and responsibly trainings are carried out with telecommunication communication office.

The trainings mostly neglect the pedagogical integration of technology while displaying a technically focused content. The point here is that the most important gatekeeper of language policy is the teacher. Moreover, the teacher should be informed about the ways of integrating technology into instruction, that is, a teacher should be able to pick up the appropriate technology for the content with appropriate approaches. The importance of an implementation model emerges here clearly. The teachers, apart from basic pedagogical knowledge, need technological pedagogical knowledge. Especially when the CALL stage that our country contextually belongs to is taken into consideration, the in-service teachers are deeply in need of such training.

Instructional Content of the FATIH Project

An educational project cannot be imagined apart from specifically designed instructional content. In this part, the instructional content of the FP will be discussed in the contexts of language planning and policy, material design and the syllabus. The instructional content of the THE FP includes in the materials published on EBA website.

Macro and Micro Language Planning

The language teaching does not start in the classroom; actually it reaches an end there. The starting point of the language teaching is macro language planning.

> …Language planning is an activity, most visibly undertaken by government (simply because it potentially involves such massive changes in a society), intended to promote systematic linguistic change in some community of speakers. The reasons for such a change lie in a reticulated pattern of structures developed by government and intended to maintain civil order and communication, and to move the entire society in some direction deemed "good" or "bad" by government. (Kaplan, 2011, p. 925).

That reveals a picture of the stages how the FP designed, accepted, and put into practice. Language planning is mostly seen as a top-down process. An educational project has no possibility of happening out of blue. For an educational project to be implemented, firstly the macro language planning must be completed and "language planning is fundamentally political" (Kaplan, 2011, p. 930). Hence, the FATIH Project will be depicted more thoroughly when evaluated on the grounds of economy, politics, socio-politics, and education.

Economically, most important factor is the cost-efficiency (Verhelst, Van Avermaet, Takala, Figueras, & North, 2006). The economic situation of the country is a key determiner in such a project, simply because the target of supplying a massive amount of ICT tools to all state schools is quite expensive. The dynamics of the economy can frankly tell the story about the economic side of the project. Comparing the total amount of the money that has been spent on the project with poverty threshold and hunger threshold may reflect to what extent the initiative is well-planned economically.

Socio-politically, the biggest concern is equity of opportunities among the students in every aspect of the country. By doing this, effect of homogeneity can be realized among the students from economically diverse backgrounds. The project aims to provide equal opportunities to everybody in learning and usage of the information and communication technologies and when they graduated upper secondary schools, to be able to use basic information and communication technologies (Fatih Projesi, 2015). The students who are economically-privileged may have the chance of reaching the ICT tools more easily in their own circumstances. The situation is not the same for the economically underprivileged students;

this is what Warschauer (2003) calls "digital divide". In order to accomplish the stated aim, this project should be bridging the gap between those students.
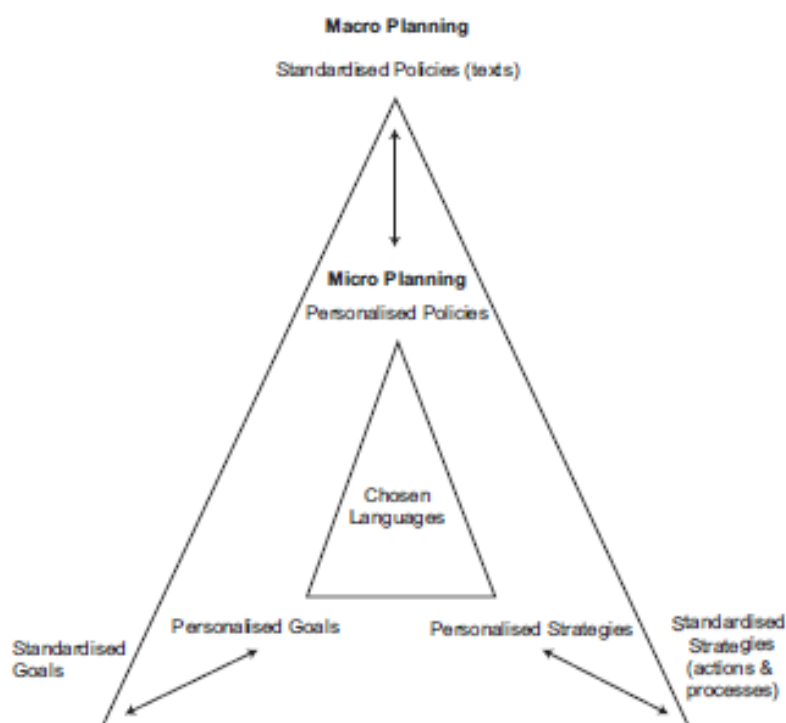
Figure 3. Two-layered triangulated approach to language planning (Note; Chua, C. S. K. & Baldauf Jr, R. B. (2011). Micro language planning. In E. Hinkel (Ed.), Handbook of research in second language teaching and learning (Vol 2, p. 947). UK, NY: Routledge.)

The economic and socio-politic concerns can be counted as parts of political terms. According to Kaplan (2011), the policy decisions are mostly about the perceptions of the highest authorities in the planning process rather than the linguistics needs of learners or community (p. 931). Local and economic profits/losses must be identified beforehand by the current government. Kaplan (2011) explains the political grounds of language planning as "language planning is really about power distribution and political expediency; it is about economic issues, and it is about the distribution of time and effort of administrators, scholars, teachers and students" (p. 930).

Besides the macro language planning, language planning has also a micro language planning part. According to Chua and Baldauf Jr (2011), language planning involves in three

components; policies, goals, and strategies. These components are standardized in macro level and personalized in micro level (Figure 1, 2011, p. 947). In macro level, the components are standardized for providing the basic structure of the language planning. In micro level, which corresponds to classrooms, the components are personalized as being the "actual sites of language policies" (Chua & Baldauf Jr, 2011, p. 942). The macro language planning is mostly about the national curriculum, the syllabus, and materials part of this study while micro language planning concerns the in-service training part of this study. The national curriculum and the syllabus are the two main components of macro level language planning because they draw the borderlines of language teaching and engineers the language (Kaplan, 2011, p. 924). The materials that the MoNE produces in line with the national curriculum and the syllabus, and supplies to the state schools are the main tools applied in the macro level policies. When it comes to the classroom, the teachers can direct in any way they want to. The way of affecting the classroom applications is mainly the in-service training. The teacher should be guided and given the expected support both technically and pedagogically for not feeling all alone in the classrooms.

The National Curriculum and the Syllabus

Before the contextual introduction of the national curriculum and the syllabus, their definitions in the literature will be given. Richards (2005) argues that syllabus design is a part of curriculum but the latter is more comprehensive the former (p. 2). According to Richards (2005) curriculum development

> …includes the processes that are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs, to determine an appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the language program that results from these processes. (Richards, 2005, p. 2)

Candlin (1984) explains the curriculum and the syllabus as

> …curricula are concerned with making general statements about language learning, learning purpose and experience, evaluation, and the role relationships of teachers and learners… syllabuses, on the other hand, are more localized and are based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation.

Allen (1984) describes curriculum, on the one hand, as a general concept consisting of philosophical and social components; syllabus, on the other hand, as a subpart of curriculum which specifies the units to teach (p. 61). Nunan (1996) describes syllabus design as "concerned essentially with the selection and grading of content" (p. 5) and curriculum as "the planning, implementation, evaluation, management, and administration of education programmes" (p. 8). In the scope of this study, the curriculum and the syllabus are defined and used in material evaluation as in below.

Curriculum is the general statement about how teaching and learning English process is designed by putting forward the learning purposes, teacher and learner role, methodology and suggested materials. ELT Curriculum includes in the main aims, learning areas, objectives, suggested themes, language content, setting of learning environment, teacher and learner role, main characteristics of the curriculum, teaching approaches, and testing. Syllabus is a part of the curriculum and it arranges the learning content pedagogically (McDonough et al., 2013). It is a day-to-day plan of course content. It manifests the objective/attainments unit by unit depending of the syllabus design (in this syllabus, skill-based design is used).

Instructional Content of the MoNE

There is a vast amount of studies on the materials, material design, and material evaluation (Cunningsworth, 1995; McDonough et al., 2013; Tomlinson, 2008; Verhelst et al., 2006). Here the instructional material and content of the MoNE for upper level secondary schools will be introduced. In line with the general propensity for course books as the core materials of English language teaching courses, in our country, the course books are used as core materials, too. Besides the core materials, for courses, teachers may use supplementary and complementary materials. Sometimes, those materials are supplied by the MoNE itself, and sometimes the teachers procure the resources themselves. The correspondence of resources and the content provided for the FATIH Project to the material types is a hot topic to discuss in this large-scale project.

Course books are generally used as the core materials of the courses. In Turkey, this is also a valid saying, too. In all levels of education, the core materials are course books and the MoNE

provides the learners and teachers with the course books for free. The course books are prepared either by a jury of the MoNE or by some publishing firms which are examined by the MoNE. The core materials are accepted to have a complete match with the National Curriculum and syllabus.

In the upper secondary schools, the students and the teachers mostly use the course book "Yes You Can!" (YYC) prepared by the MoNE. In the course introduction part of the course books, it is argued that it begins with A1 level in the ninth-grade and it brings the students to C1. In the materials presented in the MoNE and TTKB websites, there are course books from A1.1 to B2.3 levels. The course books comprise of the suggested themes and contents in the curriculum. The language content of the course books are mostly surrounded with the list in the National Curriculum.

The materials that proceed uniformly with course book in terms of themes, methodology, structure, and functions are called complementary materials in this scope of this study. Workbooks, teacher's books and the audio materials accompanying to course books are complementary materials and those are sent by the MoNE to state schools. In order to be accepted as a complementary material, a material needs to have the same thematic, structural, methodological, and functional content with the the MoNE offered materials. The MoNE provides "Yes You Can" as the main source of English course with state schools.

Materials prepared to reinforce some parts and/or objectives/attainments of the core materials are called supplementary materials. That is, despite having common points with core materials to accompany core materials, supplementary materials don't proceed uniformly with them with regard to themes, structures, methodology and functions. Materials offered by the MoNE to state schools, course books/workbooks/teachers' books/CDs/audio cassettes, are the core and complementary materials of ELT. The MoNE's educational e-content for English language learning and teaching is published on EBA website which is a social platform specifically designed for publishing and sharing e-content. The users of the website, the teachers and learners, can exploit, upload and download the content on the website.

CHAPTER III

METHODOLOGY

In this chapter, the methodology of the study is discussed. Design of the research is displayed, then sample of the study on which the study is going to be conducted and population to which the results are going to be generalized are introduced, data collection instruments are illustrated. Validity and reliability issues are explained here, as well. Lastly, data collection and data analysis are described.

Context

Turkey, as a developing country, hosts many innovations in different aspects of life. One of the most important aspects is education. Education is seen as a very fertile territory for entrepreneurship in our country where in almost every period, significant changes are implemented. These changes are sometimes related to directly the core content of the system, such as curriculum change, course book change, and/or supplementary materials/tools, and sometimes related to the mechanism of the system, such as interventions into the exam processes and radical changes in the way the students are assessed.

Upper level public secondary schools are in the scope of this study and the recent portrait of this level istried to be depicted. The current situations of the educational setting are briefed in the "National Education Statistics" reports of the MoNE (2015c). According to the recent report (2015), in the 2014-2015 educational year, the number of the upper level public secondary schools is 2.780 which is almost one three of all educational institutions

incorporated by the MoNE. The number of teachers is 99.707 while the number of students is 1.601.563. Lastly, there are 54.356 classrooms in public upper level secondary schools. According to the data, there are 22 classes at the schools and in every class; there are 26 students at upper level secondary schools.

The students of upper level secondary schools complete 8-year compulsory education before studying at this level. They are at the age of 13-18 in general. There are so many students from very different socio-economic background in the public schools. At the end of the upper level secondary school, the students sit the university entrance exams. No matter what opportunities they got throughout their educational lives, they take the same exam. For this reason, a properly implemented project trying to set equal opportunities among students would be a great success.

With the initiation of the FP in 2011, as the first step of the project, the upper level secondary schools have been started to disseminated technological tools peculiar to the project. There are 2.780 upper level secondary schools in Turkey and those schools have got 54.356 classrooms. The project anticipated to complete the dissemination process in 3 plus 2 years to all levels. This study has been started at the end of the 3 years in order to describe the situation in the upper level secondary schools more clearly.

The regional differences are taken into consideration when defining the sample of the study. This holds the aim of being compatible with the aims of the project and of constructing the representativeness of the universe of the study. One of the aims of the project is to facilitate equal opportunities for the students. Children from very distinct socio-economic background are in the educational system and hit the road for the very same objectives. Actually, Turkey has a very broad range in socio-economic terms among the citizens and the regions. From this perspective, the regions display differences in terms of the economic sources, the income, the accessibility to opportunities, and even the educational possibilities.

Turkey is a geopolitically significant peninsula which is just in the middle of Asia and Europe; upside of Middle East and neighbor with Russia. This critical point presents a great amount of cultural mosaic, political tension, and social possibilities. Turkey is comprised of 7 regions and 81 cities, all of which are full of cultural richness and economic contradictions. The regional inclusion will tried to be provided in the study because of the abovementioned

distinct features of each one of them. It is quite possible for teachers and students form very different parts of Turkey to have separate experiences in technology-integrated classrooms. It is assumed that the accordance or discrepancy among the different parts of the country would better be portrayed to have a clear vision.

When this study has been begun, the FP had already finished the first three years. The names of the schools that equipped with the technology peculiar to the project and that are distributed tablets are published on the website of the FP (Fatih Projesi, 2014). The numbers that now will be stated are the most current ones published until recently. According to these lists 3570 schools are equipped with the IWBs and 217 schools are distributed tablets. The educational content that prepared for interactive use with the supplied technological equipment is published on the web platform EBA.

Research Design

"Research designs are constructed plans and strategies developed to seek, explore and discover answers to quantitative and qualitative research questions,..." (Taylor, 2005, p. 105). This study uses mixed-methods research design that "involves different combinations of quantitative and qualitative research either at the data collection or at the analysis level" (Dörnyei, 2007). Mixed methods research has gained significant importance in recent years because it provides different data collection or analysis techniques and so, more reliable and valid findings. It is useful to adopt quantitative research to reach generalizations; and in order to provide in-depth information it is useful to adopt qualitative research. Both research paradigms have some shortcomings and by using mixed methods research design, an integration of both paradigms, a researcher can ensure "complementary strengths and non-overlapping weaknesses" (Johnson & Onwuegbuzie, 2004). Fraenkel, Wallen and Hyun (2012) defined three advantages of mixed-methods research, the first one is "to clarify and explain relationships found to exist between variables", second is "to explore relationships between variables in depth" and the third one is "to confirm or cross-validate relationships discovered between variables" (p. 558). Besides its advantages, there are weaknesses of this research, of course. It takes time and energy to conduct a mixed-methods research and the researcher, mostly, has experience in one type (Fraenkel et al., 2012).

This study is a descriptive research in nature. Descriptive studies hold the aim of defining the situation without trying to define any relation or difference (Erkuş, 2013, p. 107). The study tries to describe the present and this corresponds with the nature of descriptive research. Taylor (2005) explains the main aim of this research as "to analyze trends that are developing, as well as current situations" and he states that core of this research is to solve the problems of the present (p. 93). There are numerous types of collecting data in descriptive research. Erkuş (2013) argues that descriptive studies generally use survey research (p. 108). Fraenkel, et al. (2011) define descriptive survey as "asking the same set of questions (often prepared in the form of a written questionnaire or ability test) of a large number of individuals either by mail, by telephone, or in person" (p. 13). This study uses survey, document analysis, and interview. These sources of data help to describe and interpret the current situation of ICT integration via the FP in the upper level secondary school clearly.

In this study, the following questions are answered:

RQ1a: What are the perceptions of English language teachers and learners of the FATIH Project?

RQ1b: What are the perceptions of stakeholder academicians and decision-making authorities of the FATIH Project?

RQ2: To what extent is the English content of the FATIH Project used in and outside the classroom?

RQ3: How competent are English language teachers and learners in using ICT tools peculiar to the FATIH Project?

RQ4a: What are the major characteristics of the English content in the FATIH Project?

RQ4b: Is the English content of the FATIH Project in line with the national curriculum?

RQ4c: Is the English content of the FATIH Project complementary to other materials offered by the MoNE to state schools?

Research question 1a, 2, and 3 were examined in a quantitative design for the students and in qualitative design for the teachers. Research question 1b and 2 were examined in qualitative design by interviewing with academicians and decision-making authorities. A survey

developed by the researcher on the perception and competencies of students on ICT via the FP was used to collect quantitative data. In order to collect qualitative data, semi-structured interview was used. Last research questions, RQ4a, b, and c, were examined with document analysis. The national curriculum, the syllabus, the course books, and the educational e-content prepared by the MoNE and published on EBA were analyzed to define characteristics of each and to display their alignment with each other.

Participants

The study tries to gain insight into ICT perceptions and competencies of teachers and learners in national scope. As stated in the context section, the FP is now in its fourth year and it has three steps to carry out in the dissemination process. The first step which covers the upper level secondary schools is the universe of this study. According to the data presented on the report of the MoNE (2015), there are 2780 upper level public secondary schools and there are 54.356 classrooms in those schools. While there are 26 students per classroom, there are 1.601.563 students in these schools in total.

In determining the sample of this study, quota/stratified random sampling and convenience sampling were used. In quota sampling "certain distinct subgroups" (Dörnyei, 2003, p. 55) are defined and the population is determimed according to these groups. Stratified random sampling is used for "selecting a sample in such a way that identified subgroups in the population are represented" (Fraenkel et al., 2012, p. G–8). There are 7 regions in Turkey which display difference both in socio-economic situation of the students and teachers and also the opportunities they have. In order to take a high-pixel photograph, it is aimed to reach seven regions and include students and teachers from all those regions. This type of sampling allows the researcher to represent "every combination of various parameters" (Dörnyei, 2007, p. 98). After this, the practicality is taken into consideration and the priority is defined according to the accessibility, availability, and willingness to participate in the study. Fraenkel, et al. (2011) defines convenience sample as "a group of individuals who (conveniently) are available for study" (p. 99) while Dörnyei (2007) describes the reason for selecting this sample as " if they meet certain practical criteria, such as geographical

proximity, availability at a certain time, easy accessibility, or the willingness to volunteer" (pp. 98-99).

The sample of the study is consisted of 1600 upper level public secondary school students from ten cities from different regions of Turkey. The data were collected in the second term of 2014-2015 and in the beginning of the first term of 2015-2016 educational year. For the teachers, stakeholder academicians, and decision-making authorities part 15 interviews were held. These interviews were conducted with 6 teachers, 2 academician, and 7 decision-making authorities. The interviews were held on December, 2015 and on January, 2016.

Data Collection Instruments

In this study, both quantitative and qualitative data collection instruments were employed. A survey was used as a quantitative instrument. The survey was developed by the researcher with the help of her supervisor. It consisted of 31 items in students' forms. Semi-structured interviews were based on to collect qualitative data. The interview questions were constructed by the researcher. Some of the interviews with the teachers, academicians and the stakeholders were audio-recorded; some were recorded by note taking. English e-content of the project, national curriculum and course books were analyzed separately firstly and then they were compared and contrasted to find the accordance or discrepancies among them. In these analyses, criteria were set in the beginning of the process and two checklists were created. The comparison was carried out on these checklists.

The Questionnaire

Survey research is described as "information collection methods used to describe, compare, or explain individual and societal knowledge, feelings, values, preferences, and behavior" (Fink, 2009, p. 2). There are different instruments that can be used to collect data for survey research. Survey questionnaires and interviews are among those instruments. A questionnaire is " any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (Brown, 2001). Different from tests, questionnaires don't have good or bad answers and they

choose a non-evaluative manner to elicit information about respondents (Dörnyei, 2007, p. 103).

The survey helps to elicit information from numerous participants simultaneously. With the incentive to reach a large number of students, a survey on the perceptions and competencies of students on ICT and the FP was developed by the researcher. The students' survey used in this study consisted of 31 items which are gathered under four factors. The survey in this study was in the form of 5-likert-scale.

Survey of Students' Perceptions on FATIH Project and Competencies Concerning ICT

"Survey of Students' Perceptions on the FP and Competencies Concerning ICT" is the survey developed to collect quantitative data of the study. It took 6 months to fully develop the survey and make it ready for actual application. At the beginning, the factors have been determined. The literature is based on in the process of setting the factors (Albirini, 2006; Ali, 2010; Celik, 2012; Pabayo, S. J., 2006; Verhelst et al., 2006; L. Wang, Ertmer, & Newby, 2004; Yang, 2006). At the end of the literature review, the factors are created as positive attitude, negative attitude, competency, and e-content awareness. After setting the factors, items are written for each of the factors. In this process, the researcher tried to write redundantly (DeVellis, 2003, p. 65). Writing redundantly, it is possible to catch more details in terms of content; furthermore, even minor word changes can lead redundancy in scale development (DeVellis, 2003).

The item pool for all factors has consisted of approximately 200 items. Among these items a form consisting of 55 items in each are created and they are sent for expert opinion. Expert opinion forms are prepared and for each item, the opinions of the expert are expected to be defined either appropriate or inappropriate. If they think that with some corrections the item will be OK, they are expected to write what changes needed for the item. The survey form is sent to 5 experts both in the field, ELT, and form testing field. The items found inappropriate by the experts are excluded from the survey and the corrections are applied. Then, a survey form consisting of 38 items is created. The next step is back translation.

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With their feedback, a survey form for back translation is prepared which consists of 38 items. The survey is prepared in English initially and it is sent to 3 experts to translate it into Turkish. After the translation into Turkish is completed it is sent to another 3 experts to translate it back into English. All the drafts are composed together and each sentence is compared word by word. If the translation is a total match, then it is kept same; if there are differences in words and those have same meanings, the translations are kept same, too. It is planned to change the translation in the case of a total mismatch, but there have been no such examples of translations.

Lastly, piloting of the instrument is carried out. 205 students from two cities from different regions have filled in the survey. With almost 60 of them, the clarity of the items is negotiated and it was concluded that the questions are clear for upper level secondary schools to understand. With the factor analysis; the last version of the survey is created. This version included in 31 items gathering up in four factors.

Validity and Reliability Issues

One of the main concerns of the researchers is providing the quality of their research studies. 'Validity' and 'reliability' are two terms that universally accepted as quality criteria. However, these two terms are treated differently by quantitative and qualitative researchers. "Validity is another word for truth" (Silverman, 2005, p. 210). It is so important to show the validity of the research for quantitative researchers, however they don't have a "golden key" to provide that (Silverman, 2005). "Validity means the degree to which a measuring instrument actually measures and describes the concept it was designed to" (David & Sutton, 2004). The findings must be displayed to be the result of the researcher's manipulation, not other variables.

The setting of factors, creation of item pool, taking expert opinion and back translation has taken almost four and a half months. Content validity of the survey is constructed by adequately sampling of appropriate domains of the field with the help of the literature review (Albirini, 2006; Ali, 2010; Celik, 2012; Pabayo, S. J., 2006; Verhelst et al., 2006; L. Wang et al., 2004; Yang, 2006). "Content validity concerns item sampling adequacy-that is, the extent to which a specific set of items reflects a content domain" (DeVellis, 2003, p. 49). Having

completed the abovementioned process, the piloting has begun. The survey has been taken by 205 upper level secondary school students in order to carry out factor analysis for validity and reliability issues. The data were collected from two cities form different regions of the country. The data were collected from students on a paper-pencil based version and some of the data were collected face-to-face in order to discuss the clarity of the items and to see whether they measure what they measure on the face. Face validity of the survey was constructed by carrying out a negotiation with almost 60 upper level secondary school students. Their feedbacks displayed that the tool has face validity and the students do have no misunderstandings of the items. The data were collected in a month and then factor analysis was carried out. Factor analysis is aimed at determining "whether each item measured the subscale it was supposed to measure to look at construct validity" (Mujis, 2004, p. 70). DeVellis (2003) defines construct validity as "the extent to which a measure "behaves" the way that the construct it purports to measure should behave with regard to established measures of other constructs" (p. 53).

Table 2

Total Variance Explained

Factor	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10,614	34,239	34,239	5,750	18,547	18,547
2	2,732	8,811	43,051	4,911	15,841	34,389
3	2,335	7,533	50,584	2,977	9,602	43,990
4	2,135	6,886	57,469	2,268	7,316	51,306

According to the results of the analysis, 7 items were excluded from the survey and the number of items was reduced to 31. Kaiser-Meyer-Olkin measure of sampling adequacy was found .88 and Bartlett's test of sphericity was found 2862.196 in the factor analysis. These values showed the surveys' appropriateness for factor analysis. Total variance explained in the survey was % 51.306. This value meant that the factors cumulatively explain %51, 306 of the variance in the survey. The acceptable value for total variance explained is about %45 which addresses the adequacy of this tool unless it has only one factor. In case of having one factor, the value %30 is acceptable.

The items are gathered under the factors as in Table 2. This table shows the final factor analysis of "Survey of Students' Perceptions of FATIH Project and Competencies Concerning ICT". There are 10 items in the first factor, 9 items in second factor, 6 items in the third factor, and 6 items in the fourth factor. These are shown in Table 3.

Table 3

Factor-Item Distribution

Factors	Items	Items Number
E-content and ICT tools awareness	17, 18, 19, 20, 21, 22, 23, 24, 25, 30	10
Positive attitude toward the FP	1, 2, 3, 4, 5, 6, 7, 8, 11	9
Competency concerning ICT	16, 26, 27, 28, 29, 31	6
Negative attitude toward the FP	9, 10, 12, 13, 14, 15	6

The operational definitions, holding the criterion-related validity of the survey, were given in the first chapter. The terms used in the survey were clearly defined and those definitions were displayed in the survey in order to set the same understanding in each participant's mind. Narrowing down by stating the scope of the terms is a prerequisite of the operational definitions. For this reason, ICT and e-content were defined in the most concise way to reflect the scope of the study.

Table 4

Reliability of the Survey

Factors	Cronbach's Alpha	N of Items
E-content and ICT awareness	,924	10
Positive attitude toward the FP	,903	9
Competency	,802	6
Negative attitude toward the FP	,757	6
Overall	,908	31

"Reliability indicates the extent to which our measurement instruments and procedures produce consistent results in a given population in different circumstances" (Dörnyei, 2007, p. 50). The more replicable a study is, the more reliable it becomes. Reliability means getting the same results consistently when the study is administered in different times (Lankshear & Knobel, 2004). The reliability of the survey is analyzed with Cronbach's Alpha. Below, both

Table 5

Rotated Factor Matrix

	Factor				
	1	2	3	4	R (total item correlation)
m23	0,80				0,80 (*)
m22	0,77				0,75
m21	0,73				0,74
m24	0,73				0,77
m18	0,71				0,76
m20	0,70				0,79
m19	0,67				0,71
m30	0,62				0,67
m25	0,61				0,56
m17	0,51				0,56
m5		0,77			0,76
m8		0,70			0,71
m7		0,70			0,72
m6		0,69			0,71
m4		0,64			0,68
m1		0,63			0,65
m11		0,61			0,69
m2		0,59			0,62
m3		0,54			0,53
m28			0,74		0,68
m26			0,69		0,49
m27			0,65		0,61
m29			0,64		0,62
m16			0,42		0,46
m31			0,40		0,53
m14				0,71	0,55
m13				0,68	0,56
m15				0,58	0,50
m12				0,57	0,49
m10				0,56	0,53
m9				0,42	0,36

*p<.05

the reliability of the factors separately and overall reliability value of the survey is tabulated (Table 4).

The Interview

Being a highly-used qualitative data collection method, interview is an important method used in the survey research. Dörnyei (2007) points out the fact that the interviewing is a common part of daily life and "a known communication routine" which makes it a significant data collection method (p. 134). As a communication routine, interview is a frequently used social activity. We can say that interview – the most often used method in qualitative inquiries (Dörnyei, 2007) - is a professional conversation (p. 134). A semi-structured interview was employed to get deeper understanding in this study. In a semi-structured interview, there are both pre-prepared guiding questions and open-ended questions. Open-ended questions "let interviewee elaborate on certain issues" (Dörnyei, 2007, p. 136) and by this way increase the breadth and depth of the answers. In this type of interview, it is important to build a relationship with interviewees in order to make them feel comfortable enough to share their thoughts and viewpoints. "No interview succeeds unless the interviewer builds a relationship with the respondents in which both are comfortable talking one another" (Krathwohl, 1998). The interview questions were structured in line with the research questions. The interviewer has tried to build rapport in order to reach deeper information. Some of the interviews were audio-recorded and then transcribed verbatim; in the rest, notes were taken because the interviewees did not want the interviews to be audio-recorded.

The interview questions were written under the same factors that used in the survey. There were 12 interview questions for teachers and their item-factor distribution is shown in Table 6. The question were originally written in English and then translated into Turkish. The field experts were consulted in this process. After completion the back translation, the interview was piloted with in-service teachers and 4th grade pre-service teachers who go to the schools for practicum. Then the actual interviewing was conducted with in-service teachers.

Table 6

Factor-Item Distribution in Teacher Interview Questions and Academician/Authorities Interview

Factors for Teachers' Interview	Items	N of Items
E-content Awareness	7, 8, 9, 10	4
Attitude	1, 2, 3, 5, 6	5
Competency	9, 11, 12	3
Perception	1, 2, 3, 4, 5, 6, 7, 8, 11	9
Factors for Academicians' and Authorities' Interview	**Items**	**N of Items**
E-content	3, 4	2
Attitude	5, 6	2
Perception	1, 2, 3, 4, 5, 6, 7, 8	8

Credibility and Reliability Issues

Reliability and validity have equal importance in each kind of data collection method. However, there are some differences between qualitative and quantitative methods in terms of constructing validity and reliability. In the survey, as an example of quantitative data collection method, the validity is constructed with the help of literature, the piloting with face-to-face interaction and taking feedback on the clarity of the items and lastly with the factor analysis; while the reliability is displayed with Cronbach's Alpha. In interview, as the qualitative data collection method of this study, the credibility is constructed with the literature, piloting, and expert opinion. The interview questions are written by using the factors used in the survey and the literature is benefited from to construct content validity. Also, the field experts are asked for opinions on the appropriateness of the interview questions. In piloting phase, the clarity of the items is examined with the participants and some minor changes are made in line with the feedback taken. The reliability of the interview is tried to be constructed by reducing the bias which includes the characteristics of the interviewer, characteristics of the interviewee, and the content of the questions (Cohen, Manion, & Morrison, 2005, p. 121). The characteristics of the interviewee are not a directly controllable bias in interviewing but it can be controlled by the construction of the questions. Cohen et al.

(2005) offer a way of doing this by "careful formulation of questions so that the meaning is crystal clear" (p. 122). The interview questions are written with this criterion and the experts are consulted on this. The piloting phase is also supports the expert views.

The technical issues are taken into account and good quality of recordings is made sure of. In interviewing session, a non-threatening atmosphere is facilitated to make the interviewees express themselves comfortably. A summary of what is going to happen and a small talk is given to help to relax the atmosphere. Some of the interviews are audio-recorded and then transcribed verbatim. In some of the interviews, the interviewee did not let the interviewer to record, so notes were taken and the analyses were conducted on those notes. A peer who is competent both in the field and in the methodology is asked to review the content in order to increase the reliability of the research. "One way of validating interview measures is to compare the interview measure with another measure that has already been shown to be valid. This trend, that is integrating two approaches in research activities to objectify techniques, is referred to as "triangulation". In this study, triangulation is used to increase the quality.

Document Analysis

Document analysis or content analysis is the last step of data collection. It can be defined as "a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material" (Ary, Jacobs, & Sorensen, 2010, p. 457). In document analysis "textbooks, essays, newspapers, novels, magazine articles, cookbooks, songs, political speeches, advertisements, pictures—in fact, the contents of virtually any type of communication—can be analyzed" (Fraenkel et al., 2012). In this study, the national curriculum, the syllabus, the course books, and the educational e-content prepared by the MoNE for English courses and shared on EBA website are analyzed. Their characteristics are described firstly, then whether the e-content and the NC is parallel or not is examined, lastly to what extent the course books and e-content match is analyzed.

The first step of the analysis is to set the criteria and create checklists. First one of the checklists is prepared to describe the characteristics of e-content (Appendix H). On the second checklist, the operational definition of each term is given; afterwards the compatibility of

course books and e-content with the criteria was examined (Appendix G). While creating the criteria and the checklists, both the literature (Byrd, 2001; Cunningsworth, 1995; Ersöz, 1990; Nunan, 1996; Özkan, 2004; Richards, 2005; Tomlinson, 2008; Ur, 1996), CEFR, and the national curriculum itself were benefited from. The content validity of the instrument was constructed in this way. For construct validity, the expert opinion was used. One expert from the field was consulted and taken consent.

The national curriculum, the syllabus and the course books are pre-determined by the MoNE. For the reason that the study took place in 2014-2015 educational year, the existing curriculum, syllabus, and course books are included in the study. The inclusion and exclusion criteria for the electronic materials were determined as;

- They must be published on EBA website.
- They must be published by "EBA", not other users.
- They must be published on the website until 01.09.2015
- The materials must be prepared for English courses.
- The materials must be prepared for upper level secondary school.
- The materials must be open access.
- The categories which involve only in the materials shared by the users (teachers and students) are excluded from the study.
- The course books used in actual practices as core material are examined under their own category.
- Materials prepared for the next education year (2015-2016) are excluded.

The uploads of the users are excluded from the scope of this study for the reasons that;

- The e-content will be evaluated in terms of their compatibility with the national curriculum, the syllabus and the core materials.
- To expect the users to take into consideration these criteria would be unfair and also this study deals with the performance of MoNE.
- There may be mismatches between the defined language levels for the grades and the materials uploaded. That is, the linguistics content (structures) may be different than the suggested list in the national curriculum.

Ethical Concerns

Besides the professional contribution to the field, a research study should also take into account the right and wrong as well. Ethical concerns are the backbone of a study which determines the quality of the data collected. Ethical standards are defined in Ary et al. (2010) as "A set of standards designed specifically to guide the work of researchers, specifying their obligations to their subjects and their profession" (p. 641). There are three principles set for all research and writing on American Psychological Association 6th edition (2010), those are;

- "to ensure the accuracy of scientific knowledge,
- to protect the rights and welfare of research participants, and
- to protect intellectual property rights" (p. 11).

First principle is constructed with the aforementioned validity and reliability analyses of the data collection methods. Second principle is constructed with the informed consent form (Appendix B) and the MoNE consent (Appendix A). The participants are informed about the scope and aims of the study and given informed consent form. In the form, the rights of the participants are declared. They don't have any direct benefit or harm for participating in the study and they have the right to withdraw from the study at any time they wanted to. Moreover, the participants' identities are kept confidential, the data come from the participants are accessible only by the researcher. Privacy of the participants are put very much importance. The last principle is constructed by giving proper references to all sources used in the study. Each citation in the study is carefully referred in the text and in the references section in order "to protect intellectual property rights" (American Psychological Association, 2010).

Data Collection and Analysis

The study begins with setting the scene, goes on developing the survey, and piloting of the instruments, and lastly the data collection process (Figure 4). For data collection, survey and interview are used in this study. Survey, representing the quantitative part of the study, is directly administered. In Ankara, the survey is administered by the researcher present. But for the design of the study, the data are not collected only from Ankara, but from different cities.

In this case, the researcher has communicated with a teacher from each school and posted the survey forms to the teacher. Having filled up the forms, the teachers have sent the forms back to the researcher. The data firstly coded and analyzed via SPSS. Then the descriptive statistics, independent sample t-test, and ANOVA are carried out. The tests statistically applied and the variables are displayed in Table 7.

Setting the scene	• Determining the aims and scope of the study • Choosing the research design appropriate for the nature of the study • Defining the measures
Developing the survey	• Writing factors and creating item pool • Creating expert opinion forms • Expert Opininon • Back translation
Piloting the instruments	• Piloting of the survey (205 students) • Factor analysis • Piloting of interviews (n=18)
Data Collection and Analysis	• Actual data collection through survey (n=1600) • Interview • Coding and Data Analysis

Figure 4. Research design

The interviews are carried out face-to-face and online. The interviews are either audio-recorded then transcribed verbatim or taken notes. In the analysis of the interviews, the data are coded in three phases – open, axial, and, selective coding – via constant comparison method (Glaser and Strauss, 1967). Themes are created and the excerpts are replaced under the

themes. Firstly, the general themes will be constructed and then they will be converted into main themes. After the coding the data are described and elaborated on.

Table 7

Statistical Analyses Used in Quantitative Data Analyses

Variables	Statistical Analyses
Piloting	Factor Analysis and Cronbach's Alpha
Perceptions on the FP	Descriptive
Competency concerning ICT	Descriptive
Content Awareness	Descriptive
Demographic Information and Experience in Technology	Descriptive
The significance of the difference between the demographic information or experience in technology and the factors	Independent sample t-test and ANOVA

CHAPTER IV

FINDINGS AND DISCUSSION

Introduction

In this chapter, the findings of the study are analyzed and elaborated on. Quantitative and qualitative data are presented in tabulations, figures, and excerpts; and they are discussed for each research question. It also includes in demographic findings and their interpretations. Because this study is in mixed-methods research design, the findings will be given as qualitative and quantitative research findings. The quantitative data were collected from upper level secondary school students via survey developed by the researcher; the qualitative data were collected from academicians and decision-making authorities

Demographic Data and Technology Related Experiences

The demographic information of the participants includes in two parts; factual information and experience in technology. The factual information consists of gender, age, grade, and city. Moreover, the topic of the study requires some more additional background information. The participants' experiences in technology, that is their ICT backgrounds, are taken into account to clarify their perceived ICT competency and awareness. This will provide additional information to the perceived competency dimension which is not confined solely to knowledge on ICT. The background information comprised of having computer at home, computer experience, the time spent in using computer, and perceived the competency levels of computer and Internet. The descriptive of factual information display the general characteristics of the participants (Table 8).

The study was carried out in the upper level secondary schools. The participants of the survey are 1600 students in the upper level secondary schools. Among those participants, 1178 (% 73.6) are female and 422 (% 26.4) are male. All the grades were included in the study. The number of ninth graders is 602 (% 37.6), the number of tenth graders is 601 (% 37.6), the number of eleventh graders is 301 (% 18.8), and the number of twelfth graders is 96 (% 6.0). Age of the students is represented in two intervals (13-15 and 16+). While %60.1 of the students (n=962) are 16+ years old, % 39.9 of the students (n=638) are 13-15

Table 8

Demographic Findings

Variable	Groups	Frequency (n)	Percentage (%)
Gender	Female	1178	73.6
	Male	422	26.4
	Total	1600	100.0
Age	13-15	638	39.9
	16+	962	60.1
	Total	1600	100.0
grade	9	602	37.6
	10	601	37.6
	11	301	18.8
	12	96	6.0
	Total	1600	100.0
City	Adıyaman	312	19.5
	Afyon	107	6.7
	Ankara	147	9.2
	Erzurum	63	3.9
	Istanbul	479	29.9
	Konya	49	3.1
	Ordu	40	2.5
	Sakarya	155	9.7
	Tokat	197	12.3
	Van	51	3.2
	Total	1600	100.0

years old. The data were collected from ten cities from different regions. Because of the socio-economic and regional differences, it was tried to meet a homogenous population.

Nineteen percent of the participants (n=312) are from Adıyaman, %6.7 of the participants (n=107) are from Afyon, %9.2 of them (n=147) are from Ankara, %3.9 of them (n=63) are from Erzurum, %29.9 of them (n=479) are from Istanbul, %3.1 of them (n= 49) are from Konya, %2.5 of them (n=40) are from Ordu, %9.7 of them are (n=155) are from Sakarya, %12.3 of them (n=197) are from Tokat, and %3.2 of them (n=51) are from Van. It can be understood from the above findings that the sample of this study represents the universe. Participants from different cities, ages, and from all grades were included in the study. The confidence level of the sample size is about %97 with %3 of margin error.

Table 9

Having Computer at Home

Variable	Groups	Frequency (n)	Percentage (%)
Having computer at home	Yes	1209	75.6
	No	391	24.4
	Total	1600	100.0

In the experience in technology section, the participants were asked whether they have a computer at home. Almost three-fourths of the participants have computer at home. While % 75.6 of the participants (n=1209) have computers at home, %24.4 of them (n=391) do not have computers at home.

Table 10

Computer Experience

Variable	Groups	Frequency (n)	Percentage (%)
Computer Experience	Not at all (0)	268	16.8
	1-3 years	247	15.4
	4-6 years	464	29.0
	7+ years	621	38.8
	Total	1600	100.0

Computer experience of the participants is gathered in four groups; not at all, 1-3, 4-6, and 7+ years. Six hundred twenty one (%38.8) students have 7 years or more experience while 268 of the participants (% 16.8) have no experience at all. The ones with 1-3 years (n=247) are % 15.4 of total participants and the ones with 4-6 years (n=464) are % 29.0 of total participants. The analyses imply that most of the participants (67.8) have 4+ years of experience.

Daily use of computer of participants is grouped in four areas. A group is "not at all" and %26.8 of them (n=428) chose this option. Another option is using computer less than an hour daily and % 38.6 of the participants (n=618) picked it up.

Table 11

Time Spent on Using Computer

Variable	Groups	Frequency (n)	Percentage (%)
Time Spent on Using Computer	Not at all (0)	428	26.8
	Less than 1 hour	618	38.6
	2-4 hours	461	28.8
	5+ hours	93	5.8
	Total	1600	100.0

Third option is using computer 2-4 hours daily and % 28.8 of the participants (n=461) picked this option. The last option is using computer 5 hours or more daily and % 5.8 of the participants (n=93) picked this option.

Table 12

Perceived Computer and Internet Competency Levels

Variable	Groups	Frequency (n)	Percentage (%)
Perceived Computer Competency	Beginner	191	11.9
	Mid-level	1024	64.0
	Advanced	385	24.1
	Total	1600	100.0
Perceived Internet Competency	Beginner	144	9.0
	Mid-level	881	55.1
	Advanced	575	35.9
	Total	1600	100.0

The perceived levels of computer and Internet competency are both categorized as beginner, mid-level, and advanced. While % 11.9 of the participants (n=191) perceive themselves as beginner in computer competency, % 9.0 of them (n=144) perceive themselves beginner in Internet competency. In computer, % 64.0 participants see themselves (n=1024) as mid-level competent and in Internet, % 55.1 of the participants (n=881) see themselves mid-level competent. Lastly, there are 385 advanced level competent computer users (% 24.1) and 575 advanced level competent Internet users (%35.9).

Quantitative Research Findings

In this part, the findings of the research questions 1a, 2, and 3 will be presented. These research questions were examined via quantitative method. The findings of research questions 1b, 4a, 4b, and 4c will be presented under qualitative research findings. Quantitative data of the study were collected from the students of upper level secondary schools via "Survey of Students' Perceptions on the FP and Competencies Concerning ICT". The participants consisted of 1600 students age ranged 13-18 form all grades of upper level public secondary schools. The sample allowed the researcher to do parametric tests.

In the first place, the instrument is piloted and for the construct validity, factor analysis applied. The other step of it is the reliability of the instrument which is analyzed via Cronbach's Alpha (r=.908). In the data analysis part, the perceptions on the FP, awareness of e-content, positive and negative attitude toward the FP, and the competency concerning ICT with demographic information and technology related experience were analyzed through descriptive statistics. In order to examine whether the effects of the demographic information and technology related experience on the factors were significant, independent sample t-test and ANOVA were used.

Qualitative Research Findings

Qualitative research data of this study were collected from 2 academicians, 1 coordinator from TUBİTAK, 6 personnel from YEĞİTEK for the RQ1b. These people were interviewed face-to-face in their offices and the interview meetings were set by them. Four out of 9 interviews were audio-recorded and transcribed verbatim. The others were recorded by taking notes because the interviewees wanted in this way. Except from one, all interview transcripts were translated into English, and then they were analyzed. For RQ 1a, 2, and 3, six English teachers were interviewed. None of the interviews were audio-recorded rather some were recorded by noting down verbatim; some were conducted via mail. They all were translated into English, and then they were analyzed. The reliability of the analyses was provided with inter-rater reliability with two experts both in the field and knowledgeable in qualitative research design.

RQ1a: What are the perceptions of learners of English on FATIH Project?

The perceptions of the students on the FP were explored via the survey and for teachers' perceptions, semi-structured interviews were held. The findings revealed that the students have a somewhat positive perception on the FP. The teachers have a positive perception on and a positive attitude toward the FP, too.

Table 13

Descriptive Statistics of the Survey

	n	Minimum	Maximum	Mean	Std. Deviation
E-content awareness	1600	1.00	5.00	3.4109	.95112
Positive attitude toward the FP	1600	1.00	5.00	3.3434	.94113
Competency concerning ICT	1600	1.00	5.00	3.9709	.86638
Negative attitude toward the FP	1600	1.00	5.00	2.2622	.93835
Total	1600	1.23	4.94	3.2774	.60918
Valid N (listwise)	1600				

The survey consist of four factors; e-content awareness (10 items), positive attitude toward the FP (9 items), competency concerning ICT (6 items), and negative attitude toward the FP (6 items). The assessment was conducted on the formula "(5-1)/5=0.80" and the intervals were those; (1 – 1.80= totally disagree), (1.81 – 2.61= disagree), (2.62 – 3.42= somewhat agree), (3.43 – 4.23= agree), and (4.24 – 5.00= totally agree).

According to the above criteria, the perceived e-content awareness of upper level secondary school students is in somewhat agree level (3.4109). They have somewhat positive attitude toward the FP (3.3434) and this is supported with the fourth factor, negative attitude toward FP, which is disagreed by the students (2.2622). The perceived competency concerning ICT is the highest score among all factors. The students mostly agreed with that they are competent in using ICT (3.9709).

Abovementioned scores showed that the students do not have negative attitude toward the project, but they do not have positive attitude toward the project, either. They showed positive perception on average. Their perceived level of e-content awareness is also on average. They perceive themselves as somewhat aware of the e-content of the FP. If assessed in terms of the survey in general, the results showed that the students have somewhat positive perception on the FP.

Teachers have positive perception on the FP. Some of them perceive the project as the IWB while some understand what it aims to do.

> *T4: For me, the FP means to integrate technology into education, to support learning with visual and audio elements.*
>
> *T5: I don't know exactly what the FP is. I only know the IWB dimension.*
>
> *T1: It is an equality of opportunities and possibility of accessing ICT tools which have an important place in education in terms of keeping up with the day.*

The interview analysis showed that English teachers think that the FP has many affordances and facilitates language teaching. They mostly mention the IWB when they were asked about the applications of the FP. They have a positive attitude toward the affordances of the IWBs.

> *T1: Although the project couldn't get completed, it is a useful project for all courses. Even in the current form, it facilitates the teachers' job and enriches education.*
>
> *T2: It is quite useful project if the requirements are done, that is, the equipment and Internet infrastructure are effective.*
>
> *T6: Thanks to the project and the applications in it, our students have begun to use their time more economically and fruitfully, and the information transfer has become faster.*
>
> *T3: I am content with the IWB. It facilitated our job because of the field of English. It is very good. I love it. We don't get tired. Everything can easily be done. It prevents losing time.*

In terms of the hardware provided, English teachers appreciate the IWBs but when it comes to tablets, they do not share the same positive attitude. They mostly expressed negative attitude toward tablets and none of them stated that they use it in the lesson.

> *T5: Actually, it took my teaching one step further because we improved with the IWB in terms of the students. However, when it comes to tablets, I think that they are not good, they broke easily, the students couldn't use the tablets for a long time. We couldn't work with tablets but the IWB is so good. I can say that it took my teaching one step further.*
>
> *T3: I don't know that. They are not synchronized with the IWBs. They distributed tablets to the students. However, I haven't used it for teaching until now. They took it, they play games with them. The MoNE put lock on the tablets, the students deciphered it.*

There are synchronizing problems with tablets and the IWBs which makes integrating tablets into instruction harder. For this reason, English teachers do not make use of tablets in English course rather they use the IWBs. All of the teachers stated that they find technology integration into instruction necessary and most of them (n=4) stated that the

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applications of the FP are useful. One of them, however, thought that the applications of the FP are not useful and should be improved.

The last point that half of the teachers accentuated is the student profile. They hold the perception that in the process of a full integration, the student profile is very important.

> *T1: The proficiency level of the students at the school I work is under average. So, in order to be affected positively by the FP, the students are needed to display positive behaviors. However, the FP equipment is very useful for my course even in that situation. I am glad with the effects of the FP on education processes.*

> *T5: Do you know what the main problem is? There is disruption in student profile. It would be completely different when those were provided to us in the first times of our teaching. So many things could be done in a school where there are more willing students. It is related to socio-economic situation,… culture, philosophy, economics…. But students' use of these depends on the families, I think in this way. It has the power to facilitate but it does not.*

When asked about the attitude of the students toward the technology-integrated lesson, it is found out that there is mostly a positive attitude. However, the effects of student profile were repeatedly stated.

> *T1: Willing students, no matter how few they are,… have positive attitude.*

> *T5: Absolutely positive. There is a concentration duration of the student … this duration has increased because they are curious about what is going to happen next.*

> *T3: There is no difference, they got used to it. They were excited when it first came but now, they are not. … It is normalized for the students. When it is normalized, it loses its meaning.*

The last comment is a very hot topic in CALL studies. Bax (2003) explains the situation with the same exact word "normalization". What is different is that Bax (2003) used this in good sense while the teacher uses it as a disappointment. Bax (2003) professes that technology is used as a medium of instruction and so it will be fully integrated when it disappears, it will be normalized. However, the teacher wants the technological devices in the classroom to keep the lesson high. The responsibility of using the instructional tools is on the teachers. That is, it is the teacher who makes the lesson high not the tool. Here, the need of pedagogical assistance can clearly be seen. The teachers should be assisted pedagogically; they may be presented some models of technology integration. Until now, there have been no field-based trainings held; no instructional models have been presented, either.

For a project like this, which holds the motivation to provide equal opportunities to students form different socio-economic backgrounds, it is very important to evaluate the current situation in terms of the socio-economic diversity. This may address the need for a needs-based orientation of the FP in socio-economically different regions. It most probably has a differentiating effect on the implementation and the outcomes of the FP as well.

RQ1b: What are the perceptions of stakeholder academicians and decision-making authorities on FATIH Project?

Qualitative data of this study were collected via the interviews held with the stakeholder academicians and decision making authorities on the FP. In the process of implementing such a project in education level, it may shed light on the path and provide great insight to the decision-making authorities to make use of academicians' efforts in research areas and perceptions on the project.

The data were transcribed, translated into English, coded, and described. The data analysis was held by the researcher and supported with two experts in the field. The perceptions of the interviewees were grouped under "aim and scope of the FP", "hardware", "e-content", and "teacher assistance". In each of the themes, the perceptions of the interviewees on the theme, the current situation of the theme, and the suggestions on the theme were represented.

Aims and Context of the FP

The project was announced by the MoNE as holding the aim of providing equal opportunities to the students and making them technology literate until they graduate upper level secondary schools (Fatih Projesi, 2015). The participants were asked about what they think about the FP and its applications. The answers of decision-making authorities from YEĞİTEK and TUBİTAK mostly affirm the motivation of the project.

> P1. *To provide equal opportunities in both East and West.*
>
> P3. *We want to provide equal opportunities. We want the students both in the West and in the East to have the same opportunities*
>
> P6. *It provides equal opportunities for teachers and students.*

However, the academicians have a more cautious stance. They are aware of the officially declared aims of the project; they interpret the project by taking into account the current implementations and the outcomes of the research studies.

> *A1. It mainly focused on the increasing opportunities for learners to make use of the technology as much as they can in the 21st century. But when we are looking at the outcomes for the results we can see that some points that need to be developed.*

> *A2. It is an important project in providing equal opportunities in Turkey and sustaining the retention of the learning activities ... But it can be discussed to what extent the aims set in the beginning were reached, how they are reached, where it came in terms of quality.*

The general perception on the FP, its aims and scope are positive and parallel to each other. Although the academicians have got concerns, they think that it is a promising project for education. Other ones who have concerns, according to the authorities in YEĞİTEK, are the students and teachers from underprivileged parts of the country and the older teachers. They expressed these concerns as;

> *P1: In the East, they say we have different priorities... there is a teacher at his 60; he says that he cannot use it. But the one at 25 says that it is very good.*

> *P4: There are people who don't want to use it saying that they have prior needs. Now, we see some of those schools, they are in so bad a situation that I thought that that if we sell the IWB and use the money for the school. They are so bad that the IWB is luxurious for them, they have prior needs. They need building.*

Here, the digital age of the teachers matters. A teacher at his 60s may have problems in adopting the technology because of being a digital immigrant according to Prensky (2001). The ones who born after the 1980s are called digital natives while the ones who born before the 80s are called digital immigrants. Digital age is a strong predictor in technology adoption. The authorities affirm the presence of digital age in the adoption of the hardware provided by the FP. The older teachers have more barriers in adoption of technology than the younger ones.

The other issue is the difference between the priorities of the MoNE and the people in underprivileged regions. This addresses the digital divide (Warschauer, 2004). There may be a gap among people in accessibility to the technological devices which is the result of socio-economic prosperity. Socio-economically lower level regions may need more time to adjust to the affordances of the ICT tools supplied by the project. Yet above excerpts imply that besides technology integration, the schools have other significant needs to be satisfied, too. That is to say, the logistics is a part of hardware dissemination. The Internet infrastructure and the IWB montage are directly related to the logistics of the schools. The

authorities in YEĞİTEK underscore the importance of logistics in the project by explaining this as the reason of initiating the project in the city centers.

> *P4: The culture of the technology must be created. It hasn't been created yet. The teachers should use it in the most appropriate point.*

> *P6: The FP is a very good project in terms of implementation; it provides equal opportunities for teachers and students. It is a good project for teachers to reach out all kind of materials in her/his classroom. Internet is directly provided, the content is provided. He/she can use the content for students. It is a good project in this term.*

> *P4: Actually, it is exactly that "make even the most far point closer", "make the world a touchable place" because the students in the East don't know that. The world is puff. But we want to make it touchable. "to raise self-confidence" by this way, using these, their self-confidence will be raised. ..."To make the learning permanent", because the children should see it, entertain themselves and by this way, it become permanent.*

One of the participants stated its perception on the project which is very different form all other participants.

> *P5: ... It may be my own ideas, but, the FP is not an education project. It is a government project, a project for creating employment and a project for transferring technology to Turkey. The first outcomes have already been yielded in the IWBs and tablets. From now on, the Turkish brands export these to the world, our locality levels (in production) are increasing gradually. There is strategy, from now on, as producing all the equipment in Turkish firms by Turkish engineers in Turkey.*

This is a distinctive perception on the project which gives a different point of view. It would be naïve to think the project in only one dimension, of course; however, it would also be utterly harsh to initiate a project which holds primarily economic concerns in educational setting. The reflections of the four-year implementation result in academicians as;

> *A2: I felt very happy, as a person who loves this country and as an academician, I was very excited. There are good efforts in education, but equal opportunities in terms of technology network cannot be provided via tablet dissemination. It is not right to call it equal opportunities until it is reflected directly to the teaching-learning situations.*

> *A1: I can say about the project that I do know and I do believe that it is a kind of great value as long as it has been employed and it has been adapted by technical experts it has been adapted by knowledgeable teachers if it has been used by those who are actually feeling comfortable using technology.*

It can be understood that the general understanding of the scope and aim of the FP are completely endorses the way they put by the MoNE. The perception differences occur for the current implementation of the FP and its mismatching points with the project aims.

While the academicians think that the project is greatly valuable, they recommend strengthening the FP in terms of human sources and learning materials.

Hardware of the FP

The hardware of the FP consists of the IWBs, tablets, printers, and Internet infrastructure. The academicians and decision-making authorities were asked about their perceptions, the current situation of the hardware and future suggestions on hardware pillar of the FP. The authorities in YEĞİTEK provided data on the quantity of dissemination of hardware so far and they shared some of the feedbacks they got from the field. The academicians shared their opinions on what have been done in the FP and what should be done in the FP.

> *P3: For the IWB, 389.040... We are going out to tender for 100-150.000 the IWBs now. With these, we will finish the IWBs dissemination. We are going out to the tender for 1 million tablets so that, we will disseminate tablets to all upper level secondary schools and 5th grade. At present, there are tablets in 11th and 10th grade students.*

These figures are contradictory with the figures shared in 2015-2019 strategic plan of the MoNE (2015). In the plan, it is argued that 84.921 classrooms of 3657 schools have been equipped with the IWBs. However, in YEĞİTEK hardware department, the figure is told to be 389.040, which are far more than that of the figure in the strategic plan.

The authorities are highly content with the IWBs and the feedbacks they received from the field related to the IWBs. They stated that they permanently collect data from the field and those address optimum yield form the IWBs. They described the reasons of transition to the IWBs, but the effectiveness of the tablets was not mentioned in hardware department. In another department, an authority explained whether the tablets worked or not.

> *P3: There were projectors in the classes before the IWBs. The disadvantages of the projectors lead us to the IWBs. It requires a computer, the life of a lamb of the projector and its cost. The lifespan of the IWB is ten years. It is good in cost, as well.*
>
> *P3: An IWB costs 2878 TL + vat.*
>
> *P4: Most useful part of the project is the IWB. We go to the field. From the very beginning of the project, we went to the field. We did everything by testing them in the field.*
>
> *P6: We got very good feedback on this from the field. Teachers began and get used to using the IWB very easily. Our teachers get used to using the IWB very easily. They use it very well, too. We got very good feedback on this. They have got some hesitations in terms of tablets. It is related to our software, there is ambiguity of the*

software which interact the board with the tablets. We had some problems because of that.

These findings imply that the general perception in YEĞİTEK is on the usefulness of the IWBs and the IWBs has gained acceptance as a teaching medium from the authorities' points of view. They also stated that they received feedback on the competencies of the teachers in using the IWBs. Another issue they touched was the hesitation to use tablets. Because there is a lack of synchronizing software, the tablets are not integrated into the instruction fully.

One of the most ambiguous points in the FP that confuses people is the tablet dissemination. There is a concern as whether the dissemination of tablets will be ended with the deadline of the project. This was also asked to the authorities in YEĞİTEK in the interviews.

> *P3: There is not an end of the project…. It is distributed as an educational tool. When they graduate, the tablets are theirs. The project will continue disseminating the tablets to students. Each student will be continued to be given tablets.*

The FP does not anticipate a deadline in terms of tablets. However, the significant point related to the tablets is the way they are used and integrated into instruction. The integration of technology into instruction can be achieved via the successful integration of hardware and software.

The authority, who defined the project as a government project, supported his claims by referring to the strategies of the MoNE;

> *P5: From now on, the Turkish brands export these to the world, our locality levels are increasing gradually. There is strategy, from now on, as producing all the equipment in Turkish firms by Turkish engineers in Turkey. . In this sense, the content should support this, that is to say, we aim the content to provide added-value. Well, there are important demands; to fill up the content; we should put the localization processes into practice.*

The local production of hardware is pleasing of course, but it is not directly related to the general and specific aims of education. Although these can be interpreted as having good faith for the country's economic development, it does not provide sound findings in terms of education to interpret.

Teacher Assistance

The considerable change in both the physical setting of the classroom and the medium of instruction is most probably a big challenge for the teachers. In the adjustment and adoption process, the teachers should be assisted technically and pedagogically. The assistance provided to teachers so far, current trainings, the aims and future suggestions are the sub-dimensions of teacher assistance. The perceptions of academicians and authorities on teacher assistance were analyzed in this theme.

The assistance is at the heart of the project and the success or failure heavily depends on the teachers. Besides being a burden on the shoulders of the teachers to use ICT tools peculiar to the FP, training teachers is a heavier burden on the shoulders of the authorities in YEĞİTEK and the MoNE. The affordances of these tools, the requirement of the teacher assistance and the level of achieving it were put from the academicians' and authorities' points of view.

> *A1: So the FP to me can be very very related to the training of teacher, language teachers. Because if you cannot associate materials with the teachers, you are going to close the door and you are going to put teachers in the classroom with the students but they are not going to be using it. Why. Because they may not be digital natives, they may not be able to catch up with the latest developments or something. Then in order to best make use of the FP, to me, teachers, language teachers out there need to be trained with some you know tech applications.*

> *P4: It is a magic wand actually, if they use it. ... But teacher is the one who will make all useful. The IWB is not something that can work by itself. At first, they thought they'd be replaced, but this culture is developing. The teacher is in the leading role.*

The technology in the classroom gives power to the teachers and the students. To make best use of this, the teachers should be supported technically and pedagogically. They should know how to use the ICT tools and they should know that whenever they have problems, there is someone to help. The technical assistance may facilitate the use of technology by the older teachers and eliminate the digital age predictor to some degree.

> *A1. The technology is out there, but when it comes to the best use of tech unfortunately we cannot say we are making use of it at our own interest because we've got a lack of technical assistance. And in the relation to the question whether the MoNE provides sufficient support I do not think that it is sufficient why because it is not enough to put the computers in a school and ask them to use these computers without any assistance.*

> *P1: There are units in the cities.*

> *P2: ICT teachers in the schools handle technical problems.*

P6: We charge ICT mentor teachers in order to assist the teachers when they use it in order to have someone to assist when they need any help in using this tech at schools, using content.

The other area to assist teachers is pedagogy. The teachers may need assistance in integration of technological tools and electronic content into their instruction. Although it is an educational tool, it has the potential to change the dynamics of the classroom. Any tools via which Internet can be used open the doors of outside world. This can be interpreted as a challenge to the classroom management. This requires pedagogical assistance to teachers.

A2: There are two reasons of giving in-service training in terms of the project. Firstly, to increase the info literacy of teachers; that is, to increase the technology literacy of the teachers who will use the system; secondly, to pull the teachers in the structure of developing e-content.

A1: They need to be using tech they need to be feeling comfortable using tech and they can use this kind of you know applications, tools with their own students....But if you want to make use of this kind of tech tools in at the service of pedagogical purposes we need to train our teachers how to use this kind of tech tools in the first place this is what we can tell, because this tools and applications and every other things need to be redesigned in accordance with the principles of effective language teaching.

P5: Our teacher trainings still go on. We don't want that only use the IWB for 40 minutes, use tablets 40 minutes or get videos watch. Well, our departure point is that how we can embed this supportively in teaching activities. Training like what technology in education is, how you can integrate it into your course, how you can develop your own content, in this sense, to teachers, still go on through both distance education and face-to-face education.

P6: We charged ICT mentor teachers to assist teachers both technically and pedagogically.

Assigning ICT mentor teachers in assistance in pedagogy may be interpreted as problematic. The pedagogical needs of the teachers are field-based and ICT teachers are not able to cope with the problems form all the fields. Therefore, pedagogical needs of the teachers should be assisted by the people form the specific fields.

Current trainings of the FP were discussed in terms of the scope of it, the number reached and future plans with the coordinator of in-service trainings in YEĞİTEK.

P6: We firstly train the teachers at the equipped schools. In the scope of the first phase of the project, 3662 schools are equipped. All the teachers at these schools are given "The FP tech use in education" course. Approximately 114.000 teachers....

P6: As a compulsory course "The FP tech use in education" course. Here, we give trainings on how the teachers going to use the IWB in their classroom, how they are going to use the software in the board, how they are going to reach out the content

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on EBA, how they are going to reach out the content on object warehouse related to their fields on the websites and how they are going to use it by tailoring it and making small arrangements on it. We provided these trainings to all the teachers in the scope of the first phase.

P6: The field-based trainings are the trainings we are going to get started. We have got trainings on various fields in 2016 plan. The preparations of these are still going on. Firstly, the trainings are related to math field. The others will come step by step, in april, may,… The other fields like biology, physics, chemistry, Turkish, literature, the studies on those fields are going on.

The assistance to the teachers has been provided in general technical terms and until now; there is no field-based assistance as stated above. The pedagogical assistance can be provided field-based. Each and every field has its own nature and context; therefore, the fields should be assisted separately.

This may be integrated into the undergraduate programs, into materials design courses or a module can be added to the programs. Therefore, the pedagogical support can be provided from the experts of the fields without any delay or letting anyone out. Each teacher of the system can be included in the trainings of the FP. In the module, technical support can be provided to some degree, too. Introducing the tools and affordances of them may provide an initial relief for the prospective teachers of the system. The attempts in this path and the suggestions are;

A1: More importantly, why do we use tech and why do we you know have this project of course in language learning context. Technical support when I say tech support, we've got teachers who do not even you know open an e-mail account, so how would you expect them to use tech in their own classrooms.

A1: But more importantly, language learners, in this era are considered to be grasshopper you know the members of generation net so they are expecting their teachers to use tech a lot more than they do. So this brings a gap. This is what I expect as a teacher, as a learner and this is what I see in reality.

P6: Actually we don't want to provide inset continuously; we want the teachers to come readily to the system. Because organizing insets is both costly and hard work. …That is to say, at least there are "material design" courses of universities related to tech use in education or there are teaching practice courses in senior grade. The topics in our trainings overlap with those practices. We wanted to add the topics there in either junior or senior grade, the students at least see it and after appointment, we do not deal with training them. Some initiatives were done in that but we couldn't reach not much outcomes actually.

A1: If we would like to make use of them, we can train these teachers actually by creating context in which they can actually use it. It is not I am talking about the kind of training, that teachers sit and a professor who knows everything talks about it on and on and on. This is not what I mean. Actually, language teachers out there need to

use the materials need to use the application maybe they can get frustrated but in the end they going to be very very helpful.

The in-service trainings were described by the authorities and their effectiveness was evaluated by the academicians.

A2: We examine whether in-service training is positive or not in this way; there are two reasons of giving in-service training in terms of the project. Firstly, to increase the info literacy of teachers; that is, to icrease the tech literacy of the teachers who will use the system; secondly, to pull the teachers in the structure of developing e-content. The MoNE couldn't even succeed in the first, how can it do the second?

A2: Teachers were trained, but the data we got point to the insufficiency of inset. We think that it is unsuccessful in turning content to electronic content, developing content, transmit e-content to learning objects.

A1: In-service training is not effective because it's not needs-based. They (the teachers) need to be on the stage. They need to be in action. We need people who actually use it, who actually do it wrong, and in the end they can make adaptations.

The scope of the in-service trainings should be redesigned according to the suggestions of academicians and the data collected from the field. Practical concerns in the field must be the main determiner of the content of in-service training. The needs of the in-service teachers should be based on to draw the framework of in-service training.

E-content of the FP

What differs this project from an economically-based one is the educational content prepared for it. This, besides being one of the elements of the project, is what makes the ICT tools in the classroom usable as teaching medium in the scope of the project. As a significant pillar of the project, the authorities and the academicians were asked about their perceptions on e-content, the preparation of e-content, the current content, software, and applications published on EBA, the assistance provided in using and developing content, and the future plans related to the e-content and software. Additionally, the suggestion on how to improve the e-content, applications, and software were investigated.

A1: I am aware of educational e-content, I do know what it includes and I do know that what kind of, you know, exercises what kind of applications it has. It is, it is a good try actually what I can tell about the quality of e-content that's a good try but since the 21st century tells us the importance of dynamic issues they need to be adapted and content needs to be somehow easily accessible.

A2: A platform named EBA is created in the FP. A structure was developed basing on the publishing content, the learning objects what we call "property" in the

literature. When we examine this structure, it can be seen that there are content that teachers developed; that is, teaching content of the course.

EBA platform has its roots before the FP and has been developing content at least for 8 years now. Now, as the e-content coordinator stated, they are developing content with approximately 50-60 teachers and there are others in the group. He mentioned 2016 plans of YEĞİTEK related to e-content and the protocols which are about to be signed. As the other side of the e-content, TUBİTAK was also included in the study and a coordinator was interviewed on the available e-content and current activities related to it. In both institutions, there are teams of content development.

> *P5: Our strategy in this center is that we are creating design teams in which there are various specialists like teachers, academicians, director, other programmers, CEIT people. These teams come together and do needs-analysis…. after needs analysis, the general design of the production is done. That is, the general design principles are talked about… We have got experts from all fields; graphic designer, programmer…. not just teachers, mostly teachers, of course, but except from them, there is a broad range of officer, worker, engineers from various expertise, technical staff.*

> *P7: Along with that, there are academicians, teachers, illustrator, group coordinator, technical coordinator, and CEIT person. The groups consist of six people…. This is the group for all fields.*

These groups are responsible for developing content for the courses taught in the schools. The aims and processes of developing content in YEĞİTEK and TUBİTAK were described as;

> *P5: There is strategy, from now on, as producing all the equipment in Turkish firms by Turkish engineers in Turkey. In this sense, the content should support this, that is, we aim the content to provide added-value. Well, there are important demands; to fill up the content; we should put the localization processes into practice.*

> *P7: How can a student learn better the little concepts through small pieces? We try to find the answer of this question…. What is on the agenda is to rise up the FP to an elite level, to turn the FP into Turkish YouTube, to enable students find easily what they search for, and facilitate learning. You need to divide outcomes into small pieces in order to facilitate learning.*

The magnitude of the aims of the FP, as argued above, is great and requires great amount of effort and energy. The biggest effort should be put on the content part in order to accomplish the aims. The preparation phase of the available content on EBA was described by the content coordinators;

> *P5: These teams come together and do needs-analysis. If we are talking about English, what do we need in second grade English? What content on which outcome? Is it a game; is it an assessment tool, tablet application or a video, related*

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to voice text? That is, after needs analysis, the general design of the production is done. That is, the general design principles are talked about.

P7: Before the work begins, we do R&D on each of them. That is, which form we will use, what human resources we will need, what we will need in terms of equipment, what we need as physical possibilities. Before the work is started, for 4-5 months, these are studied on in order not to have problems when we start working.... Academicians and teachers fill in the forms (needs analysis). Then the design form is filled in (which objects, items will be used, what should be done). Then, labeling form is filled in (that is completely for presenting to ministry. Ministry does not meet the first two; they meet the labeling we present). Lastly, we have got an evaluation form (It is evaluated before going to ministry. Before labeling, evaluation is done). This is what we call outsider. After the work is completed, it is written in whichever cod or on whichever platform is wanted to and submitted to the ministry.

Above, the aims of the institutions at preparing the content can be seen. To facilitate learning, they choose some ways of creating content. Although TUBİTAK is currently working on small pieces of the outcomes, on EBA, there are completely different forms of content at present. The e-content published so far on EBA are not in the forms of small pieces of outcomes. Rather, e-content separately consist more than one outcome in itself. Taking into account that the current efforts of TUBİTAK are for the future time interval of 2016-2018, they can be interpreted as promising efforts but they do not reflect the situation of EBA examined in the scope of this study. The reasons behind the change in procedure of developing content were asked to the authorities and they were kindly invited to describe the new criteria on the new content development.

P7: The beginning of the big pieces is 2012. Unsuccessful results must have been yielded, so the date of turning to small pieces is the end of 2015, you can say 2016. Big pieces require long time spans. Because adults do not spend this time, the young do not spend it at all.

P7: There were z-books, our application. These (small pieces) will replace z-books. This has begun as z-books then these replace it. This project was negotiated as z-books one year ago, but now it is divided into small pieces. You can explain the small pieces as facilitating learning.

The authorities expect the groups of content development to do so in line with the themes in the national curriculum. It is stated that the groups are not offered any criteria related to content but to stylistics. The content is also declared to be totally interactive.

The current content on EBA was described as insufficient by the academicians and the content coordinators espoused this opinion of academicians.

A1: Actually, e-content somehow was tried but I cannot see some evidence (being in line with the NC, the syllabus, and the effective language teaching principles). There

are some tries there are some good points but… in line with the suggestions we can redesign some applications and tools, then we can say ok.

A2: EBA is not quite sufficient in terms of learning objects when we examine. To me, the important thing in the FP is to supply content, e-content. For this, the decision mechanisms of TTKB, YEĞİTEK and the MoNE should work together.

The project especially fails for English course. What is more, the content has mostly been prepared for upper level secondary school so far, the other levels still wait to be on the agenda.

P5: Except from vocational field, there may be some problems with English, as well, but I am talking about the main courses. We do not have much to do, especially, for the materials of upper level secondary schools' main courses and university preparation.

P5: We are not perfect in all courses, well, English is one of the points that we lack of but the thing that we said as the needs analysis our starting point is always the national curriculum; that is to say, skills that the NC anticipates. We do something to resolve this, but English is a bit hard in this sense to meet all the expectations of curriculum because, well, I guess there are 4 or 5 different skills, different field in English.

A1: When we are looking at the content, I do believe it has to be redesigned in accordance with the principles of language teaching, like effective language teaching. Another important thing that I can tell about the quality of the e-content is that it needs to be in parallel with what students do actually in the classroom. That is to say, language learning is not solely confined to classroom; so there should be parallelism between what they do in classroom and what they should be doing through this content.

A1: Educational e-content of the FP provided for English course, I do believe, it needs to be developed because there are some points that need to be, how can I say, reconsidered. Because as far as I am concerned, the content, educational content … simply includes materials or the activities. But the point it needs to be, how can I say, in consistent with the language materials, the materials that teachers use, or textbooks. There should be parallelism.

English is different from the other fields in terms of the contextual variables. English is a foreign language in Turkey and this is the main determiner of the ways English is taught and learnt. For this reason, the content and materials of English courses in all levels at the system should be carefully designed and chosen in line with the effective language learning principles. The problematic situation in content development for English was expressed by the content coordinator at these institutions. Here, the suggestions of the academicians and the research should be benefited from and the content developers may be fortified.

A1: In theory everything seems to fine but when it comes to practice, there are some precautions that needed to be taken if we want to best take advantage of it. …

Systematic analysis of the content needs to be conducted. What kind things do we have, what kind of things do we need, are we on the right track. And more importantly, why do we use tech and why do we you know have this project of course in language learning context.

A2: In order for the FP to be useful for the community, be down to earth and be integrated into teaching-learning situations as a medium effectively, e-content should be planned and a content info system should be organized. There are some standards for this worldwide. The biggest one is SCORM standards. A structure in line with this standard should be created and used, and a structure in which e-content and e-syllabus are created should be developed. For these, firstly the finance pillar and then the human resources pillar should be organized and the information process network should be designed accordingly.

The academicians and teachers in the content development teams of TUBITAK are chosen on some criteria. The criteria are defined separately for academicians and teachers by the coordinator. Academicians have to have at least 2-3 international articles on this topic in order to be chosen. For teachers to be chosen, the requirement is to be on the 4-5th course of the MoNE and CeBIT trainings. These teams may be modified or strengthened in order to find solutions to the problematic situations in English content of the FP.

Among the suggestions and future plans on EBA platform are LMS, content management system, content warehouse, and synchronizing software. Those were explained on the examples of what have been done so far and what will be done from now on.

P5: Especially in 2016, we are going to buy content form distinctive budgets and channels, EU fund, FATIH budget, university protocols…. We want to add both visual and audio and video and if possible different interactive materials to the system…. We are about to sign a protocol with TUBİTAK. We are going to buy some of the content form TUBİTAK.

A2: E-content distribution information system should work with management info system. In it, there should be e-content in warehouses via which the teachers can create the content of their courses, that is, unit plan and lesson plan for term. In it, there should be a lot of warehouses such as content, syllabus warehouse, e-game warehouse, e-map warehouse and from these warehouses; the teachers can design their profile according to the teaching design scientific phases of the course and learning objects.

This also addresses a LMS system which was repeatedly expressed by the authorities and academicians. Authorities in YEĞİTEK stated that they had already had a LMS, "EBA Ders" which is open to teachers, so the researcher was not able to examine the system. Even though the platform does not require subscription, YEĞİTEK side declared that subscribed user number is about 8.5 million. Besides that number, they stated that the guest number of EBA sometimes reach 10 thousand.

P5: We are turning into a structure of, content not on English but, where everyone has wall as in Facebook in the future. That is, a structure in which everyone, every student, teacher, ...district organization etc have a wall. A structure in which all portfolios are kept for years on EBA; in which the parents involve in the system ... Learning management system. Our class management which interactively makes board and tablet communicate will be published.

A2: The teachers should be able to transfer all the phases of attracting, transmitting course content, reflecting, presenting, exemplifying, exercising, evaluating and refining if there is problem and when they created the course and push enter, they are expected to send all the content, exercises from e-testing warehouse to the profiles of the students. At the same time, the students should be able to see the multimedia objects like animations, explanations, maps, graphics, e-graphics related to the course in any point of the screen on the tablet; should use when needed. The students should be able to transmit the exercises and tests automatically.

P5: We have got LMS now. The teacher can assign any homework he/she wants.

A2: There is no problem with EBA stay like that, but what we want is that the e-content info system or content management info system, content management dissemination system shouldn't be like this. A content management information system with the thinking of a warehouse should be developed. And it should be indexed according to the well-known SCORM standards.

P5: In the next steps, our aim is to abolish hardcopy books. ...We have got a content management system which we do not open public now but will in two months I hope. This is a place where our teachers can develop their own e-books via simple drag-drop activities. That is to say, we, in front of them, there are small modular content pieces what we call learning steps; our teacher will develop her/his own book via simple movements, drag-drop of a video, an interaction. That is to say, we will present an editor where every teacher and even every student can design personal books. By this way, well, by giving them a very big pool, we want them to develop their own books by filtering of it and synthesize.

The other issue in e-content is the assistance. Even though there is no field based trainings yet, the assistance is argued to be provided to the teachers. CIET teachers at school are addressed as the mentor teachers in both technical and pedagogical concerns.

P5: Our teacher trainings still go on. ... We don't want that only use the IWB for 40 minutes, use tablets 40 minutes or get videos watched. Well, our departure point is that how we can embed this supportively in teaching activities. Training like what technology in education is, how you can integrate it into your course, how you can develop your own content, in this sense,..., (trainings) still go on through both distance and face-to-face trainings.

Although the coordinator expressed that they do not offer assistance in individual level, in cases of direct applications to YEĞİTEK, they try to help as much as they can.

P5: We direct them as "they are there", "you can benefit from there" if we have got. But except for that, if they say that you haven't develop anything for the first unit of the second grade, we say to them that we are going to do this after 6 months, 1 year, or 2 years according to our timetable.

In teacher trainings, content coordinator in YEĞİTEK informed about the content development trainings and their future plans on making the teachers content developers.

> *P5: We are building up centers named EBA studio in 12 cities in the first step. Content development centers.*

> *P5: We trained 1000 teachers related to this along the summer and in 2016, we will continue that in Istanbul. That is to say, we are setting environments for teachers to develop content in a broad range from what e-content is, how it is designed to how it is developed. And our expectation is that our teachers develop content going those centers. In the process after this, the ministry headquarters is going to turn into a structure which determines the standards, supervises, develops not much content, and coordinates the content development in the field. In that sense, well, besides the content that we will buy, our main expectation in the long run is that our teachers will develop content. We have got a strategy as the ministry; the content and the systems we developed, you must be aware of the new elimination system of EBA, we have got a strategy as to sell it to the world. And at this point, we are going to buy the content that our teachers developed, that is the higher quality ones, by paying the royalty fees. In that sense, each one of almost 1 million teachers is a potential content developer for us. We organize it for English teachers to support us, too.*

Additional to the abovementioned all, the perceptions of the academicians and authorities on the FP are like;

> *A2: To me, the project was initiated from the reverse, because firstly the e-content and the way Turkey will take via this content should be defined. That is, YEĞİTEK and the MoNE failed.*

> *P5: Especially when we talk to parents, some of them said that they are coming abroad and even there is not a system like that but they said that Turkey is a pioneer in this sense. Of course, when we talk like that in terms of content, all expectations of teachers and students turn to EBA.*

> *A1: Otherwise if the students do not see something interesting out there, no matter how much you try (they use the tools). Another important thing, we language teacher or we educator how to bring what students do inside the classroom in the classroom. That is the thing. And in order to do that, we educator have to know what students do outside the classroom if you are looking at the tools and the applications, this is what you can tell.*

> *P7: These are all human sources and hold the intention of creating good things. Not all of them can be done immediately.*

It can be seen that the academicians expressed the necessity of being down-to-earth and reasonable for the users to adopt it. They also underscore the significance of e-content in the FP and the need for immediate moves in improving content pool. From the other side, YEĞİTEK and TUBITAK give hints of holding the good faith and challenge of the expectation on them.

The suggestions of the academicians apart from the aforementioned ones are related to integrate academics into the FP process and into language teaching.

> *A2: There should be a panel including in teaching designers, education programmers, teaching programmers or program developers, testing people and this should be open to university academicians; otherwise, it is a closed system. It is not a system to be run only by community bureaucracy. So they should be open to criticism and transmit to a determined prof info system. That is tosay, it should be opened up to both academicians and community in e-content tenders, panels of TUBİTAK, the effect tests of e-content to be transmitted to the content management info system. If we go further, it is useful to integrate the control of the learning objects and e-syllabus on the content management info system as a prerequisite of career step in academicians' life. That is, it should be placed in career grading form Dr to Assistance professor, to associate professor, to prof. in field expertise in order to attract the academicians into this.*

> *A2: We should develop an educational fund I think it is useful to develop an educational fund … This is a great system, when you do not have a fund like that; it is very hard to sustain the continuity of hardware and e-content. It is hard to sustain inset, too.*

> *A1: Academic value, another important suggestion that I can make. What I mean academic value when students have to feel that when they are using applications and tools that are peculiar to the FP, they get something out of it. If they don't feel they get something out of it, no matter how much you try, you cannot ask them to use. So, academic value is of great significance in that it is going to contribute to their language development in the first place. When it comes to question how student need to some progress in their own language development thanks to what thanks to the applications.*

> *A1: And another a bit drastic suggestion whatever we do with the FP, it should be integrated into language assessment system. Because here is the question that we ask here our students asking most of the time " are you going to ask this question in the exam? Are we going to be responsible?" so if we are asking our students to make use of tech like tools and application if they use whatever the tech offers it should be a part of the language assessment system. Then, it doesn't have to be so big in the first place. But then they have to know that if I am using this tool this application.*

RQ2: To what extent is the English content of FATIH Project used in and outside the classroom?

Items 20 and 23 stand for in-class use of e-content; items 21, 22, and 24 stand for out-of-class use of e-content. The descriptive analysis of the items implies the extent to which e-content is used in and out-of- class by the students. Compared to general awareness of e-content for English courses of the FP, students' in and out-of-class use of e-content are in higher levels. The students think that e-content is supplementary (3.4313) and that they can further their studies by using e-content (3.5475). The level of using e-content in the

classroom is above average. The students think that they can do homework (3.4662) by benefiting from e-content (3.5638) and they feel ready for the lesson when they prepare with e-content (3.2463). The level of using e-content out of the classroom is above average, too. The findings indicate that the e-content of English course on EBA is used in and out of the classroom by the students.

Table 14

E-Content Use In and Outside the Classroom

	n	Minimum	Maximum	Mean	Std. Deviation
m20	1600	1.00	5.00	3.4313	1.23338
m21	1600	1.00	5.00	3.4662	1.30621
m22	1600	1.00	5.00	3.5638	1.27258
m23	1600	1.00	5.00	3.5475	1.24347
m24	1600	1.00	5.00	3.2463	1.26357
Valid N (listwise)	1600				

Except for one of them, all of the teachers stated that they are aware of the e-content of the FP prepared for upper level secondary school English course. One stated he was aware of the e-content but not a fully sufficient level of awareness he had got. When it comes to using e-content, however, only three of them stated that they use it sometimes. The rest do not use e-content for neither in-class nor out-of-class activities. Among all, only one of them asserted that his colleagues use e-content. Teachers do not use e-content because they do not think that it is useful and sufficient and they lament the quality of e-content.

> *T4: It needs to be developed. Content for this course (English) is not very rich.*
>
> *T1: Not sufficient. I generally use the materials I prepared or supplied from the others. E-content is not sufficient or does not attract students. Videos are generally made up of a teacher who lectures boringly behind a desk.*
>
> *T5: I know the content, but I don't find it sufficient. My explanation is that; they do not follow the world, publications, they rediscover America. That is, they can do better by checking what have been done so far. I don't use it. I have never seen any of my colleagues use i*t.

In addition to the dissatisfaction with the quality of the available content, they also report lack of applications, especially for "Yes You Can" course book. On EBA, there are pdf versions of the hardcopy books, one of which is "Yes You Can". There are web portals on EBA, too; but there is no application prepared for English courses.

T3: There are a lot of sources there, as well. They (decision-making authorities) work for it. We can't say they don't and they do it with good intention. They do not have malice, but they do it incompetently…. There should be an application of YYC. It doesn't have one. And, the book has to be attractive. YYC is not.

Another concern of some of the teachers is that YYC is not in line with the effective language teaching principles. That is, they do not feel quite comfortable using YYC for the courses and their explanations are like;

T3: It is an exhausting book. It tries to give so many things; it tries to give everything at once. It can't be like that. "This is good", "I like this, too", "let's give this, too". When they try to do many things, they do nothing. The book is in multiple-structure. They give an activity, the student is expected to know the meaning of the word and put it in the right place and also guess the appropriate tense form. It doesn't work this way. In this level, no, it is not possible. You can do that at university, but not in high school. When they give us that book, then I skip some parts. Don't do everything at once.

T5: I don't think that it is useful. The IWB provided by the MoNE is very good but the MoNE couldn't support it with content. We do not use it. We use other sources or we prepare ourselves. I think that EBA couldn't keep up with the needs, but I think the reason of this is being new. Maybe, it improves over time.

Teachers may need pedagogical assistance in integrating the technology and e-content into instruction. The teachers were asked whether they were supported pedagogically. They didn't expressed taking any field-based training. However, they mentioned an in-service training in which they assisted technically and they prepared a project in their fields.

T3: I appreciate the FP. They both give technical training and make us prepare projects. We presented them there. It lasted for 2 or 3 weeks.

T5: We went for 15 days. It was an upper level thing. They made us prepare projects. But it is not possible for us to exceed the content prepared, it was not necessary but we did. It was good.

The pedagogical support and e-content may not be parallel to one another, as can be understood from the comments above. There are not yet any models offered by the MoNE to teachers for the integration of technology into instruction. What is important in technology integration is not to use technology in the lesson but to use appropriate technology for the appropriate subjects areas.

RQ3: How competent are the learners of English in using ICT tools peculiar to FATIH Project?

The competency levels of the students were examined with competency items in the survey. The results revealed that the perceived competency level of the students is in high level. The teachers were asked if they were competent to use the technological tools in the classroom and 5 out of 6 perceived themselves as quite competent. One expressed that he is still not sufficiently competent.

Table 15

Competency Concerning ICT Tools

	n	Minimum	Maximum	Mean	Std. Deviation
Competency concerning ICT	1600	1.00	5.00	3.9709	.86638
Total	1600	1.23	4.94	3.2774	.60918
Valid N (listwise)	1600				

The students' perceived level of competency concerning ICT tools peculiar to the FP is high. They think that they are competent in using ICT tools provided in the scope of the FP.

Three of the teachers use technology in all of their lessons. One of them uses technology very often, while two of them do no use technology very often in the classroom. Two of the teachers expressed that they couldn't imagine teaching without the IWBs anymore. They mostly perceived themselves as competent to use the technological tools in the classroom. Some stated that they use smart phones in order to keep up with the technology and also with the students.

The teachers were asked whether they were provided technical assistance. For the cases of having technical problems in the classroom, they stated that there were formator teachers in the schools, those were the ICT teachers assigned as the mentors in the schools. What is more, in in-service training, they were trained technically. The teachers are content with the trainings, but they have worries about classroom management.

> *T1: Hardware training, when it is done properly, is a useful and sufficient training. However, this training which is limited in time, unless integrated into course and enriched the course, will be insufficient. ... It was a sufficient and fruitful training.*

> *T5: There are risks of them, too. You make them do something, ... then you see that they enter completely different pages. For this, you have to be so careful. There are the IWB, tablet, smart phone now. Until the teachers realize, they may surf in various*

pages. Now, I try to follow but it is not possible to reach them. So fast. But I think that it should be under teachers' control. At first, until we control, we missed for some time.

T3: It makes the classroom management harder.

T5: Yes, it did (made the classroom management harder), because it is easy to teach without these. What is hard is to handle it with the hard ones which you are not good at.

To make the teachers feel comfortable in using technological tools, they should be assisted technically and pedagogically. When they have these kinds of concerns, they will not be able to benefit the affordances of technology in optimal level. They should know that whenever they have problem, there is someone to help.

Table 16

Independent Sample t-test of All Factors and Gender

	Gender	N	Mean	Std. Deviation	t	sd	p
E-content Awareness	female	1178	3.3879	.92632	-1.612	1598	.107*
	male	422	3.4749	1.01557			
Positive Attitude	female	1178	3.2974	.91573	-3.277	1598	.001
	male	422	3.4718	.99861			
Competency of ICT	female	1178	3.9557	.84325	-1.174	1598	.240
	male	422	4.0134	.92761			
Negative Attitude	female	1178	2.2252	.90912	-2.636	1598	.008
	male	422	2.3653	1.00950			
Total	female	1178	3.2465	.58762	-3.396	1598	.001
	male	422	3.3635	.65879			

*p<.05

The factors of the survey were examined in terms of demographic information of the participants and technology-related experiences. Independent sample t-test and ANOVA are used to analyze whether there is a significant difference between demographic information and the variables of the study. Table 16 shows the results of independent sample t-test of the factors in terms of the gender.

The scores showed significant differences between male and female participants in positive attitude, negative attitude, and in total with males scoring higher than females. Although it is not significant, the males scored higher in e-content awareness and competency of ICT,

too. Males have more positive perception on and attitude toward the FP than females. However, they, contradictorily, scored higher in negative attitude toward the FP, too.

The results of whether there is significant different in the factors in terms of the participants' age are tabulated below (Table 17).

Table 17

Independent Sample t-test of All Factors and Age

	Age	n	Mean	Std. Deviation	t	sd	p
E-content Awareness	13-15	638	3.5589	1.01090	5.111	1598	.000
	16 +	962	3.3127	.89645			
Positive Attitude	13-15	638	3.5515	.98912	7.322	1598	.000
	16 +	962	3.2054	.88170			
Competency of ICT	13-15	638	4.1353	.81867	6.254	1598	.000
	16+	962	3.8619	.88026			
Negative Attitude	13-15	638	2.1413	.97497	-4.218	1598	.000
	16+	962	2.3423	.90491			
Total	13-15	638	3.3940	.61483	6.311	1598	.000
	16 +	962	3.2000	.59319			

In all the factors, there is significant difference between two groups. 13-15 age group scored higher in all except from negative attitude. In negative attitude, 16+ age group scored significantly higher than the 13-15 age group. In order to examine whether there is a significant difference between the factors and the grade of the participants, one-way ANOVA analyses were performed.

Ninth graders are more aware of the e-content of the FP than the other graders. After them, the tenth graders are the second most aware ones of the e-content. There can be seen a significant difference between the grades and awareness of the e-content of the participants. The tenth grade has significantly higher scores that 11th grade and lower scores than 9th grade. Eleventh grade has significantly lower scores than 9th and 10th grades while 12th grade has significantly lower score than 9th grade.

Table 18

One-way ANOVA of Grades and Factors

Factors	Grades	n	Mean	Std. Deviation	f	p	Post Hoc (Tukey)
E-content Awareness	9.grade	602	3.6415	1.02202	26.474	.000	9>10. 11. 12
	10. grade	601	3.3775	.86304			10>11. 10<9
	11. grade	301	3.0957	.90389			11< 9. 10
	12. grade	96	3.1615	.78249			12< 9
Positive Attitude	9.grade	602	3.6454	.97552	41.928	.000	9>10. 11. 12
	10. grade	601	3.2614	.88788			10>11. 12 10<9
	11. grade	301	3.0236	.81867			11<9. 10
	12. grade	96	2.9653	.83853			12<9. 10
Competency of ICT	9.grade	602	4.1775	.79952	21.046	.000	9>10. 11. 12
	10. grade	601	3.8611	.89088			10< 9
	11. grade	301	3.8821	.83922			11< 9
	12. grade	96	3.6424	.93408			12< 9
Negative Attitude	9.grade	602	2.1656	.99981	4.982	.002	9< 10
	10. grade	601	2.3699	.92624			10>9
	11. grade	301	2.2625	.86622			
	12. grade	96	2.1927	.75561			
Total	9.grade	602	3.4607	.61315	39.817	.000	9>10. 11. 12.
	10. grade	601	3.2424	.58339			10< 9. 10> 11. 12
	11. grade	301	3.0657	.55726			11< 9. 10.
	12. grade	96	3.0101	.55012			12< 9. 10

*The mean difference is significant at the 0.05 level.

In positive attitude toward the FP, the scores are decreasing when the grade are higher. That is, while the ninth graders have the most positive attitude, the twelfth graders have the lowest score on that. There is significant difference between the ninth grade and the tenth, the eleventh, and the twelfth grades in terms of the positive attitude toward the FP. There is statistically significant difference between the scores of tenth grade (m=3. 2614) and 11th (3.0236), 12th (2.9653), and 9th (3.6454). Moreover, the scores of 11th and 12th grades are significantly lower than the scores of 9th and 10th grades.

Perceived competency concerning ICT tools peculiar to the FP was in the highest level in the ninth grade (4.1775) and the difference of 9th grade with the other grades is statistically significant. There is a significant difference between the perceived competency levels of using ICT tools and the grades the participants are at. The tenth graders scored higher than the eleventh and twelfth graders. The scores of 11th and 12th grades are significantly lower than the scores of 9th and 10th grades which are statistically significant.

Contrary to the other factors of the survey, negative attitude had the highest scores from the tenth graders (2.3699). They are also the same group who had the second highest score in positive attitude. The results also showed that the ninth grade had the lowest score in negative attitude. The only significance in negative attitude is seen in the 9th and 10th grades. The 9th grade (2.1656) has lower score than the 10th grade.

When it comes to the total scores, it can be seen that there is a significant difference between the participants' grades and their perceptions on the FP. The results shed light on that the ninth graders have higher scores in all factors except for the negative attitude and in total; their scores have the statistically significant difference with the other grades' scores. What is more, having the highest scores indicates that they are the ones having the most positive perception on the FP, the competency of ICT tools peculiar to the FP, and the awareness of e-content of the FP; and attitude toward the FP. The scores of 11th and 12th grades are significantly lower than the scores of 9th and 10th grades in total analysis, too. The tenth graders have higher score (3.2424) than 11th and 12th graders while having lower score than the 9th graders.

The most important aim of the FP is stated as providing equal opportunities to all students. A socio-economically diverse context, Turkey needs to be analyzed by taking the regional differences and similarities into account. For these reasons, the data of the study were collected from ten cities from different regions to represent the variety and a more thorough description of the universe. The multiple comparisons of the four factors of the survey in terms of the cities included in the study are tabulated below (Table 19).

The results showed that except for the third factor, the perceived competency concerning ICT tools peculiar to the FP, there is significant difference in all three factors and in the total in terms of the cities. The level used to determine the significance is .05. Ankara is way of significantly different than all other cities.

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In e-content awareness factor, Ankara scored the lowest score (2.6667) and this displays a significant difference with all cities. Each of the the cities Adıyaman, Afyon, Erzurum, Konya, Ordu, Sakarya and Tokat have higher scores than Ankara and İstanbul. While İstanbul (3.1691) has only significant difference with Van (3.5039), Van only has significant difference with Ankara (2.6667).

Table 19

One-way ANOVA Analysis of the Four Factors In Terms of Cities

Factors	Cities	n	Mean	Std. Deviation	f	p	Post Hoc (Tukey)
E-content Awareness	Adıyaman	312	3.7154	.86174	24.571	.000	Adıyaman. Afyon. Erzurum. Konya. Ordu. Sakarya. Tokat> Ankara. Istanbul
	Afyon	107	3.7897	1.08114			
	Ankara	147	2.6667	.97358			
	Erzurum	63	3.7302	.92817			Ankara < All
	İstanbul	479	3.1691	.86919			İstanbul < Van
	Konya	49	3.7796	.92037			Van > Ankara
	Ordu	40	3.8200	.59321			
	Sakarya	155	3.4806	.83713			
	Tokat	197	3.5102	.94226			
	Van	51	3.5039	.71832			
	Total	1600	3.4109	.95112			
Positive Attitude	Adıyaman	312	3.6439	.88560	28.107	.000	Adıyaman. Afyon. Erzurum. Konya. Tokat > Ankara. İstanbul. Sakarya
	Afyon	107	3.8453	.99237			
	Ankara	147	2.6735	.91516			Ankara < All
	Erzurum	63	3.7478	.86877			İstanbul < Sakarya
	Istanbul	479	3.0552	.80880			Ordu > Ankara. İstanbul
	Konya	49	3.7642	.99965			Van > Ankara. İstanbul
	Ordu	40	3.6583	.69566			Sakarya < Adıyaman. Afyon. Erzurum. Konya. Tokat
	Sakarya	155	3.2380	.91076			
	Tokat	197	3.5386	.92137			Sakarya> Ankara
	Van	51	3.5054	.78546			
	Total	1600	3.3434	.94113			
Competency of ICT	Adıyaman	312	3.9968	.85684	.862	.559	No significant difference
	Afyon	107	3.9844	.99962			
	Ankara	147	3.9399	.92938			
	Erzurum	63	3.8333	1.12243			
	Istanbul	479	3.9819	.82578			
	Konya	49	4.0238	.85188			

	City	N	Mean	SD	F	p	Post-hoc
	Ordu	40	4.0542	.59003			
	Sakarya	155	3.9688	.84104			
	Tokat	197	4.0034	.81909			
	Van	51	3.7059	.90713			
	Total	1600	3.9709	.86638			
Negative Attitude	Adıyaman	312	2.4204	1.07265	6.436	.000	Ankara > Afyon. İstanbul. Konya. Sakarya. Tokat
	Afyon	107	2.1184	.95880			Afyon. Sakarya. Tokat < Ankara
	Ankara	147	2.6111	.90520			Adıyaman > İstanbul. Konya
	Erzurum	63	2.4339	1.08737			İstanbul < Adıyaman. Ankara
	Istanbul	479	2.1263	.82040			Konya > Adıyaman. Ankara
	Konya	49	1.9116	.85059			
	Ordu	40	2.5375	1.23430			
	Sakarya	155	2.1753	.83242			
	Tokat	197	2.2276	.89275			
	Van	51	2.1732	.79300			
	Total	1600	2.2622	.93835			
Total	Adıyaman	312	3.4984	.57907	23.062	.000	Adıyaman. Afyon > Ankara. İstanbul. Sakarya
	Afyon	107	3.5200	.71060			Ankara < All
	Ankara	147	2.9043	.55959			İstanbul < Sakarya. Van
	Erzurum	63	3.5044	.66538			Erzurum. Konya. Ordu. Tokat > Ankara. İstanbul
	Istanbul	479	3.0915	.52416			Sakarya >Ankara.
	Konya	49	3.4608	.65962			Sakarya< Adıyaman. Afyon
	Ordu	40	3.5702	.50828			Van > Ankara
	Sakarya	155	3.2520	.57785			
	Tokat	197	3.3656	.57639			
	Van	51	3.2859	.54888			
	Total	1600	3.2774	.60918			

* The mean difference is significant at the .05 level.

According to these scores, the students in Ankara have the lowest e-content awareness and, the students in Ordu have the highest score. The cities in Anatolia have higher scores while İstanbul, the biggest and most cosmopolite city, and Ankara, the capital of Turkey have lowest scores. This may indicate that the e-content is used more in Anatolia or bigger cities have more opportunities in terms of reaching diverse content, so they may be in less need of the e-content on EBA or they may have more options.

In positive attitude, Ankara has the lowest score and has significant difference with other cities included in the study. Each of Adıyaman, Afyon, Erzurum, Konya, Tokat display

significantly higher scores in positive attitude than Ankara, İstanbul, and Sakarya. Both Ordu (3.6583) and Van (3.5054) have more positive attitudes than Ankara (2.6735) and İstanbul (3.0552). Whileİstanbul has the only significant difference with Sakarya (3.2380), Sakarya has higher score than Ankara and lower score than Adıyaman, Afyon, Erzurum, Konya, and Tokat.

In positive attitude, as in e-content awareness, the Anatolian cities display more positive attitude than Ankara and İstanbul. All of the schools included are public schools and most of them are at the city centers. About one fourth of the data were collected form the counties, Ankara and Istanbul are not among those. The higher scores in the Anatolian cities may be interpreted as the easy accessibility of the students in Ankara and İstanbul to the hardware provided to the classrooms than the other students. For instruction, they may have accessibility to broad range of electronic and hardcopy content, too. It may provide a more sound insight in the discussion of these findings to take into account that Ankara and Istanbul are the most developed cities of Turkey.

The perceived competency in using the ICT tools peculiar to the FP is the only factor that has no statistically significant difference. In total, the factor has 3.9709 mean which is a high score showing that the students in upper level public secondary schools perceive themselves as competent users of ICT. Above the perceived computer and Internet competencies of the students are presented (Tables 23 and 24). It can be seen that in both, mostly chosen level of competency is mid-level (for perceived computer mid-level competency N=1024, %=64.0; for perceived Internet mid-level competency N=881, %=55.1).

In negative attitude, Ankara has significantly higher score (2.6111) than Afyon, İstanbul, Konya, Sakarya, Tokat. Each of Afyon (2.1184), Sakarya (2.1753), and Tokat (2.2276) has significantly lower score than Ankara. There is a two way significant difference between Adıyaman (2.4204) and İstanbul (2.1263), Ankara. Moreover, Konya (1.9116) has significantly lower score than Adıyaman and Ankara.

As the city having the least positive attitude, Ankara has the most negative attitude to the FP among all the cities. It can also be traced here that the Anatolian cities have less negative attitude to the FP. Contrary to the scores in positive attitude and e-content awareness, İstanbul does not have a high score in negative attitude.

Total analysis of the survey shows that the perceptions of the FP and competencies concerning ICT of the all participants are in mid-level. They have somewhat positive perceptions of the FP. In total scores, Ankara (2.9043) has the lowest score among all cities but both the total score and the score of Ankara represents the same interval in perception level. Each of Erzurum (3.5044), Konya (3.4608), Tokat (3.3656), and Ordu (3.5702) has higher score than Ankara and İstanbul (3.0915). Adıyaman (3.4984) and Afyon (3.5200) display significantly higher scores than Ankara, İstanbul, and Sakarya (3.2520). Istanbul has lower score than Sakarya and Van (3.2859), while Sakarya has lower scores than Adıyaman and Afyon. Also, Sakarya and Van have statistically significant scores than Ankara.

The scores of the cities Adıyaman, Afyon, Erzurum, Konya, and Ordu represent positive perception on the FP while the scores of Ankara, İstanbul, Sakarya, Tokat, and Van show somewhat positive perception on the FP. Although the total scores display a somewhat positive perception on the FP, five of the cities are more prone to the positive perception on the FP.

Table 20

Independent Sample t-test of All Factors and Having Computer At Home

Factor	Having Computer	n	Mean	Std. Deviation	t	sd	p
E-content Awareness	Yes	1209	3.3523	.95989	4.358	1598	.000
	No	391	3.5921	.90083			
Positive Attitude	Yes	1209	3.2799	.93699	4.775	1598	.000
	No	391	3.5396	.92788			
Competency of ICT	Yes	1209	3.9824	.88075	.927	1598	.354
	No	391	3.9356	.82044			
Negative Attitude	Yes	1209	2.2765	.94658	1.076	1598	.282
	No	391	2.2178	.91221			
Total	Yes	1209	3.2450	.61126	3.749	1598	.000
	No	391	3.3774	.59236			

The first question related to the technology experience is whether the participant has a computer at home or not. The results indicate that having home computer at home affects

e-content awareness, positive attitude toward the FP, and the total perception; in competency of ICT tools and negative attitude toward the FP, having computer at home has no significant effect (Table 20).

Table 21

One-way ANOVA Analysis of the Four Factors In Terms of Computer Experience

Factor	Variable	n	Mean	Std. Deviation	f	p	Post Hoc (Tukey)
E-content Awareness	Not at all	268	3.5354	.88329			Not > 7+,
	1-3	247	3.5097	.85311			1-3> 7+,
	4-6	464	3.4817	.94685	8.266	.000	4-6> 7+,
	7+	621	3.2649	1.00156			7<not, 1-3, 4-6
	Total	1600	3.4109	.95112			
Positive Attitude	Not at all	268	3.4366	.96510			Not > 7+,
	1-3	247	3.4840	.87416			1-3> 7+,
	4-6	464	3.3992	.89912	7.794	.000	4-6> 7+,
	7+	621	3.2056	.97124			7<not, 1-3, 4-6
	Total	1600	3.3434	.94113			
Competency of ICT	Not at all	268	3.7780	.84168			Not< 4-6, 7+,
	1-3	247	3.8819	.80920			4-6> not,
	4-6	464	4.0352	.84705	7.622	.000	7+> not
	7+	621	4.0416	.89878			
	Total	1600	3.9709	.86638			
Negative Attitude	Not at all	268	2.3576	.99819			No significant difference
	1-3	247	2.2227	.86987			
	4-6	464	2.1983	.91534	1.907	.126	
	7+	621	2.2845	.95275			
	Total	1600	2.2622	.93835			
Total	Not at all	268	3.3257	.64723			Not >7+,
	1-3	247	3.3252	.57490			4-6> 7+,
	4-6	464	3.3165	.59465	4.400	.004	7+< not, 1-3
	7+	621	3.2082	.61124			
	Total	1600	3.2774	.60918			

Despite being in significant level, the differences are contradictory. For this reason, these findings are excluded from the scope of discussion part of the study.

The findings of the computer experiences of the participants indicate that the students with lower experience have higher level of awareness of e-content and more positive attitude. These findings are excluded from the discussion part of the study because of the fact that these are contradictory findings. Only in competency of ICT tools, the findings reveal that higher level of experience in computer results in higher level of competency of using ICT tools peculiar to the FP.

Table 22

One-way ANOVA Analysis of the Four Factors In Terms of the Time Spent on Using Computer

Factor	Variable	n	Mean	Std. Deviation	f	p	Post Hoc (Tukey)
E-content Awareness	Not at all	428	3.3671	.90480			-1>5+,
	-1	618	3.4948	.95094			2-4> 5+,
	2-4	461	3.3983	.93285			5+< -1, 2-4
	5+	93	3.1172	1.16765	4.926	.002	
	Total	1600	3.4109	.95112			
Positive Attitude	Not at all	428	3.3341	.89655			-1> 5+,
	-1	618	3.4144	.94081			5+< -1
	2-4	461	3.3020	.94964	3.253	.021	
	5+	93	3.1195	1.06060			
	Total	1600	3.3434	.94113			
Competency of ICT	Not at all	428	3.8435	.83604			Not < -1, 2-4
	-1	618	4.0232	.85990			-1> not,
	2-4	461	4.0347	.84499	4.950	.002	2-4> not,
	5+	93	3.8943	1.07361			
	Total	1600	3.9709	.86638			
Negative Attitude	Not at all	428	2.3228	.91420			Not< 5+,
	-1	618	2.1815	.89966			-1< 5+,
	2-4	461	2.2379	.96092	7.328	.000	2-4< 5+,
	5+	93	2.6398	1.08244			5+>not, -1, 2-4
	Total	1600	2.2622	.93835			
Total	Not at all	428	3.2476	.57989			No significant difference
	-1	618	3.3196	.61292			
	2-4	461	3.2689	.60596	2.224	.084	
	5+	93	3.1759	.71195			
	Total	1600	3.2774	.60918			

The findings related to the time spent on using computer are contradictory with positive attitude. This means that the participants who spent less time on using computer have more positive attitude toward the FP. In total, the time spent on using computer has no significant effect on the perceptions of the participants on the FP.

The last questions in technology experience part are related to computer and Internet competency. They are found to have effect only in the third factor, competency of ICT. The higher the perceived computer and/or Internet competency is, the more competent a participant is of ICT.

Table 23

One-way ANOVA Analysis of the Four Factors In Terms of Perceived Computer Competency

Factor	Variable	n	Mean	Std. Deviation	f	p	Post Hoc (Tukey)
E-content Awareness	Beginner	191	3.3440	.88660	1.025	.359	
	Mid-level	1024	3.4046	.93264			
	Advanced	385	3.4608	1.02759			
	Total	1600	3.4109	.95112			
Positive Attitude	Beginner	191	3.3008	.91573	.942	.390	
	Mid-level	1024	3.3676	.91205			
	Advanced	385	3.3001	1.02610			
	Total	1600	3.3434	.94113			
Competency of ICT	Beginner	191	3.6169	.84898	28.626	.000	Advanced > Mid-level > Beginner
	Mid-level	1024	3.9570	.82671			
	Advanced	385	4.1835	.91655			
	Total	1600	3.9709	.86638			
Negative Attitude	Beginner	191	2.3499	.94969	.961	.383	
	Mid-level	1024	2.2528	.91361			
	Advanced	385	2.2437	.99608			
	Total	1600	2.2622	.93835			
Total	Beginner	191	3.1919	.59190	2.765	.063	
	Mid-level	1024	3.2778	.59513			
	Advanced	385	3.3185	.65040			
	Total	1600	3.2774	.60918			

There is significant effect of perceiving oneself competent to be competent in using ICT tools, too. Advanced users of computer and Internet are found to be more competent in using ICT tools peculiar to the FP. Competency concerning ICT tools peculiar to the FP is in higher levels in younger grades and in 13-15 age interval. It is also the only factor which has no significant difference among cities. These findings display parallelism with digital age of Prensky (2001). All of the participants are in digital native category already and no matter where they are and what they have in terms of technological accessibility; they perceive themselves as competent users of computer and Internet.

Table 24

One-way ANOVA Analysis of the Four Factors In Terms of Perceived Internet Competency

Factor	Variable	n	Mean	Std. Deviation	f	p	Post Hoc (Tukey)
E-content Awareness	Beginner	144	3.3965	.84815			
	Mid-level	881	3.4138	.90477			
	Advanced	575	3.4099	1.04200	.021	.979	
	Total	1600	3.4109	.95112			
Positive Attitude	Beginner	144	3.3511	.93191			
	Mid-level	881	3.3801	.90614			
	Advanced	575	3.2852	.99334	1.776	.170	
	Total	1600	3.3434	.94113			
Competency of ICT	Beginner	144	3.6146	.89622			Advanced > Mid-level > Beginner
	Mid-level	881	3.8867	.82192			
	Advanced	575	4.1893	.87446	36.127	.000	
	Total	1600	3.9709	.86638			
Negative Attitude	Beginner	144	2.4144	.97740			
	Mid-level	881	2.2596	.89120			
	Advanced	575	2.2281	.99510	2.279	.103	
	Total	1600	2.2622	.93835			
Total	Beginner	144	3.2354	.60339			
	Mid-level	881	3.2722	.58769			
	Advanced	575	3.2958	.64245	.637	.529	
	Total	1600	3.2774	.60918			

RQ4a: What are the major characteristics of the English content of FATIH Project?

FATIH Project is a government-led project whose main initiatives are supplying the classrooms with ICT tools and realizing technology-integrated instruction at schools. FATIH Project was launched in 2011 and the anticipated deadline of the first phase was the end of 2014. The outputs of the project have been set as to supply the classrooms the ICT tools, creating educational e-content and training in-service teacher throughout these four years.

Online resources and the educational e-content prepared for teachers and learners by the MoNE are published on EBA website. The resources are classified on the website as e-book, e-journal, e-document, video, audio, visual and offered websites. In the scope of this study, the e-content analyzed includes in e-books, videos, audios, and offered websites (Table 25) prepared for English course of upper secondary schools.

Table 25

Included E-content of The FP

EDUCATIONAL E-CONTENT ANALYZED IN THIS STUDY	
	"Yes You Can" Series
	English A1.2 by Yıldırım Publishing
	İngilizce A1.2 by Evrensel Publishing
	Icebreaker A1.1 by Harf Publishing
	Videos on EBA (9th, 10th, and 12th grade)
	Audios of "Yes You Can" on EBA (from A1.1 to B2.3)
	British Council
	That Quiz
	English Central
	English Listening
	Look Forward
	Planet ELT Open to Life A1
	Lingus (English Break A1, A2, B1; Bliss A1.1, A1.2, A2.1, B2.1; Chat Book, and English Challenge)

Those e-content materials are analyzed in terms of their compatibility with the National Curriculum, the syllabus, the themes, structures, the functions, and methodology. The ones which have complete match in these terms with the core materials both in order and content are categorized as complementary materials, while the ones which reinforce only some parts or attainments are categorized as supplementary materials. Major

characteristics of English e-content of the FP are described in terms of the NC, syllabus, the themes, structures, functions, and methodology of core materials, too.

Firstly, English e-content of the FP is examined to find out whether it is compatible with the National Curriculum and the syllabus. Except for the e-books, all of which are assigned as the core materials by the MoNE, none of the materials on EBA has a direct reference to the National Curriculum or to the syllabus. In e-book category, there are "Yes You Can" series, English for upper level secondary school course books prepared by Yıldırım, Evrensel, and Harf Publishing. Those are all assigned as the core materials of upper level secondary schools' English courses by the MoNE. All are directly refer to the NC and the syllabus. The workbooks of these course books are categorized as complementary materials.

Audio materials on EBA are the audio tracks of "Yes You Can" series. Although not all the tracks are uploaded by EBA and completed by the other users, they are categorized as the complementary materials. For the videos, the inclusion criteria set as to be uploaded by EBA. Under this circumstance, the number of the videos included in the study is 43. Those have no systematic order or direct reference to the NC and the syllabus. Nonetheless, the videos have thematic, structural, and functional match with the syllabus and the core materials.

The portals offered by the MoNE on EBA are numbered 7 and among those, 3 of them direct users to course books. The other four are free style content providers – British Council, English Listening, English Central, and That Quiz. None of the materials on any of these websites has a direct reference to the NC and the syllabus. Even though they don't refer to the NC and the syllabus, they, except for one website and a course book on one of the websites, all have parallel content with the NC, the syllabus and the core materials.

Secondly, English e-content of the FP is examined whether it is compatible with the themes. The thematic structure of the materials should be designed according to the "themes and suggested content" proposed in the NC (Table 26). The core materials that either the MoNE prepared or made the publishers prepare are thematically in tune with the NC. Those cover the e-book materials on EBA. While audios have a complete match with the NC because of being the complementary materials of course books, the videos have thematic match with the NC to a degree which make them supplementary materials. That is, they have some common thematic points with the NC but there are also discrepancies.

In the offered websites, there are three examples of thematic similarity. English Listening website and Look Forward course book show thematic similarity with the NC. Among the course books published on Lingus website, "Bliss" series shows similarity with the NC, the other books has no match with the NC, and lastly one book English Challenge is a complete match with the new curriculum prepared for 2015-2016 educational year having no common points with the current curriculum.

Thirdly, the structural and functional content of the materials is analyzed. The structural content of the materials are created according to the "Language Content" proposed by the MoNE in the NC (Table 27). The core materials are prepared in line with the language content of the NC in structural terms. Videos on EBA display both structural and functional match with the NC, the syllabus, and the core materials. Although there is no total match, they have common points. Among the offered websites, British Council displays structural and functional similarity while English Central only shows structural similarity. "Look Forward" has almost a match with the NC, the syllabus and the core materials. It is by all means a supplementary material which reinforces some parts of the core materials used in instruction. The course books on Lingus, except for English Challenge, have structural and functional match with the NC, the syllabus, and the core materials. Lastly, Planet ELT Open to Life A1 has structural and functional similarity with the NC, the syllabus, and the core materials.

Lastly, methodology of the e-content is analyzed. That is, "the selection of learning tasks and activities" (Nunan, 1996) in each of the materials is examined to find out whether they are consistent with the NC, the syllabus, and the core materials or not. All of the core materials are methodologically consistent with abovementioned documents. All the course books published on the offered websites and "British Council" are consistent methodologically with the NC, the syllabus, and the core materials. However, the videos and the websites "That Quiz", "English Central", and "English Listening" are inconsistent methodologically with the NC, the syllabus, and the core materials.

Table 26

Themes and Suggested Content

	Themes	Suggested Content
1.	BİREY ve TOPLUM	Kişisel bilgiler, biyografi, aile, okul, arkadaş, akrabalar, komşular, çevreye bakış, birlikte yaşama, ulaşım sorunları, yardımlaşma, dayanışma (yaşlı bakımı, engellilere karşı tutum vb.) vb.
2.	DEĞERLER	Atatürk, evrensel değerler, kültürel değerler, milli değerler, ahlaki değerler, sosyal değerler, demokrasi ve insan hakları, vatandaşlık, sivil toplum kuruluşları, gönüllü hizmetleri vb.
3.	EĞİTİM	Dersler, üniversite, öğrenci kulüpleri, dil yeteneği, dil öğrenimi, bireysel öğrenme, eğitim sistemi, sınavlar, eğitim teknolojisi, uzaktan eğitim, aile ve eğitim, okul ve eğitim, çevre ve eğitim, eğitim sorunları, hayat boyu öğrenme vb.
4.	MESLEKLER	Meslek seçimi, meslek tanıtımı, geleceğin meslekleri, sıra dışı meslekler vb.
5.	HAYALLER VE PLANLAR	Gelecekle ilgili hayaller, bireysel hayaller, toplumsal hayaller, bir günlük plan, hafta sonu planları, gezi planı, tatil planı vb.
6.	GENÇLİK	Eğitim ve gençlik programları, gönüllü hizmetleri, gençlik sorunları, alışveriş, giyim, yurt dışında eğitim fırsatları, gençlik kampları, izcilik, bilgisayar oyunları vb.
7.	SPOR	Bireysel sporlar, mücadele sporları, sportmenlik ve sorumlu davranış, spor organizasyonları, olimpiyatlar, engelli olimpiyatları, sıra dışı sporlar vb.
8.	KİŞİLİK VE KARAKTER	Ruhsal özellikler, fobiler, kişisel gelişim, hobiler, kendini tanıma, alışkanlıklar, iletişim/etkileşim vb.
9.	SAĞLIK VE BERSLENME	İlkyardım, hastalıklar, tedavi, tıp, gelişme, kişisel bakım, sağlıklı beslenme, dengeli beslenme, genetiği bozulmuş hormonlu gıdalar sağlıklı yaşam, uyku, besinler vb.
10.	DOĞA VE ÇEVRE	Mevsimler, hava durumu, yer şekilleri (dağ, göl, akarsu vb.) güneş sistemi, çevre dengesi, küresel ısınma, doğal afetler, çevre sorunları, açlık, alternatif enerji kaynakları, hayvanlar, nesli tükenmiş türler(hayvanlar, bitkiler), nesli tükenmekte olan türler (hayvanlar, bitkiler) vb
11.	İLETİŞİM	Çevre, medya, telefon, internet, bilişim suçları, dil ve düşünme, dil, beden dili, işaret dili, jest ve mimikler vb.
12.	TARİH	Müze, tarihi eserler, tarihi kişiler, anıtlar, ören yerleri, eski uygarlıklar, arkeoloji, yazılı ve sözlü tarihi kaynaklar vb.
13.	TURİZM	İç turizm, dış turizm, kültür, seyahat acentesi, turizm çeşitleri (sağlık, kültür turizmi vb.) vb.
14.	ÜLKEMİZ	Ülkemizin demografik yapısı, coğrafyası, iklimi, kültürü, ekonomisi, folkloru, gelenek ve görenekler, bayramlar vb.
15.	DÜNYAMIZ	Ülkeler, komşu ülkeler, hedef dilin konuşulduğu ülkeler, kıtalar, dünya nüfusu vb.
16.	DUYGULAR	Olumlu duygular (sevinç, merhamet, umut vb.) ve olumsuz duygular (üzüntü, endişe vb.), kaygı ile başa çıkma yolları, endişe ile başa çıkma yolları, öfke kontrolü vb.
17.	SANAT	Edebiyat (şiir, öykü vb.), tiyatro, sinema, müzik, resim, sanat galerisi, el sanatları, kültürel sanatlar vb.
18.	BİLİM VE TEKNOLOJİ	Bilim kurgu, bilimsel organizasyonlar, sosyal bilimler, fen bilimleri, bilgi çağı, yenilikler, yeni icatlar vb.
19.	EKONOMİ	Ticaret, üretim, tüketim, ithalat, ihracat, kaynak, üretici, gelir, gider, bütçe, vergi, yatırım, iktisat, kalkınma vb.
20.	TASARIM	Mimari, dekorasyon, aksesuar, aletler, otomobiller, desenler, renkler vb.
21.	BAŞARMA VE KAYBETME	Başarıya ulaşma yolları, sınav kaygısı, stresle baş edebilme, başarı hikâyeleri, zamanı etkin kullanabilme, çalışma stratejileri vb.
22.	GÜVENLİK	Ülke güvenliği, toplum güvenliği, birey güvenliği, özel güvenlik kuruluşları, trafik güvenliği, güvenliği sağlayan tedbirler(alarm, banka kartı, bilgisayar, çelik kapı vs) vb.

(*Note:* The MoNE (2011). *The upper level secondary schools' English curriculum.*

Ankara: MEB.)

All in all, the course books on the offered websites, the videos and the audios can facilitate instruction in the classroom either by complementing or supplementing the core materials. The other websites can also be used as supplementary materials according to the needs of the students. Only That Quiz has nothing to do with the NC, the syllabus, and the core materials. It can be categorized neither as complementary nor as supplementary material.

Table 27

Language Content on the NC

A1	LANGUAGE CONTENT
	• 'To be ' in affirmative, negative and interrogative • 'To have' in affirmative, negative and interrogative • 'Have got' in affirmative, negative and interrogative • Simple imperatives • Present continuous • Formulaic use of 'I like' (+noun) and ' I don't like'(+noun) • Articles • Singular and plural of countable nouns • Demonstratives • Subject personal pronouns • Possessive adjectives • Simple adjectives and adjective/noun phrases • Prepositions of time and place • Simple sentence structure • Capital letters and full stops • Present simple in affirmative, negative and interrogative • Present continuous and *going to* for future use in affirmative, negative and interrogative
A2	LANGUAGE CONTENT
	• Countable and uncountable nouns • Basic determiners and personals pronouns • Possessive adjectives and possessive pronouns • Basic question forms • Present simple and continuous in affirmative, negative and interrogative • Future: present continuous and *going to in* affirmative, negative and interrogative • Modals: ability, possibility and requests • Adverbs of frequency, place and time • Order of adjectives • Prepositions of place and time • Co-ordinating conjunctions • Simple sentence structure • Compound sentence structure • Past simple of regular verbs/high frequency irregular verbs in all forms • Present perfect with *yet, already, ever, before* • Comparative and superlative of adjectives • Adverb of manner
B1	LANGUAGE CONTENT
	• Past simple and continuous of regular and irregular verbs in all forms • Present perfect with *since* and *for* • Future simple in all forms • Modals for polite requests • Question tags • Comparative of adjectives and adverbs • Adverbs of time, place, manner and frequency • Zero, first and second conditional forms • Relative pronouns • Intensifiers

	• Simple subordinating conjunctions
	• Compound and multiple compound sentences,
	• Some basic uses of present perfect continuous in all forms
	• Future continuous in all forms.
	• Comparative and superlative of adverbs
	• *Used to* in all forms
	• Spelling: spell words in daily use accurately
	• Punctuation: consistent control of capital letters, full stops, question Marks, commas for lists and exclamation marks and use of paragraphing.
B2	**LANGUAGE CONTENT**
	• All uses of present perfect simple and continuous in all forms
	• Past perfect simple and continuous in all forms
	• Future continuous in all forms
	• Future perfect simple and continuous
	• Familiarity with past, present and future tense forms in a active and passive modes
	• Causative (have something done)
	• A range of modal verbs/uses for suppositions
	• A range of collocations of adjectives and prepositions
	• A range of collocations of verbs and prepositions
	• Verb patterns, e.g. verb gerund or infinitive, gerund and gerundives
	• Zero, first, second and third conditionals
	• A range of expressions to indicate possession
	• Reported statements, questions, requests and instructions
	• A range of definite and indefinite articles in noun phrases
	• Discourse markers, e.g. for addition and cause and effect
	• Clauses of place, time, manner, cause and purpose; as subject or object, participial/defining and non-defining clauses
	• Adverbial clauses
	• Complex and multi-complex sentences
	• Mixed conditionals
C1	**LANGUAGE CONTENT**
	• Flexible use of mixed conditionals, passives, indirect speech, tense forms and modals
	• Zero, definite and indefinite articles with a range of noun phrases
	• Range of complex noun phrases
	• Collocation of adjectives ,verbs and prepositions
	• Awareness of connotations of different adjectives
	• Use of idiomatic expressions and colloquialism
	• A range of logical markers, e.g. *in this respect*
	• A range of sequence markers, e.g. *subsequently*
	• Clauses: of place, time, manner, cause and purpose, participial/comparative/defining and nondefining clauses
	• Simple, compound and complex sentences with a wide range of conjunctions and subordinate clauses

(*Note:* The MoNE (2011). *The upper level secondary schools' English curriculum.*
Ankara: MEB.)

RQ4b: Is the English content of FATIH Project in line with the national curriculum?

Fatih Project was launched in 2011 with the initiatives to equip the classrooms with ICT tools and realize technology-integrated instruction. Throughout the first phase of the project implementation, which was completed at the end of 2014, the classrooms are equipped with smart boards and internet infrastructure, the students were distributed tablets. One pillar, equipping the classrooms with ICT tools and distributing the teachers and learners tablets, of FATIH Project is dealt with in the first three research questions.

Another pillar of the project is creating and managing educational e-content. The MoNE created and bought some e-content both during the first three years and after that. Those e-content are published on EBA website. The English language learning e-content is examined in this research study whether it is in line with the national curriculum. The fourth research question deals with the educational e-content prepared by the MoNE for FATIH Project. In RQ4a, the major characteristics of the English language learning e-content are tried to be described. In this question, the compatibility of the English language learning e-content with the national curriculum is examined. Therefore, all pieces of the English language learning e-content are examined one-by-one.

The course books in the e-book category are completely in tune with the NC and the syllabus. Some of them were directly prepared by the MoNE, and the rest were prepared by some publishing firms and approved as course books by the MoNE. The books prepared or assigned by the MoNE as the course books have direct reference to the national curriculum. In e-book category, there are electronic versions of these course books, their workbooks and teacher's books. The former is the core material of the English courses provided by the MoNE to state schools while the latter two are the complementary materials which are also provided by the MoNE for the state schools.

The audio materials are complementary materials to the core materials "Yes You Can" course book; that is, they can be classified as the primary materials for adhering to the national curriculum dynamics. The audio tracks of the texts of "Yes You Can" series from A1.1 to B2.3 are published on the audio category of EBA. They display a match with the NC and the syllabus.

In the video category on EBA, there are 74 videos uploaded by EBA and the users. Because of the inclusion/exclusion criteria, 43 out of 74 are included in the study. Those are uploaded by EBA for English courses of upper level secondary school until 01.09.2015. Owing to the fact that eleventh grade has no videos, ninth, tenth and twelfth grades are examined. They do not have a direct reference to the NC and the syllabus, but they show thematic, structural, and functional match to some degree.

The last part of the educational e-content on English language learning is the offered websites on EBA. Those websites are also examined to find out whether they are compatible with the national curriculum. The websites prepared for English courses for upper level secondary school are picked up in the first place. In the second place, they are

investigated for their compatibility with the NC and the syllabus. Seven websites are included in the study at the end. Three of them are course book websites and the other four are free style websites. The websites have 11 course books in total. Only one of them – *Look Forward* – refers to the national curriculum and Morpa Kültür Publishing is made to prepare by the MoNE and TUBİTAK. One of them (English Challenge) is completely different form the 2011 NC and the syllabus for being prepared totally in line with the new curriculum (2014) which is used in 2015-2016 educational year. The other 9 course books, though they don't have direct reference, are in line with the NC and the syllabus. Rest of the offered websites on EBA is British Council, English Central, English Listening, and That Quiz. Except for That Quiz, all have something in common with the NC and the syllabus. However, none has reference to either the NC or the syllabus.

On the one hand, it can be conceived that the English language learning e-content hasn't quite discarded the national curriculum. On the other hand, it can be seen that the English language learning e-content does not offer a complete match with the national curriculum. The e-material classification in terms of their thematic, structural, functional, and methodological compatibility with the core materials are elaborated on the next research question. In the second checklists used in the RQ4c, the general compatibility of the e-materials with the NC, the syllabus and the materials offered by the MoNE to state schools is defined.

RQ4c: Does the English content of FATIH Project complementary to other materials offered by the MoNE to state schools?

Until this step, the major characteristics of the English language learning e-content of FATIH Project and the compatibility of the language learning e-content of FATIH Project with the national curriculum are elaborated on. In this step, the way in which the materials support the materials offered by the MoNE to state schools will be dealt with.

The materials used in state schools are classified as core, complementary and supplementary materials in this study. Core materials are the course books which are offered by the MoNE. In the upper secondary schools, current course books are "Yes You Can" series and these coursed books are distributed to the students for free by the MoNE. The core materials are accepted as compatible with the national curriculum and the syllabus. The complementary materials, as defined earlier, are the materials which have the

very same design of the core materials. The complementary materials and the core materials share thematically, methodologically, functionally, and structurally the same design. The complementary materials are accepted as the workbooks, audio tracks of the course books and the teacher's books. The supplementary books are used to reinforce either some part (one or multiple of themes, structures, functions, methodology) or some objectives of the core materials. The English language learning e-content of FATIH Project are examined to find out whether they are complementary or supplementary materials. One other option for the English language learning e-content of FATIH Project is being neither complementary nor supplementary materials; the probability of providing no support or addition to the core materials by the materials on EBA website is not neglected. They may not have any kind of compatibility with the national curriculum, the syllabus and also themes, structures, functions, or methodology. In this case, they are featured as "none".

For the analysis, two checklists are designed. All the materials on EBA website are listed and the criteria are formed. The materials are classified under titles of e-books, audios, videos, and e-content. There are also e-document, e-journals, and visuals. These are excluded from the scope of the study for the reason why they don't have the source of EBA. Moreover, as mentioned earlier, only the e-content created by EBA is included in the study, this criterion is ruled for the included e-content. All the materials uploaded to EBA website by users are excluded from the study. Because this may both provide numerous materials for teachers and learners and turn the process into a mess for not abiding by a systematic design which is set by the national curriculum and the syllabus. This study, while appreciating the efforts of the users of EBA website, covers the e-content prepared by the MoNE for English course of upper secondary schools.

In the first checklist, all the e-content are evaluated in terms of their compatibility with the NC, the syllabus, themes, structures, functions, and methodology (Appendix H). They are accepted as compatible in the case of having some common points not a total match. The reason for this is to determine the supplementary materials which aim to reinforce the core materials in just some parts (themes/structure/methodology/functions).

The core materials (Yes You Can series and the English course books by Yıldırım, Harf, and Evrensel Publishings) and the complementary materials (audio tracks, workbooks, and teacher's books) display a total match in all six criteria. Videos failed to match directly with the NC, the syllabus, and the methodology but they are in line structurally,

thematically, and functionally. Although there are structural content which are inappropriate in terms of the grades, they are mostly comprised of the language content on the NC. Thematic content of the videos has discrepancies form the themes and suggested content on the NC. Almost half of the themes on the videos are consistent with the ones on the NC while the other half are inconsistent. However, supporting some of the themes is enough to categorize as supplementary, for that they are accepted to supplement the core materials.

Among the offered websites, firstly the ones consisting of course books will be described. Look Forward has three units and is a supplementary material by all means. It is in line with the all six criteria on the checklist and reinforcing some parts of the core materials. English Break series on Lingus is functionally, structurally, and methodologically in line with the curriculum. Bliss series on Lingus is compatible with the NC and the syllabus in terms of themes, methodology, structures, and functions. As mentioned above, English Challenge is a complete match with the 2014 curriculum and the last course book on Lingus, Chat Book matches methodologically, structurally, and functionally with the NC and the syllabus. All the books, except from English Challenge, can be used as supplementary materials in the classes.

There are 4 more websites (British Council, English Central, English Listening, That Quiz) and those have some common points with the criteria in the checklist. That Quiz is the exceptional one among the websites and has nothing in common with the criteria. English Central structurally and English Listening thematically supplement the core materials. British Council fulfills structure, function, and methodology criteria. Three out of four websites can be categorized as supplementary materials.

In the second checklist, a general evaluation of the MoNE materials (course books, workbooks, teacher's books) and the FP materials (educational e-content published on EBA) is made in terms of the NC, the syllabus, the course books as core material, complementary materials, and supplementary materials (Appendix G). The MoNE materials are put forward to adopt the NC, the syllabus, course books as core materials, and complementary materials. The FP materials are underscored to hold only supplementary materials specific to the electronic use.

Consequently, it can be argued that EBA provides only supplementary materials as 10 course books and three websites. They do not refer to the NC or the syllabus but they show

parallelism with some of the criteria set on the checklist. Supporting the core material in one category is accepted as enough to be named as supplementary material. These 10 course books and 3 websites support the core materials at least one category. Only one website among all the materials on EBA is in the status of being neither complementary nor supplementary for not supporting the core materials in none of the categories (structure, function, themes, and methodology).

The supplementary websites on EBA are readily in use in websites and course books which are not designed for the FP. What is more, there are no specifically designed core materials or complementary materials prepared for English courses of upper level secondary schools in the scope of the FP. There are only electronic versions of the core and complementary materials assigned by the MoNE for the use of upper level secondary schools. Some workshops on creating e-content are being held according to the news on EBA, but until now, the teachers and students have been presented the ready-made materials. Additionally, those do not offer interactivity; they only the soft version of hard copy materials.

The Interpretation of the Findings Related To the Perceptions of English Teachers and Learners on the FP

There are abound studies on the role of perceptions on technology integration into instruction and the relevant literature underscore the importance of the perceptions as a predictor and facilitator in technology adoption (F. Davies, 1989; Ertmer, 1999; Ritchie & Wiburg, 1994). As a technology integration project, the number of studies on the FP is increasing every day and these studies mostly provide teacher related variables of the project (Gök, 2014; Karataş, 2014; Kocaoğlu, 2013; Şanlı, Altun, & Tan, 2015; Yeni-Palabıyık, 2013). Besides the ones which integrates variables related to teachers and students (Altın, 2014; Ayvacı, Bakırcı, & Başak, 2014; Cücü, 2014; Sayır, 2014), there is considerably less number of studies on the students related variables of the project which examine the perceptions on and attitudes toward the use of tablet and the IWB (Bağcı, 2013; Eren, 2015; Kırali, 2013). Above all, there is very limited number of studies on the FP in ELT department in the literature (Kayak & Kır, 2015; Sayır, 2014; Yeni-Palabıyık, 2013).

This study was carried out with 1600 upper level secondary school students with survey design. Having examined the perceptions of the students on the FP in the first research question, this study found that the students have an average level positive perception on the FP (M=3.2774). To be more precise, the students have average level of positive attitude toward the FP. Besides that, they have low level of negative attitude. This finding is in line with the studies of Sayır (Sayır, 2014), Gunbayi and Yoruk (2015). This may directly be related to their age. The students were born into a digital world and integration of technology directly related to their vision of the world. According to the "diffusion of innovation theory" of Rogers (Rogers, 2003), in order for a person to adopt a given technology, one should have positive attitude toward it. This study shows that the students in upper level secondary schools have an average level of positive attitude toward the FP while the negative attitude is in low level.

The students do agree that neither the applications of the FP are burden nor they are indifferent to the lesson conducted through e-content. Moreover, they somewhat agree that thanks to the FP, they are more motivated to learn English. They do not see technology integration into learning English as a challenge rather they think that it facilitates learning English. Contrary to the present study, Altın (2014) found negative attitude toward the FP among students. According to the TAM of Davies (Davies, 1989), actual use of technology is the total outcome of the perception on the ease of use and usefulness. This study has found that the students think that technology somewhat facilitates learning English and the teachers use technology thanks to the FP. The students have somewhat positive attitude toward and perception on the FP and the integration of technology. If interpreted in terms of the barriers of technology adoption (Ertmer, 1999), positive propensity to technology adoption may be a facilitator in the implementation of the FP and integration of the FP into English courses. Ertmer (1999) argues that there are intrinsic and extrinsic types of barriers in technology adoption. Extrinsic barriers, first-order barriers, are related to the hardware while intrinsic barriers are related to personal matters such as perception, attitude, and belief. The literature signifies that the latter is harder to overcome.

The students in 13-15 age group have more positive attitude toward the FP while 16+ aged students have more negative attitude. When evaluated in terms of grades, ninth graders have more positive attitudes while tenth graders have more negative attitude toward the FP. The interpretation of this may not be grounded firmly in terms of digital age. However, these significant differences may be explained with the initiation of the project in the

schools. That is, the project has not been initiated at the same time in all of the schools; the setup of the hardware has been carried out gradually. The new comers, 9th graders, has come into a settled smart classrooms while the others, especially the 12th and 11th graders, have witnessed the process along their upper level secondary school education. The process and the challenges may lead to negative attitudes among them. They may be negatively affected by the settlement process. Because in the teacher interviews, some explained that they had waited to use the technological tools in the classroom for the permissions to be given. The bureaucratic process is run approximately in the same way for every school.

The last demographic finding is that the cities have a significant effect on the attitudes of the students. Afyon, Konya, Erzurum have the highest scores in positive attitude toward the FP while Ankara has the lowest score in positive attitude and the highest score in negative attitude toward the FP. Among all ten cities, Ankara and Istanbul are the biggest and most developed ones. The accessibility to any kind of opportunities is easier in these cities compared to the rest. Gunbayi and Yoruk (2015) explain a similar situation with the high level of familiarity with the technological tools, their expectations, and their lifestyle which is technology salient. The students in Ankara and Istanbul may also have more negative attitude because of higher expectations and technology salient lifestyles. However, this may not go beyond a naïve prediction.

English teachers think that technology integration into instruction is necessary and most of them express a high level of technology use in the classroom. The teachers in this study have a positive perception on the FP. Some of the teachers perceive the FP only as the IWBs. They are not aware of the other elements of the project. They explain the reason behind with the extent of the FP has been implemented. They have a very positive attitude toward the IWBs. There are studies that carried out so far in the scope of the project revealing positive attitudes toward the IWBs (Pamuk, Çakır, Ergun, Yılmaz, & Ayas, 2013; Sayır, 2014) which is in parallel to the findings of this study. Nonetheless, there are some studies indicating the reverse. Altın (2014) found that the teachers are neutral toward the IWBs, while Kıranlı and Yıldırım (2013) found that they rarely use the IWBs. The findings of the current study may address an effective use of the IWBs by the teachers. The teachers participated in this study hold positive attitude toward the IWBS and the positive attitude is seen as significant determiner of technology integration in some technology integration models (Davies, 1989; Rogers, 2003). What is more, intrinsic factors are

defined as barriers which are harder to overcome in the literature (Ertmer, 1999). The teachers have negative attitude toward the tablets. They have not made use of the tablets in the courses so far for the lack of the synchronizing application. In the schools, the tablets and the IWBs have not been synchronized yet. The authorities in YEĞİTEK informed in the interviews that the release of this application would be in 2016. This plan also verifies the teachers' comments related to the inadequacies of tablets. Until now, 737.000 tablets have been disseminated in the schools (The MoNE, 2015b) but they have not been used as an educational material yet. This shows that the project has not been well planned and the process has not been cost-efficient. Disseminating high-budgeted ICT tools to the students in high quantities and yielding no outcomes, in any case, is a failure. Supposing that tablets are an indispensable part of the project, then the arrangements should be done more carefully and precautions should be taken to prevent from the status quo. The teachers and YEĞİTEK coordinator endorse that the tablets are already disappointment; however, the interviews indicate that the dissemination of tablets will keep going.

When the release date of the synchronizing application and the beginning of the project are taken into account, it can be seen that some of the students who began the upper level secondary school will graduate without using the tablet for instructional purposes. This is the case if the process of the synchronizing application will be implemented according to the timetable of the MoNE and YEĞİTEK; otherwise, there will more students who will experience the same. The tablets are owned by the students and they are given as an educational tool by the MoNE. This finding confirms the comment of the coordinator who asserted that the project is a technology transfer and government project. Because if, in an educational technology integration project, the technology is eliminated from the system without being used for education, that can be interpreted as the integration of technology into a whatsoever aspect of life. The most significant element of this project is the supplication of e-content and software. This is the element which makes the project an educationally-based one; otherwise it is actually a kind of technology transfer or integration project. There are no studies imply the positive effects of tablet use in the FP. Conversely, the studies are parallel to the current study in terms of the ineffectiveness of tablets (Altın, 2014; Pamuk et al., 2013).

Another finding of the current study is the worry of the teachers about the student profile. Half of the teachers express their worries about the disruption in the student profile and they attribute the success of the project to the background of the students. That is to say,

the teachers think that dynamics like the students' family, socio-economic situation, culture, philosophy are predictors of the success of the FP. The FP aims to provide equal opportunities to the students from distinctive socio-economic, cultural and domestic backgrounds. There may be a direct causal relationship between the students' background and the success of implementation. The studies have shown that in some districts, the students and teachers make better use of the hardware and software while in some districts (Bağcı, 2013; Gunbayi & Yoruk, 2015), the attitudes are more negative and they benefit less form the hardware and software (Altın, 2014). Then, the implementation process should have been planned according to the needs of the students and the school district. Each region has different characteristics in terms of social, economic, and cultural dynamics, so the implementation should have had specific paces and ways for regions, even for city centers and towns of these regions.

The Interpretation of the Findings Related to the Perceptions of English Teachers and Learners on the E-content Use

There is not abound studies on the FP in terms of the content it provides to the teachers and learners (Altın, 2014; Ateş, Çerçi, & Derman, 2015; Kaysı & Aydın, 2014). Besides the scarcity of the content related studies on the FP in the literature, there is not an example of content related study in ELT department. The survey results indicate that the students somewhat agree that they are aware of the e-content provided for English course. There are five items related to in and out of class use of e-content in the survey. The findings reveal a high level of in and out of class use of e-content. The students make use of e-content to do homework and prepare for the lesson out of the classroom. They think that the e-content is supplementary to the course and that they can further their studies through e-content. This study finds out an average level of awareness of e-content and a high level of in and out of class use of e-content for English course. Altın (2014) found that the students perceived EBA platform as not user-friendly and sufficient. He suggested that the content should be cared as much as hardware.

The e-content awareness of the students is higher in the 9th grade and the 13-15 age group. This may be explained in the same way as their attitude toward the project. The new comers are more prone to approach positively to the FP most probably for that they may have experienced a more settled the FP compared to the other grades. Moreover, the

students in Ordu, Konya, and Erzurum are more aware of the e-content of the project while the students in Ankara and İstanbul have the lowest scores in e-content awareness. In the Project RED, the use of e-content in suburban areas more than the ones in urban areas are put forward for English and language arts (2010). The findings of this study indicate the same, too. The students in Anatolian cities are more aware of the e-content than the biggest cities, Ankara and İstanbul. This may be explained with the accessibility to digital content. The teachers and students may have more accessibility to the digital content compared to their counterparts in Anatolian cities. For this, they may be in less need of using the e-content of the FP.

English teachers in this study are aware of the e-content for English courses of the FP. The interview results show that they are aware of the e-content; however, they do not think that it is sufficient for instruction. They lament the insufficiency of e-content. Although there are not so many studies on the sufficiency of content, the available literature indicates that the content on EBA is not sufficient and compatible with effective language teaching principles (Ateş et al., 2015; Kaysı & Aydın, 2014). In his study, Altın (2014) found that the teachers are neutral in usefulness and sufficiency of EBA. The findings indicate that half of the teachers do not use e-content of the FP, while half use it sometimes. However, almost all of them (n=5) find it insufficient and inadequate to meet the requirements of the course. The results imply that there is a gap in the content of the FP to fill in. There should be enough materials in quantity and quality to satisfy the needs of the teachers in the courses. Among these materials, the teachers state their worries about the lack YYC application. As the core material of the course, YYC should be complemented with interactive applications. It would facilitate teachers' job to a reasonable degree. However, there is no interactive application for English course of upper level secondary schools on EBA. This insufficiency is the biggest predictor in teachers' in and out of class use of the e-content.

Both the authorities in YEĞİTEK and the research studies address the teachers as the main character in the FP. For this reason, they should be adequately assisted in project implementation. The assistance includes in the content and the pedagogical support. That is, the teachers should be supplied with sufficient field-based content and be assisted to use appropriate technology in the appropriate way in an appropriate amount. The FP has not provided any integration model to the teachers so far so that it should support the teachers in their own way of integration. This support is important in breaking the technology

myths (Blake, 2008) one of which related to the fear of teaches to be replaced by the technology. With the pedagogical assistance, the teachers will know their own power and the power they hold via technology. They will be aware of the facilitating role of ICT tools as instructional medium. The literature identifies teacher assistance however; they do not underpin the pedagogical support. It is extremely significant to offer instructional models to teachers especially if the technology integration is not supported with the curriculum and syllabus. The project was initiated in 2011 and English language teaching syllabus was also published in 2011. Nevertheless, the syllabus does not prescribe technology-integrated activities. It should be noted that the new curriculum which presents technology-integrated activities was published at the end of 2014 and it was begun to be piloted in September in the 9th grade.

The Interpretation of the Findings Related to the Perceptions of Academicians and Administrators in YEĞİTEK and TUBİTAK on the FP

To answer this question, academicians both form ELT and educational technology were interviewed. The literature lacks academicians' views on the FP. Moreover, coordinators in YEĞİTEK and TUBİTAK were interviewed. All the participants were asked their perceptions on the FP in terms of hardware, e-content, in-service training. The academicians were asked their advices on the FP, too. The coordinators in YEĞİTEK and TUBİTAK gave the details of the status quo of the FP and the future plans related to the hardware, software and in-service training.

As a result of the interviews, it was found that the main aim of the FP settled in every participant's mind. Especially YEĞİTEK coordinators repeatedly emphasize that they aim to provide equal opportunities to the students. However, the academicians have worries about the extent to which the aims are achieved and they are dissatisfied with the status quo. When the aims set in the beginning of the FP and the status quo are compared, it can easily be seen that the aims are not fully achieved. The coordinators in YEĞİTEK confirm the mismatch between the aims and status quo, too. These findings imply that the plan of the FP has not been well-developed so that there are delays in the implementation process of the project. The studies are in line with the current study and they reveal that the project is a few steps behind the plan (Ekici & Yılmaz, 2013; ERG, 2014).

The coordinators in YEĞİTEK stress the necessity of the improvement of culture of technology use. They expect the culture to be improved and then the FP yields the successful results. It is, besides being a good intention for the project, a late-coming expectation. The enculturation of technology would be a valid expectation for the preparation phase of the project. In the current situation, completing the four years of the project, this is required to be more than an expectation. Otherwise, it signals the improper treatment of the FP implementation.

One coordinator perceives the FP as a government project not as an educational project. There is no other participant in the study who shares this idea. This coordinator explains his argument as the technology transfer to Turkey. When the hardware dissemination is examined, the expenditure of the hardware and the insufficiency of software may confirm the ideas of the coordinator. What makes this an educational project is the content element of it, or it would be a technology integration project initiated in educational setting.

The current study reveals the recent numbers related to dissemination of hardware. The coordinators in YEĞİTEK declare that 389.040 the IWBs have been set up in the schools. This number is far more than the number revealed on 2015-2019 strategic plan (The MoNE, 2015b). Moreover, in 2014 activity report of the MoNE, the number of the IWBs has been declared as 114.921 (The MoNE, 2015a). The numbers are contradictory. However, the hardware coordinator in YEĞİTEK states that with the last purchase of 100-150.000 the IWBs, the IWB set up will have been completed. Even though the teachers and academicians in this study do not agree with that much completion of the IWB setting, this information cannot be verified through the interviews of this study. The reasons of choosing the IWB are explained as cost-efficiency and lifetime of it. Although there are no studies evaluating the current situation of the project financially, previous studies argue that the project, evaluating with the tablets, is not more economic than distributing course books (Aslan, 2012).

When it comes to tablets, all the studies conducted so far express the inefficiency of tablets. The literature doesn't have examples of effectiveness of tablets in the FP. Of course, the tablets are effective tools of instruction and there are studies on that; however, in the scope of the FP, the tablets have not been integrated into instruction fruitfully yet (Altın, 2014; Pamuk et al., 2013). The teachers express the inefficiency of tablets, too. They think that the tablets have turned into gaming tools. The lack of applications, e-

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content, and the synchronizing software with the IWBs may be the biggest determiners in the failure of the tablets. The importance of the e-content is evident (Ateş et al., 2015; Ertmer, 1999; Gunbayi & Yoruk, 2015). Developing sufficient content for the students and teachers will facilitate the integration of tablets into instruction and their use for educational purposes.

The localization in the hardware production is a point made clear in the YEĞİTEK interviews. The IWBs and tablets are produced by Turkish firms and according to a coordinator in YEĞİTEK; the level of localization is about %80. This is promising in terms of the socio-economic politics of the country, but there is nothing to discuss in terms of education.

As the mentors in the classroom and the facilitator of the integration of the project, the teachers should be assisted technically and pedagogically. Without being comfortable with the ICT tools in the classroom, they would not use them for instruction. The other point is being comfortable with the software, applications, and e-content. The authorities in YEĞİTEK and TUBİTAK and the academicians were asked the teacher assistance. The interview findings revealed that the teacher assistance is conducted through in-service trainings and they are conducted on the technical grounds. Pedagogical assistance has not yet been provided to the teachers. All of the participants agreed upon the necessity of the teacher assistance. However, the academicians do not think that this way of training would be effective for teachers. They argue that the teachers should be provided a context in which they experience creating materials and using tools. They mention not to stare at sea but to be in the sea. They think that practical trainings will be more useful for teachers. That is, they should be taken from the audience side to stage. The problematic parts of the teacher assistance have been described before (Altın, 2014; Buabeng-Andoh, 2012; Gök, 2014; Pamuk et al., 2013). The teachers should be provided trainings on technology (Buabeng-Andoh, 2012; Wozney, Venkatesh, & Abrami, 2006) but more importantly, they should be provided pedagogical trainings for technology integration. The teachers should be aware of the appropriate language teaching applications and be able to make use of them.

The technical support is given to the teacher by in-service training and the ICT teachers at schools are assigned as the formators. Those are given the role to help teachers when they have technical problems. When asked if there is anyone who is responsible for pedagogical

support, the in-set coordinator expressed that the same formators help in both technical and pedagogical problems. This is rather problematic in pedagogical grounds. Each field requires different methodological principles. Besides that, English is taught as a foreign language in Turkey and it requires quite different teaching principles. Field-based training in the FP is sine-qua-non. There has been no such training offered to the teachers. The coordinators in YEĞİTEK state that there is no field-based training; however, they are in the preparation process of field-based trainings. Teacher assistance is an inadequate element of the FP according to the academicians and the coordinators in YEĞİTEK. However, the teachers in this study think that it is sufficient in terms of technical support and, to a degree, in pedagogical support. Still, the teachers from varying age and technology competence may need pedagogical training to be informed about what technology offers and what the affordances of the technologies are. There should be field-based in-service trainings and the teachers should be assisted with the useful applications and software on their fields.

There is not satisfying amount of studies on the e-content of the FP from the points of view of teachers' and YEĞİTEK. This study tries to depict the current situation of e-content for English course from the teachers', YEĞİTEK's, and TUBİTAK's viewpoints. For answering this question, the decision-making authorities and academicians are applied to. The preparation process, the current situation and the future plans are described. The findings indicate that the content element of the FP is the most noteworthy one according to the academicians. They appreciate the efforts of the MoNE and YEĞİTEK, but they advocate that there should be more and this content should be parallel to the effective teaching principles. That is, the content should be in line with the current NC, syllabus, and also core course materials in order to facilitate the instruction. Although they are few in quantity, the studies on the content of the FP (Ateş et al., 2015) indicate that the materials are insufficient and the lack of software is defined by many as a big barrier in technology integration (Buabeng-Andoh, 2012; Ertmer, 2005; Goktas, Yildirim, & Yildirim, 2009). It is quite evident that in the case of not having sufficient and useful content on EBA, the teachers would head toward either other kind of materials or their course books. Providing technological hardware and the affordances of these ICT tools, but not procuring the content and software to make use these tools can be seen as a barrier in the implementation of the FP. That is, while creating the conditions and environment for the FP to be implemented, the FP accommodates the barriers which prevent it from being fully

implemented in itself, too. This creates an oxymoron in the simplest form. Making better use of the project depends heavily upon the elimination of this kind of barriers.

The coordinators in YEĞİTEK and TUBİTAK have their own content development teams and those mostly consist of teachers, academicians, CEIT people, illustrators, and coordinators. These teams are argued to be the ones responsible for developing content. However, a coordinator in YEĞİTEK express that the plans of the institution is mostly on buying the content. They aim to satisfy almost %80 of the content need in the upper level secondary schools. TUBİTAK is the main institution to develop content and sell it to YEĞİTEK. Both sides reveal that they have recently signed a protocol on content development and for two years, TUBİTAK will develop content for YEĞİTEK. TUBİTAK is the main science institution in Turkey and it is promising for the FP to have the content prepared by TUBİTAK. The literature has no exemplary of a study including in TUBİTAK side. The current study tries to describe the content element of the FP with a clearer photo picture.

TUBİTAK is working on the new content for EBA with the teams comprised of abovementioned people. They describe their content preparation phase in four steps; needs-analysis, preparing content, evaluating the content, and sending it to YEĞİTEK. They state that they have no criteria in preparing content; they only perform what the MoNE demands. They do R&D for almost 4-5 months and then the content is developed in line with the outcomes of R&D. They use the format the MoNE demands.

For the next two years, TUBİTAK plans to develop small pieces like 20-40 second videos. They explain it as dividing the outcomes into small pieces in order to facilitate learning. Although Ateş et al. (2015) suggest more inclusive content on EBA, the current study supports that small pieces of learning objects may facilitate learning. However, the content on EBA is very far from small pieces. Actually, the videos for upper level secondary school on EBA are mostly long and exhausting videos besides being not enough attractive. When this contradictory structure is asked, the coordinator's guess on the modification in content format is that the big pieces must have failed. That is to say, the content shared on EBA so far and also the content creating the scope of this study is not made up of small pieces but the combinations of more than one outcome. Although it can be understood that more needs and R&D based tries of content development are given at this point, for the

previous four years the same is not a valid deduction. What is more, four-year of time span is a long one to determine the failure and to initiate the modification.

With all the above mentioned initiatives in mind, YEĞİTEK coordinator responsible for e-content express that they have not much to do but English is a problematic field for them. In terms of the skills, they sense it as hard to meet the expectations. The academician from ELT department argues that the project needs consistent content with the syllabus, the NC, and effective language teaching principles. The findings of RQ4 reveal that except for the e-books which are the ones assigned as the core materials by the MoNE, none of the materials on EBA have reference to the NC or syllabus. The materials that EBA developed are neither interactive nor communicative. Although the teams are introduced as sufficient in content development, available problems in English course content address more comprehensive teams and a more robust needs-analysis for the content development. Systematic analysis of the content is advised by an academician in order to define the problematic points, the needs of the fields. It may provide insight along the process and it may prevent the delays. Another suggestion is to design the content according to SCORM standards which is a world-wide accepted e-learning software materials. This standard anticipates any object to have the features "durability, portability, reusability, interoperability, and accessibility". Basing the content on software standards may facilitate the use of the content on EBA. Besides not being interactive, it is challenging to download the materials on EBA. The sizes of the materials are bulky and it requires a great amount of time and internet quota to download them. Books are about 100 MB on EBA and this may be distracting for the users (Kaysı & Aydın, 2014). The cumbersome structure of EBA may be improved to make it a more attractive and user-friendly platform.

A mostly recommended system for increasing the interactivity is the learning management system (LMS). In the interviews, the academicians also express the need for a LMS on EBA. LMS is an interactive system that allows sharing, creating, and tracking in anywhere and at any time. Teachers can assign homework and collect them on a LMS; they can also share course materials for students' use. That is, it enables a virtual classroom environment out of the classroom. The leading examples of LMS are Edmodo, Moodle, Blackboard, and for young learners Class Dojo. LMS is a well-known and used system all around the world. There are examples of LMS in Turkey, too. Some of the universities have their own LMS in Turkey and some use the leading examples of it. The e-content coordinator in YEĞİTEK express that they try to make EBA a more social platform and they have

already had a LMS. There is EBA Ders section on EBA which requires teacher password to log in the system and the coordinator states that part is the LMS. Because of not being open to public, EBA Ders section couldn't be examined by the researcher. However, if there is a LMS, the academicians and teachers in the current study are not aware of the system; TUBİTAK is not aware of the system, either. The reason of this may be created but not be fully initiated. In order to make EBA a more social platform and facilitate in and out of class learning, LMS may be a fruitful system for EBA.

Another system that YEĞİTEK plans to initiate is the content management system. This is a system that one of the academicians repeatedly suggested. The system will be a pool of the developed materials and include in the materials. The initiation of the system is stated to be about one month and not so many details are provided. But the suggestion of an academician is to create warehouses for multimedia and field-based materials. Although the interviews do not imply that kind of system, the details of the system will appear after the current study.

Besides providing the teachers sufficient e-content, it is more important to make them prepare their own materials for their courses. The current teachers in the system have not yet been provided sufficient trainings technically and pedagogically to enable them to prepare materials. According to the ERG reports on the FP (ERG, 2014), the MoNE authorities do not think that there is considerable need for teacher assistance in EBA use. However, at this point of the project, the reverse can be seen. It must have been seen by the MoNE that they began to train teachers in content development. YEĞİTEK has trained almost 1000 teachers in the summer for e-content development. They argue that 1000 more teachers will be trained in Istanbul, too. By this way, they want to turn teachers into potential content developers for EBA. This is directly related to teacher assistance and teacher competencies. The current study indicates that teacher assistance is not in sufficient level. For teacher competencies, the quantity is not suitable for generalizations but their perceived competency levels are high, even though the teachers do not use e-content of EBA and are not very aware of the tablets. The teachers should be very well informed about what technology offers and how it can be managed.

In the future, YEĞİTEK and the MoNE aim to abolish hardcopy books and move to complete software. Yet, the efforts do not imply a near future. The activities of the MoNE and YEĞİTEK may make this dream come true in longer than expected. The coordinators

in YEĞİTEK and TUBİTAK are asked whether they have plans of developing a total interactive software course book as a core material and they express there is no such plans as turning the core materials completely software. These two comments hold contradictory elements in themselves. Abolishing hardcopy books and using software materials may go one step further being a dream by developing the required amount of software materials. The small pieces plan may be thought to replace the core materials. However, they are the small pieces of objectives under the themes on the course books. Moreover, TUBİTAK does not guarantee that the amount of small pieces to fulfill all the requirements of a course will be developed in predetermined date. The small pieces may promise for the future, but one should take into account the process of piloting will be the predictor of what kind of results will be yielded. Those are promising efforts but it should be kept in mind that each step of developing content should be firmly grounded.

For making better use of the project, it is the content element which has to be paid great importance. As a result of the interviews, the academicians offered some suggestions on the project. The effective methodological principles should be based on the process of content development. It is not possible to develop efficient content without making use of language teaching principles. Moreover, the inclusion of academicians into the process is also in great value. One academician suggest that an education fund should be created and besides supplying the requirements of the project form this fund, the stakeholder academicians should also be give share from the fund and be made a part of the project.

The Interpretation of the Findings Related to the Competencies of English Teachers and Learners Concerning ICT Tools

ICT tools peculiar to the FP are the IWBs, tablets, and printers. The students and teachers were asked about these tools and using them with Internet connection. The findings show that the participants perceive themselves as competent in using ICT tools. The survey results indicate that the students perceive themselves as competent in using ICT tools. No matter where they are form and what gender they belong, all the students' perceived level of competency concerning ICT tools are high. The only significant differences between the students are in their age and grade. The younger students (13-15 age group) and the ones in 9th grade have higher levels of competency. These findings are in line with the mainstream digital age conception related to technology adoption (Prensky, 2001). It is found that

there is no difference among the students from different regions. The data were collected from both the city centers and towns form various socio-economic structures. No matter where they are from, the results show that all of the students perceive themselves as technologically competent. It can be expressed that there is a digital divide (Warschauer, 2004) among the schools and the regions. The accessibility of the students to the technological tools and the acquaintance of them with the ICT tools are most probably not in the same level. Although these differences, they all perceive themselves competent and the statistical analysis reveal no significant difference. However, the survey results indicate that the students who have computers at their houses are more competent in using ICT tools. This may be an indicator of digital divide. Unfortunately, there is not enough data to mention the presence of digital divide. The results of the owning a computer at home display consistence with their perceptions on themselves as users of computer and Internet. The students perceive themselves as competent users of Internet and computer and their competency concerning ICT tools are in high level.

The other side of the current study is the teachers. The interview findings display the participants of this study perceive themselves as technologically competent English teachers. Actually, the teacher competencies should be evaluated according to some standards. For this the general teacher competencies (OYEGM, 2008a) and competencies for English teachers (OYEGM, 2008b) should be benefited from. In general teacher competencies, there is no technology related heading but the technological outcomes are written as performance indicators of competencies. In the competencies for English teachers, technological competencies are grouped as sub-competency. There are three levels (A1, A2, A3). A1 level teachers are expected to benefit from the technological sources to facilitate learning and encourage students to access technological sources. A2 level teachers are expected to follow the Internet sources and software for language teaching and to prepare the context for students to use available technological sources. A3 level teachers are expected to make the students use the needed technological sources by evaluating critically. Evaluated in terms of these competency levels and the trainings offered, in-service English teachers can be at A1 level at best. This interpretation, of course, is made by taking into account the perceived competencies of teachers expressed in the interviews. The teachers make use of the technological tools and sources to some degree but in none of the interviews, the encouragement of the students in using the ICT sources is not mentioned. If the teacher competencies are evaluated according to ISTE

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standards (ISTE, 2008), it may be seen that the teacher trainings are not based upon these standards, either. Redesigning the in-service trainings with constructing the grounds on this kind of strong standards will contribute to the sufficiency of the teacher trainings and improvement of teacher competencies concerning ICT tools.

The teachers were and are being provided in-service trainings and they are assisted mostly technically. The teachers express that these seminars have been helpful and they think them sufficient. Although Pamuk et al. (2013) found that lack of in-service trainings were among the barriers the teachers face with, Kıranlı and Yıldırım (2013) found that the teachers who took in-service trainings used technology more than the ones who did not.

An important issue found is that the use of technology for the instruction challenges the teachers in classroom management (Altan & Tüzün, 2011). The teachers express the risks of using technological tools, especially tablets, in the lessons. Keeping the students in the lesson is getting harder and what is more, it is getting harder to control what they do and which pages they visit on the Internet. The teachers who express the challenge are mostly the ones who have considerable amount of teaching experience and of use technology in the classroom actively. That is, the problems don't arise from the inexperience in teaching or insufficiency of using technology (Lau & Sim, 2008). Technology integration requires a new genre of classroom management. The teachers have problems in both lecturing and managing the classroom. The pedagogical assistance should include in the classroom management, as well.

The Interpretation of the Findings Related to the E-content Analysis of the FP

The content included in the study has been analyzed and it has been found that there are matches and mismatches of the e-content with the NC and the syllabus. The characteristics of the e-content are described in terms of their compatibility with the NC, the syllabus and the core materials in terms of themes, structures, functions, and methodology. The books on e-book section are comprised of core materials and the books assigned as course book by the MoNE. Audio materials are complementary materials of YYC series. Videos are prepared by EBA for English courses of upper level secondary schools. The videos are consistent to a degree with the NC and the syllabus in thematic, structural, and functional bases. However, they are completely different form the NC and the syllabus in methodology. The portals offered on EBA contain books and websites. Among those, one

is neither complementary nor supplementary materials. The rest has common points and mismatches.

One characteristic of the materials on EBA is that they are not interactive. The books, audios and videos are not interactive. Among the websites, there are some interactive ones. These are readily available websites and EBA directs the users to these websites when they want to use them. In the books on these websites, there are interactive activities. Among the other websites, one can be categorized as interactive. However, the materials prepared by the MoNE with the source of EBA are not interactive in nature. Besides that, as the only materials prepared by the MoNE, the videos do not methodologically match with the NC and the syllabus. Most of the videos are in the form of lecturing. The grammar translation method is used in most of the videos and the grammatical points are explicitly presented. The videos mostly move with translations form English to Turkish. Those videos are about 17-20 minutes. This is a long time to keep the student in front of the screen. Moreover, being in the format of lecturing may make the videos unattractive for the students. There are two types of videos on EBA; the first one is described above, the second type changes from 1.5 to 5 minutes and they can be described as more attractive compared to the first type. The reason for being named as more attractive is that they do not follow the same lecturing way. They tell the daily interactions of a bunch of characters. The content on EBA is found to be unattractive in studies from different fields (Altın, 2014; Ateş et al., 2015). But the network should be robust (Greaves et al., 2010) just like the content shared on the network. Another point to be mentioned on videos is that there is some language content inappropriate for the levels they are prepared for. For example, there is a linguistic content of eleventh grade in ninth grade videos. These are problems to be solved and make the platform a more efficient and user-friendly one.

The most problematic part for videos is that there is not an even distribution of videos in quantity. The content should be developed in a systematic way for all of the grades. For example, for 9th grade, for example, there are 23 videos while there is no video for 11th grade. Besides this lack of systematic in distribution, the e-content is insufficient in quantity. There should be systematic content production for each grade. The quantities of the content on EBA hinder the full integration of the project. All the grades should be provided sufficient amount of qualified content.

The e-books on EBA are the pdf versions of hardcopy books. They are not interactive at all. TUBITAK has no plan of developing a fully electronic and interactive course book. However, they express that interactive small pieces will be developed for the courses. The portals offered on EBA are not developed by YEĞİTEK. They are not prepared for the FP; they are already available websites so that they do not hold any intention to be parallel to the NC and the syllabus. Even though they do not refer to the NC and the syllabus, they have common points with those documents. For that, they are categorized as supplementary materials.

For the e-content element, more qualified content should be prepared in a systematic way. The content should be in line with the effective language teaching principles. For being taught as a foreign language, the content should be communicative, therefore attractive. The content should be given with the current language methodology. In order to prevent waste of the time and effort, the content should be prepared according to the CEFR principles and levels. That is, the e-content should be parallel to the NC and the syllabus, as well. The content should satisfy both in-class and out-of-class the needs of the teachers for language teaching. The content on EBA mostly is supplementary to the core materials. However, the functionality of them in the language teaching activities is not evident from this finding.

Except from the e-books and audio materials on EBA, none of the content has a reference to the NC, and the syllabus. The NC and the syllabus are the frameworks of the content and materials used in English language teaching so that it is significant for the e-content to be in line with the NC and the syllabus. Otherwise, there would be no standard of the content of English course. All the materials are prepared according to the principles of the NC and the syllabus by the MoNE. That is, the course books offered to the teachers and students by the MoNE for free are prepared by the MoNE and they are the core materials of the courses.

The e-content have matches with the core materials in terms of themes, methodology, structures, and functions. Having common points make them automatically supplementary materials, because it is very hard for two materials prepared for the same target group to be total mismatch. The e-content somehow supports the core materials. However, the efficiency of these materials may be investigated. The interpretation of the findings may be that the supplementary materials should be prepared to supplement some of the objectives

or themes for the need. Broadly, supplementary materials should support the core materials where they are insufficient.

On the one hand, the MoNE materials include in core materials, complementary materials and they refer to the NC and the syllabus. On the other hand, the FP materials only includes in supplementary materials. In order to facilitate the integration of FP into instruction, the e-content of the FP should be expanded and it should include in core and complementary materials specifically prepared in the scope of the FP.

CHAPTER V

CONCLUSION

In this chapter, the summary of the study is presented. The summary states once again the aim, procedure, and results of the study. Lastly, this chapter provides the implications and suggestions for practice.

Summary of the Study

The aim of this study was to describe English teachers' and learners' perceptions on the FP and competencies concerning ICT tools peculiar to the FP. Qualitative and quantitative research designs were harnessed to the ends of achieving this aim. The target group of this study was the upper level secondary school teachers and learners of English. The reason behind this sampling was that the FP was initiated in the upper level secondary schools as the first phase of the project. The study was carried out in the spring and fall terms of 2015. For the data collection, a survey was developed by the researcher. The survey was developed to explore the students' perceptions on the FP and their competencies concerning ICT tools. For the piloting, data from 205 students were collected and analyzed. KMO was employed to measure the sampling adequacy (.88) and Bartlett's test of sphericity was found to be significant (2862.196). The instrument was found to be reliable via Cronbach's Alpha (.908). The reliability values of factors were found to vary from .76 to .92. Total variance explained is found to be %51. 306. After the scale development, the actual implementation was conducted with 1600 upper level public secondary schools from ten cities (Adıyaman, Afyon, Ankara,

Erzurum, İstanbul, Konya, Ordu, Sakarya, Tokat, and Van). For teachers, a semi-structured interview was employed and in total, 6 teachers were interviewed. Besides teachers and learners, data collected from academicians (n=2), coordinators of YEĞİTEK and TUBİTAK (n=7). For the coordinators and academicians, a semi-structured interview was employed, as well. The interviews were held with the participants in their offices with rendezvous. In order to record the interviews, audio-recording and note-taking were used. As the last step, the document analysis was carried out. The national curriculum and syllabus for English course of upper level secondary schools, the course books offered by the MoNE to state schools, and the e-content prepared for English course of upper level secondary schools were analyzed by creating two checklists. The characteristics of the e-content were described and its compatibility with the NC, syllabus and the course books were examined in terms of themes, structures, functions, and methodology. The quantitative data were analyzed using SPSS and descriptive statistics, t-test, and one-way ANOVA were employed. For quantitative data, constant comparison method and document analysis were employed.

The findings reveal that;

- The upper level secondary school students have somewhat positive perception on and attitude toward the FP,
- The upper level secondary school students are somewhat aware of the e-content of the FP prepared for English course of upper level secondary schools,
- The levels of using e-content in and out of class for students are high,
- The upper level secondary school students have high level of perceived competency concerning ICT tools peculiar to the FP,
- English teachers have a positive perception on and attitude toward the FP,
- English teachers are aware of the e-content of the FP prepared for English course of upper level secondary schools,
- English teachers mostly do not use e-content of the FP prepared for English course of upper level secondary schools for in and out of class activities,
- English teachers perceive themselves as competent users of ICT tools peculiar to the FP,

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- English teachers find technology integration into instruction necessary and they mostly integrate technology into their courses,
- English teachers find the IWBs very useful in facilitating learning English,
- English teachers find tablets unsuccessful in technology integration process,
- English teachers find e-content of the FP prepared for English course of upper level secondary schools insufficient,
- English teachers think that technology integration challenges classroom management,
- TUBİTAK is involved in the content development process of the FP. TUBİTAK plans to produce small pieces of objectives as e-content. That is, for the objectives of each theme, small pieces will be developed. For one objective, more than one small piece will be developed,
- YEĞİTEK promises to complete the IWB dissemination in the near future. YEĞİTEK reveal that the IWBs has been successful while for tablets, successful results have not yet been yielded,
- YEĞİTEK plans to fulfill almost %80 need of content through buying the content in 2016. YEĞİTEK plans to turn EBA into a more social platform and initiate a LMS,
- YEĞİTEK express that English is a problematic field for them to supply content and they have not sufficient amount of content for English course of upper level secondary school,
- Teachers are provided technical support so far. They have not been pedagogically assisted yet. YEĞİTEK is in the process of scheduling field-based in-service trainings in the scope of the FP,
- There are logistics concerns interfering with the infrastructure in the suburban and rural areas. That is, the schools in rural and suburban areas have logistics problems as old buildings so that the hardware setting gets harder,
- Academicians find the FP a good initiative but it has a lot of inadequacies in terms of e-content, teacher assistance, systematic analysis, and inclusion of academia.

Implications and Suggestions

This study has revealed some implications for the practice. The teachers and students of English in upper level secondary schools have positive attitude toward and perception on the FP. This may facilitate learning English, because the intrinsic barriers are argued to be more effective in technology adoption. In the case of given relevant assistance, the students and teachers are somewhat open to adopt the FP.

The findings reveal that the teachers appreciate the IWB very much and they are prone to use technology. However, the e-content, applications and software are not adequate in quantity and quality to be used for instruction. Developing interactive e-content, applications, and software may facilitate the integration of the applications of the FP into instruction and make better use of the FP. Besides e-content, the teachers may use the applications of the project for instruction more effectively if they are assisted pedagogically. The teachers have been provided technical assistance in in-service trainings of the FP. However, in the integration of the applications of the FP, the teachers may need pedagogical assistance to inform them about the ways of appropriate integration of technology into appropriate topics. The teacher training in the scope of the FP may be integrated into pre-service teacher training. This may save time and energy for both the MoNE and the teachers. They may be ready when they become in-service teachers. What is more, they may be trained better both technically and pedagogically in the pre-service teacher training for getting a field-based training. They will be more aware of the digital software and applications related to language teaching and of more appropriate methodology of technology integration.

Moreover, the small pieces TUBİTAK will develop may facilitate learning English and the use of e-content on EBA. The current content on EBA does not imply sufficiency for instruction and their multiple structures become barriers of using them. Broadly, the current content is expressed to be combinations of more than one objective, while the intended content is to be small pieces of each objective. The specification in the structure of the developed content may facilitate learning English through the e-content on EBA. The LMS may contribute improvement of in and out of class integration of e-content. LMS provide valuable opportunities to the teachers and learners. They can reach both the course content and each other anywhere anytime. Increasing the quality and quantity of the e-content on EBA and

initiating the LMS may be significant predictors of the adoption of the FP and use of e-content for future. Moreover, systematic analysis of the e-content on EBA may provide valuable insight into the status quo of the e-content element of the project and may tell the authorities the inadequacies, the requirements, and the efficiency of the current materials.

The synchronization of the tablets with the IWBs may offer benefit to the active use of the tablets in the courses, classroom management, and learning English. The teachers cannot control the tablets now, the synchronizing software has not yet been provided for the ICT tools. This may lead to challenges in classroom management and supervise of the students on the accessed information on the web. The synchronizing software may help the teachers to make better use of the tools and manage the classroom. The pedagogical assistance may include the ways of managing the classroom with technology via technological affordances. This may be one of the biggest problems that the in-service teachers may face with.

The results also indicate that the academicians have precious ideas on the FP and their inclusion in the FP may provide valuable insights into the project. They have suggestions on the project and those may contribute to the implementation process of the FP a lot. The project may have been carried out mostly in a restricted community of the authorities until now. Having the academicians more actively in the FP implementation and evaluation may help improve the FP.

The results of the current study underscore some other points to investigate further. A deeper analysis of teacher side may be a possible recommendation. The teachers' perceptions and competencies were analyzed with a very little sample. For that, an analysis of teachers' perceptions with more participants may provide in-depth insight. Secondly, a recommendation to analyze the practices of teachers with the content published on EBA may be an appropriate recommendation. The current study reveals whether the teachers are aware of the e-content, they think it is sufficient, and they use it for instruction. A study on the classroom practices of teachers may provide valuable feedback to the field. Lastly, there is no study on English course content of the FP and its sufficiency for teaching and learning English. The analysis of the e-content is quite important to provide feedback to the teachers, authorities and the academia. Abound studies on the e-content of the FP for English courses of all levels may contribute great to the field.

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APPENDICES

Appendix A. The MoNE Consent Form of Research Implementation

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü

Sayı : 81576613/605/4961396   13.05.2015
Konu: Araştırma uygulama izni

T.C.
GAZİ ÜNİVERSİTESİ
(Eğitim Bilimleri Enstitüsüne)

İlgi: a) 05/05/2015 tarih VE 80287700-302.10/1777 sayılı yazınız
        b) 07/03/2012 tarih ve B.08.0.YET.00.20.00.0/3616 sayılı genelge

İlgi (a) yazı ile Gazi Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı, İngilizce Öğretmenliği Ana Bilim Dalında yüksek lisans yapmakta olan Esra KIZILET'in "Exploring English Teachers and Learners Perceptions and Competencies Concernig Information and Communication Technologies" başlıklı yüksak lisans tezi kapsamında hazırlamış olduğu veri toplama araçlarının Türkiye genelinde Fatih Projesinin uygulandığı Anadolu türü ortaöğretim okullarında görev yapan öğrenci ve öğretim gören öğrencilere uygulanmasına yönelik izin talebi Genel Müdürlüğümüz tarafından incelenmiştir.

Onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılan veri toplama araçlarının gönüllülük esas olmak üzere ve eğitim öğretim faaliyetlerini aksatmadan Türkiye genelinde Fatih Projesinin uygulandığı Anadolu liselerinde görev yapan İngilizce öğretmenlerine ve öğrenim gören öğrencilere uygulanmasına ilgi (b) genelge doğrultusunda izin verilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Mustafa Hakan BÜCÜK
Bakan a.
Daire Başkanı

Ek: Veri toplama araçları (onbir sayfa)

Güvenli Elektronik İmzalı
Aslı ile Aynıdır
13.05.2015

Konya Yolu : 21ANKARA   Ayrıntılı bilgi için: Atilla DEMİRMAŞ
Elektronik Ağ: www.meb.gov.tr   Tel: (0 312) 2969400/9582
e-posta: atillademirbas@meb.gov.tr   Faks: (0 312) XXX

Bu evrak güvenli elektronik imza ile imzalanmıştır. http://evraksorgu.meb.gov.tr adresinden f8e4-9090-3181-a4dd-cfb2 kodu ile teyit edilebilir.

Appendix B. Informed Consent Form

INFORMED CONSENT FORM

The purpose of this study is to examine teachers' and students' perceptions on Fatih Project and their competencies concerning ICT. You will be asked to fill out a survey / invited to take part in face-to-face or online interview. Time required for the survey is about 20 minutes / for the interview is about 20-30 minutes. The interviews will be tape recorded. Your identity will be kept confidential and your name will not be used in any reports. No one except from the researcher can reach the collected data.

There are no anticipated risks or direct benefits as a result of your participation. Participation is purely voluntary. You have the right to withdraw from the study at any time without consequence.

If you have any questions or would like to receive the results of the study, please feel free to contact me via esrakizilet@gmail.com.

Agreement: I have read the procedure described above. I voluntarily agree to participate in the study.

AGREE

BİLGİLENDİRİLMİŞ GÖNÜLLÜ KATILIM FORMU

Bu çalışmanın amacı öğretmen ve öğrencilerin Fatih Projesine yönelik algılarını ve BİTe yönelik yeterliklerini araştırmaktır. Sizden bir ölçek formu doldurmanız / yüz yüze ya da internet üzerinden bir görüşmeye katılmanız istenmektedir. Bu ölçek formunu doldurmak yaklaşık 20 dakikanızı / görüşmeye katılmak yaklaşık 20-30 dakikanızı alacaktır. Görüşmeler kayıt altına alınacaktır. Kimliğiniz tamamen gizli tutulacaktır ve adınız herhangi bir dokümanda/raporda kullanılmayacaktır. Araştırma verilerine araştırmacı dışında hiç kimse erişemeyecektir.

Katılımınızın sonucu beklenen herhangi bir risk ya da dorudan yarar yoktur. Katılım tamamen gönüllülük esasına dayanır. İstediğiniz zaman herhangi bir sebep göstermeksizin çekilme hakkına sahipsiniz.

Herhangi bir sorunuz varsa ya da araştırmanın sonuçlarını almak isterseniz, lütfen bana esrakizilet@gmail.com adresinden ulaşmaktan çekinmeyiniz.

Kabul: Yukarıda açıklanan prosedürü okudum ve anladım. Bu araştırmaya gönüllü olarak katılmayı kabul ediyorum.

KABUL EDİYORUM

Appendix C. Survey of Students' Perceptions and Competencies Concerning ICT

Survey of Students' Perceptions and Competencies Concerning ICT

The purpose of this study is to explore your perceptions about Fatih Project, English content of Fatih Project and your competency in ICT tools. This questionnaire consists of 4 sections. There is no "right" or "wrong" answers and your answers will be kept confidential. I would like to ask you to help by answering the following questions. Please give your answers sincerely. This will guarantee the success of research. Thank you for your cooperation.

Res. Assist. Esra Kızılet

ELT Department

Gazi University

FP: Fatih Project
INSET: In-Service Training
EBA: Eğitim Bilişim Ağı
ICT: Information and Communication Technology

Please put a cross (X) to the answers that best show your opinion.

Totally Agree: 5; Agree: 4; Somewhat Agree: 3; Disagree: 2; Totally Disagree: 1

Section 1 – Perceptions on FP	Totally Disagree	Disagree	Somewhat Agree	Agree	Totally Agree
1. I appreciate FP.					
2. FP is about using technology in education.					
3. My classroom has changed physically thanks to FP.					
4. Teachers use technology thanks to FP.					
5. FP contributes to English language learning.					
6. I am more motivated to learn English thanks to FP.					
7. Having computers in the classroom is the strength of FP.					
8. Using technology facilitates learning English on my part.					
9. I feel like entering a battle field when I enter high-tech classroom.					

	Totally Disagree	Disagree	Somewhat Agree	Agree	Totally Agree
10. Applications of FP are burden for me.					
11. Our teacher can use technology effectively.					
12. I am indifferent to lessons conducted through e-content.					
13. Computers make me feel comfortable.					
14. Using ICT tools is a waste of time.					
15. Learning English through technology is challenging.					

Please put a cross (X) to the answers that best show your opinion.

Totally Agree: 5; Agree: 4; Somewhat Agree: 3; Disagree: 2; Totally Disagree: 1

Section 2 – Competency in Using ICT Tools	Totally Disagree	Disagree	Somewhat Agree	Agree	Totally Agree
16. I can manage using technology on my own.					
17. There are appealing audios and videos in e-content.					
18. Working through e-content is advantageous.					
19. E-content provides more effective materials for English learning.					
20. E-content is supplementary to our course book.					
21. E-content facilitates doing homework.					
22. I can complete an assignment through e-content.					
23. Use of e-content furthers my studies.					
24. I feel ready for the lesson when I prepare with e-content.					
25. I can understand how ICT tools influence my learning.					
26. I can find some information by searching in the Internet.					
27. I can use tablet.					
28. I can complete an assignment through the Internet sources.					

29. I can read and write at my own pace on computer.					
30. ICT tools facilitate learning English.					
31. I can handle technological problems.					

Section 4- Factual Information and Technology Experience					
Gender:		Female____		Male____	
Age:					
City:					
In which grade are you a student this year?	9	10	11	12	Prep class
Do you have personal computer at home?		Yes_____		No_____	
Years of experience with computer:		Not at all_____		____ Year	
How do you access Internet? **(You can choose more than one option)**		Mobile phone____ Smart phone_____ Tablet_____ Laptop_____ Desktop_____ None_____			
How competent you are as a computer user?		Beginner____ Mid-level____ Advanced____			
How competent you are as an Internet user?		Beginner____ Mid-level____ Advanced____			

Please pick up the tools you use and define your aim. You may choose more than one aim.

Tools	Aim		Tools	Aim	
	Personal	**Educational**		**Personal**	**Educational**
Projector	Personal	Educational	Social Networking Sites	Personal	Educational
Internet Dictionary	Personal	Educational	Blogs	Personal	Educational
Recorder	Personal	Educational	Forum	Personal	Educational
Webquest	Personal	Educational	Edmodo	Personal	Educational
Livemocha	Personal	Educational	DynED	Personal	Educational
Other(s): _____				Personal	Educational

Appendix D - Öğrencilerin Fatih Projesine Yönelik Algıları ve BİTe Yönelik Yeterlikleri Ölçeği

Öğrencilerin Fatih Projesine Yönelik Algıları ve BİTe Yönelik Yeterlikleri Ölçeği

Bu çalışmanın amacı, sizin Fatih Projesine ve bu projenin İngilizce içeriğine yönelik algınızı ve BİT araçlarına yönelik yeterliğinizi ortaya koymaktır. Bu ölçek 4 bölümden oluşuyor. "Doğru" ya da "Yanlış" cevap yoktur ve cevaplarınız tamamen gizli tutulacaktır. Sizden, aşağıdaki soruları yanıtlamanızı rica ediyorum. Lütfen samimi cevaplar veriniz. Bu, araştırmanın başarısına katkıda bulunacaktır. Katılımınız için teşekkürler.

Arş. Gör. Esra Kızılet

İngilizce Öğretmenliği

Gazi Üniversitesi

FP: Fatih Projesi

BİT: Bilgi ve İletişim Teknolojisi (Bu araştırma kapsamında BİT ve Teknoloji; *Akıllı tahta, tablet, bilgisayar, laptop, uygulama yazılımları vb.* olarak kullanılmıştır.)

E-içerik: Ders kitabı dışında, bilgisayar ve internet ortamında öğretmen tarafından paylaşılan her türlü içerik.

Lütfen her ifadenin hangi derecede uygun olduğunu belirtiniz:

Kesinlikle Katılıyorum: 5; Katılıyorum: 4;Kısmen Katılıyorum 3; Katılmıyorum: 2;Kesinlikle Katılmıyorum: 1

Bölüm 1 –FP'ye Yönelik Algı	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1. FP'den memnunum.	1	2	3	4	5
2. FP, eğitimde teknolojinin kullanımı ile ilgilidir.	1	2	3	4	5
3. FP sayesinde sınıfım fiziksel olarak değişti.	1	2	3	4	5
4. FP sayesinde, öğretmenler teknolojiyi kullanıyorlar.	1	2	3	4	5
5. FP, İngilizce öğrenimine katkıda bulunur.	1	2	3	4	5
6. FP sayesinde, İngilizce öğrenmeye daha istekliyim.	1	2	3	4	5
7. Sınıfta bilgisayarların olması FP'nin	1	2	3	4	5

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güçlü yönüdür.					
8. Teknolojinin kullanımı, İngilizce öğrenmeyi benim için kolaylaştırır.	1	2	3	4	5
9. Teknolojiyle donatılmış sınıfa girdiğimde kendimi, savaş alanına girmiş gibi hissederim.	1	2	3	4	5
10. FPnin uygulamaları benim için yüktür.	1	2	3	4	5
11. Öğretmenimiz teknolojiyi etkili bir biçimde kullanabilir.	1	2	3	4	5
12. E-içerikle işlene derslere karşı ilgisizim.	1	2	3	4	5
13. Bilgisayarlar beni rahatsız eder.	1	2	3	4	5
14. BİT araçlarını kullanmak zaman kaybıdır.	1	2	3	4	5
15. Teknolojiyle İngilizce öğrenme zor bir iştir.	1	2	3	4	5

Lütfen her ifadenin hangi derecede uygun olduğunu belirtiniz:

Kesinlikle Katılıyorum: 5; Katılıyorum: 4; Kısmen Katılıyorum 3;Katılmıyorum: 2;Kesinlikle Katılmıyorum: 1

Bölüm 2 – BİT Araçlarını Kullanmada Yeterlik	Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
16. Kendi başıma teknolojiyle başa çıkabilirim.	1	2	3	4	5
17. E-içerikte ilgi çekici ses ve video bulunur.	1	2	3	4	5
18. E-içerikle çalışmak avantajlıdır.	1	2	3	4	5
19. E-içerik, İngilizce öğrenmek için daha etkili materyaller sunar.	1	2	3	4	5
20. E-içerik ders tamamlayıcı niteliktedir.	1	2	3	4	5
21. E-içerik ödev yapmayı kolaylaştırır.	1	2	3	4	5
22. Bir ödevi e-içerikten faydalanarak tamamlayabilirim.	1	2	3	4	5
23. E-içeriği kullanarak çalışmalarımı ilerletebilirim.	1	2	3	4	5
24. E-içerikte hazırlandığımda kendimi derse hazır hissederim.	1	2	3	4	5
25. BİT araçlarının İngilizce öğrenmeyi nasıl	1	2	3	4	5

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etkilediğini anlayabilirim.					
26. İnternette arama yaparak bazı bilgilere ulaşabilirim.	1	2	3	4	5
27. Tablet kullanabilirim.	1	2	3	4	5
28. Internet kaynaklarını kullanarak bir ödevi tamamlayabilirim.	1	2	3	4	5
29. Bilgisayarda kendi hızımda okuyabilir ve yazabilirim.	1	2	3	4	5
30. BİT araçları, İngilizce öğrenmeyi kolaylaştırır.	1	2	3	4	5
31. Teknolojik problemlerle başa çıkabilirim.	1	2	3	4	5

Bölüm 4 – Kişisel Bilgiler ve Teknolojik Deneyim					
Cinsiyet:	Kadın ____			Erkek ____	
Yaş:					
Şehir:					
Bu yıl kaçıncı sınıfta eğitim görüyorsunuz?	9	10	11	12	Hazırlık
Evde bir bilgisayarınız var mı?	Evet _____		Hayır _____		
Kaç yıllık bilgisayar deneyiminiz var?	_____Yok		_____Yıl		
Günde kaç saat bilgisayar kullanırsınız?	Hiç _____ Bir saatten az _____ 2-4 saat _____ 5 saat ve üzeri ____				
İnternete nasıl ulaşıyorsunuz? **(Birden fazla işaretleme yapabilirsiniz.)**	Cep telefonuyla _____ Akıllı telefonla _____ Tabletle _____ Dizüstü bilgisayarla_____ Masa üstü bilgisayarla _____ Hiçbiri _____				
Bir bilgisayar kullanıcısı olarak kendinizi ne kadar yeterli görüyorsunuz?	Başlangıç ___ Orta ____ İleri ____				
Bir İnternet kullanıcısı olarak kendinizi ne kadar yeterli görüyorsunuz?	Başlangıç ___ Orta ____ İleri ____				

Lütfen kullandığınız araçları seçin ve kullanma amacınızı belirtin. Bir araç için birden fazla amaç seçebilirsiniz.

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Araçlar	Amaç		Araçlar	Amaç	
Bloglar	Kişisel	Eğitim	Sosyal paylaşım ağları	Kişisel	Eğitim
Elektronik Sözlük	Kişisel	Eğitim	Livemocha	Kişisel	Eğitim
Kayıt Cihazı	Kişisel	Eğitim	Forum	Kişisel	Eğitim
DynED	Kişisel	Eğitim	Edmodo	Kişisel	Eğitim
Diğer(ler)i: _____ (varsa belirtiniz ve amaç seçiniz.) →				Kişisel	Eğitim

Appendix E. Interview Questions for Teachers

Interview Questions for Teachers

1. What does the FP mean to you?
2. What do you think about the FP and its applications?
3. Do you find the integration of technology into language teaching necessary? Please explain.
4. Do the FP applications facilitate in-class/out-of-class language activities?
5. Do you think that the MoNE provides sufficient support in the FP implementation in technical terms? Please explain.
6. Do you think that the MoNE provides sufficient support in the FP implementation in pedagogical terms? Please explain.
7. Are you aware of English language e-content of the FP?
8. Do you find English language e-content of the FP sufficient? Please explain.
9. Do you use English language e-content of the FP?
10. Do your colleagues use English language e-content of the FP?
11. Do you think that you have necessary competencies in using technology peculiar to the FP?
12. How often do you use technology in the classroom?

Öğretmen Görüşme Soruları

1. FP sizin için ne ifade ediyor?
2. FP ve uygulamaları hakkında düşünceleriniz nelerdir?
3. Dil öğretimine teknolojinin entegrasyonunu gerekli buluyor musunuz? Lütfen açıklayınız.
4. FP uygulamaları sınıf içi/sınıf dışı dil aktivitelerini kolaylaştırıyor mu?
5. MEB'in FP uygulamasında teknik bakımdan yeterli destek sağladığını düşünüyor musunuz? Lütfen açıklayınız.
6. MEB'in FP uygulamasında pedagojik bakımdan yeterli destek sağladığını düşünüyor musunuz? Lütfen açıklayınız.
7. FP'nin İngilizce dersi için hazırlanan e-içeriğini biliyor musunuz?
8. FP'nin İngilizce dersi için hazırlanan e-içeriğini yeterli buluyor musunuz? Lütfen açıklayınız.
9. FP'nin İngilizce dersi için hazırlanan e-içeriğini kullanıyor musunuz?
10. FP'nin İngilizce dersi için hazırlanan e-içeriğini meslektaşlarınız kullanıyor mu?
11. FP kapsamındaki teknolojiyi kullanmanızda gerekli yeterliklere sahip olduğunuzu düşünüyor musunuz?
12. Sınıfta teknolojiyi ne sıklıkta kullanıyorsunuz?

Appendix F. Interview Questions for Academicians and Authorities

Interview Questions for Academicians and Authorities

1. What do you think about the FP?
2. What do you think about the tools and applications peculiar to the FP?
3. Are you aware of educational e-content of FP?
4. What do you think about educational e-content of the FP provided for English course?
5. Do you think that the MoNE provides sufficient support in the FP implementation in technical terms? Please explain
6. Do you think that the MoNE provides sufficient support in the FP implementation in pedagogical terms? Please explain.
7. Does TUBİTAK call for projects related to the FP? If there is an example can you please share it?
8. What are your advices on the FP?

Akademisyenler, TTKB ve TUBİTAK Yetkilileri İçin Görüşme Soruları

1. FP hakkında düşünceleriniz nelerdir?
2. FP ve uygulamaları hakkında düşünceleriniz nelerdir?
3. FP'nin İngilizce dersi için hazırlanan e-içeriğini biliyor musunuz?
4. İngilizce dersi için hazırlanan eğitimsel e-içerik hakkında düşünceleriniz nelerdir?
5. MEB'in FP uygulamasında teknik bakımdan yeterli destek sağladığını düşünüyor musunuz? Lütfen açıklayınız.
6. MEB'in FP uygulamasında pedagojik bakımdan yeterli destek sağladığını düşünüyor musunuz? Lütfen açıklayınız.
7. TÜBİTAK, FP'ye yönelik proje çağrısında bulunuyor mu? Bunun örneği varsa paylaşabilir misiniz?
8. FP'ye yönelik önerileriniz nelerdir?

Appendix G – Material Evaluation Checklist

MATERIAL EVALUATION CHECKLIST

CURRICULUM
Definition: Curriculum is the general statement about how teaching and learning English process is designed by putting forward the learning purposes, teacher and learner role, methodology and suggested materials. ELT Curriculum includes in the main aims, learning areas, objectives, suggested themes, language content, setting of learning environment, teacher and learner role, main characteristics of the curriculum, teaching approaches, and testing.

THE MONE CURRICULUM	THE FP CURRICULUM
Characteristics: The National Curriculum of English Language Teaching was prepared in 2011 after one year of the launch of FATIH Project. The curriculum was prepared in line with the CEFR. Main motives of the curriculum are developing intercultural awareness, improving four skills, and communicative competence. The curriculum was based on communicative approach. It was used for three educational years. In 2014, a new curriculum was prepared and it was planned to be used in 2015-2016 education year.	**Characteristics:** There is no direct reference to the National Curriculum (2011) in ELT resources which makes it difficult to comment on the base of the resources. Although there is no clear explanation made for the materials on EBA, in the e-books and audio sections, the materials added are in line with the ones offered by The MoNE to state schools.
Availability: YES X NO___	**Availability:** YES ___ NO X
Explanation: At all levels, educational institutes adhere to the National Curriculum prepared by The MoNE. Both the lesson plans and materials are created using the National Curriculum as framework.	**Explanation:** A general misunderstanding concerning the FP is that people generally conceive it as a curriculum or methodology instead of teaching tools. The FP consists of five elements among those are providing infrastructure and equipment, providing e-content, and in-service teacher training. Along with these, it can be interpreted that the FP is not a methodology or curriculum but is a bunch of materials for applying technology integration into teaching. All teaching activities should be based on the National Curriculum and the materials are designed according to the principles of the NC, too. In none of the materials published on EBA, there is a direct reference to the NC except for the e-books which are the electronic version core materials of The MoNE and the audios which are the audio tracks of course books and those are taken as the

	complementary materials in the scope of this study.

SYLLABUS

Definition: Syllabus is a part of the curriculum and it arranges the learning content pedagogically (McDonough, Shaw, & Masuhara, 2013). It is a day-to-day plan of course content. It manifests the objective/attainments unit by unit depending of the syllabus design (in this syllabus, skill-based design is used).

THE MONE SYLLABUS	**THE FP SYLLABUS**
Characteristics: Turkish English language teaching syllabus is a skill-based one in which the general objectives are put forward in terms of four skills and unit-based objectives are put forward in terms of five skills as determined by CERF. In application of the syllabus into classroom activities, teachers are advised to make use of the language content and suggested themes in the National Curriculum.	**Characteristics:** Turkish English language teaching syllabus is a skill-based one in which the general objectives are put forward in terms of four skills and unit-based objectives are put forward in terms of five skills as determined by CERF. In EBA, there is no direct reference to syllabus prepared by the MoNE. It would be just an interpretation to examine the resources on the website as compatible with it.
Availability: YES X NO___	**Availability:** YES ___ NO X
Explanation: In 2011, there were different types of upper secondary schools and so the syllabus is designed according to the types of the schools. In the scope of this study, the population comprises of Anatolian high schools and the objectives of Anatolian high schools/upper secondary schools were examined.	**Explanation:** There is no direct reference to the syllabus. Only some of the e-books are in line with the syllabus, and audio materials are the audio tracks of the core materials offered by the MoNE to state schools.

COURSE BOOKS

CORE MATERIALS

Definition: Course books are generally used as the core materials of the courses. In Turkey, this is also a valid saying, too. In all levels of education, the core materials are course books and the MoNE provides the learners and teachers with the course books for free. The course books are prepared either by a jury of the MoNE or by some publishing firms which are examined by the MoNE. The core materials are accepted to have a complete match with the National Curriculum and syllabus.

COURSE BOOKS	**COURSE BOOKS**
Characteristics: In the upper secondary schools, the students and the teachers mostly use the course book "Yes You Can!" prepared by The MoNE. It begins with A1 level in the ninth-grade and it brings the students to C1 according to the description in the course books. In the materials presented in the MoNE and TTKB websites, there	**Characteristics:** The course books published on EBA are the electronic versions of the core materials assigned by the MoNE. "Yes You Can" series from A1.1 to B2.3 with course books, workbook, and teacher's book are published on EBA. Additionally, there are some other books which are assigned as the core materials by the

are course books from A1.1 to B2.3 levels. The course books comprise of the suggested themes and contents in the curriculum. The language content of the course books are mostly surrounded with the list in the National Curriculum.	MoNE but prepared by some other publishing firms (Yıldırım, Evrensel, Harf). Only having material for one level (A1.2, A1), those books are assigned as the course books for 5 years.
Availability: YES X NO___	**Availability:** YES ___ NO X
Explanation: The course books mainly used in the state schools are the series of "Yes You Can". The main analysis of this study is carried on these series. There are also some books of "Solutions" by Oxford (teacher's books of A1, A2, and B1) on the website. Some teachers explained in the interviews of using "Solutions" in their courses.	**Explanation:** There is no e-book specifically prepared for electronic use (maybe interactively). The electronic versions of already present hard copy books are published on the website. On EBA, there are three books which are accepted as core materials except for "Yes You Can" series. These books prepared by Yıldırım, Evrensel and Harf publishing firms. While the former two are A1.2, the latter is A1.

COMPLEMENTARY MATERIALS

Definition: The materials that proceed uniformly with course book in terms of themes, methodology, and syllabus type are called complementary materials in this scope of this study.

COMPLEMENTARY MATERIALS	**COMPLEMENTARY MATERIALS**
Characteristics: Workbooks, teacher's books and the audio materials accompanying to course books are complementary materials and those are sent by the MoNE to state schools. In order to be accepted as a complementary material, a material needs to have the same thematic, structural, methodological and functional order and content with the MoNE offered materials. The MoNE provides "Yes You Can" as the main source of English course with state schools consisting of core and complementary materials.	**Characteristics:** In order to be accepted as a complementary material, a material needs to have the same thematic, structural, methodological and functional order and content with the MoNE offered materials.
Availability: YES X NO___	**Availability:** YES ___ NO X
Explanation: "Yes You Can" package is made up of core and complementary materials. All pieces (course books, workbooks and audio) have the very same thematic, structural, methodological and functional order and content; those of which are based on the National Curriculum and the syllabus.	**Explanation:** There are no audios specifically prepared for electronic use. However, there are audio tracks of "Yes You Can" books on the website which are complementary materials.

SUPPLEMENTARY MATERIALS

Definition: Materials prepared to reinforce some parts and/or objectives/attainments of the core materials

are called supplementary materials. That is, despite having common points with core materials to accompany core materials, supplementary materials don't proceed uniformly with them with regard to themes, structures, methodology and functions.

THE MONE SUPPLEMENTARY MATERIALS	THE FP SUPPLEMENTARY MATERIALS
Characteristics: Materials offered by the MoNE to state schools, course books/workbooks/teachers' books/CDs/audio cassettes, are the core and complementary materials of ELT.	**Characteristics:** E-content offered by the MoNE via EBA is examined to find out whether the materials are supplementary or complementary. The examination of this research study is circumscribed to e-books, videos, audios, visuals, e-documents, and e-content which were added until 01.09.2015 on EBA website. What is more, the ones prepared for primary and lower secondary schools are excluded from the study because the universe of this study is the upper secondary schools.
Availability: YES ___ NO X	**Availability:** YES X NO___
Explanation:	**Explanation:** The FP has got some supplementary materials provided on EBA website. Those are some of the e-books, and videos. While some of the videos and web pages are supplementary to core materials, some web pages are neither complementary nor supplementary materials. E-books on EBA are the core materials assigned by the MoNE for the use at upper level secondary schools. Audio materials on EBA are complementary materials. Videos, having matches in methodological, thematic, and functional terms, are categorized as supplementary materials. There are 7 websites which are available to analyze and for upper level secondary schools in EBA's offered portals. Among those, 3 of them direct the users to course books. The other four are free style web pages (That Quiz, English Listening, British Council, and English Central). British Council has methodological, structural, and functional match with the NC, the syllabus, and the core materials. English listening, consisting of podcasts, have thematic match while English Central only has structural match with the NC, the syllabus, and the core materials. All three of these websites are categorized as supplementary materials. However, That Quiz does have no match with the NC, the syllabus, and the core materials and can be

	categorized neither complementary nor supplementary material.
	Three websites directing course books – Look Forward, Planet ELT Open to Life A1, and Lingus (there are 9 course books for upper level secondary school). While Look Forward, prepared by the association of the MoNE, TUBİTAK, and Morpa Kültür is a total match and is categorized as supplementary material, English Challenge is a total mismatch. English Challenge is prepared for the new curriculum (2014) and displays a complete match with it. Except form these, there are English Break A1, A2, and B, Chat Book, and Planet ELT Open to Life A1 course books have methodological, structural, and functional match with the NC, the syllabus, and the core materials. Bliss A1.1, A1.2, A2.1, and B1.1 have thematic, methodological, structural, and functional match with the NC, the syllabus, and the core materials.

Appendix H – The MoNE and The FP Materials Evaluation

THE MONE MATERIALS

	A1.1 CB	A1.1 TB	A1.1 WB	A1.2 CB	A1.2 TB	A1.2 WB	A2.1 CB	A2.1 TB	A2.1 WB	A2.2 CB	A2.2 TB	A2.2 WB	A2.3 CB	A2.3 TB	A2.3 WB
Curriculum	+		+	+		+	+		+	+		+	+		+
Syllabus	+		+	+		+	+		+	+		+	+		+
Themes	+		+	+		+	+		+	+		+	+		+
Methodology	CLT			CLT		CLT	CLT		CLT	CLT		CLT	CLT		CLT
WB + TB	+		-	+		-	+		-	+		-	+		-
Structures	+		+	+		+	+		+	+		+	+		+
Functions															

THE FP MATERIAL ON EBA

E-BOOKS

	Yıldırım A1.2 CB	Yıldırım A1.2 WB	Evrensel 1.2 CB	Evrensel 1.2 WB	Harf A1.1 CB	Harf A1.1 WB
Curriculum	+	+	+	+	+	+
Syllabus	+	+	+	+	+	+

Themes	+	+	+	+	+	+
Methodology	+	+	+	+	+	+
Structures	+	+	+	+	+	+
Functions	+	+	+	+	+	+

VIDEOS

	9. Grade	**10. grade**	**11. grade**	**12. grade**
Curriculum	-	-	NO VIDEOS FOR 11. GRADE	-
Syllabus (Skill-based)	-	-		-
Themes	+	+		+
Structures	+	+		+
Functions	+	+		+
Methodology	-	-		-

WEB PORTAL

LINGUS	**Curriculum**	**Syllabus**	**Themes**	**Methodology**	**Structures**	**Functions**
English Break A1	-	-	-	+	+	+

English Break A2	-	-	-	+	+	+
English Break B1	-	-	-	+	+	+
Bliss A1.1	+	+	+	+	+	+
Bliss A1.2	+	+	+	+	+	+
Bliss A2.1	+	+	+	+	+	+
Bliss B1.1			+	+	+	+
Chat Book	-	-	-	+	+	+
English Challenge	PREPARED FOR THE NEW CURRICULUM (2014)					

	Curriculum	Syllabus	Themes	Methodology	Structures	Functions
Look Forward	+	+	+	+	+	+
English Central	-	-	-	-	+	-
British Council	-	-	-	+	+	+
English Listening	-	-	+	-	-	-
Planet ELT Open to Life A1	-	-	-	+	+	+

GAZİ GELECEKTİR…