



Analysis of EFL Teachers' Use of Digital Components: Evidence from Self-Report and Classroom Observation*

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ABSTRACT

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Purpose: A coursebook is ranked among the fundamentals of language teaching, which directly affects the success of classroom activities. Therefore, investigations into the nature and efficiency of this relationship should yield invaluable insights to improving language teaching. In this regard, this study aims to investigate EFL teachers' views regarding the necessity of such software, its actual use in teaching, and its perceived advantages. **Methods:** In this study, a mixed research design was used, in which qualitative and quantitative research methods were used together.

For these purposes, three different data collection tools were employed throughout this study: a) a survey, b) classroom observations, and c) post-observation interviews. First, a total of 74 participants were surveyed, and then 14 of them were observed while teaching and were interviewed afterwards. **Findings:** Coursebook software was most commonly utilized within listening tasks and least commonly utilized in writing tasks. Active use time was observed to be 143 minutes, which is 20% of the total teaching time. The passive use time of the tool was calculated to be 511 minutes (73.5%), and the digital tool was turned off for a duration of 46 minutes (6.5%). Semi-structured interviews revealed three main themes: attractive presentation of the content, effective teaching, and classroom management. **Implications for Research and Practice:** It is crucial to equip EFL teachers with the skills needed to employ the digital components of coursebooks effectively. The availability of classrooms equipped with ICT tools – including a computer with internet connection, a projector, and speakers for audio, as well as in-service training on the effective use of ICT tools at the host institution – promote positive attitudes towards ICT among the teachers; therefore, these facilities should be made available to EFL teachers.

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Introduction

Language teaching around the world, especially in foreign language contexts, continues to incorporate textbooks as a primary mode of instruction. It has been well documented that textbooks regulate classroom teaching as well as out-of-class learning (Mahadii & Shahrill, 2014). Serving a variety of purposes, these books are viewed as standardized and accessible learning resources that supply the basic content of a lesson (J. Richards, 1993). Moreover, they reveal syllabus and content organization to teachers and students, therefore guiding the learning process. Another advantage of textbook use, specific to language classrooms, is balanced skill-teaching through a variety of activities. Specifically, major language skills such as reading, listening, writing, and speaking are presented proportionally throughout a textbook. Textbooks play a significant role not only in providing effective language input but also in maintaining the quality of language (O'Neill, 1982; J. C. Richards & Renandya, 2002).

In addition to the above-mentioned benefits of textbook use, O'Neill spells out the following benefits that support the use of textbooks (O'Neill, 1982). First, textbooks provide a framework for grammar and vocabulary instruction, giving learners the opportunity to study in advance and to catch up if they miss a class. Similarly, textbooks support teachers by standardizing instruction, thus supporting the deliverance of quality lessons by relatively-inexperienced teachers. In cases in which a teacher lacks the required teaching experience or content knowledge, the textbook might serve as a training opportunity by providing "ideas on how to plan and teach lessons as well as formats that teachers can use" (J. C. Richards & Renandya, 2002, p. 65). Finally, textbooks replace the otherwise time-consuming process of designing level-specific materials (Sheldon, 1988). All these features mean, however, that textbooks can be seen as 'dictatorial': the provision of tightly structured materials implies that a specific teaching strategy and pedagogy must be used. In addition, the preparation of standardized instructions and additional content can limit teachers' choice and learners' exposure to authentic, culturally-appropriate materials.

Digital Enrichment of Textbooks

As one of the most basic components of EFL classrooms, coursebooks have continued to adapt to meet the needs of modernized language-teaching practices. Current technological developments have also affected the nature of coursebooks and accompanying materials, although most contemporary coursebooks provided by well-known publishers lack both digital versions and software designed for use on interactive whiteboards or smartboards. Those coursebooks that incorporate digital components are referred to as digital coursebooks. Mozejko and Krajka (2011) elaborate that digital coursebooks involve interactive software components designed to be used on an interactive whiteboard or on a computer with a projector device.

Digital coursebooks further include "student book pages, listening tape-scripts, animations, and videos with additional functionalities of multimedia courseware such as interactive activities, on-demand grammar reference and dictionary" (Mozejko & Krajka 2011, p.168). Digital enrichment in ELT is generally considered in relation to digital materials development and adaptation (Mitsikopoulou, 2014). The additional

materials of coursebooks are referred to by another term—a coursebook package. Allen (2015) notes that the term ‘coursebook package’ refers to “all elements related to a coursebook and produced in-house by a publisher, including associated websites and digital resources” (p.250). The broader term ICT (as mentioned above) can be used to refer to these elements of a coursebook package as well as to other relevant educational materials, such as computer software, CD-ROMs, films, the internet, television, e-mail, chat, blogs, wikis, podcasts, and smart phones (Andrews, 2000). In accordance with recent developments in technology, the definition can be also be revised to include tools such as “the internet, computers, social media, mobile technology and broadcasting technologies” (Jose, Jafre, & Abidin, 2015, p. 52).

Alongside the development of digital aids for educational purposes, digital literacy has gained importance as a teaching and learning skill; such literacy is defined as “the ability to employ a wide range of cognitive and emotional skills in using digital technology” (Eshet-Alkalai & Chajut, 2009, p. 1). Regarding studies of language-teaching textbooks and technological aids, some scholars have reported that incorporating digital literacies into textbook packages might result in enriched textbooks as well as the improvement of learners’ digital literacies (Warschauer, 2000). Nevertheless, the successful integration of technology into textbooks and its efficient use is, to a great extent, determined by the attitudes and views that teachers hold toward these technologies (Glover & Miller, 2001). In their investigation of 33 peer-reviewed articles published between 2000 and 2015, Măță, Lazăr and Lazăr (2015) discovered that a variety of pedagogical, instructional, psychological, social, economic, and technological factors were documented as playing a significant role in the use of new technologies in classrooms.

The popular use of computers, projectors, and interactive smartboards in modern classrooms has necessitated that textbooks possess digital forms that can be explored interactively on these smartboards (Mitsikopoulou, 2016). Therefore, in some cases, textbooks are presented with computer applications. A great number of studies have indicated that interactive whiteboards have a positive and motivating effect on learners, as they assist students in focusing more on content, thus enabling teachers to prepare and present materials in a more effective way (Măță et al., 2015). Moreover, owing to the aid of remote controls, teachers are able to move more freely around the classroom and interact with students for longer periods of time in comparison with traditional whiteboard use (Clyde & A., 2004; Gillen, Staarman, Littleton, Mercer, & Twiner, 2007; Kelley, Underwood, Potter, Hunter, & Beveridge, 2007; Kennewell & Beauchamp, 2007).

Since it is not possible to evaluate digitalized coursebooks according to the same criteria as printed coursebooks, Mozejko and Krakja (2011) have provided comprehensive evaluation criteria by referring to a number of issues, such as features and interface of the software, content, methodology, language skills, and subsystems. Apart from this study, research is limited in evaluating the effectiveness and application of supplementary visual and auditory software for coursebooks. The following sections provide research background related to other digital components of coursebooks, such as integrated online tools. Although previous studies deal with

the problems in integration of technology, specific issues concerning the use of digitalized textbooks have not dealt with thoroughly by researchers.

Digital Components and Language Teaching & Learning

Several studies have demonstrated that the use of computer software as a teaching tool in foreign language education facilitates acquisition of the four primary language skills (Gunduz, 2005; Tzortzidou & Hassapis, 2001; Yilmaz, 2015). This improvement in achievement has been linked to a sophisticated and motivating classroom environment, rich in content and opportunities, which can appeal to different types of learners by increasing the efficiency of perception, practice, and recollection of information (Korkmaz & Basaran, 2016).

Hismanoglu (2011) is one researcher who conducted a study on the integration of ICT tools into ELT coursebooks. The purpose of the research was to determine which ICT tools were utilized and which were ignored in teaching and learning processes. In his study, Hismanoglu discovered that the tools utilized were Audio CDs, CD-Roms, DVDs, E-portfolio, and the internet, while those ignored were Chat, E-mail, and Social Software. He concluded that most digital components of coursebooks are limited to CD-ROMs, Internet, DVD, and several audio materials. He also reported that the other tools were ignored mainly because they were "stand-alone" materials, supplementary to coursebooks yet not included in lessons. Hismanoglu determined that ICT offers a variety of benefits to educators and students; however, a better understanding of the technologies and teacher trainings are necessary to integrate these more efficiently into classroom activities.

A more recent study, conducted by Korkmaz and Basaran (2016), studied the effects of Oxford iTools and iTutor software (digital components of Oxford New English File coursebook package) on students' academic achievement. The aim of the study was to determine, via pre- and post-test analysis, the progress of students utilizing the software, as well as their attitudes towards this use. They concluded that iTools and iTutor software contributed to the academic achievement of learners when compared to the control group, and that the levels of achievement obtained by those who used the software were higher than those of learners who used the coursebook alone. The researchers also noted that learners and instructors had positive attitudes towards the use of such digital components in the classroom. They finally proposed that printed materials should be supported with computer software, to achieve better results in terms of academic achievement.

Most research related to the digital components of coursebooks has focused more on hardware, such as interactive whiteboards; research focusing on software, together with its content and related issues, seems to be scant. More studies should be conducted examining the content, interface, and methodological aspects of software versions of coursebooks; as O'Hagan (1999) suggests, it is neither technological tools nor devices that make learning possible, but rather the methodological background and theories behind their uses.

In terms of specific language skills, the majority of existing research has revealed positive teacher and student views on the effectiveness of ICT. In general, ICT has the potential to fully enhance all language skills: listening, speaking, writing, and reading (Warschauer, 2000). Balanskat et al. (2006) investigated the views of teachers on the effectiveness of ICT, and discovered that students' reading and writing skills in particular develop better with ICT, as materials developed and delivered through ICT can easily be spread and repeated (Idrees, 2010). Similarly, Hismanoglu (2011) investigated the effectiveness of ICT tools in EFL classrooms, and suggested that these tools are efficient in "grammar practice activities and listening and reading materials for the learners yet they are less effective for speaking practice as it is difficult to go beyond a 'listen and repeat' model, which means lack of real interaction" (p. 40). Similarly, the potential difficulty of ICT use in writing has been reported among students, owing to the fact that typing on keyboards is not equivalent to writing by hand (Elaziz, 2008).

Significance of the Study and Research Questions

The use of ICT in classrooms has been studied extensively, with studies indicating that it enriches classroom activities and improves the efficiency of these activities (Cuban, 2001; Dudeney & Hockly, 2012; Gillen et al., 2007; O'Hagan, 1999). However, most research has employed data collection tools of a self-report nature, such as questionnaires and interviews (Rollins, 2011). The self-report data might be misleading, as participants often have a tendency to overstate the use of technology in such tools (Cuban, 2001). Teachers might also be influenced by the convenience of having ready-made materials as add-ons to their preferred coursebooks, and thus may describe their technology use uncritically. A careful investigation of the status quo needs to be undertaken that uses other-report evidence and that takes account of teachers' views and real-life experiences and constraints.

This study investigates the phenomenon by collecting self-report data regarding teachers' opinions, along with classroom observation data concerning the actual use of digital components. Therefore, both self-report and other-report data (in the form of surveys and classroom observations) lay a strong foundation for the outcomes of this study. The significance of this study arises from the fact that, despite research suggesting the effectiveness of the digital components of coursebooks, research is needed that critically weighs the benefits of using ready-made materials versus relying on teachers' pedagogic expertise in selecting and adapting appropriate materials for specific teaching goals – in other words, to weigh convenience versus autonomy in the use of course materials for language teachers in the field.

To achieve these outcomes, the following research questions have been formulated to guide this study:

1. What are the views of tertiary-level Turkish EFL teachers regarding the digital components of coursebooks?
2. What is the use time of the digital components of coursebooks in the classroom?

3. What are the reasons behind the classroom use of the digital components of coursebooks?

Method

Research Design

Both qualitative and quantitative research designs were used to investigate both EFL teachers' perceptions regarding the digital components of coursebooks and the actual use of these components in classrooms. For the quantitative part of this study, a survey was administered to 67 EFL teachers; for the qualitative part, 12 classroom observations were conducted, followed by individual interviews with the teachers.

Research Context

This study was conducted in the School of Foreign Languages (SFL) at a state university in southeast Turkey. The school admits students from all regions of Turkey and from around the world, with a 10% international student ratio from around 70 countries. The medium of instruction in this university is English; thus, students must complete a one-year intensive English program at the SFL prior to study in their field of choice. After taking a placement test, around 1600 students enroll in the SFL each year to improve their English language skills. Based on the placement test results, students are placed in A1, A2, or B1 entry level modules. Each module lasts for eight weeks, and students must successfully complete the B2 module in order to take a proficiency exam to exit the program. 84 instructors in the SFL cater to the general and field-specific needs of students.

Research Sample

The SFL employs 88 EFL teachers, all of whom were invited to participate in this study; 74 EFL teachers completed the survey. All of the voluntary participants received the Teacher Opinion on the Digital Components of Coursebooks Survey (TODCC) regarding attitudes toward the use of digital components of English coursebooks. Then, 14 of these teachers were observed in the classroom by the researcher, to collect data on the use of digital components in class. The participant demographics are presented in Table 1 below.

Table 1

Participant Demographics

	Female	Male	Total	Mean experience (months)
Survey	54	20	74	86
Observation	9	5	14	82

As Table 1 illustrates, of the 74 participants who completed the TODCC Survey, 54 were female and 20 were male. The average teaching experience was 86 months. 14 of

these survey participants – 9 females and 5 males, with an average of 82 months of teaching experience – were included in observations sessions.

Research Instruments and Procedures

Teacher Opinion on the Digital Components of Coursebooks Survey

EFL teachers' attitudes and opinions on ICT and technology in their classrooms have been concisely investigated (Balanskat, Blamire, & Kefala, 2006; Cox, Cox, & Preston, 2000; Dudeney & Hockly, 2012). After reviewing existing research, the researcher constructed 25 statements questioning teachers' opinions regarding the digital components of textbooks. The items were edited and proofread by two ELT scholars with PhD degrees in language teaching, which provided the survey's foundation in terms of content validity and language use. After these expert opinions, a total of 20 statements were included in the TODCC survey. The first fifteen statements were designed to investigate teachers' views concerning the significance of digital components, while the remaining five statements inquired about the frequency of use of these tools. To ensure reliability of the instrument, a Cronbach's Alpha statistical test was conducted, which it determined that the TODCC survey was a reliable instrument ($r=.79$).

Classroom Observation

Self-report data, such as surveys and questionnaires, might yield biased data, as participants tend to overestimate their technology use while answering questions (Cuban, 2001); on the other hand, other-report data, such as classroom observations, produce more objective data when compared to self-report instruments (Cinkara, 2016; Cuban, 2001). For this reason, EFL teachers' actual use of digital components in their lessons were investigated via a classroom observation protocol. Following a comprehensive literature review, the Classroom Observation Form (COF) (Appendix 1) was constructed, based on the work of Rollins (2011), to collect data in classroom observations. The COF included the fields of active and passive use of digital components as well as the skill being taught in which these components were utilized.

Post-observation Interview

Immediately following classroom observations, the participants were invited to a one-on-one interview with the researcher to discuss their use of digital components in the classroom. An informal interview protocol was followed, as this approach reduces the pressure of being interviewed and allows participants to speak more freely and openly (Opdenakker, 2006). The researcher took a neutral position and only asked questions investigating the use of coursebook software, including specific examples from the lesson. Key points and quotes from the participant were recorded in the form of field notes. The questions concerned teacher reasoning for using the tool in teaching (Appendix 2). Each interview lasted five to fifteen minutes. The content of the notes was analyzed, and themes were extracted.

Data Collection and Analysis Procedure

First, the TODCC surveys were distributed to 74 EFL teachers, and the answers were entered into the SPSS program for descriptive analysis. Then, 20 participants were contacted for classroom observation; 14 teachers were willing, and gave written consent to be observed while teaching and subsequently interviewed. After the observations, 14 post-observation interview sessions were conducted to determine teachers' opinions regarding their use of digital components. An inductive content analysis method was used to identify teachers' rationale for using digital enrichment tools in their classrooms. To ensure the reliability of the findings, the content analysis was performed by two raters, and only the examples and themes which were mutually agreed upon were included in the study. The raters were the researcher and an external rater with a PhD in language teaching.

Results

The data collected by each of the three research instruments were analyzed and the findings are presented below, followed by discussion. First, the results from the TODCC survey are presented, followed by the results of classroom observations and post-observation interviews.

EFL Teachers' Views on the Use of the Digital Components of Coursebooks

In order to determine teachers' views concerning their use of digital components in the classroom, the TODCC survey was distributed. According to the results of the survey, the mean scores for each statement ranged from 3.03 to 4.79 out of 5.00. The mean score from the TODCC was 4.03 for the first fifteen items and 3.30 for the last five items. This shows that they have favorable views of digital components in the classroom. The highest mean was observed in the 15th statement, which expressed the importance of digital enrichment in terms of supporting content with visuals, audio, and/or video files ($M=4.79$); the lowest mean was observed in the 13th statement, which states that smartboard applications are indispensable for writing ($M=3.03$). Items 16 through 20 concern the frequency of digital component use, and the results indicate that these tools are most frequently used in listening activities ($M=4.21$) and least frequently used in writing activities ($M=2.10$).

The first fifteen items in the survey were categorised into two categories, pertaining to the digital components of coursebooks: overall views and skills-based views (listening, speaking, reading, and writing). The mean scores for the subcategories are presented in Table 2 below.

Table 2*Skills-Based TODCC Means and Active Use Time*

	Skill based TODCC means	Active use time (in mins.)
Listening	4.25	57
Reading	3.43	38
Speaking	3.40	25
Writing	2.77	0
Total	4.43	143

The results of the TODCC survey indicate that participants were aware of the importance of the digital components of EFL coursebooks for their teaching ($M=4.43$). For skills-based views, listening ($M=4.25$) was the most common skill in which digital components were utilized by teachers, while writing ($M=2.77$) was the least common skill.

Existing literature suggests that ICT and digital enrichment tools prove an attractive presentation tool for content (Cox et al., 2000; Elaziz, 2008; Idrees, 2010; Jose et al., 2015; Toscu, 2013; Turel & Johnson, 2012). The EFL teachers in this study held congruent views of digital enrichment tools and ICT. When the skill-specific uses of these tools are considered, these tools were found to be more effective in listening and reading, which might be attributed to the receptive nature of these skills (Allen, 2015; Wen-Cheng, Chien-Hung, & Chung-Chieh, 2011). In contrast, speaking is productive and requires interaction. Research suggests that ICT and digital enrichment tools that lack interactivity are insufficient to support learner development (Dudeney & Hockly, 2012; Hismanoglu, 2011).

EFL Teachers' Actual Use of the Digital Components of Coursebooks

One major purpose of this study was to investigate the actual use of digital components in EFL classes. For this purpose, 14 teachers were observed by the researcher for 50-minute lessons. The observation data was collected via the COF for later analysis. The results of this analysis revealed the duration of use (in minutes), skills, and interactivity. The results of this analysis are presented in Figure 1.

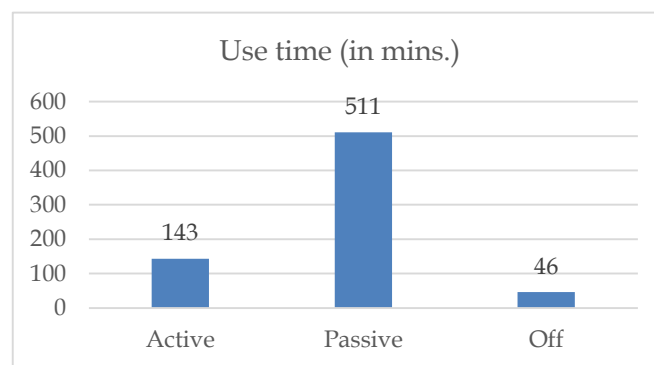
**Figure 1.** Use time in minutes

Figure 1 and Table 2 present the results of 14 classroom observations regarding teachers' actual use of digital components in their teaching. The total observation duration was 700 mins. Within this total time, active use time was observed to be 143 minutes, which is 20% of the total teaching time. The passive use time of the tool was calculated to be 511 minutes (73.5%), and the digital tool was turned off for a total duration of 46 minutes (6.5%). When language skills are considered, the tool was most frequently used in listening (57 mins.) and reading activities (38 mins.). The most striking result was that no teacher used the tool for writing activities. The tasks conducted with the tool included: a survey, matching sentences, reading comprehension questions, picture-cued speaking, noticing, explanation, completing cloze texts, guessing the story from headings and/or picture, picture reading, detailed reading, and text analysis. As mentioned previously in this paper, most research investigating the use of digital enrichment tools is based on self-report, survey, and interview data; therefore, classroom observations that reveal actual use of these tools in teaching language skills are of great significance (Rollins, 2011). Confirming findings from the self-report survey data, the classroom observations in this study revealed that EFL teachers used the iTools more frequently when teaching listening and reading skills.

Rationale for using the digital enrichment tool

14 participants who were observed while teaching were also interviewed after the observations, in order to gather data on their rationale for using the digital component in their teaching. The interviews were done in Turkish and recorded in the form of field notes. The interview data were then analyzed to determine teachers' views on their use of digital components in language teaching. The results of the content analysis revealed 63 cases for rationale, 60 of which could be categorized under three main themes; the remaining three were excluded. Table 3 below illustrates the three main reasons detected after the inductive content analysis.

Table 3

Reasons for Using the Digital Component in Classroom

Underlying reason	# of statements detected	Example
Attractive presentation of the content	27	It gives a more colorful teaching opportunity.
Effective teaching	18	This (the tool) improves students' participation in the activity.
Management	15	Easy to follow and manage activities and find answers.

Attractive presentation of the content (N=27): The first underlying reason derived from the content analysis relates to presentation of content. Participants stated that with the use of these tools, content is presented in a more attractive and effective way; they gave 27 examples in total of the tool's ability to present the content attractively. The characteristics of course content and information, as well as their presentation, are

among the key factors determining the effectiveness of the teaching and learning process. This aligns with findings from Garrison et al. (2000), who argued that teachers have the primary responsibility of designing an effective presentation of course content. The presentation of course content and information involves “developing and organizing course materials in an integrated, intuitive manner” (Rovai, 2004, p. 84). The following excerpts, derived from interview data, indicate that participants in this study were well aware of the importance of digital tools in presenting content in an attractive manner:

“It (iTools) is more visual, attractive, and motivating. Students sometimes forget to use their hard copy textbooks as they do the task that is already projected on the board.” (Kerim, all names are pseudonyms)

“When I use the iTools, students are more attracted to what I am saying rather than focusing on their books on the desk. Their heads are always up and I can make eye-contact with them. However, if they are looking at their book, I cannot see their faces.” (Seyma)

Effective teaching (N=18): ICT and tools have been comprehensively investigated in education and language teaching, and have been reported as positively affecting teaching and learning processes (Allen, 2015; Balanskat et al., 2006; Bax, 2003; Cox et al., 2000; Jose et al., 2015). Experimental analysis also revealed that specific digital enrichment tools like iTools and iTutor increase students’ academic achievement (Korkmaz & Basaran, 2016). Participants in our study made comparable comments regarding the positive effect of iTools in aiding learning activities presented with the coursebook. The following excerpts are taken from participant statements in the post-observation interviews:

“I use it for all kind of activities. Video and listening activities are especially more effective with this tool. Plus, it is time-saving and easy-to-follow for the students.” (Fatma)

“Using iTools in the classroom is a lifesaver for me. First of all, I don’t have to carry my CD player to every class. By just clicking on the listening icon, the track plays. You can also show the script, and whenever my students have a hard time understanding the listening track, I play it with the script on so that they can listen and follow the written script of the dialogue. It is great.” (Ali)

Management (N=15): Common definitions of ICT involve information management (Jose et al., 2015). These tools provide opportunities to manage information, content, and activities during the teaching and learning process (Balanskat et al., 2006; Bax, 2003; Hismanoglu, 2011). Our participants recognized this function of digital enrichment tools. Therefore, another important result drawn from the interview data is that teachers view digital components as a tool to efficiently manage classroom activities and content, as indicated by the following:

“Even sometimes students might not find which activity I am talking about. Giving instructions in English with a smartboard component is a lot easier. I click on the

page and point to the activity we are doing. I can magnify and focus on the part I am trying to emphasize.” (Mustafa)

“Then they can follow the instructions a lot easier with it (iTools on).” (Mehmet)

The interview data showed that all participants have positive statements towards the use of digital enrichment tools in their classrooms. The analysis of their statements revealed three basic underlying reasons for using these tools: attractive presentation, effective teaching, and management.

Discussion and Conclusion

Coursebooks are one of the main components of language classrooms, and they have continued to adapt alongside modernized teaching strategies and technological developments. One of these improvements is the addition of digital components within coursebook packages. Thus, this study aimed to investigate EFL teachers' perspectives regarding the value of such software and their actual uses in teaching. Self-report results in this study suggested that EFL teachers possessed highly positive attitudes toward using ICT tools provided by coursebooks in their teaching. This positive attitude complies with existing research concerning the use of ICT in language teaching (Balanskat et al., 2006; Cuban, 2001; Dudeney & Hockly, 2012; Gillen et al., 2007). The availability of classrooms equipped with ICT tools – including a computer with internet connection, a projector, and speakers for audio – as well as in-service training on the effective use of ICT tools at the host institution, have promoted positive attitudes towards ICT among the teachers in this study.

This study further analyzed in detail participants' skills-specific views regarding the effectiveness of ICT. Results indicated that listening and reading were the skills for which ICT was used most frequently, which is also supported by research suggesting that teachers see students' success and performance in reading improved by ICT use (Balanskat et al., 2006). It is therefore crucial to equip EFL teachers with the skills needed to employ the digital components of coursebooks effectively. This should be realized initially at teacher-education institutions or through in-service training. Another important conclusion drawn from this study regards methodology. Self-report data might be viewed as limited in determining the actual behavior of participants (Cuban, 2001). However, the present results suggest that self-report data can reveal findings correlating with classroom observation. Therefore, a methodological implication drawn from this study is that other-report data can be utilized to verify self-report data. Therefore, the use of mixed data collection tools as confirmatory methodology clearly provided valid and reliable findings in this study.

Although ICT tools improve language learning in many aspects, there are also some drawbacks regarding the use of ICT by teachers and learners. The findings of this study also suggest that the skills for which ICT is least commonly used are writing and speaking, which were expressed as being difficult for enabling interaction through ICT. For writing, learners and teachers need to possess basic ICT skills such as typing quickly and accurately; therefore, its use in writing activities places an extra burden

on teachers and students who want to use these tools. Elaziz (2008), among others, has stated that traditional pen-and-paper writing is easier for students than typing on a keyboard. Similarly, teachers in the present study reported that they used ICT tools less frequently when teaching speaking in EFL classes. The reciprocal nature of speaking might be one of the factors that make it a difficult skill to acquire via ICT. As Hismanoglu (2011) states, teaching grammar, listening, and reading through ICT is effective, yet speaking necessitates more interaction that is not provided by these tools.

The data regarding the actual use of digital components was gathered through classroom observations, and results were similar to those of self-report data. The participants were observed to use the digital components of coursebooks most frequently in listening and reading activities. This parallel result of self-report and classroom-observation data contradicts the proposition that participants might overstate their use of ICT and that self-report is thus unreliable as a method of data collection (Cuban, 2001). In terms of methodology employed, a mix of observation, self-report, and interview allows for multiple perspectives. This original standpoint is new, as compared to other studies reported in the literature review; it therefore provides a more critical perspective, more reliable outcomes, and a richer insight into teachers' views and on-the-ground experiences of using digital components of coursebooks.

Despite the significance of this study, it nevertheless has some limitations, the first regarding location. As this study was conducted at a state university in southeast Turkey, the participants recruited for the study were limited to the specific institution. Furthermore, the investigation was limited to the coursebook package selected and used by the institution. This study could be replicated somewhere else, using the same combination of methods, to confirm its generalizability. Therefore, future studies might be conducted with participants from different institutions and/or using different coursebook packages, which would produce a variety of data on EFL teachers' views and use of the digital components of coursebooks. Another limitation was the nature of classroom observations. The researcher's presence as a visitor observing classrooms for 50 minutes might have affected the behaviors of teachers as well as students. Further studies might employ video recordings to collect data pertaining to the use of digital components in EFL classrooms. Finally, inclusion of learners' views on the use of digital tools might yield valuable results in future research.

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İngilizce Öğretmenlerinin Dijital Bileşen Kullanımının İncelenmesi: Özbidirim ve Sınıf Gözlemi Kanıtları

Atıf:

- Cinkara, E. (2018). Analysis of EFL teachers' use of digital components: Evidence from self-report and classroom observation. *Eurasian Journal of Educational Research*, 74, 41-60, DOI: 10.14689/ejer.2018.74.3

Özet

Problem Durumu: Dünya genelinde kullanılan yabancı dil öğretimi programları, ders kitaplarını birincil öğretim aracı olarak görmeye devam ediyor. Ders kitaplarının kullanım amaçları arasında sınıf içi öğrenme ve öğretmen etkinlikleri ve sınıf dışı öğrenmeyi düzenlemeyi, bir dersin temel içeriğini sağlayan standart ve kolay erişilebilir öğrenme kaynakları olmalarını ve öğretmenler ve öğrenciler için eğitim programını düzenlediğini sıralayabiliriz. Ders kitapları dil öğreniminde önemli bir rol oynamaktadır ve bu sebeple İngilizcenin Yabancı Dil olarak öğretilmesi araştırmalarına sıklıkla konu olmuştur. Teknolojinin de gün geçtikçe gelişmesi ile birlikte, ders kitapları ve ders kitabı paketleri yeni teknolojilerin ortaya çıkarttığı imkanları da kapsayacak şekilde gelişmiştir. Bunun sonucu olarak, İngilizce kitapları paketlerine önemli bir ilave de bilgisayarla donatılmış sınıflar için ders kitabı yazılımlarının geliştirilmesi ve öğretmenlerin kullanımına sunulması olmuştur.

Araştırmanın Amacı: Bu çalışmayı güdüleyen iki temel amaç vardır: birincisi İngilizce öğretmenlerinin bu yazılımların gerekliliği ile ilgili tutumlarını ve düşüncelerini araştırmak; ikincisi de öğretmenlerin bu yazılımları ders anlatımlarında ne kadar sıklıkla ve hangi sebeplerden dolayı kullandıklarını belirlemektir.

Araştırmanın Yöntemi: Bu çalışmada nitel ve nicel araştırma yöntemlerinin bir arada kullanıldığı bir karma araştırma deseni kullanılmıştır. Yukarıda verilen amaçları gerçekleştirebilmek için üç farklı veri toplama aracı kullanılmıştır: a) anket, b) sınıf içi

gözlem formu ve c) gözlem sonrası yarı yapılandırılmış görüşme. Araştırma 2016-2017 akademik yılı içerisinde Güneydoğu Anadolu bölgesindeki bir devlet üniversitesinin Yabancı Diller yüksekokulu bünyesinde görevli İngilizce okutmanları ile yapılmıştır. İlk olarak anket çalışması için 74 İngilizce öğretmeni katılımcı olarak çalışmaya dahil olmuştur ve bunlar arasından 14 gönüllü sınıf içi gözlem aşamasına dahil edilmiştir. Gözlemler araştırmacı tarafından gerçekleştirilmiş ve bu çalışma kapsamında hazırlanan gözlem formu doldurulmuştur. Gözlemlerden sonra ger bir öğretmen bireysel olarak yarı yapılandırılmış görüşmeye alınmıştır.

Araştırmanın Bulguları: Bu araştırma sonrasında elde edilen bulgular öğretmenlerin genel olarak bu yazılımların sınıf içerisinde ve dışarısında kullanımlarına karşı olumlu bir tutumlarının olduğu belirlenmiştir. Bunun yanında beceri temelli dil öğretiminde bu tarz yazılımların kullanılması ile ilgili tutumları incelendiğinde, dinleme becerisinin öğretilmesinde bu yazılımların kullanılmasına karşı tutumlarının en yüksek seviyede olduğu ve yazma becerisinde kullanılmasına karşı tutumlarının da en düşük seviyede olduğu belirlenmiştir. Sınıf içi gözlem formu sonuçları incelendiğinde öğretmenlerin 700 dakika içerisinde ilgili yazılımı 143 dakika aktif bir şekilde kullandıkları; 511 dakika yazılımın pasif olarak tahtaya yansıdığı ve 46 dakika da yazılımın ve/veya bilgisayarın kapalı konumda olduğu tespit edilmiştir. Gözlem verisinin dil becerileri açısından değerlendirilmesi sonucunda, bu yazılımın en yoğun şekilde kullanıldığı beceri dinleme (57 dakika) ve okuma (38 dakika) becerileri etkinlikleri, en az kullanıldığı beceri de yazma olarak belirlenmiştir (0 dakika). Yarı yapılandırılmış görüşmeler içerik analizi ile incelenmiş ve öğretmenlerin bu yazılımı kullanma sebepleri üç temel tema altında sıralanmıştır: İçeriğin etkin sunulması, dersin verimli işlenmesi ve sınıf yönetimi.

Araştırmanın Sonuçları ve Önerileri: Bu çalışmada elde edilen öz-rapor sonuçları, EFL öğretmenlerinin, ders kitapları tarafından sağlanan yazılım araçlarını kullanarak öğretim faaliyetlerini gerçekleştirme konusunda oldukça olumlu tutumlara sahip olduklarını ortaya koymuştur. İnternet bağlantısı olan bilgisayarlar, projeksiyon cihazları ve hoparlör sistemleri gibi birçok bilgi ve iletişim teknolojisi araçlarıyla donatılmış sınıfların yanı sıra, ev sahibi kurumda verilen teknolojik araçlarının etkin kullanımı ile ilgili hizmet içi eğitimler öğretmenlerin olumlu tutumları teşvik etmektedir. Bu çalışmada ayrıca, ilgili yazılımın etkinliği ile ilgili becerilere özel görüşleri ayrıntılı olarak analiz edilmiştir. Dinleme ve okuma becerileri öğretiminde bu yazılımın en sık kullanıldığı belirlenmiştir. Bunun yanında öğretmenlerin bilgi ve iletişim teknolojileri kullanımıyla öğrencilerin okuma başarısını ve performansını artırdığını ortaya koyan araştırmalar da bu bulguyu desteklemektedir. Dolayısıyla öğretmen yetiştiren eğitim fakültelerinde ve hizmet içi eğitim faaliyetlerinde bu durum göz önünde bulundurulmalı ve öğretmenlere bu teknolojileri en etkin bir şekilde kullanabilecekleri beceriler kazandırılmalıdır. Bu çalışmanın bulguları, en az yaygın kullanılan becerilerin bilgi ve iletişim teknolojileri kullanımı yoluyla etkileşimli bir şekilde etkinlik gerçekleştirilmesinin zor olduğu yazma becerisi olduğunu ortaya koymaktadır. Yazma becerisi etkinlikleri için, öğrencilerin ve öğretmenlerin, hızlı ve doğru bir şekilde yazma gibi temel bilgi ve iletişim teknolojisi becerilerine sahip olmaları gerekmektedir. Dolayısıyla, yazma etkinliklerinde bu tarz yazılımların

kullanılması, bu araçları kullanmak isteyen öğretmenler ve öğrencilere ek bir yük getirerek kullanımını zorlaştırmaktadır.

Yazılımın sınıf içerisinde kullanımı ile ilgili veriler sınıf gözlemleri ile ve öz raporlama (anket) ile toplanmış ve birbirleri ile karşılaştırılmıştır. Elde edilen veriler bu iki yöntemin benzer sonuçlar ortaya çıkardığını göstermiştir. Öz raporlama ve sınıf gözlemi verilerinin benzer sonuçlar ortaya çıkartması öz raporlamanın veri toplama yöntemi olarak bilgi ve iletişim teknolojileri kullanımını gereğinden fazla gösterebileceği iddiasıyla çelişmektedir.

Anahtar Sözcükler: Sınıf içi etkinlikler, kitapların dijital destekleri, etkileşim, dil öğretimi, öğretmen tutumları.

Appendix 1. The Classroom Observation Form (COF)

Digital Components of EFL Textbooks Classroom Observation Form		Focus of observation:		
Level:	Room:	Number of students:	Date:	Duration:
Coursebook: Digital component (DC):			Unit:	
Page #	Activity Skill	DC Start - Finish Time	Details	

Appendix 2. Interview Structure

Warm up:

Short discussion about the observed lesson and teacher performance.

Questions:

Do you typically use the tool in listening activities?

Do you typically use the tool in speaking activities?

Do you typically use the tool in reading activities?

Do you typically use the tool in writing activities?

Why do you use it in general and for specific skills?

Is there any aspect of the tool you would like to change?

Cooling down:

Talking about the students: their profile and overall performance.