

GAZİ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

ATTITUDES OF UNIVERSITY PREPARATORY SCHOOL
STUDENTS TOWARDS ICT ENHANCED HOMEWORK

M. A. THESIS

By

Hakan Tilgel

Ankara

May, 2010

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Supervisor: Assist. Prof. Dr. Abdullah ERTAŞ

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Jüri Onay Sayfası

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne

Hakan Tilgel'in "Attitudes of University Preparatory School Students towards ICT Enhanced Homework" başlıklı tezi 05/05/2010 tarihinde, jürimiz tarafından İngiliz Dili Eğitimi Ana Bilim Dalında, Yüksek Lisans Tezi olarak kabul edilmiştir.

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Özet

ÜNİVERSİTE İNGİLİZCE HAZIRLIK OKULLARINDAKİ ÖĞRENCİLERİN BİLGİ VE İLETİŞİM TEKNOLOJİSİ DESTEKLİ EV ÖDEVLERİNE KARŞI TUTUMLARI

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Bu çalışmada, üniversite öğrencilerinin İngilizce öğretiminde, bilgi ve iletişim teknoloji (BİT) destekli ev ödevlerine karşı tutumları araştırılmıştır. Çalışmanın uygulama aşamasında, öğrencilere hem BİT destekli ev ödevleri hem de geleneksel yöntemle dayalı ev ödevleri verilmiştir.

Öğrencilerin BİT destekli ev ödevlerine karşı tutumlarını incelemek için, dönem sonunda anket uygulanmıştır. Anketteki sorular, öğrencilerin BİT destekli ev ödevlerine karşı tutumlarını ölçmeye yönelik hazırlanmış olup bilişsel, devinimsel ve duyuşsal faktörlere göre sınıflandırılmıştır. Veriler, 85 öğrenciye uygulanan bu anketten toplanmıştır.

Öğrencilerin genel tutumlarını analiz etmek için, bilişsel, devinimsel ve duyuşsal faktörler göz önünde bulundurulmuştur. Anket sonuçları, bazı zorluklara karşın, öğrencilerin yabancı dil eğitiminde BİT destekli ev ödevlerine karşı olumlu tutuma sahip olduklarını ve BİT'in potansiyelinin farkında olduklarını göstermiştir.

Anahtar Kelimeler: Yabancı dil eğitimi, bilgi ve iletişim teknolojisi (BİT), ev ödevi, tutum.

Abstract

ATTITUDES OF UNIVERSITY ENGLISH PREPARATORY SCHOOL STUDENTS TOWARDS ICT ENHANCED HOMEWORK

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This study explored the attitudes of university students towards Information and Communication Technology (ICT) enhanced homework assignments in language teaching and learning contexts. During the application period of the study, the participant students were assigned ICT enhanced homework assignments as well as traditional type of homework assignments.

To examine the students' attitudes towards ICT enhanced homework assignments at the end of the term, an attitude questionnaire was administered. The items in the questionnaire focused on students' opinions on ICT enhanced homework and were related to the factors of attitudes; cognitive, behavioral and affective. The data were collected through this questionnaire which had been distributed to 85 university students.

The cognitive, behavioral and affective factors of attitudes were taken into consideration in order to analyze the overall attitude of the students. Questionnaire results reveal that despite a few difficulties they face, students have positive attitudes towards the use of ICT enhanced homework assignments in language instruction and are aware of the potential of ICT.

Key words: Foreign Language Teaching, Information and Communication Technology (ICT), homework, attitude.

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List of Abbreviations

ICT:	Information and Communications Technology
IT:	Information Technology
PMP:	Portable Media Players
Mp3:	Digital audio format
ITO:	Istanbul Chamber of Commerce
MMG:	Miniwatts Marketing Group
CALL:	Computer Assisted Language Learning
IATEFL:	International Association of Teachers of English as a Foreign Language
ICC:	The International Certificate Conference
MI:	Multiple Intelligence
NLP:	Neuro-linguistic programming
VAKOG:	Visual, Auditory, Kinaesthetic, Olfactory, Gustatory
html:	Hyper Text Markup Language

CHAPTER I

INTRODUCTION TO THE STUDY

1.1 Statement of the Problem

Homework assignments are one of the key elements in foreign language learning. Having a few classes per week is obviously not enough exposure for language learners to achieve proficiency in the target language. If learning is to be effective, a good proportion of it must take place outside these few classroom hours (Painter, 2003, p. 3). Therefore, setting homework is one of the best ways to achieve this.

Students are taught to use the four language skills in the classroom and they need to practice these skills outside the classroom as well because they need to retain the class-taught language, develop study habits to be independent learners and increase their cognitive understanding of the language. They also need to get motivated and enjoy this homework process.

Traditional homework, which mostly requires a pencil and paper, may not always provide the factors given above. Traditional homework neither supports different learning styles nor enables students to improve their critical thinking abilities.

Another point that should be considered in today's world is the characteristics of the generation who are learning foreign languages now. Students who are attending universities right now were born in the late 1980s or early 1990s. They were born into a digital world, an environment surrounded by technology (Prensky, 2001, p. 1). This generation is called the *Millennials* and they are different from their preceding generation. Since these students are exposed to the language they are learning for a

long time, (on average one school year) they may lack the motivation to increase their knowledge and to continue with their studies effectively. As a result, they expect to use technology to their advantage (Williams & Chinn, 2009, p. 166).

1.2 Purpose of the Study

The purpose of this study is to answer the following research questions:

1. What are the attitudes of university preparatory schools students towards ICT enhanced homework from a cognitive point of view?
2. What are the attitudes of university preparatory schools students towards ICT enhanced homework from a behavioral point of view?
3. What are the attitudes of university preparatory schools students towards ICT enhanced homework from an affective point of view?
4. What are the overall attitudes of university preparatory schools students towards ICT enhanced homework?

1.3 The Significance of the Study

Computer technology has become widespread in this digital age. It also has been greatly influencing the teaching and learning of languages in the information age (Pennington, 1996). Chapelle (1999) claims that it is hard to imagine either English or technology not having a role in the world, especially in this digital era.

Homework is an extension of the classroom which allows students to internalize information that has been presented in class. It bridges the gap between lessons, so that students can continue to work on English throughout the week even if they have only two classes a week. Homework is, therefore, a cornerstone of students' learning process. Most educators understand this and set homework conscientiously (Painter, 2003, p. 5).

Discussing the importance of assigning homework, Painter also indicates that “Work done alone, or in pairs or small groups, outside the classroom, is a different form of learning, where the learners can decide for themselves how to tackle the tasks, in ways which suit their own preferred modes of learning” (p. 3).

According to Chapelle (2003, p. 21), “most English teachers would agree that their students need to practice using English outside the classroom if they are to increase their communicative competence, but ‘practice’ can consist of many different types of English language use”. As a result, designing and setting a homework assignment according to the needs and the learning styles of this new generation is crucial in order to sustain their learning, and keep them motivated.

Various studies have investigated the attitudes of students and teachers towards technology enhanced language instruction (Arkin, 2003; Bebell, O'Conner, O'Dwyer, & Russell, 2003; Lin, 2003; Pekel, 1997; Tuzcuoğlu, 2000; Jarvis & Szymczyk, 2010; Kubiátko & Haláková, 2009; Mikropoulos, Chalkidis, Katsikis, & Emvalotis, 1998; Noyes & Garland, 2006; Şimşek, 2008). Of all the studies mentioned above, none looked at the use of ICT in homework assignments. Therefore, the literature lacks large-scale studies surveying specifically language learners’ attitudes towards the use of ICT in homework assignments in EFL contexts.

This study focuses on the use of ICT, which is developing so fast that it is not easy to keep up with it. Because of this, doing research on this topic is always necessary.

Another importance of this study is that the number of written materials on homework is limited. This provided a basis for the argument that homework was a neglected issue. As a result, this study might become a valuable asset to English language teachers and learners who have homework related problems in their classes.

The research studies carried out so far mostly focus on the use of ICT within the classroom, in computer labs or in distance learning environments and these studies were mostly on the computer and the Internet itself. However, ICT also includes devices like PMPs (Portable Media Players) and mobile phones. There are no studies which investigated students' attitudes towards ICT enhanced homework assignments; and had included the *Millennial Generation*. Thus, it was significant to seek for ways to enhance homework assignments with ICT and do research on the attitudes of students who are regarded as *Millennials*. Last but not the least, the use of ICT will improve the ICT literacy of the students, which will be crucial and necessary in the future.

1.4 Scope of the Study

The aim of this study is to reveal the attitudes of university students towards ICT enhanced homework assignments. To carry out this research, a group of university students from Çankaya University Preparatory School were administrated. The students' ages ranged between 18 and 25 years old.

ICT tools which were used in this study included:

- Companion websites created by publishers,
- Websites for webquest assignments chosen by the researcher,
- Devices which were readily accessible to the students (computer, PMPs),
- Mp3 files provided by the researcher

Besides, Information and Communications Technology was regarded as an integrated supplementary tool but not the only system of homework assignment. Students were also assigned traditional homework requiring pencils and papers.

1.5 Assumptions

When this research was carried out and the data were analyzed, the following assumptions were made:

- The subjects, who participated in the study, represent the population of study.
- Students who participated in the study were all sincere in their responses to the questionnaire items.

1.6 Limitations of the Study

First, the sample of this study was limited to the students of Çankaya University Preparatory School. Therefore, broader studies need to be conducted to generalize the attitudes of university students towards ICT enhanced homework assignments. Also, further studies need to include state universities. Secondly, the technological tools in the present study were limited to the students' accessibility. Therefore, some technological devices were not included in this study. Further studies may include other ICT tools, which can be used as supplementary tools to enhance homework assignments.

1.7 Conclusion

This chapter gives a brief summary of the literature about ICT and homework assignments. As is clear from the literature, more studies are needed to examine the attitudes of students in learning settings, particularly during homework assignments. The next chapter provides a more in-depth review of the literature on computer-assisted language learning, the use of ICT, the benefits and drawbacks of ICT, and research on the attitudes of students towards ICT enhanced homework assignments. The third chapter presents information about the current study's participants and setting, instruments, and procedures followed to collect and analyze the data. The

fourth chapter is composed of the procedures for data analysis and the results of the survey study. The fifth chapter presents some sample homework assignments which were used throughout this study. The last chapter gives a discussion of the findings, pedagogical implications, limitations, and suggestions for further research.

CHAPTER II

REVIEW OF THE LITERATURE

2.0 Introduction

This chapter defines the general topic of the present study related to ICT based homework, and thus provides appropriate context for reviewing the literature. First, the chapter provides a brief review of homework in education, particularly in language education, and it discusses the importance of homework and basic points to consider when assigning homework are discussed. Furthermore, the use of information and communications technology (ICT) as a tool in language education, and its benefits along with the attitudinal factors towards language learning are briefly explained in connection to this research.

2.1 Homework in Foreign Language Teaching

Since the early 1900s, educators have questioned the value of homework. Coulter (1979, p. 22) noted that “most of the homework research began after the homework debate of the 1930s.” Beginning in the 1930s, there was huge debate over the importance of homework in the educational process. According to Goldstein (1960, p. 213), who did a review of studies for thirty years before 1960s, state that “the 1930s saw revulsion against overlong homework assignments, against rote tasks, against the use of homework as punishment, against the abuses of copying, and against excessive parental help.”

These opinions are no stranger to even today’s world, where the homework debate continues to rage. Kohn (2006) and Benett and Kalish (2006) are just two of innumerable books that authors have recently written on the subject. Both of them

suggest reducing children's homework load. Nevertheless, these studies remain highly controversial. Researchers have tried to make it clear that homework serves an important role in learning process. "Students retain language taught in class, they reinforce what they have learnt, they develop study habits which ultimately allow them to develop as independent learners, and their cognitive understanding of language increases" (Painter, 2003, p. 5). Most of the teachers, parents, and students regard homework as a valuable educational tool (Cooper H. , 1989; Cooper, Lindsay, Nye, & Greathouse, 1998; Walberg, Paschal, & Weinstein, 1985; Brown H. D., 2000), and all the empirical findings support this view, too (Cooper, Robinson, & Patall, 2006; Trautwein, 2007; Şahin, 2005). Indeed, according to these studies, it is apparent that the way the homework assignments are approached has profound effects on school grades, where greater effort investment in homework is being associated with higher achievement (Trautwein, 2007; Zimmerman & Kitsantas, 2005).

2.1.1 Purpose of Homework

Generally, the hours spent in a language class on an average school day and the amount of time a teacher can spend individually with students are limited. As a result, students need homework with supporting classroom instruction as well as learning opportunities beyond school boundaries. Although much learning occurs in school, a great deal of learning also occurs outside that environment (Hong & Milgram, 2000, p. 4). Homework is most frequently done individually at home, but it may be done in other places such as the library, in study periods during or after school, or with other people such as parents or fellow students.

Hong and Milgram (2000, p. 5) discuss that some homework is designed to assure that students review, practice, and drill material that has been learned at school. Other homework assignments are intended to provide students with the opportunity to amplify, elaborate, and enrich previously learned information. However, homework is

also sometimes used to prepare, in advance, material to be learned in the following classes.

According to Eisenberg and Berkowitz (1996, pp. 51-52), academic purposes of homework assignments are to:

- enable students practice the skills presented in the classroom and reinforce a lesson.
- prepare students for the upcoming lessons,
- introduce new concepts or skills,
- determine individual student or group needs,
- make students use skills and concepts creatively to produce authentic outcomes,
- identify the students who need extra attention or help,
- provide extra time for the students when slow learners could not complete a task during the class time,
- assess the student's skills, performances and abilities.

2.1.2 Homework and Learner Autonomy

Homework assignments have another purpose such as fostering independent and responsible character traits (Cooper H. , 2001, p. 34). This supports the development of learner autonomy as it is crucial for a language learner to become autonomous. Attempts to theorize the process of “autonomisation” have been strongly influenced by neo-Vygotskian psychology (Little, 1999; Little, 2000a; Little, 2000b). Neo-Vygotskian psychology sees learning as a matter of supported performance and emphasizes the interdependence of the cognitive and social-interactive dimensions of the learning process (Little, 2003). According to this model, the teacher's role is to create and maintain a learning environment in which learners can be autonomous in order to become more autonomous. Harmer (2003) states that “however good a teacher

may be, students will never learn a language – or anything else – unless they aim to learn outside as well as during class time” (p. 335). This is because language is too complex and varied to be just learned in a classroom. The study also shows that one way to promote autonomous learning is to help students to reflect on the way they learn, give them strategies for dealing with different kinds of activities and problems and offer them different learning-style alternatives to choose from (Harmer, 2003, p. 337).

2.1.3 Traditional Homework

When taking the purposes of the homework into consideration, it is necessary to review the traditional homework. North and Pillay (2002) did research on what language teachers themselves feel about the effectiveness of their traditional homework. They asked teachers if they generally feel satisfied with their students’ performance in their homework. The outcome was 40% were satisfied, and 60% were not (North & Pillay, 2002, pp. 141-143). We should bear in mind that even though homework in language teaching is crucial and essential in learners’ development and there are significant purposes in planning and giving homework, teachers do not feel satisfied with what their students do. Şahin (2005, p. 84) found out that most of English language teachers were not aware of the homework types and their purposes.

As a result, thinking and planning homework in order to make students work on it more efficiently and consequently, making teachers feel satisfied with the learners’ performance seem to be vital.

2.1.4 Types of Homework

Thomas (1992) and Palardy (1995) emphasize five different types of homework:

- *Practice homework*: reinforces the learning of material that has already been presented in class.
- *Preparation homework*: introduces material to be presented in upcoming lessons.
- *Extension homework*: requires students to transfer knowledge or skills previously learned to new situations.
- *Integration homework*: requires students to apply many separately learned skills or concepts to produce a single product such as a book report, a skit, or a project.
- *Creative homework*: provides students freedom of choice in content, format, and skill use to produce a final product.

According to research carried out by Wallinger (2000, p. 493), it is practice homework which is assigned mostly by language teachers in language classes. In Wallinger's study, thirty-nine of the forty teachers who returned useable data indicated that practice homework is their number one choice. Extension homework was named as the second most popular kind of assignment, and integration homework was third with a very low rate.

The above mentioned research which indicates that there is not much importance or interest toward integration, and creative homework.

2.1.5 Points to Consider When Giving Homework

Most researchers indicate that when planning homework, teachers should consider the students' interests and try to make the assignments fun (Cooper H. , 1989; Cooper H. , 2001; Harmer, 2003; Şahin, 2005). Pointing out the importance and necessity of homework, Harmer (2003, p. 338) also states that homework should be student-driven so that it can command much greater student engagement. Painter

(2003, pp. 8-9) mentions three important factors when designing homework: (a) making it fun, (b) making it relevant, and (c) matching students' preferences.

Another factor during the process of planning homework is the amount of homework. No clear relationship between time spent working at home for school and scholastic achievement has been found (Wagner, Schober, & Spiel, 2008, p. 309). Some teachers might believe that the amount of homework is the first thing to be emphasized; however, Hong and Milgram (2000, p. 6) state that it is not the amount of homework assigned but rather the amount of homework completed that is associated with student achievement. Cooper (as cited in Wallinger 2000:484) argues that the amount of homework assigned can be defined in two ways: (1) the frequency with which homework is assigned, and (2) the length of the assignments.

In order to increase the completion rates of the homework, teachers must consider the real life purpose assignments. Dangerfield (as cited in Şahin 2005) states that “meaningful assignments are needed to be prepared as homework tasks in order to make students think on the tasks rather than mechanically completing the homework without understanding the language itself (p. 17).

When learning a foreign language most of the students have the problem of not understanding the assignments because of lack of language competency. According to a research carried out by Wallinger (2000, p. 488), students suggested that, in making an assignment, the teacher should write it on the blackboard or overhead rather than giving it verbally.

Allocation of time should be specified for the students for completing homework. As the results of a research revealed that several students spend much more time than their teacher's estimation (Bryan & Burstein, 2004, p. 215). Zuzanek (2009, p. 114), in his findings on students' study time on homework, also points out that “students may perceive homework as excessive, but it is hardly at the root of emotional

strains.” Consequently, when planning homework, teachers should bear in mind that they need to take into account appropriate time for the homework.

These statements indicate that when thinking about what the students are interested in and what they do outside the classroom, teachers may plan and design homework by which the students can be motivated. Secondly, students should know why they are doing the homework. In other words, teachers should explain the aims of the homework, so that the students can see its value as being meaningful. Moreover, it is the completion rate but not the amount of the assignment on which the language teacher should be concentrating on when planning the homework. In addition, giving the instruction clearly and appropriate workload and time will probably increase the rate of homework completion. Finally, teachers should make some available options for doing homework and students can or may, by the help of this, make conscious decisions about what works for them.

2.2 Information and Communications Technology and Foreign Language Teaching

2.2.0 Introduction

In recent decades, “Technology” and “Information and Communications Technology” (ICT) have been widely used terms in language education. ICT refers to technological tools that are used to communicate and to manage information (Erben, Ban, & Castaneda, 2009). Other similar term “Information Technology” (IT) is described by the *Longman Dictionary of Contemporary English* as “the study or use of electronic processes for gathering and storing information and making it available using computers”. We can conclude that the term ICT refers to technologies designed to access, process and transmit information. ICT encompasses the full range of

technologies – from traditional, widely used devices such as radios, telephones or TV, to more sophisticated tools like computers or the Internet.

Considering the technological developments, Watson (2009) suggests the following:

Leave your comfort zone. Admit your ignorance. Learn something new. Learn something useless. Because, next year, you might be kicking yourself for calling it useless. Don't tell me that what you know now is all you'll ever need to know. Don't get quoted in next year's list.

When we consider the use of technology in Turkey, it is necessary to look at some research results. According to a recent research by *Miniwatts Marketing Group* (MMG, 2009); Turkey has 26.5 million computer and internet users, which makes up the 34.5% of the whole population.

Another research by Istanbul Chamber of Commerce (ITO, 2008) shows that the number of mobile phone users in Turkey in 2000 was 18 million, whereas this number has grown up to 61 million till the end of 2008. We can conclude that Turkey keeps abreast of all the latest developments in technology, particularly among the new generation.

The recent advances in educational applications of computer hardware and software have provided a rapidly growing resource for language classrooms (Brown H. D., 2000, p. 145). Chapelle (2003) points out that “at the turn of the century, events and publications attempted to reveal how, where, and why technology had crept into the professional lives of all English language teachers and to predict what the continued spread of technology might mean for the future” (p. 2). For example, in Europe, the computer assisted language learning (CALL) section of the International Association of Teachers of English as a Foreign Language (IATEFL) held a special conference, “CALL in the 21st Century”, in July of 2000 in Barcelona. The same year, a special issue of *TESOL Quarterly* also look to the future of ELT with a focus on technology. Chapelle (2003, p. 1) states that both IATEFL and *TESOL Quarterly*

attempted to reveal how technology is likely to affect English language teaching in the upcoming years. They suggested broad changes that extend beyond methods of classroom instruction to changes in communication in and outside the classroom, to changing needs for professional development, and changes in the English language itself. The practical applications of CALL are growing at such a rapid pace that it is almost impossible for a classroom teacher to keep up with this field (Brown H. D., 2000, p. 145).

2.2.1 ICT as a Tool

The innovations in technology should be seen as supplements to traditional instruction, not replacements or duplicates of what the teacher can do in the classroom (Lewis & Wall, 1988, p. 3). ICT should be considered as a tool which language teachers and learners can make use of. Technology itself might also have some weaknesses and might not be fully compatible with the program the teacher is using. For instance, Vanderplank (2010, p. 5) points out the weakness of one software, *TellMeMore*. Supporting Lewis and Wall's thoughts, he claims that the greatest weakness lay in the use of the *TellMeMore* software for the treatment groups as a substitute for or equivalent to class contact with an experienced teacher. Vanderplank also argues that computer applications are used best as enhancement or supplementary material for 'traditional' classes rather than a stand-alone package. In the end, it is the teachers who show the most sense, preferring to use technology only when it makes a difference to the learning process. Furthermore, Warschauer, Kern, & Ware (2008) argue that teachers also need to know how technology can constrain as well as enhance their students' language use and know when it is better not to computerize a particular activity (p. 290).

Chapelle (1999) mentions that most language learners know how to work with computers in the 21st century. Richards and Renandya (2002) support this idea and

claim that many students are quite knowledgeable about computers (pp. 361-362). Language teachers should facilitate learning to transform students' computer-using time into language learning time by making use of these tools throughout the process of instructions. Research indicates that technological use can have an additional positive influence on student learning when the learning goals are clearly articulated prior to its use (Ringstaff & Kelley, 2002; Schacter, 1999). As Pimienta (2002) suggests, "we need to view our students as being 'in front of a keyboard' rather than 'behind a screen'." Likewise, Garrett (1991) states that "the use of computer technology in the foreign language classroom is not a method of teaching, but rather a medium through which the foreign language can be taught" (pp. 77-78).

2.2.2 The Future

Looking at the big picture, it is not difficult to see that the Information Age demands that people need additional skills to remain competitive (McKenzie, 2005, pp. 5-6). Even though some students may think they do not need these skills today, they most probably will. McKenzie (2005) notes what students will probably need in the future:

- *Information Technology Skills:* The ability to access information and manipulate it using a variety of digital tools.
- *Information Literacy Skills:* The ability to evaluate information for validity and reliability through a variety of critical thinking strategies.
- *Problem-Solving Skills:* The ability to generate efficient, effective solutions that meet the needs of the marketplace.
- *Collaboration Skills:* The ability to interact with colleagues, even in geographically disparate locations, to complete complex tasks.
- *Flexibility:* The ability to adapt and adjust ideas as new information becomes available.
- *Creativity:* The ability to present information and ideas in novel or unique ways in the marketplace (p. 6).

Considering language teaching, we should bear in mind that the Internet is a valuable tool for language education, with the potential to become an indispensable tool for language teaching in the future (Linder, 2004, p. 10). European Commission Directorate General for Education and Culture commissioned The International Certificate Conference (ICC, 2003) to prepare a report, which came to the following conclusion for the present and the future:

- Textbooks will be issued with increasingly sophisticated support material.
- Web-based hypermedia materials will be generally available.
- ICT will change the way we teach.
- More dynamics/Web-based materials.
- ICT will take over old-fashioned language labs.
- Students will be able to study some of the courses completely via the net.
- Technology will drive – pedagogy will follow.
- ICT skills will be compulsory in teacher development.
- Wireless (mobile) learning.
- Mobile technology - “labs without walls”.
- We will develop mobile solutions.
- TV, computer and mobile phones are all connected; TV and PC are the same piece of equipment, you can order language programs using a mobile phone and you can watch them anywhere: either at work, home or school. You participate in discussions using a mobile phone. Language lessons are a sort of “virtual travelling” classes, where students enter into, for example, a cafeteria in Paris. Reality is simulated through contemporary technology.
- ICT will be fully integrated, especially for programs and equipment become cheaper and technically more reliable.

As can be seen above, the flow and change towards ICT use both in business life and in language education is inevitable. New generation is always keen on using

technology and do not have any problems in using them while we, as teachers, may do. Language teachers, today, need to be updated on the implementation of ICT for the future.

2.2.3 Technology as an Obstacle

Technology is, of course, not always the solution. In fact, if used inappropriately, it may become a roadblock to effective learning (Lewis & Wall, 1988, p. 3). Sometimes teachers are not that much keen on using or implementing technology in their teaching. This has been a problem encountered for decades. Lidtke (1981) gave some reasons for teachers' being slow to utilize the electronic data processing at the beginning. These reasons included (a) insufficient funds, (b) fear of change and learning, (c) fear of dehumanizing education, (d) lack of staff or teacher training and (e) problems of choosing, buying or renting appropriate hardware (Lidtke, 1981, pp. 1-13). In the past, the majority of the classrooms were dominated by teachers using the blackboard to lecture the content of the textbooks to students and asking students do their homework by hand. As Lewis and Wall (1988, p. 16) stated, these are the basic obstacles to appropriate and effective instructional use of information technologies in higher education:

- The complex and unfriendly nature of both hardware and software, which may be difficult for the students and instructors
- Lack of high quality software and instructional materials
- Difficulty in adapting to specific teaching requirements
- Lack of training or technical support
- Financial resources

Leggett and Persichitte (1998, pp. 33-34) categorized these obstacles into five groups: time, expertise, access, resources, and support (TEARS). *Time* for planning, collaborating, preparing, using technology and attending technology training activities is necessary. The development of *expertise* related to technology implementation and

integration is dependent upon adequate and appropriate training. The interpretation of *access* to technology may vary, but classroom teachers and students need to have an access to computers, the computer lab, and other technologies not only during the school day but also outside the classroom. *Resources* are needed to fund to purchase and upgrade hardware and software. Finally, *support* encompasses both administrative and technical support.

These last two views, former from Lewis and Wall, and latter from Leggett and Persichitte, may be seen as still existing today depending on the country, institution or even individual. Acceptance, according to Lidtke (1981, p. 6), occurs “when the teacher feels that the technology is effective with students, the teacher has adequate training to effectively and efficiently use the technology, there is adequate hardware, software and courseware, and the technology fits the teaching style teacher’s”.

Many teachers might have tried some CALL materials but were not convinced and confident of their effectiveness, judging that it was poorly designed to teach. On that note, Laurillard (1993, p. 14) argues that “too often the use of new technology has been based on what it can offer rather than the ways in which students can use it”. Such a perspective has only led to poor results and limited applications. Deficient CALL software has often contributed to an atmosphere of mistrust among teachers who tried that very software. In many cases, language software has failed to prove its effectiveness in teaching because of either poor technical or pedagogical designs. According to Albaugh's research (1997, p. 4), “teachers are often apprehensive of innovations partly because they might have been implemented without proof of effectiveness”.

The irony is that developing elaborate language software can easily require more effort than writing a book (Ravi, 2004, pp. 17-18). Poor software often confirmed teachers in their belief that the traditional classroom was more effective and better suited to teach languages than by computers. On the other hand, language teachers

might not have perceived technology positively for other practical reasons. Users may experience frustration and distraction if they are unable to understand and navigate an application, or if the learner is not computer-literate, which is often the case with older students who have not been exposed to computer technology (Jones, 2001, p. 365).

2.2.4 From Obstacle to Opportunity

We live in a world of constantly emerging new technologies that challenge the field of education while at the same time present exciting opportunities (Webster & Murphy, 2008, p. 1). Overall attitude towards technology has changed for the last decade and the use of technology has become more convenient and partly affordable. Teachers are gradually becoming more and more accustomed to the technology when compared to the past.

The use of technology has the potential to revolutionize university learning and teaching (Selwyn, 2007, p. 83). We live in the age of the computer, and there are growing demands by almost everyone, including teachers, to become technologically literate (Teeler & Gray, 2000, p. 1). Whether the teacher wants or not, students are using and will continue using ICT devices.

Liu, Moore, Graham, and Lee (2002) conducted a research review of all the studies done between 1990 and 2000 on technology in foreign language classroom, and found that of all the quantitative studies, very few were purely empirical. They also found that most were conducted testing the skills of reading and writing, not listening and speaking. Many of the studies that Liu et al. looked at showed a significant advantage of using technology for vocabulary acquisition and reading comprehension. The use of visual media for these skills seems to help improve achievement scores. Writing skills improve when online tools, which are meant to for communication, are employed.

According to Wang (2005), making use of technology in the foreign language teaching is just as inevitable as was teaching students to write and read magazines at the turn of the 20th century. He argues that since technology is a part of the “social fabric” of our society, the integration of it into our teaching is unavoidable (Wang, 2005, p. 39). Wang also states that the use of technology in the foreign language classroom shows just how we have begun a shift from the behavioral to the constructivist learning approach. The behavioral approach requires the teacher to direct all the learning process, while the constructivist approach gives the student more of a leading role in his own education. Teachers are no longer the center of attention in the classroom; students can guide their own learning, and a good way to do this is through the use of technology, which can be flexible in meeting each individual student’s needs.

A study done by Yang and Chen (2007, p. 875) shows that 85% of the students participating in the research favored technology-enhanced language learning. The reasons for favoring technology enhanced language learning include active learning style, interactivity, self-control, motivation and immediate feedback, as well as ability to learn more diverse and practical knowledge.

2.2.5 Advantages of Using ICT in Foreign Language Teaching

Warschauer and Healey (1998, p. 59) offered the following benefits of including a computer component in language instruction:

1. Multimodal practice with feedback
2. Individualization in a large class
3. Pair and small group work on projects, either collaboratively or competitively
4. The fun factor
5. Variety in the resources available and learning styles used

6. Exploratory learning with large amounts of language data
7. Real-life skill-building in computer use

2.2.5.1 Learning Other Skills

ICT provides students with various advantages for the students when doing their homework assignments in their learning process. They can practice reading, listening, writing and speaking within one particular assignment. This happens mostly in systems involving project-based learning. One of the advantages of integrating information technology into project work is that students can learn both ICT skills and specific non-IT discipline such as language arts or science content knowledge simultaneously (OTEC, 2002). This occurs, for example, when students are doing project-based learning and are using IT as both a research aid and a presentation aid.

2.2.5.2 Information and Communications Literacy

The tools and resources of the Internet can be used to create instructional situations or environments that maximize the potential for learning. Richards & Renandya (2002) claim that “there is no doubt that computer-based instruction will occupy a more central role in the language classroom in the future” (p. 361). Internet provides the English learner with a considerable amount of source in English Language. Crystal (2003, p. 115) mentions that one of the widely quoted statistic is that about eighty percent of the world’s electronically stored information is in English. As a result, the need for English language will sustain. More importantly, it is the ICT literacy what someone needs in order to get this information and make it available.

Beyond the traditional literacy areas of reading and writing, new *literacies* associated with the use of ICT are now widely recognised. These include *information literacy*, which is more than so-called *computer literacy*. It is necessary here to define what information literacy is and how it differs from other forms of literacy. The

president of Toshiba Corporation, Nishimuro (1999) sets out these terms in three different categories. First, traditionally, *literacy* simply means the fundamental ability to read, write and calculate. Second, *computer literacy* covers PC operation, email and so forth, all of which are focused on how to use the computer and computer tools. Third, *information literacy* means computer literacy plus other abilities related to problem solving, information technology and network, as shown in Figure 1 (p. 13).

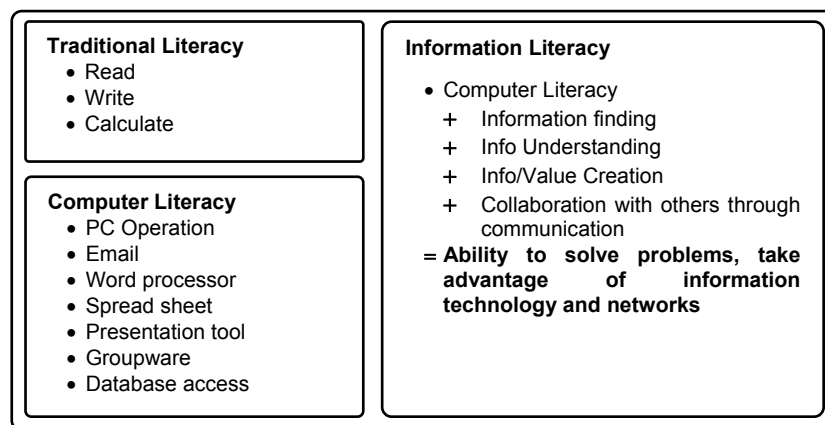


Figure 1. Information Literacy (Nishimuro, 1999)

Information literacy is not a new concept, rather a traditional one in terms of problem-solving. However, attention should be paid to the greater impact of information technology.

Warschauer (2008) asserts the widely recognised *information literacy* associated with the use of ICT (p. 60). *ICT literacy* includes both information literacy, which is the ability to access, manage, evaluate, and make use of information, and multimedia literacy, which is the ability to interpret and produce knowledge in multiple media and modes as shown in Figure 2.



Figure 2. ICT Literacy

2.2.5.3 Learner Autonomy

Many researchers mention and support the importance of learners' autonomy in language learning (Cooper H. , 2001; Harmer, 2003; Little, 2003; Warschauer, 1996). ICC (2003, pp. 99-104) claims that technology will change the way of teaching. Autonomous learning in language instructions will become much more important in the future. Most English teachers would agree that their students need to practice using English outside the classroom if they are to increase their communicative competence, but "practice" can consist of many different types of English language use. Computer-mediated communication, along with creative language learning via web and online language learning, has been a clear attempt to promote communicative competence and develop areas neglected so far, such as language awareness and formative learner autonomy (Lasagabaster & Sierra, 2006, p. 158).

2.2.5.4 About Time and Space Limitation

As stated by Chapelle (2003, p. 11), most English teachers would agree that their students need to practice using English outside the classroom if they are to increase their communicative competence. Information technology, in particular the Internet and the web, have introduced a new society where people can share information freely, anywhere, at anytime, across the globe on a click of a button. Technology can provide a learning environment that is considered less restrictive than the traditional language classroom. This "free space" is perceived as more compatible with personal learning styles and encourages the learner to take control in the learning process (Cooper & Selfe, 1990, p. 857). Communication and learning are no longer restricted to specific times and locations. This element of personal choice appears to be of particular benefit to the more reticent learner (Peterson, 1997, pp. 29-37). Furthermore, Fletcher (2003, p. 10) further touches on this idea and mentions that technology can be applied in local or remote (distant) classrooms, and its capabilities can be distributed to homes,

workplaces, or other locations outside of classroom walls, independent of time and place. 24-hour access nature of online learning coupled with the reality practice of face-to-face allows for more practice time (O'Donnell, 2006, p. 9). It is also possible to say that most of computer technologies save time. For instance, computers provide instant feedback correcting drill exercises and tests (Smerdon, Cronen, Lanahan, Anderson, Iannotti, & Angeles, 2000, p. 2).

Smerdon et al. (2000) also state that in most cases teachers make use of technology to organize or complement instruction rather than as a means of instructional delivery. Thus, they use technology to save time and promote student learning outside the classroom.

2.2.5.5 Supporting Individual Variations

If some people are better at some things than others, this would indicate that there are differences in the ways individual brains work (Harmer, 2003, pp. 45-46). There are a number of approaches describing the differences between learners, including “Multiple Intelligence” (MI) theory and “Neuro-linguistic programming” (NLP). These are two theories in particular which have tried to account for individual variations, and which teachers attempted to use to for the benefit of their learners.

According to NLP (Revell & Norman, 1997, p. 31), we experience the world through our five senses or “representational systems”, which, in NLP, are called as “VAKOG” for short:

- *Visual*: we look and see
- *Auditory*: we hear and listen
- *Kinaesthetic*: we feel externally, internally and movement
- *Olfactory*: we smell things
- *Gustatory*: we taste

Unless we have physical or psychological problems, we all use all five systems; however, the most dominantly used by most people are V, A and K. Revell and Norman clarify these systems. People who experience the world primarily *visually* like to take in information through their eyes. They like to see things written down, read books, look at pictures or videos. People who experience the world primarily *auditorily* like to get information through their ears. They like to hear things being said. Other people who experience the world primarily *kinaesthetically* like to get information through their hands or bodies or emotions (Revell & Norman, 1997).

“Multiple Intelligences” is a concept introduced by the Harvard psychologist Howard Gardner. He suggests that as humans we do not possess a single intelligence, but a range of intelligences (Gardner, 1983). Gardner's “Multiple intelligence” (MI) theory does an excellent job of addressing the needs of the Information Age (McKenzie, 2005, p. 6). In fact, Gardner’s intelligences nicely correspond with the very skills we have just discussed:

- *Information Technology Skills*: The *kinesthetic Intelligence* supports these skills as students manipulate tools that help them work successfully with information.
- *Information Literacy Skills*: The *intrapersonal* and *naturalist intelligences* come into play as students identify and evaluate information for its usefulness.
- *Problem-Solving Skills*: The *logical intelligence* operates as students offer varied ideas to solve problems.
- *Collaboration Skills*: The *interpersonal* and *verbal intelligences* function when students interact to complete tasks and create products for the greater good.
- *Flexibility*: The *musical intelligence* allows students to detect and follow patterns in information as it becomes available.

- *Creativity*: The *visual* and *existential intelligences* allow students to envision ideas, solutions, and products that can improve the quality of their lives.

Harmer (2003) suggests that although it is not possible to teach directly to each individual student in our class all of the time, we can ensure that we sometimes give opportunities, during our language program, for visualization, for students to work on their own, for sharing and comparing, and for physical movement.

ICT offers a wide range of multimedia resources enabling text, still images, audio and video to be combined in interesting and stimulating ways for presentation purposes in the classroom, using a data projector and an interactive whiteboard (Davies & Hewer, 2010). Crawford (2002, pp. 85-86) points out that the materials students use should seek to include audio-visual component because we live in an increasingly multimedia world in which advances in technology allow for expanding flexibility in delivery. Another reason is that audio-visual enriched materials can create a learning environment that is rich in linguistic and cultural information about the target language. Taking these varieties into consideration, in their research, Jarvis and Szymczyk (2010, p. 38) found out that the biggest advantage of technology is the variety. Many students in their study emphasized the fact that the websites, unlike any other material, provided them with a vast amount of activities which made grammar practice more interesting.

Cooper and Brna (2002, p. 123) also gave evidence that enjoyment and variety kept students engaged and motivated. Furthermore, as learners worked happily and did not distract with high motivation, the instructors had more time to help students individually. Cooper and Brna concluded that ICT, if planned carefully and pedagogically implemented, can support long-lasting engagement and learning.

2.2.5.6 Authentic Materials on the Internet

The most common definition of authentic materials for foreign-language research is unaltered texts that are generated by native speakers and for native speakers. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts (Richards & Rodgers, 1986, p. 80).

Rogers and Medley (1988) used the term ‘authentic’ to refer to “language samples that reflect to the naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by the native speakers” (p. 468).

One of the real advantages of the Internet is that now, for the first time, teachers and students have access to up-to-date, ‘authentic’ English wherever they happen to be working (Harmer, 2003, p. 149; Teeler & Gray, 2000, p. 82). Here, Teeler and Gray (2000) also points out the opportunities for real communication with native and non-native speakers. Moreover, there are, increasingly, audio and video sites too where music, news and film can be listened to.

2.2.6 The Millennial Generation and ICT

The Millennial Generation, also known as the *Generation Y* or *Generation Next* or *Net Generation*, describes the demographic cohort following Generation X. Its members are often referred to as *Millennials* or *Echo Boomers*. As there are no precise dates for when the Millennial generation starts and ends, commentators have used birth dates ranging somewhere from the mid 1970s to the early 2000s (Wilson & Gerber, 2008). This generation is often referred to as the “Millennials;” a reference to not only their birthdates, but also their connection to technology.

Born in the 1980s and 1990s, Generation Y is tech savvy, values personal connections, and can do multitasks with ease (Coley, 2009). This group has been classified as the first widespread users of the internet. They feel comfortable with technology. By the time they entered middle school, they had the Internet, e-mail, and their own cell phones. They also want to know all about you and do not mind revealing information about themselves. This generation might spend several hours a day at a computer, often doing five or six things at once, such as playing multiplayer online games, downloading and listening to music, instant messaging friends, participating in chat rooms, and surfing the Internet (Ware & Warschauer, 2005, p. 433). They use the internet, known as Web 2.0, which is more dynamic and collaborative than its predecessor.

Students from the net generation have grown up in a digital world and as learners they expect to use these tools to their advantage (Williams & Chinn, 2009). Prensky (2001) described these students as “digital natives” and suggested that they are the first generation to grow up immersed in technology. Net generation students are ‘native speakers’ in this environment and “computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives” (Prensky, 2001, p. 1). Brown J. S. (2000) discussed the learning styles of net generation learners and the role of technology as the resource. For example, as net generation students seek immediate information, their first step in locating that information is to connect to the Internet. These students are naturally inclined to “focus on understanding, constructing knowledge using discovery methods and active engagement” (Brown J. S., 2000).

As a result, this generation does not have problem with using computer technology. Frankly speaking, a university student will have to use these skills in his/her business life. In other words, they are and need to be readily capable of using technological devices. Because of this reason, it is a high possibility for the language

teachers to make use of millennial generation's technology competency in their studies outside the classroom so that they can have more language input and practice.

2.3 ICT Applications in Homework

Teachers mostly consider ICT as the computer itself and the Internet. However, according to Erben et al. (2009), ICT is more than this. Some examples for these technological tools are personal computers (desktops, notebooks, pocket PCs), the Internet, software, digital music players, radio, digital TV, mobile phones and digital cameras. The definition of ICT includes radio, television, satellite, fixed and mobile telephone, fax, computers and CD-ROMs and the Internet (Sanyal, 2001, p. 12). The ICTs can be divided into two groups: traditional or old ICTs (namely, radio and TV) and the new ICTs (namely, the Internet and telecommunications). While giving the definition of CALL, Chapelle (2010) states that "CALL also refers to a variety of technology uses for language learning including CD-ROMs containing interactive multimedia and other language exercises, electronic reference materials such as online dictionaries, and electronic communication in the target language through email, blogs, and wikis" (pp. 66-67).

As it is stated in Chapter I, the scope of the present study includes computer, computer applications, Web 2.0, software specifically designed for language teaching and portable media players (PMP).

Moore, Morales and Carel (1998, p. 111) noticed two important technological developments, multimedia computers and the web technology, have shaped the fate of many CALL applications. DVD-ROMs, for instance, combine a multitude of media, such as text, graphics, sound, animation and video, in one package which can be readily accessed on a computer or on the World Wide Web.

2.3.1 Web 2.0

Before coming to *Web 2.0* it is essential to clarify the difference between the terms *Internet* and *World Wide Web (the Web)*, which are mostly used interchangeably. The Internet and the World Wide Web are two separate but related things (Webopedia.com, 2009). The Internet is a massive network of networks, a networking infrastructure. It connects millions of computers together globally, forming a network in which any computer can communicate with any other computer as long as they are both connected to the Internet. The web is a way of accessing information over the medium of the Internet. It is an information-sharing model that is built on top of the Internet. In other words, the Internet is the container; web is an item within the container.

The web is defined by *Longman Dictionary of Contemporary English* (2009) as the system on the Internet that allows you to find and use information that is held on computers all over the world.

Technology has made dramatic changes in the way we use the information in the virtual environment. The first generation of websites, with Web 1.0, primarily gave information. Web 2.0 is a more improved version of classical websites. On Web 2.0, it is mostly the user who produces the content. Without Web 2.0, it would not be possible to create content in the social networks like *Facebook*, *Wikipedia* or *YouTube* and there would not be any interaction on these sites. The openness, flexibility, and accessibility of Web 2.0 enable interactive and collaborative engagements among users (Lee L. , 2009, p. 426).

The term *Web 2.0* (2004-present) is commonly associated with web applications that facilitate interactive information sharing, interoperability, user-centered design and collaboration on the Internet. A comparison showing the relations of the user and the resource is given in Figure 3 and Figure 4:

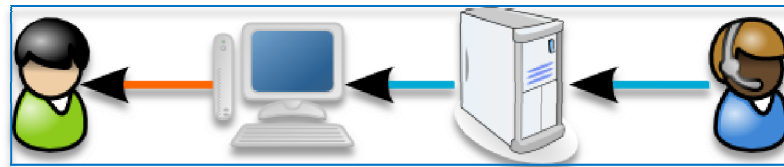


Figure 3. Web 1.0 (Hazael-Massieux, 2009)

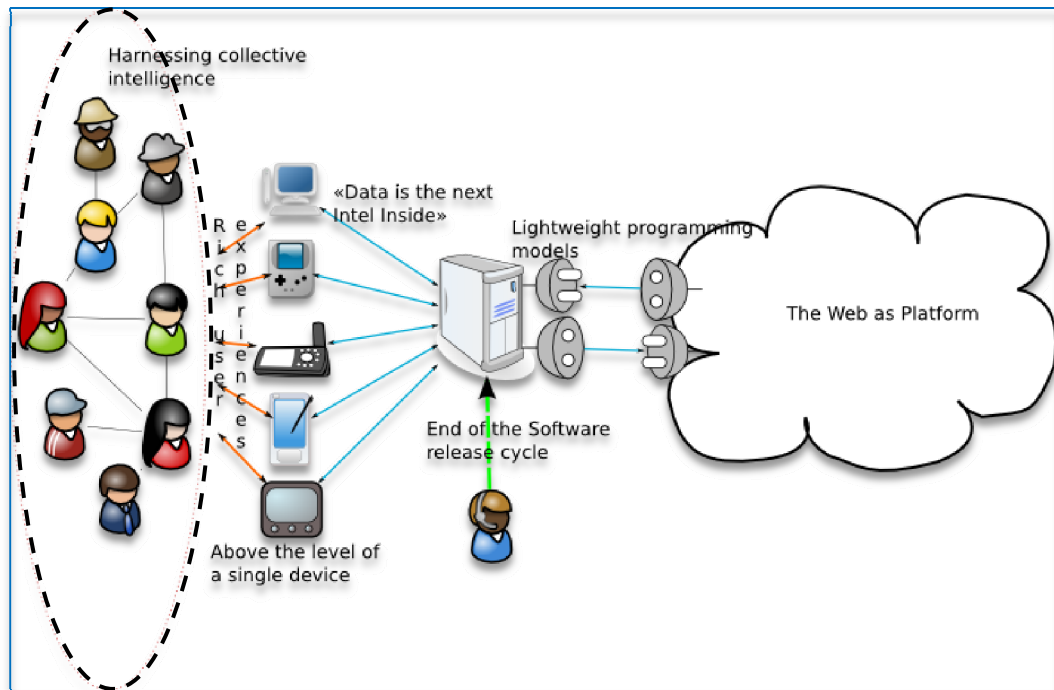


Figure 4. Web 2.0 (Hazael-Massieux, 2009)

Considering the illustration in Figure 3 and 4, Table 1 below shows the differences between these two tools (Peachey, 2009, pp. 1-2; Peachey, 2008):

Table 1
Web 1.0 vs. Web 2.0

Web 1.0	Web 2.0
Text with some images	Rich media content
'html'	More complex programming languages
Broadcast medium - web masters	User generated content / Democratisation
Slow connection speeds	Broadband connectivity
Limited interactivity	Complex social interaction
Expensive software	Free web based software and apps
Information selling companies	Platform based services

Web 1.0 was largely driven by text based content formatted with a simple programming language called 'html', we were able to see the text and some pictures on the web page we used to browse with very slow speed like 56K dial up modems.

Because of this simple programming language, it was completely text based and usually took the form of sending in an email, basic text chat or posting a message on a text based bulletin board. Most websites were owned or controlled by companies or individuals with web skills. The content was added by webmasters and the owner of the website decided what would go on the website. This was a ‘top down’ process, readers had no choice and little input into the content that went on the site.

Web 2.0, on the other hand, allows us to create much more dynamic websites by the help of more complex programming languages combined with more sophisticated web browsers enabling user’s access software tools online without downloading and in many cases without paying for them. Moreover, broadband connectivity and high speed wireless and mobile connections have enabled much of the changes that have occurred. Instead of providing content, many web companies now provide platforms such as *YouTube*, *Digg*, *Blogger* which allow users to create and share their own content including audio and video. In addition, the content and information shared can be edited and improved more rapidly and easily with collaboration. By dint of this opportunity, we have reached to the ‘democratisation’ of the web. The web is no longer a broadcast medium controlled by website owners and web masters. Now anyone can contribute what they know and share it with anyone else.

Teachers and students have the possibility to make use of these tools, which offer sharing opinions and information through text, images, voice as well as videos (*bigthink.com*, *flickr.com*). Learners of foreign languages can get together and practice the language they are learning with each other (*voxswap.com*).

Teachers can create their own TV and share videos about how to do things (*teachertube.com*, *videojug.com*). They can also create their own radio shows and presentations and share them over the Internet (*podomatic.com*, *prezi.com*). These presentations are interactive and can be developed by multi-users. Furthermore, some

websites enable teachers to create their own virtual classrooms for either free or by charging for lessons to their students (*palabea.net*).

By the virtue of Web 2.0, teachers and learners are able to find, access and make use of hypermedia. Hypermedia provides links within electronic text for quick access to other related text, graphics, audio, or video (Jackson, 1999, p. 45). Lee (2000) suggests that there are many reasons that network-based technology, if appropriately utilized, should be implemented into language education. One of these is experiential learning through using the vast resources offered on the Web. Web pages are built by embedding objects to them. These objects may be text, images, audio segments, or video clips; and with these various objects, the author is provided to construct hypertext and hypermedia links. Chapelle (2003, p. 25) goes through the features of technology mediated tasks and their functions as the learner deals with it. Technology-mediated tasks provide controlled opportunities for linguistic input for the learner and interaction with the computer. Interaction occurs as the learner clicks to move forward, or to request additional information.

Students generally feel positive about web-based learning tools:

- when they are well-designed, easy to learn, easy to use,
- when the tool is a good support, not a replacement of lectures,
- when the use of diverse tool features, i.e. chat, bulletin board, is relevant and tied into the specific course structure and content (Storey, Wang, & Maczewski, 2002)

The five points below (Kapoun, 1998, p. 523) are formulated into questions to guide learners and teachers in determining the quality of their source material.

1. ***Accuracy***—Is the information accurate? Do you see spelling and other mistakes? Does the author provide references?

2. **Authority**—Who wrote the page? Why? What authority did they have? Was it written by a person or a company?
3. **Currency**—Is the information current? When was the page last updated?
4. **Objectivity**—Is the writer writing objectively or subjectively? What is the writer's position? Is the information opinion or fact? Does the information persuade or inform you?
5. **Content**—Who is the article for? Is the language simple (e.g., is the site for children) or academic? How relevant is the information to your topic?

There are companion websites created by publishers as course book supplement for students to study individually outside the classroom. With the developments of Web 2.0, these websites include a wide range of reading, listening, writing, speaking, grammar and vocabulary activities whose content can be organized by the teacher. Teacher still plays an important role in this system. Harmer (2003) defines the roles of the teacher when teaching a foreign language and using Web 2.0 allows teachers to adhere to these rules depending on the activities.

The interactive website, *MyNorthStarLab* from *Pearson Longman* gives the teacher to create a virtual class in which students are able to enroll. The content of *MyNorthStarLab* is prepared by the publisher and is a component of *NorthStar* series program, which focuses on academic skills. Therefore, instructors do not have to worry about the quality of this tool. The five points (accuracy, authority, currency, objectivity, content) to be considered while choosing an appropriate web-based tool, as stated by Kapoun (1998, p. 523), are compatible with this site. Students can benefit from an easy-to-use site, track their progress and follow a personalized study program which is managed by the class instructor. Within the site, students can see the study plan and announcements made by the teacher. The instructor is the controller and can watch the progress of the students. Everything which is organized can be seen on the calendar. This site offers a variety of engaging exercises. Unlike many websites,

MyNorthStarLab offers effective and engaging activities. It includes not only meaningful exercises, but also variety of communicative activities involving productive skills, writing and speaking. Students can work on their own paces. They build their vocabulary, grammar, writing, reading, listening and speaking activities. There is also a discussion board which encourages online communication and interaction between students. Thus, teacher takes the control and students are not left alone. Students can get instant feedback. Some activities including written and speaking activities are graded by the teacher. An integrated task is shown below from Figure 5 to Figure 9:

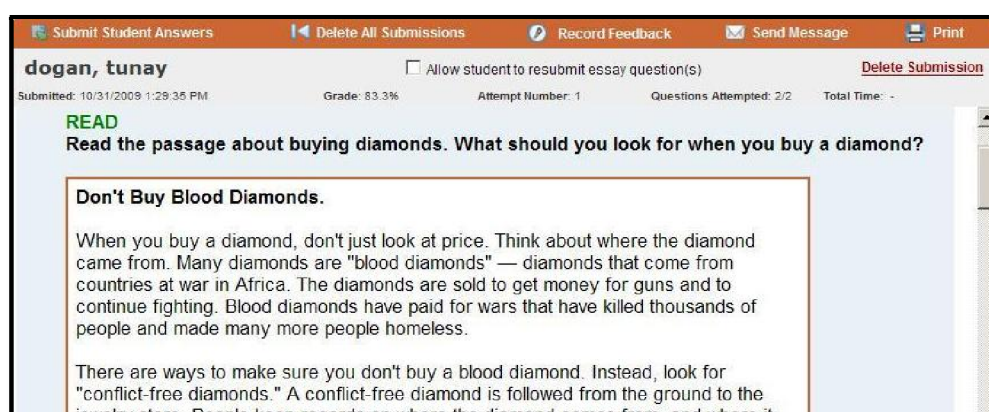


Figure 5. Reading a Passage about Buying Diamonds

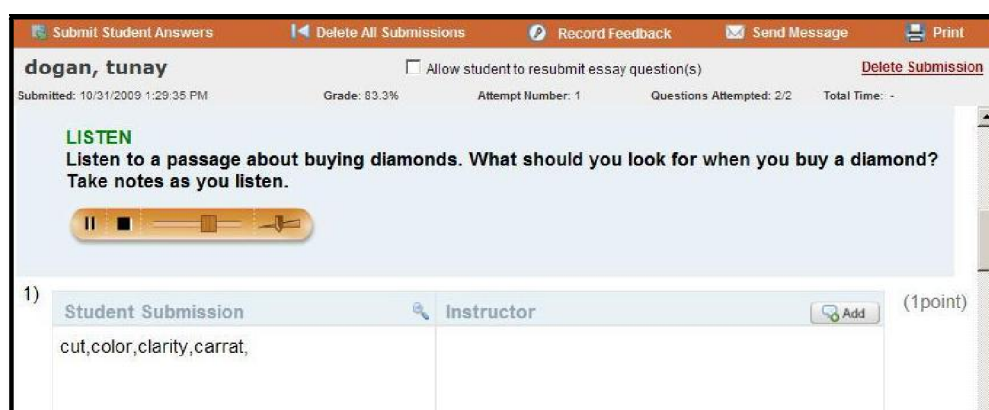


Figure 6. Listening to a Passage about Buying Diamonds

dogan, tunay
Submitted: 10/31/2009 1:29:35 PM Grade: 83.3% Attempt Number: 1 Questions Attempted: 2/2 Total Time: -

SPEAK
Speak on the following topic. What should you look for when you buy a diamond?

You can use these sentence starters:
When you buy a diamond, you should look for ... because ...
You should also look for ... because ...

Use the chart to help organize your ideas.

What to look for	Why?
1.	
2.	

Figure 7. Organizing Ideas

dogan, tunay
Submitted: 10/31/2009 1:29:35 PM Grade: 83.3% Attempt Number: 1 Questions Attempted: 2/2 Total Time: -

2) **Student** **Instructor** (5points)

0:10 0:20

Figure 8. Speaking about the Given Topics and Recording

dogan, tunay
Submitted: 10/31/2009 1:29:35 PM Grade: 83.3% Attempt Number: 1 Questions Attempted: 2/2 Total Time: -

2) **Student** **Instructor** (5points)

Great Job Dogan, but you need to be careful with your pronunciation. Listen to my audio feedback for the corrections.

Figure 9. Teacher's Verbal and Written Feedback

2.3.2 Presentation Tools

Presentation software, such as *PowerPoint* from *Microsoft* was originally designed as an alternative to the overhead projector with business and academic presentations in mind. The purpose was to present lists of keywords and bullet points to accompany a promotional presentation or a lecture. Modern versions of *PowerPoint* can do much more than this. In the modern languages classroom, *PowerPoint* can be

used effectively to present a variety of aspects of a new language; dialogues, grammar, vocabulary, and as a stimulus for group exercises and activities, with enhancements such as animated text on screen, pictures and audio and video clips (Rendall & Davies, 2010). Harmer (2007) states that presentation software increases our capacity to present visual material (words, graphics, and pictures) in a dynamic and interesting way. In fact, the software offers a more interesting option where text and visuals with audio/video tracks can be mixed so that pictures can dissolve or fly onto and off the screen, and music, speech and film can be integrated into the presentation (Scrivener, 2005, p. 356). As seen in Figure 10, these features allow the user to mix different kinds of display much more effectively than before such software came along (Harmer, 2007, p. 187).

Learning how to use *PowerPoint* is not very difficult. The skills needed are very similar to those needed for word-processing. University students will most probably need to know these skills. There are such a lot of resources on the web that students can benefit from to learn and improve these basic computer skills.

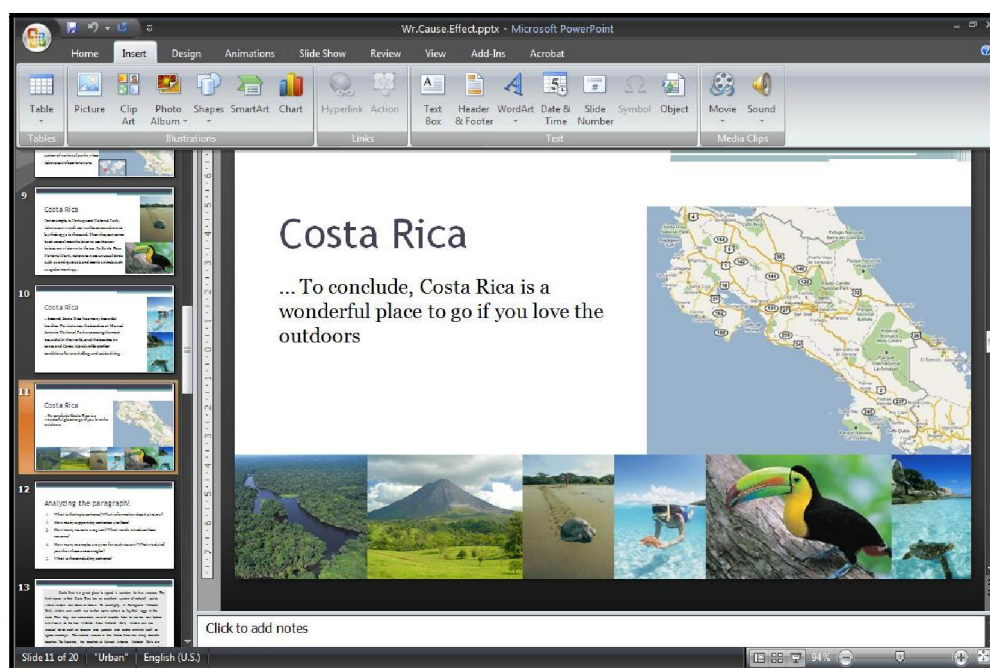


Figure 10. Microsoft PowerPoint Presentation Slides.

Web 2.0 allows users to create presentation without any software using some other online presentation tools which enable people to share their presentations for collaborating with others. An example for this kind of presentation tool, whose basic version is free, is *prezi* (prezi.com). Unlike many applications, *Prezi* can be used directly from an internet browser (e.g. Firefox, Internet Explorer, Chrome, Safari) without the need to install any other software (see Figure 11). *Prezi* can also be installed to the computer (*Prezi Desktop*), so you can use it without internet access.

According to the National Centre for Languages (CILT), an organization conducting an ICT project in England, preparing their own presentations to talk about them in front of the classroom encourages students to think about the language and to articulate their understanding in their own words and pictures. Consequently, this can be a very effective way of uncovering where there is weak understanding or misunderstanding.

In the present study, students used these presentation tools by putting coloured text, pictures, and short video clips in order to present and talk about their projects and research.

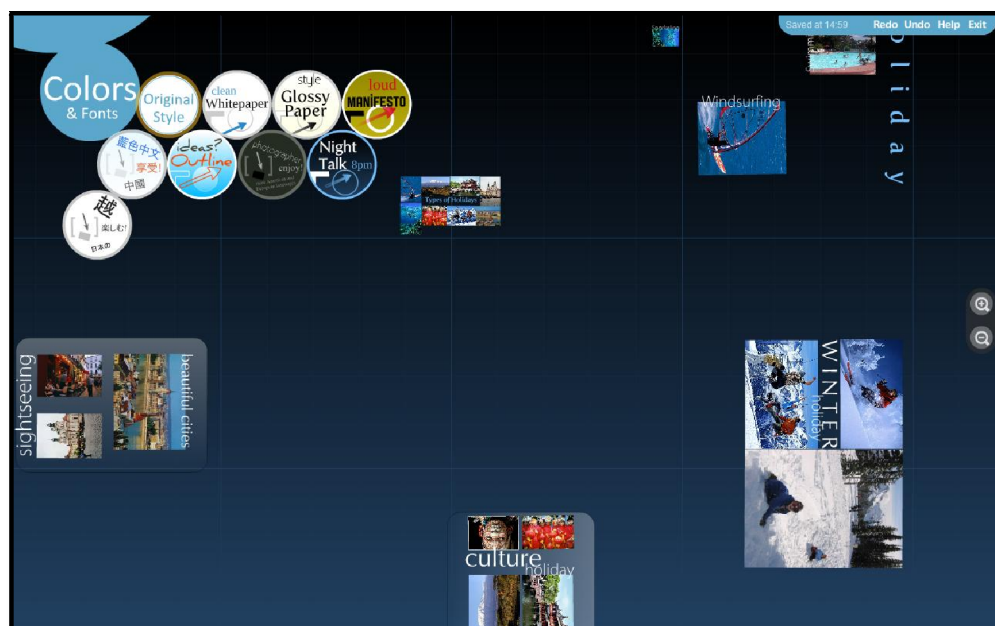


Figure 11. Prezi: A dynamic Online Presentation Tool.

2.3.3 Computer Software

A variety of software applications can be used in teaching and learning process. These software applications are grouped in two categories: (a) generic software applications which are multi-purpose programs that are not designed specifically for language teaching and learning, such as *Microsoft Office*, *Microsoft Encarta*, *Adobe Photoshop*, ; and (b) CALL software applications which are programs designed specifically to promote language learning (Davies, Walker, Rendall, & Hewer, 2010). Software applications offered by publishers with the student's book, such as *face2face* (Cambridge University Press), *New Headway* (Oxford University Press), and *24/7 English* (Young Digital Planet), *ELLIS Academic* (Pearson).

Software specifically designed for foreign language teaching has been developed so far, and present software has many useful features which students can benefit from. In the 1980s and 1990s, teachers rejected the kind of software which offered electronic versions of traditional activities such as gap-filling, sequencing and matching because they believed that student activity had to involve authentic language use in some form or another (Hewer, 2010). Recent computer software that can be used for language instruction includes all the audio-visual media forms and is capable of motivating students with its dynamic structure (Chapelle, 2003, p. 40). They probably give the students the opportunity to practice all the language skills with a variety of activities. Different companies and also well known publishers offer language learners a variety of software. This practice material is available on CD-ROMs or DVD-ROMs. Some of the material is related to a particular coursebook, while other material is free-standing (Harmer, 2007, p. 192). In other words, it is not associated with any particular program, which makes it easy to use.

One of the software applications used in this study is from *face2face* series and *Longman English Interactive*. *face2face* software is available on CD-ROM with the

student's book and includes a wealth of activities to consolidate work done in class. *Longman English Interactive* is a program with 30-day free-trial version.

2.3.4 Portable Media Players

Longman Dictionary of Contemporary English defines a *Portable Media Player* (PMP) as “a small machine that can store and play digital music and videos and show digital photographs”. This device is mainly called as an *MP3 player*. In the present study, PMP is used because MP3 player is a much more restricted term. With the development of the technology, PMPs have come a long way from MP3 players of the past to the present media players. Even some mobile phones including PDAs nowadays enable us to listen to audio files, watch video, and even edit these media files (Junco & Cole-Avent, 2008, p. 10). Thus, what is meant by PMP in this study is any portable device that allows students to listen to mp3 files; either a mobile phone or an MP3 player which might also play video files.

MP3 players are increasingly common among university students while Internet audio has greatly increased in popularity (McCarty, 2005, p. 68). MP3 players in language instruction have emerged with the term podcast. This term is defined by the British Council “as an audio file that you can subscribe to, so that you don't have to visit a website to listen to it - it will be delivered to you automatically”. Podcast also involves the use of Web. The popularity of PMPs and podcasting has been becoming more popular. According to Ducate and Lomicka (2009, p. 68), there are two possible reasons; their simplicity in creating, editing, publishing and listening to them and increasingly widespread ownership of MP3 players and the relative ease with which individual podcasters can create and distribute files.

Listening to podcasts can be used to support language learning for several reasons. One reason is that podcasts offer language teachers and students a wide range of possibilities for extra authentic listening both inside and outside of the classroom.

Supplementing the listening activities with the real life authentic conversations is an attractive option for language teachers (Stanley, 2006, pp. 2-3). Students can be encouraged to download and listen to entire episodes of podcasts that are chosen for them for homework. Several podcast directories are available on the web for both students and teachers. Another reason is that there are a range of specially produced podcasts aimed at language learners. The range of EFL/ESL podcasts is growing, and many are supported by transcripts and exercises (Stanley, 2006, p. 3). Many websites provide a list of podcasts specifically created for English language learners. *Voice of America Special English* programs have also been made available via podcast (Chinnery, 2006, p. 11). Stating that there is a great deal of sources and types of podcast, Rosell-Aguilar (2007, p. 476) gives the taxonomy of the uses of podcasting for language learning can be summarized as it is shown in Figure 12 below.

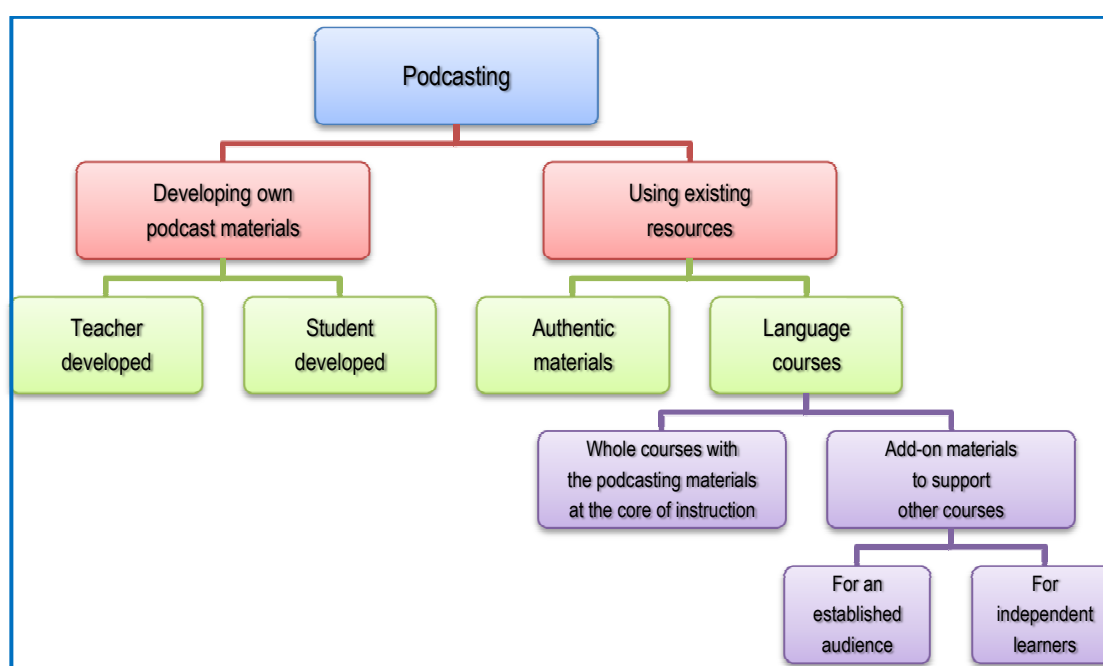


Figure 12. Taxonomy of Uses of Podcasting for Language Learning.

In the present study, students were given some listening assignments which necessitated listening to tracks of a story. According to Rosell-Aguilar's taxonomy, this assignment can be put under the category of podcasts which use existing non-authentic resources for independent learners.

2.4 Attitude: Cognitive, Affective and Behavioral Factors

It is important to know the definition of *attitude* as well as some characteristics and features of this concept. Attitudes represent special part in the structure of personality. However, there are different opinions about what attitudes exactly are, and there are various definitions pertaining to this concept. In 1918, Thomas and Znaniecki (as cited in Koszalka, 2001) first defined *attitude* as “a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related” (Koszalka, 2001, p. 96).

Similarly, Krech, Crutchfield, and Ballachey et al. (1962, p. 35) defined *attitude* as “permanent ‘system’ of positive and negative evaluation, emotional feelings and tendency to act for or against towards social objects”. As for them, understanding the attitudes of the individual allows us to predict reactions and behavior of this individual.

Fishbein and Ajzen (1972) then defined the *attitudes* as “learned predispositions to respond with positive or negative reaction for the specific object, person or situation” (pp. 493-494). According to the definition of Fishbein and Ajzen (1972), there are three factors of attitudes.

Bloom et al. (1956, p. 7) give us 3 domains of learning, which are *cognitive*, *affective* and *behavioral*. These domains, which can be called as the factors of attitude, are put in the very center of the present study when the students’ attitudes have been discussed. The *cognitive* domain includes those objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills. The *behavioral* domain is related to thing what the learner does during the learning process. The questionnaire in the present study has also been prepared accordingly. The *affective* domain includes objectives which describe changes in interest, attitudes, and values, and the development of appreciations and adequate adjustment.

The present study focuses on the attitudes of the students towards homework supported by ICT during the process of learning the target language. In language learning process, the goal is to make students learn more effectively and learners' attitudes towards learning are highly crucial to achieve the predetermined goals. So, when students are learning, we expect their learning to develop their cognitive, affective and behavioral domains.

According to Atkinson et al. (1996), the “attitudes represent the sympathy or antipathy (positive or negative evaluating) and the reaction related to some objects, people, things, situations or other aspects of the life” (p. 55).

Zimbardo and Leippe (as cited in Koszalka, 2001) more recently defined *attitude* as “an evaluation disposition toward some object based upon cognitions, affective reactions, behavioral intentions, and past behaviors” (p. 95). Pointing out that changing individuals' behavior is possible once their attitudes have been identified, Zimbardo and Leippe also suggest that attitudes are made up of three components: *cognition, behavior and affect*. The *cognitive* component consists of a person's factual knowledge about a person or object. The *behavioral* component involves a person overt behavior directed toward a person or object. Finally, the *affective* component represents an individual's emotional response or liking to a person or object (Koszalka, 2001, pp. 96-97).

In their study on students' attitudes towards learning mathematics with technology, Pierce et al. (2007) also used two of the factors, affective and behavioral. Another research on attitudes of students was carried out by Mikropoulos et al. (1998) where concentration was on the cognitive factor. Their case study reported on “an investigation of the attitude of education students towards virtual learning environments” (p. 137).

Attitude in language teaching has been a widely studied topic and countless research has been done on the factors of attitude. When describing how the language teaching materials should be, Crawford (2002, p. 87) points out that the learners need to be both affectively (emotionally) and cognitively engaged to them. Akar (2008, pp. 13-20) gives a list of learner variables and mentions that learning cannot be accomplished efficiently unless the teacher considers the intellectual, affective and social aspects of their learners.

In a nutshell, attitude can be considered from three perspectives: cognitive, behavioral and affective. Therefore, in this study, language learners' feelings will be sought about the use of ICT in doing homework assignments.

CHAPTER III

METHODOLOGY

3.0 Introduction

This study investigated attitudes of students at a university preparatory school towards ICT enhanced homework in EFL program. Students who participated in this research were assigned both ICT enhanced homework and traditional homework. The study specifically examined how language learners perceive ICT enhanced homework and how they benefit from this and did not aim either to compare ICT enhanced homework with traditional homework or to reveal how much it might affect their success. All in all, the central issue of this study was the attitude of students towards ICT enhanced homework assignments in terms of the cognitive, behavioral and affective factors.

The study addressed the following questions:

1. What are the attitudes of university preparatory schools students towards ICT enhanced homework from cognitive point of view?
2. What are the attitudes of university preparatory schools students towards ICT enhanced homework from behavioral point of view?
3. What are the attitudes of university preparatory schools students towards ICT enhanced homework from affective point of view?
4. What are the overall attitudes of university preparatory schools students towards ICT enhanced homework?

This chapter presents the setting and participants of the study, the instruments used for data collection, the procedures of data collection, and data analysis.

3.1 Participants and Settings

This study was limited to the number of educational institutions in Turkey where all students have both computer and PMP. The subjects in this study were all students who participated voluntarily. There were 85 student participants in this study from the preparatory school at Çankaya University in Ankara, Turkey. Almost all students were of ages between 19 and 21. Depending on their level, they were having 24 or 26 hours of English classes per week.

The research lasted 10 weeks and encompassed different levels of students because during these 10 weeks, students who started as elementary level went on to pre-intermediate level and students who started as pre-intermediate level to intermediate level students. Thus, this research encompassed elementary, pre-intermediate and intermediate level students. Six instructors being responsible for these 85 students were asked to cooperate with the researcher. The researcher chose elementary, pre-intermediate and intermediate level students for several reasons. First, the researcher was able to keep in touch and coordinate with all the instructors who were teaching to these levels. Another reason was that these students did not have any difficulty in understanding the instruction of the assignments. Since it was a private university, the students attending this university were mostly from higher socio-economic strata. Finally, the companion website of the coursebook used in the Preparatory School and the other tasks prepared by the researcher, which were used in this research, were only appropriate for elementary, pre-intermediate and intermediate level students.

Concerning the gender of the students, as it is seen in Table 2, out of the 85 students, 40 were male, 45 were female. While 47% of the students participating in the study were males, 53% of them were females, which means female students were the majority in the research.

Table 2
The Distribution of Students According to Gender and English Level

Gender	frequency	%
Male	40	47,1
Female	45	52,9
Total	85	100,0

As can be seen in Table 3, the age of the participant students ranged from 17 to 23 and over. Students aged 18, 19 and 20 constitutes 86% of the total number of students. Based on this, we can say that participants consisted of a young group within the age group 18-20.

Table 3
The Distribution of Students According to Age

Age	frequency	%
17	3	3,5
18	34	40,0
19	29	34,1
20	10	11,8
21	4	4,7
22	3	3,5
23+	2	2,4
Total	85	100,0

It can be seen in Table 4 that 48 (56%) of the students who participated in the study were in pre-intermediate level while 37 (44%) of them were in intermediate level. It is, here, necessary to mention that these are the levels of the students at the end of 10 weeks of study period.

Table 4
The Distribution of Students According to English Level (At the end of 10 Weeks)

Level	frequency	%
Pre-Intermediate	48	56,3
Intermediate	37	43,7
Total	85	100,0

As regards the distribution of students according to computer and PMP possession, it may be said that 80 students, which is 94% of the whole group, have a

computer available at home while five students, which is 6% of the rest of the participants, do not possess a computer at home, as shown in Table 5. Concerning the PMPs, 79 students have a device from which they can listen to MP3 files, whereas 6 of them do not. These figures show that majority of the students (93%) have a PMP.

Table 5
The Distribution of Students According to Computer and PMP Availability

Computer availability at home			PMP availability		
	frequency	%		frequency	%
Yes	80	94,1	Yes	79	92,9
No	5	5,9	No	6	7,1
Total	85	100,0	Total	85	100,0

Table 6 indicates that students' answers to the last question reveal that 68 students are learning English to be able to acquire all listening, speaking, reading and writing skills. This constitutes 80% of the participants. Some students' purposes are acquiring listening and speaking skills as shown below.

Table 6
The Distribution of Students According to Main Reasons for Learning English

The reason for learning English	frequency	%
To be able to acquire listening skills	10	11,8
To be able to acquire speaking skills	15	17,6
To be able to acquire reading skills	4	4,7
To be able to acquire writing skills	5	5,9
All	68	80,0

According to Table 6, there are few students who chose reading or writing skills only without listening and speaking. It is necessary to state here that students were allowed to tick more than one box for this answer.

3.2 Instruments

This study was based on quantitative data which were collected through a questionnaire. The questionnaire, composed of two sections, was employed in this

study in order to collect data about the attitudes of students towards technology enhanced homework assignments in language teaching and learning settings. The first part of the questionnaire included 20 items, structured as statements, in the form of a 5-point Likert scale from 1 to 5, where 5 stood for “strongly agree”, 4 stood for “agree”, 3 for “undecided”, 2 for “disagree”, and 1 stood for “strongly disagree”. These items focused on students’ views on ICT enhanced homework and were related to the factors of attitudes; cognitive, behavioral and affective (Appendix 1). In order not to guide the students and to get reliable results, the items were not shown in cognitive, behavioral and affective categories. Instead, they were presented in a jumbled order. The researcher decided to put these statements in the first section of the questionnaire for two reasons.

First of all, it was the most important section of the questionnaire. Second, the students were expected to answer this section with more enthusiasm and enough concentration and motivation. While writing these statements, the researcher was inspired by the questionnaires of Teo and Noyes (2006), Pierce, Stacey and Barkatsas (2007), Noyes and Garland (2006), Son (2007), Kubiak and Haláková (2009) and Şimsek (2008). These studies focused on students’ attitudes towards computers, students’ attitudes towards learning mathematics with technology, students’ attitudes towards books and computers, learner experiences in web-based language learning, students’ attitudes towards the use of ICT in biology lesson, and students’ attitudes towards integration of ICTs in a reading course respectively. The researcher used the points in Chapter II as the statements to devise in the first part of the questionnaire.

The second section of the questionnaire included open-ended and multiple-choice items, which revealed some background information including participants’ use of technology. So that the results would be more reliable, the questions and statements in the whole questionnaire were translated into Turkish without any change in the content.

Before the questionnaires were handed out to the students, the items were reviewed by the thesis advisor and three other experts of the same field of the study. Then, the questionnaire was piloted with 20 students who were also university students within the same age range. The aim of this piloting process was to avoid any unclear items or instructions, to have a reliable and valid data collection device for the study and to establish the approximate time required to fill in the questionnaire. The researcher was also present in the class while the questionnaire was being administered in order to prevent any problem of misinterpretation. The students of the piloting group were asked to fill in the questionnaire and highlight any unclear items. Based upon the feedback received from these students and the instructors, some of the items were rephrased and clarified. After piloting, the questionnaire was administered to the students at the end of the ten-week period.

The reliability and factor analysis of the questionnaire were calculated using *Statistical Package for Social Sciences* (SPSS), version 16.0, for Windows. The problematic questionnaire items were noted down and reviewed regarding the student's responses and their questions. Some minor changes were made to improve the statements regarding language use and vocabulary. Three statements were excluded due to overlap and irrelevancy. As has been stated, there were three factors in the questionnaire and the factor analysis done by SPSS grouped the statements accordingly except for the four of them. These four items appeared in a different category. After all the necessary amendments, experts gave their approval to the questionnaire designed by the researcher.

3.3 Procedure

In order to conduct this study, first of all, the researcher requested permission from the administration of the preparatory school and the manager granted approval. The study was conducted in 10 weeks. Companion website of the coursebooks at

school was already in the program of the school. The school administration was already in favor of using technology in language teaching. Thus, the coordination and cooperation of the instructors who were teaching the participant students was successfully conducted. The researcher was in the class consistently ready to help the instructors in case of having technical problems.

In addition to the companion websites of the coursebooks, the researcher prepared other homework assignments including listening, research projects in line with the curriculum of the school. A student checklist for the assignments was kept for each class in order to track the process.

The pilot study of the questionnaire was held in the last two weeks at the end of the term. After the necessary changes, the final questionnaire was distributed to the students in the preparatory class and all the students completed the questionnaire except for fourteen students who were absent from their classes.

3.4 Data Analysis

The data analysis of this questionnaire is a descriptive one, which is done by analyzing each item. The questionnaire consists of a series of statements which require the subjects to tick appropriate boxes. All statements in the first section of the questionnaire involve ticking of only one box. However, in three of the questions, in the second section of the questionnaire, the students were asked to tick more than one box if necessary.

The data analysis of the collected data in the study was carried out using statistical analysis software, SPSS. The frequency tables of the items were listed. All the Likert-scale items consisted of a 5-point format: *strongly agree*, *agree*, *undecided*, *disagree*, and *strongly disagree*. Furthermore, their percentages were calculated by SPSS. The reliability check with Cronbach Alpha resulted in the score of 0,93 for the

questionnaire, which is considered as a highly reliable score according to many researchers (Spiliotopoulou, 2009).

CHAPTER IV

ANALYSIS OF THE DATA

4.0 Introduction

The study aimed to provide information about how foreign language students perceive the ICT enhanced homework assignments. There were 85 students in three different language levels, elementary, pre-intermediate and intermediate.

This study addressed the following questions:

1. What are the attitudes of university preparatory schools students towards ICT enhanced homework from a cognitive point of view?
2. What are the attitudes of university preparatory schools students towards ICT enhanced homework from a behavioral point of view?
3. What are the attitudes of university preparatory schools students towards ICT enhanced homework from an affective point of view?
4. What are the overall attitudes of university preparatory schools students towards ICT enhanced homework?

4.1 The Results

With the exception of section two, in which there were multiple choice and two open-ended response items, all sections in the questionnaires were analyzed statistically. SPSS version 16.0 was used to compute the frequencies and percentages of each Likert-scale question. All the Likert-scale items consisted of a 5-point format: *strongly agree, agree, undecided, disagree, and strongly disagree*.

The results obtained from the analysis of the questionnaire are presented in four parts below in this chapter. The first part mainly reveals students' online experiences

and habits with regard to computers and PMPs. The next part presents the analysis of items in the questionnaire according to the cognitive factor of attitude towards ICT enhanced homework. Then, the responses given to the statements regarding the behavioral factor of attitude are analyzed. The fourth part presents the data gathered from items related to the affective factor of attitude.

4.1.1 Students' Online Experience and Habits

A great majority of the students have home computers. As indicated in Figure 13, about 94% of the students own computers at home. Most of the students, 91% to be precise, reported going online by home computers more often than through internet cafes, school facilities, such as the computer lab, the library, or internet cafes (Figure 14). It is essential to mention that even though five of these students do not own a computer, they have the opportunity to get online through the school's facilities.

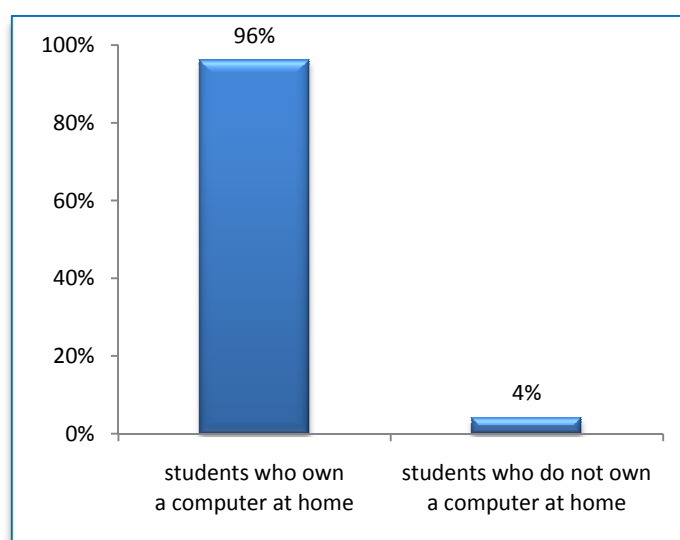


Figure 13. Ownership of a Computer with an Internet Connection

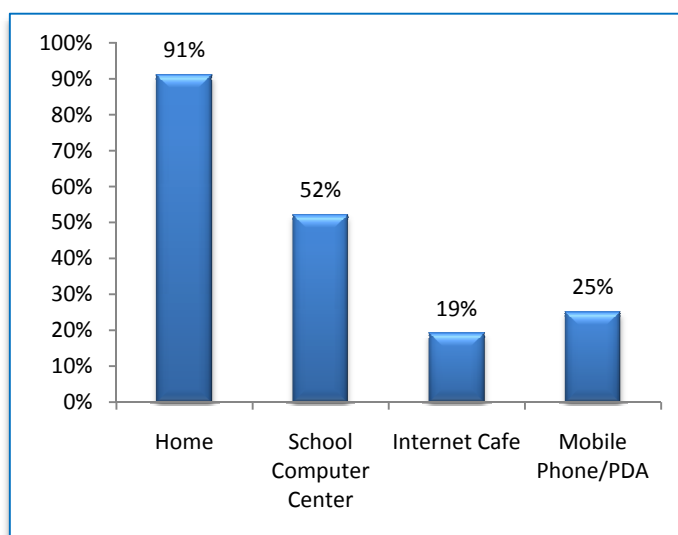


Figure 14. Most Frequent Locations where Students Access the Internet

Data on how often the students go online as specified in Figure 15 shows that 27% of the students get online between one to seven times a week and 73% of them get online more than seven times a week.

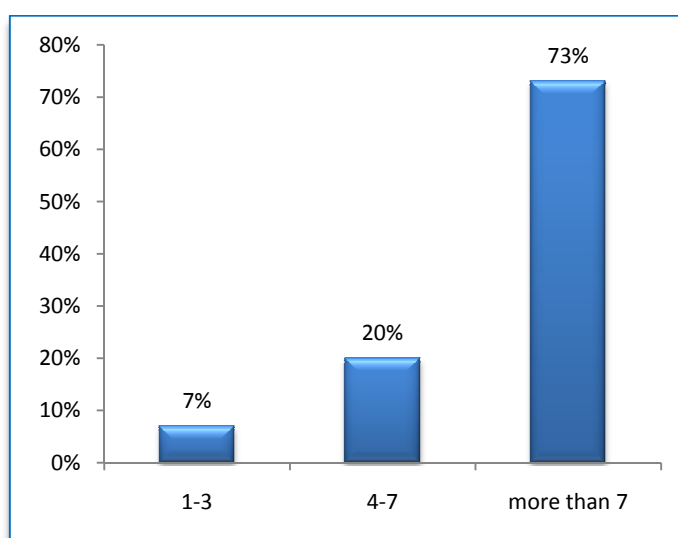


Figure 15. Number of Times Students Go Online per Week

29% of the students reported spending between one to two hours on the Internet (Figure 16). The data collected suggest that many of them frequently spend a considerable amount of time online and that supports Ware and Warschauer (2005, p. 433) as it was mentioned in the second chapter of this study. However, even though 30 out of 85 subjects reported having used the web for foreign language studies, the

majority of these students used the web not for language practices but for bilingual dictionaries. As net generation students seek immediate information, the first step in locating information is to connect to the Internet. These findings suggest that regardless of their ample online experience, these students hardly ever visited educational EFL websites and may not be familiar with where they are located or how to use them.

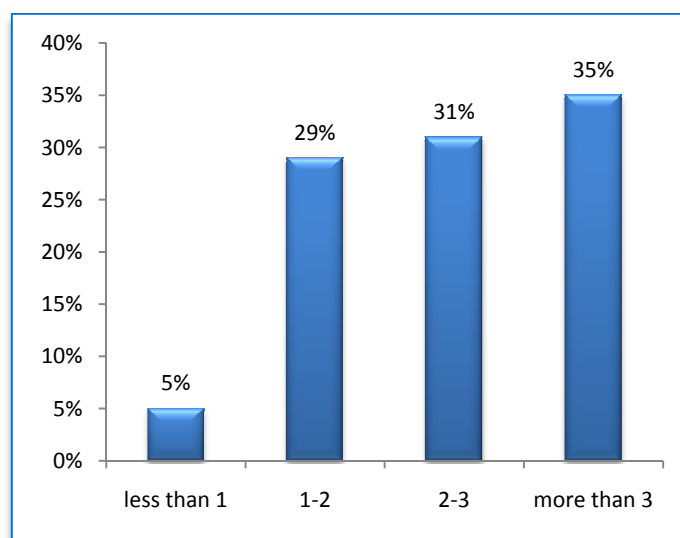


Figure 16. The Average Number of Hours Spent Online Each Time

A great majority of the students indicated having PMPs. As shown in Figure 17, nearly 93% of students own PMPs.

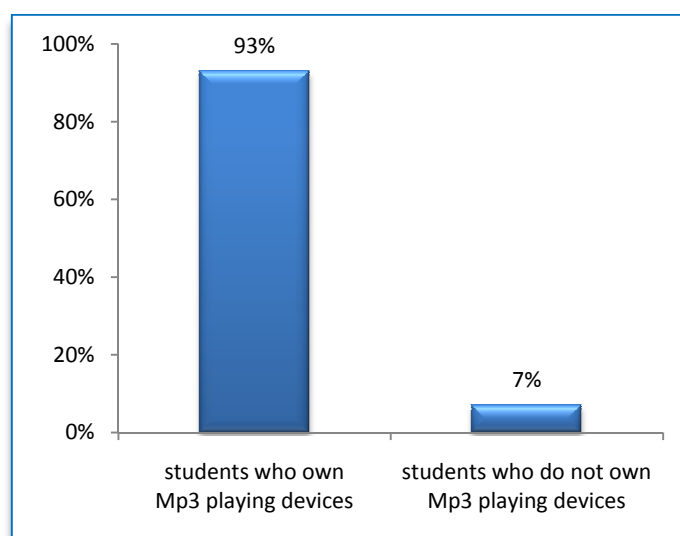


Figure 17. Ownership of Mp3 Playing Devices

Data on the average number of hours the students listen to Mp3 files through their PMPs, as specified in Figure 18, show that 54% of the students listen to Mp3 files between one to eight hours per week. 24% of them spend more than 8 hours weekly, which is a noticeable amount of time. Nevertheless, 82 students out of 85 had never used PMPs for their foreign language studies until their instructors asked them. Three students, who responded as having used PMPs, wrote that they listened to English songs while following the written lyrics.

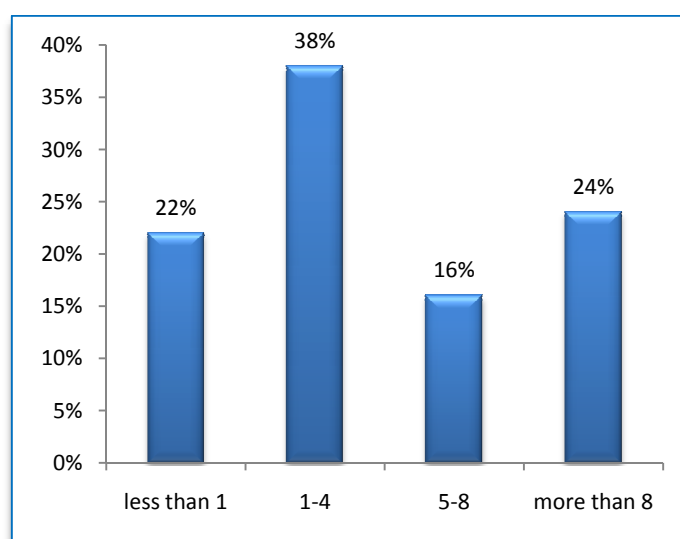


Figure 18. The Average Number of Hours Listening to Mp3 Files Per Week

The last question aimed to get information about which language skills students want to learn during their foreign language studies in the preparatory school. It is important to note that participants were able to tick more than one option in this question. As seen in Figure 19, eighty students want to improve all the four language skills.

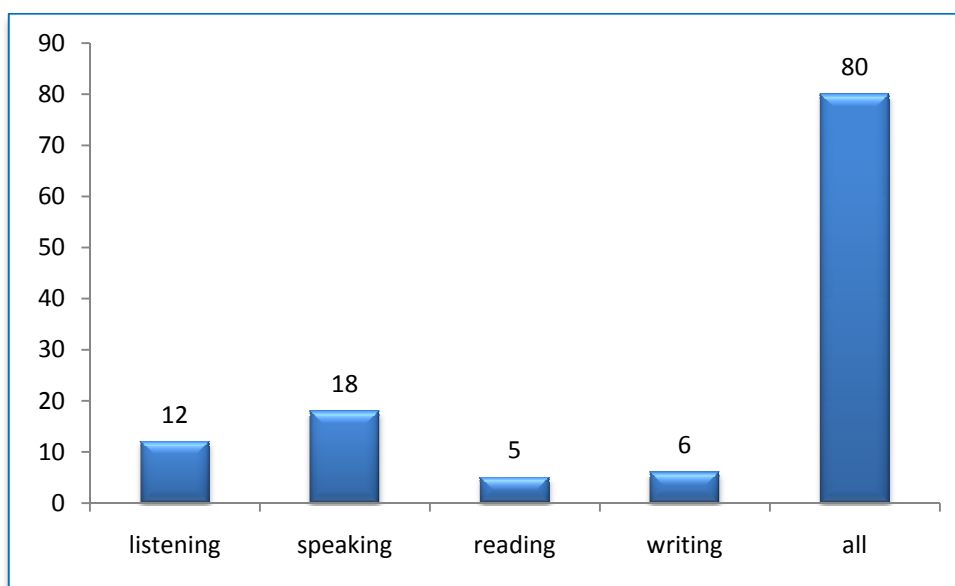


Figure 19. A Breakdown of the Language Skills that Students Want to Improve in

4.1.2 Findings on the Cognitive Factor

The items in this section of the questionnaire aimed to investigate students' attitudes towards ICT enhanced homework in terms of the cognitive factor. This section consisted of seven items in total, for all of which the students could show their degree of agreement or disagreement by circling options from 1 (*strongly disagree*) to 5 (*strongly agree*).

The fifth item aimed to find out overall view whether the students use their visual and audio perception more when doing homework with technology or not. The sixth question addressed whether students think that computers enable them to consolidate the things they learned better in the learning process. Next item was intended to learn if computer-enhanced homework promotes long-lasting learning. Item 9 aimed to learn whether or not technology enables students to use a different variety of methods in doing homework. Another item, item 14, investigated students' learning efficiency because of the flexibility of web-based homework assignments, which allowed them to adjust it according to the students' own pace and skills. Item 19 was about students' creative thinking ability when completing homework which

requires the use of computers and the Internet. The last item in this section is item 20, which was designed to gain information whether students can obtain information from different subjects and areas when doing projects which involve using the computer and the Internet. Considering the mean scores presented in Table 7, we can understand that the students agreed with all of the statements in this category.

Table 7
Cognitive Factor Items

Item		SD	D	U	A	SA	STD	Mean
Q5	f	3	10	18	39	15	1,02	3,62
	%	3,5	11,8	21,2	45,9	17,6		
Q6	f	2	9	29	33	12	0,95	3,52
	%	2,4	10,6	34,1	38,8	14,1		
Q8	f	3	14	29	31	8	0,98	3,32
	%	3,5	16,5	34,1	36,5	9,4		
Q9	f	3	11	13	38	20	1,08	3,72
	%	3,5	12,9	15,3	44,7	23,5		
Q14	f	5	12	25	32	11	1,07	3,38
	%	5,9	14,1	29,4	37,6	12,9		
Q19	f	3	8	20	39	15	1,00	3,65
	%	3,5	9,4	23,5	45,9	17,6		
Q20	f	2	5	13	37	28	0,97	3,99
	%	2,4	5,9	15,3	43,5	32,9		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q5: I use my visual and audio perception more when doing homework with technology.

Q6: The computer enables me to consolidate the things I learned better in my learning process.

Q8: Doing computer-enhanced homework promotes long-lasting learning in my learning process.

Q9: Technology enables me to use a different variety of methods in our homework.

Q14: I can learn more effectively because I can adjust web-based homework according to my own pace and skills.

Q19: Homework that makes me use the computer and the Internet improves my creative thinking ability.

Q20: I can gain knowledge from different subjects and areas from the projects that involve using the computer and the Internet.

Item 5: I use my visual and audio perception more when doing homework with technology.

The fifth item in the questionnaire has been designed to gather data on whether students use their visual and audio perception more when they are doing homework with technology. Results show that 63,5% of the students use their audio senses to see

and hear more when they do homework in which technology is involved while 15,3% of the students do not. Considering the results in Table 8, we can also conclude that 21,2% of these students are not sure if their visual and audio perception work or not.

Table 8
The Distribution of Item 5

Item		SD	D	U	A	SA	STD	Mean
Q5	f	3	10	18	39	15	1,02	3,62
	%	3,5	11,8	21,2	45,9	17,6		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q5: I use my visual and audio perception more when doing homework with technology.

Item 6: The computer enables me to consolidate the things I learned better in my learning process.

The sixth item which was about the effect of computers' on consolidating of the newly learned information. The results in Table 9 show that 53% of the students agree with this idea, whereas 34,1% of them are not sure if it is considerable or not. Furthermore, 13% of the participants do not agree that computer is helpful to consolidate their newly learned knowledge.

Table 9
The Distribution of Item 6

Item		SD	D	U	A	SA	STD	Mean
Q5	f	2	9	29	33	12	0,95	3,52
	%	2,4	10,6	34,1	38,8	14,1		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q6: Computer enables me to consolidate the things I learned better in my learning process.

Item 8: Doing computer-enhanced homework promotes long-lasting learning in my learning process.

The eighth item in the questionnaire has been designed to learn whether students computer enhanced homework promotes long-lasting learning. Considering the results

given in Table 10, we can see that 45% of the participants think that computer-enhanced homework promotes long-lasting learning, whereas 34,1% is not sure and 20% do not agree with the opinion that computer is helpful in this way.

Table 10
The Distribution of Item 8

Item		SD	D	U	A	SA	STD	Mean
Q8	f	3	14	29	31	8	0,98	3,32
	%	3,5	16,5	34,1	36,5	9,4		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q8: Doing computer-enhanced homework promotes long-lasting learning in my learning process.

Item 9: Technology enables us to use different and variety of methods in our homework.

Ninth item has been designed in order to get information about whether technology enables students to use different and variety of methods in their homework. Table 11 shows the data of this item and it is clear that majority of the students agree with this opinion (68,2%). However, 15,3% of the participants express that they are not sure and the remaining 16,4% think technology is not helpful in offering the varieties.

Table 11
The Distribution of Item 9

Item		SD	D	U	A	SA	STD	Mean
Q9	f	3	11	13	38	20	1,08	3,72
	%	3,5	12,9	15,3	44,7	23,5		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q9: Technology enables us to use different and variety of methods in our homework.

Item 14: I can learn more effectively because I can adjust web-based homework according to my own pace and skills.

Item 14 aimed to find if students can learn more effectively with the flexibility of web-based homework which they can adjust according to their individual differences. Table 12 reveals that 50,5% of the students agree with this statement, whereas 29,4% have no idea and 20% do not agree with it.

Table 12
The Distribution of Item 14

Item		SD	D	U	A	SA	STD	Mean
Q14	f	5	12	25	32	11	1,07	3,38
	%	5,9	14,1	29,4	37,6	12,9		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q14: I can learn more effectively because I can adjust web-based homework according to my own pace and skills.

Item 19: Homework that makes me use the computer and the Internet improves my creative thinking ability.

This item addressed whether computer-based homework allows students to improve their creativity. Table 13 shows that majority of the students, 63,5%, agree that computer and web-based homework is a contributing factor to improve creative thinking, whereas only 13% do not agree. Moreover, 23,5% of the students do not have any idea about this issue.

Table 13
The Distribution of Item 19

Item		SD	D	U	A	SA	STD	Mean
Q19	f	3	8	20	39	15	1,00	3,65
	%	3,5	9,4	23,5	45,9	17,6		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q19: Homework that makes me use the computer and the Internet improves my creative thinking ability.

Item 20: I can gain knowledge from different subjects and areas by doing projects that involve using computer and the Internet.

The purpose of this item was to reveal whether students gain knowledge from different subjects and areas by doing projects that involve using computer and the Internet. Analyzing the results in Table 14, it is clear to see that 76,4% of the students obtain knowledge from different areas by doing projects by using the computer and the Internet, however, 8,3% think that they do not and 15,3% have no idea.

Table 14
The Distribution of Item 20

Item		SD	D	U	A	SA	STD	Mean
Q20	f	2	5	13	37	28	0,97	3,99
	%	2,4	5,9	15,3	43,5	32,9		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q20: I can gain knowledge from different subjects and areas from the projects that involve using computer and the Internet.

4.1.3 Findings on the Behavioral Factor

In this section of the questionnaire, seven items in total (see Table 15) aimed to reveal students' attitudes towards ICT enhanced homework in terms of the behavioral factor. The first item aimed to find out overall impact of doing internet based homework and difficulty of using the websites by students. The second question addressed whether students could use English efficiently when doing homework with the help of technology. Item seven tried to find out students' opinions about if they could do listening practices by using Mp3 players. Next item was designed to find whether the computer made homework easier. Another item aimed to reveal if it was difficult for them to use a computer when doing homework or not. Item 15 intended to learn the use of the four language skills by using different technological tools. The last statement of this section was put into the questionnaire to find out about students' daily use of technology.

Table 15
Behavioral Factor Items

Item		SD	D	U	A	SA	STD	Mean
Q1	f	8	14	7	39	17	1,25	3,51
	%	9,4	16,5	8,2	45,9	20		
Q2	f	1	13	15	35	21	1,04	3,73
	%	1,2	15,3	17,6	41,2	24,7		
Q7	f	7	18	19	27	14	1,21	3,27
	%	8,2	21,2	22,4	31,8	16,5		
Q12	f	6	12	16	34	17	1,17	3,52
	%	7,1	14,1	18,8	40	20		
Q13	f	9	7	16	33	20	1,24	3,56
	%	10,6	8,2	18,8	38,8	23,5		
Q15	f	2	7	9	48	19	0,93	3,88
	%	2,4	8,2	10,6	56,5	22,4		
Q18	f	2	10	13	33	27	1,07	3,86
	%	2,4	11,8	15,3	38,8	31,8		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q1: I do not have difficulty in using the websites when doing internet-based homework.

Q2: I can use English efficiently when doing homework with the help of technology.

Q7: Using the Mp3 player, I can do listening related practices.

Q12: I can do my homework much easier when I use the computer.

Q13: I do not have difficulty with using the computer when doing homework.

Q15: Different technological tools enable me to employ four language skills (listening, speaking, reading and writing).

Q18: I use technology in every part of my life.

Item 1: I do not have difficulty in using the websites when doing internet-based homework.

The first item in the questionnaire has been designed to learn whether students have difficulty in using the websites when they are doing internet-based homework. The responses to item 1 reveals that 65,9% of the students do not find using the websites related to internet-based homework difficult (see Table 16). On the other hand, 25,5% of the students have difficulty in using these websites and the rest of the students, which make up 8,2%, are not sure if using these websites is difficult or not.

Table 16
The Distribution of Item 1

Item		SD	D	U	A	SA	STD	Mean
Q1	f	8	14	7	39	17	1,25	3,51
	%	9,4	16,5	8,2	45,9	20		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q1: I do not have difficulty in using the websites when doing internet-based homework.

Item 2: I can use English efficiently when doing homework with the help of technology.

The second item has been included into this questionnaire to reveal whether students find it helpful to use technology in order to use English efficiently. Considering the statistics in Table 17, we can conclude that 65,9% of the participants think technology is helpful to use English efficiently, whereas 16,5% of the students think it is not and 17,6% of them do not have any idea about it.

Table 17
The Distribution of Item 2

Item		SD	D	U	A	SA	STD	Mean
Q2	f	1	13	15	35	21	1,04	3,73
	%	1,2	15,3	17,6	41,2	24,7		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q2: I can use English efficiently when doing homework with the help of technology.

Item 7: Using the Mp3 player, I can do listening related practices.

The seventh item has been designed to learn whether Mp3 player can enable students to do listening practices. 48,3 % of the students state that they can do listening practices by using Mp3 players. On the other hand, 29,4% of the students do not agree with this idea and 22,4% of the students are not sure.

Table 18
The Distribution of Item 7

Item		SD	D	U	A	SA	STD	Mean
Q7	f	7	18	19	27	14	1,21	3,27
	%	8,2	21,2	22,4	31,8	16,5		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q7: Using the Mp3 player, I can do listening related practices.

Item 12: I can do my homework much easier when I use the computer.

The twelfth item in this questionnaire aimed to reveal whether students think computer can be used to facilitate homework. Looking at Table 12, majority of the students agree that using computer makes homework easier. However, one-fifth of the students do not agree that computer can facilitate and a bit less than one-fifth of the participants state that they are not sure about this.

Table 19
The Distribution of Item 12

Item		SD	D	U	A	SA	STD	Mean
Q12	f	6	12	16	34	17	1,17	3,52
	%	7,1	14,1	18,8	40	20		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q12: I can do my homework much easier when I use the computer.

Item 13: I do not have difficulty in using the computer when doing homework.

The thirteenth item in the questionnaire has been designed to learn whether the students have difficulty in using computer when doing homework or not. Considering the results in Table 20, we can conclude that 62,3% of the students do not have any difficulty in using computers when doing homework. On the other hand, 18,8% of the students have difficulties and another 18,8% of the students state that they are not sure if using computer is difficult or not when doing homework.

Table 20
The Distribution of Item 13

Item		SD	D	U	A	SA	STD	Mean
Q13	f	9	7	16	33	20	1,24	3,56
	%	10,6	8,2	18,8	38,8	23,5		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q13: I do not have difficulty in using computer when doing homework.

Item 15: Different technological tools enable me to employ four language skills (listening, speaking, reading and writing).

The fifteenth item in the questionnaire has been designed to gather data on whether different technological tools enable students to employ four language skills. As seen in Table 21, 78,9% of the students state that they can use all the language skills by the help of different technological tools, whereas 10,6% think it does not and another 10,6% state that they do not have any idea about this.

Table 21
The Distribution of Item 15

Item		SD	D	U	A	SA	STD	Mean
Q15	f	2	7	9	48	19	0,93	3,88
	%	2,4	8,2	10,6	56,5	22,4		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q15: Different technological tools enable me to employ four language skills (listening, speaking, reading and writing).

Item 18: I use technology in every part of my life.

The last item about behavioural factor in the questionnaire has been designed to get information about whether technology is a part of their daily life. According to the data shown in Table 22 below, 70,6% of the students state that they use technology in every part of their lives. On the other hand, 14,2% of the students do not use technology in every part of their lives and 15,3% of the participants are not sure whether technology is a part of their lives.

Table 22
The Distribution of Item 18

Item		SD	D	U	A	SA	STD	Mean
Q18	f	2	10	13	33	27	1,07	3,86
	%	2,4	11,8	15,3	38,8	31,8		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q18: I use technology in every part of my life.

4.1.4 Findings on the Affective Factor

This section was composed of six questions related to the students' overall feelings and opinions about ICT enhanced homework in foreign language learning (see Table 23). The forth item has been designed in order to find out whether students' feel comfortable with computers when doing homework. The tenth item was asked in order to explore if they trust their work done with computer. The next statement aimed to gather data on technology making their learning process more enjoyable. The remaining items were intended to learn whether students are happy with utilizing technology in every part of their lives, and finally could it motivate them when used with technology.

Table 23
Affective Factor Items

Item		SD	D	U	A	SA	STD	Mean
Q3	f	4	10	21	26	24	1,15	3,66
	%	4,7	11,8	24,7	30,6	28,2		
Q4	f	6	13	16	31	19	1,20	3,52
	%	7,1	15,3	18,8	36,5	22,4		
Q10	f	1	15	24	28	17	1,04	3,53
	%	1,2	17,6	28,2	32,9	20		
Q11	f	3	9	17	35	21	1,06	3,73
	%	3,5	10,6	20	41,2	24,7		
Q16	f	2	9	18	25	31	1,10	3,87
	%	2,4	10,6	21,2	29,4	36,5		
Q17	f	1	9	20	33	22	1,05	3,78
	%	1,2	10,6	23,5	38,8	25,9		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q3: I like doing homework with technology.

Q4: I am comfortable doing homework on a computer.

Q10: I trust my work even more when I do it on a computer.

Q11: Learning English becomes more enjoyable when I use technology.

Q16: I am happy to utilize technology in every part of my daily life.

Q17: I get much more motivated with homework that enables me to use technology.

Item 3: I like doing homework with technology.

The third item in the questionnaire has been prepared to get information on whether students like doing technology enhanced homework. Considering the data in Table 24, we can say that 58,8% of the students like doing homework with technology. On the other hand, 16,5% of the students do not like doing technology enhanced homework and 24,7% of the students are not sure whether they like homework with technology or not.

Table 24
The Distribution of Item 3

Item		SD	D	U	A	SA	STD	Mean
Q3	f	4	10	21	26	24	1,15	3,66
	%	4,7	11,8	24,7	30,6	28,2		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q3: I like doing homework with technology.

Item 4: I am comfortable with doing homework on a computer.

The forth item in the questionnaire aimed to learn whether students are comfortable with computers when doing homework. The data shown in Table 25 reveals that almost two-third of the students feel comfortable with computers, whereas one-fifth of the participants feel uncomfortable and 18,8% of them are not sure about it.

Table 25
The Distribution of Item 4

Item		SD	D	U	A	SA	STD	Mean
Q4	f	6	13	16	31	19	1,20	3,52
	%	7,1	15,3	18,8	36,5	22,4		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q4: I am comfortable doing homework on computer.

Item 10: I trust my work even more when I do it on a computer..

The tenth item was asked if students trust their work even more which they do on computers much more. According to the results in Table 26, 52,9% of the students trust their work done on computer. On the other hand, 18,8% of the students do not trust their work and 28,2% are not sure about trusting their work done on computer.

Table 26
The Distribution of Item 10

Item		SD	D	U	A	SA	STD	Mean
Q10	f	1	15	24	28	17	1,04	3,53
	%	1,2	17,6	28,2	32,9	20		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q10: I trust my work that I do on computers much more.

Item 11: English learning becomes more enjoyable when I use technology.

The eleventh statement in the questionnaire is about whether English studies become more enjoyable when technology is used. Looking at the results presented in Table 27, we can see that 65,9% of the students agree with this statement; nevertheless, 14,1% of the students do not agree with this statement and 20% of the participants have no idea about this.

Table 27
The Distribution of Item 11

Item		SD	D	U	A	SA	STD	Mean
Q11	f	3	9	17	35	21	1,06	3,73
	%	3,5	10,6	20	41,2	24,7		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q11: English learning becomes more enjoyable when I use technology.

Item 16: I am happy to utilize technology in every part of my daily life.

The sixteenth item in the questionnaire has been used to see whether students are happy to utilize technology in every part of their lives. Table 28 below reveals that

65,9% of the students are happy with this, while 13% of the participants are not and 21,2% of the students are indecisive of it.

Table 28
The Distribution of Item 16

Item		SD	D	U	A	SA	STD	Mean
Q16	f	2	9	18	25	31	1,10	3,87
	%	2,4	10,6	21,2	29,4	36,5		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q16: I am happy to utilize technology in every part of my daily life.

Item 17: I get much more motivated with homework that enables me to use technology.

The last item of affective factor was devised in order to reveal whether students get much more motivated with homework that enables them to use technology or not. Considering the data in Table 29, we can conclude that almost two-third of the participants get more motivated, whereas 11,8% of the students do not and 23,5% are uncertain of it.

Table 29
The Distribution of Item 17

Item		SD	D	U	A	SA	STD	Mean
Q17	f	1	9	30	23	22	1,05	3,78
	%	1,2	10,6	23,5	38,8	25,9		

Note: f: Frequency SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

Q17: I get much more motivated with homework that enables me to use technology.

4.1.5 Overall Distribution of Cognitive, Behavioral and Affective Factors.

After analyzing each of the items for all of the factors separately, it is necessary to delve into the overall results of the questionnaire. As Table 20 shows, 60,17% of the students agree with the statements in cognitive factor; however, 15,13% of the students do not and 24,71% of the participants are indecisive of it. Considering the results about

behavioral factors, we can conclude that 64,54% of the students agree with the items given under this factor. On the other hand, almost 20% of the students do not agree with these items and almost 16% of the students are not certain. When we look at the data on affective factor, the table below shows that 61,18% of the students agree with the statements which were designed for this factor, while 22,75% of the participants do not agree and 18,63% of them are unsure about it.

Table 30
Overall Distribution of Cognitive, Behavioral and Affective Factors.

	D or SD %	U %	A or SA %	Mean
Cognitive Factor	15,13	24,71	60,17	3,60
Behavioral Factor	19,50	15,97	64,54	3,62
Affective Factor	16,08	22,75	61,18	3,68
<i>General Attitude</i>	<i>16,90</i>	<i>21,14</i>	<i>61,96</i>	<i>3,65</i>

Note: SD: Strongly disagree D: Disagree U: Undecided A: Agree SA: Strongly agree STD: Standard Deviation.

4.2 Conclusion

This chapter presented the data analysis of the students' attitudes towards ICT enhanced homework in EFL settings. Chapter 5 gives sample homework assignments from the study and the following chapter discusses in detail all the findings in parallel with the findings in the literature part.

CHAPTER V

SAMPLE HOMEWORK ASSIGNMENTS

5.0 Introduction

This chapter aims to give sample homework assignments from each tool that has been previously discussed in the second chapter of this study. As it is not possible to present most of the features of these tools, they will be described in detail.

5.1 Sample Homework Assignment designed with Web 2.0

Most of the assignments in which Web 2.0 was used were in connection with course book series, *NorthStar*. The interactive companion website, *MyNorthStarLab* from *Pearson Longman* gives the teacher the possibility to create a virtual class in which students are able to enroll. As the content of *MyNorthStarLab* is prepared by the publisher and is a component of the *NorthStar* series program, which focuses on academic skills, which university students need for their academic studies. In order to enjoy the considerable advantage of this technology, students get a free access code along with the book.

This system provides teachers with a content library from which they can choose the type and amount of homework they want to assign students to do. Instructors can also select the due date from the calendar, which will be displayed on the students' page with the necessary details. By this flexibility of the system, the teacher, being the controller, organizer, assessor, and observer, can choose the appropriate tasks for the students, assign personal tasks, omit or include the specific content in line with the program they follow in the course syllabus.

MyNorthStarLab offers a variety of activities. The sample homework assignments presented here include two integrated skills assignments, one of which is a mini project, one a listening assignment, one pronunciation/vocabulary assignment and one webquest, which includes online reading.

5.1.1 Integrated Skills Assignment

5.1.1.1 Integrated Skills Assignment with Video

This assignment was given after the instructor had completed the reading, vocabulary and writing activities in Unit 1, in *NorthStar 3 Reading and Writing*. The theme of this unit was “global advertising”. In the class, students got the necessary input and vocabulary on “global advertising”, and therefore were ready to expand their knowledge, integrate their skills in order to be creative. This homework assignment consisted of three parts. In the first part, students watched a clip, answered some comprehension questions, and did a vocabulary exercise. The second part of the homework required talking on a given statement, and students were asked to describe an advertisement they might have created for a certain product.

Part One

As seen in Figure 20, the assignment starts with a warm-up activity in which students were asked what they think *Terra Chips* are. They were asked to write their opinions on the given box on the right side of the page.

The screenshot shows a web browser window titled "Test Presentation - Windows Internet Explorer". The address bar displays a URL from pearsoned.com. The page header features the "mynorthstarlab 3" logo with "PEARSON LONGMAN" and "READING AND WRITING" text. Below the header, it says "Video Activity: Comprehension" and has a "Submit for Grade" button. The main content area contains a "Predict" instruction: "This video tells the story of a company called Terra Chips. It explains who started the company and how they developed the original idea and marketed it into a hugely successful company. Before you watch the video, answer the following question." Below this, there is a question: "1) What do you think Terra Chips are?" with a "(1 point)" indicator and a text input box on the right.

Figure 20. Warm-up Activity

Having completed the first step, students watch the video clip (see Appendix 2), as seen in Figure 21, and write their answers to the comprehension questions into boxes (see Figure 22).

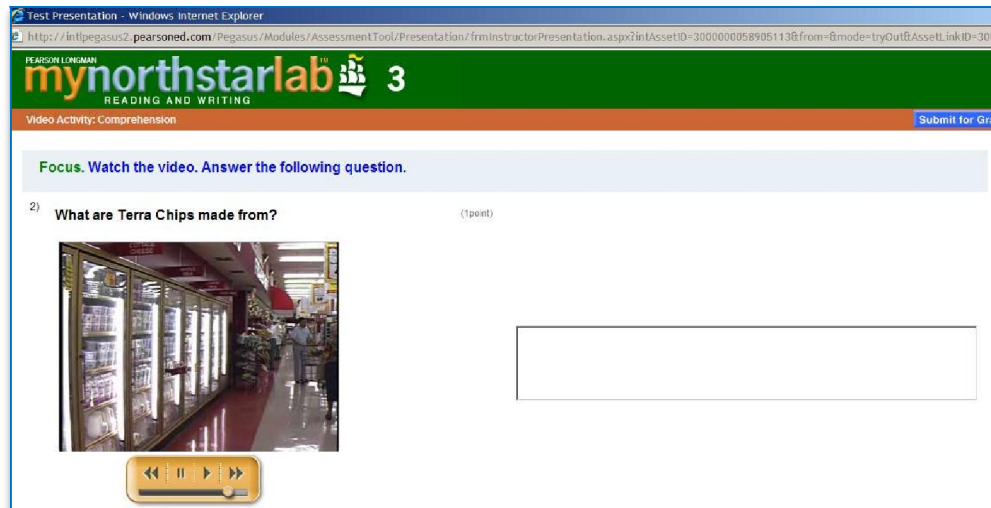


Figure 21. While-watching Activity

Students were allowed to watch the video clip as many times as their instructors permitted. Furthermore, students were able to have a number of attempts to complete the assignment. The number of attempts were decided by the instructors too.

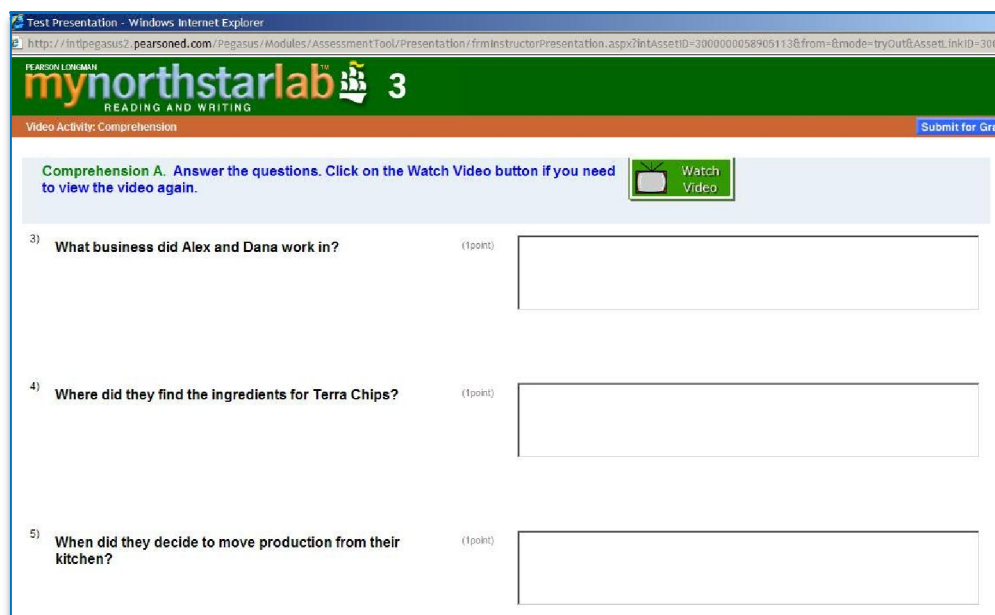


Figure 22. Answering the Comprehension Questions

As this assignment is based on the students' creativity, it is not possible for the system to evaluate and give instant feedback for the outcomes. After answering the comprehension questions, students completed the first part of this assignment with an exercise engaged with vocabulary (see Figure 23) which they would use in the next parts.

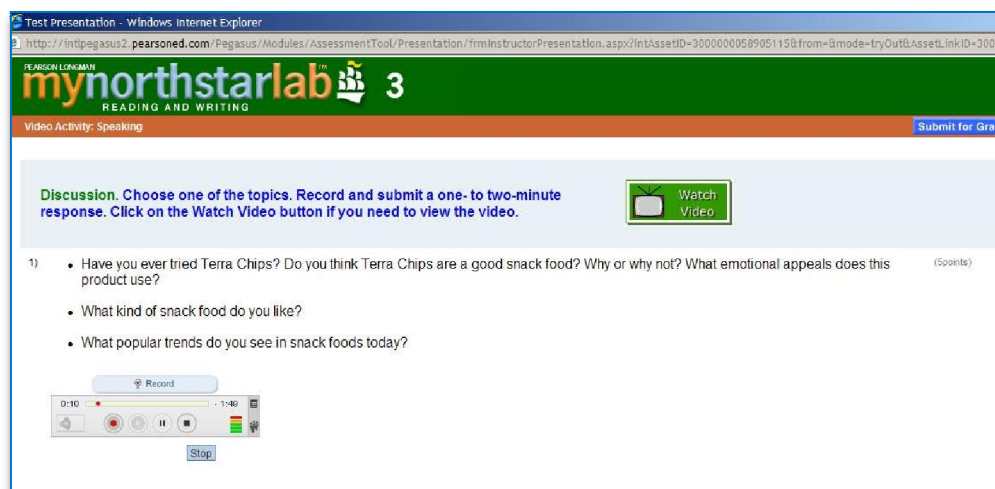


The screenshot shows a web browser window titled "Test Presentation - Windows Internet Explorer". The address bar shows a URL from pearsoned.com. The page header for "mynorthstarlab 3" includes the text "PEARSON LONGMAN" and "READING AND WRITING". Below the header, it says "Video Activity: Comprehension" and "Submit for Gra". The main content area has a light blue background with the text: "Comprehension B. Which words describe the marketing image of Terra Chips? Check all that apply. Click on the Watch Video button if you need to view the video again." To the right of this text is a "Watch Video" button with a video camera icon. Below this, there is a list of words, each preceded by an unchecked checkbox: "old-fashioned", "luxury", "fancy", "specialty", "typical", "gourmet", "simple", and "original". The word "original" is partially cut off. To the right of the list, it says "(4points)".

Figure 23. Vocabulary Exercise

Part Two

The second part of the activity involved a speaking task related to the same topic. As it can be seen in Figure 24, having been given a number of statements, students were asked to talk and record their oral outcome to be submitted for grading.



The screenshot shows the same web browser window as Figure 23. The page header is identical. Below the header, it says "Video Activity: Speaking" and "Submit for Gra". The main content area has a light blue background with the text: "Discussion. Choose one of the topics. Record and submit a one- to two-minute response. Click on the Watch Video button if you need to view the video." To the right of this text is a "Watch Video" button with a video camera icon. Below this, there is a list of three bullet points: "Have you ever tried Terra Chips? Do you think Terra Chips are a good snack food? Why or why not? What emotional appeals does this product use?", "What kind of snack food do you like?", and "What popular trends do you see in snack foods today?". To the right of the list, it says "(5points)". Below the list, there is a "Record" button with a microphone icon. Below the "Record" button is a video player interface showing a progress bar from 0:10 to 1:40, with play, pause, and stop buttons. Below the video player is a "Stop" button.

Figure 24. Speaking and Recording Task

Part Three

In the last part of this assignment, students were to invent a new product, similar to the one they had watched in the first part of the assignment, and prepare an advertisement for it (see Figure 25). Even though the original version of this assignment was like this, students were asked to prepare a presentation for their products, which they would present to their friends in the classroom. Using a presentation tool, they had an opportunity to add pictures or sounds as well as colored text to their slides.



Figure 25. Writing an Advertisement Task

After finishing the tasks step by step in the order they are presented here, students submitted each of their completed tasks for grading, which was done by their instructors. When the instructors finished evaluating and grading their tasks, they were able to see the results by logging into their account.

This homework assignment met all types of homework assignments (practice, preparation, extension, integration and creativity) (Thomas, 1992; Palardy, 1995), which were discussed in Chapter Two, along with the purposes of the homework assignments mentioned by Eisenberg and Berkowitz (1996, pp. 51-52).

Practice: The first part of this homework allowed students to practice the vocabulary that had already been presented in class.

Extension: Students transferred their knowledge and skills they had previously learned in a new situation.

Integration: Students integrated all their language skills by listening to and watching the clip, speaking on the topic, writing and using computer skills in order to prepare a presentation in the classroom.

Creativity & Preparation: Students were to prepare an advertisement with which they had the freedom to choose the content, format and the final product. By designing their own advertisements, they also got ready for their classmates' advertisements as they did some research and found out some other facts about advertising products.

5.1.1.2 Integrated Skills Assignment: Mini Project

Pre-intermediate students were to do two research assignments which involved them in completing a mini research project. In the first project, students in groups were responsible for doing research on “Being a university student in Ankara” and prepare a written report along with a presentation to be shared within the class. One sample presentation designed with *prezi* can be found in Appendix 3 on the attached CD. In the other mini project, they had to form groups of four, choose one of the suggested topics, do research, prepare a report and a presentation and finally present it to their classmates and teachers in the classroom. The guidelines and procedure of this assignment are shown below in Table 31.

Table 31
Mini Project Assignment

Cankaya University Preparatory School 2009 – 2010 Academic Year Level 3 Pre-Intermediate / Period II / Week-7 Mini Project II: Awareness Raising Project <u>Goals:</u> To enable individual students - to raise their awareness of global / social / regional issues

- to engage in collaborative work
- to carry out research on an issue
- to analyze and synthesize information
- to think critically and generate solutions

Project steps:

1. Project announcement & Group formation and Topic selection
2. Data collection
3. Outline submission
4. Written report submission
5. PowerPoint presentation

Suggested Topics:

- | | |
|--|--|
| - Protection of endangered species | - Protecting historical / national monuments |
| - Helping homeless people | - Promoting literacy among citizens |
| - Providing help after natural disasters | - Promoting scientific research |
| - Conservation of nature / natural resources | - Preventing violence / drug use / alcohol among teenagers |
| - Preventing child abuse | - Rehabilitating criminals |
| - Improving conditions of disabled people | |

Guidelines for students:

1. Form your groups. You can work in groups of three or four.
2. Choose a global, social or regional issue.
3. Carry out research (library search, internet search, media search) on the issue to collect relevant data.
4. Draw the outline of the project using the collected data.
5. Write your report by analyzing and identifying the problem. Explain its significance and seriousness in relation to the community. Use statistics, facts and/or quotes, and provide possible solutions to solve the issue.

Prepare a PowerPoint presentation to present your research and share your findings and solutions. Share your project duties in your groups and share your parts in the presentation.

Outline for reports and presentations

Cover page: Design a cover page for your project and find a suitable title.

Introduction / Problem Description: Introduce your project and your goals. Describe the problem by giving examples.

Problem Analysis: Analyze the problem and explain its significance and importance in relation to society or the earth. Summarize the data you collected and provide examples, statistics, etc. Try to convince the audience on the importance of the issue.

Action Plan: Explain how the issue can be solved. Indicate what should be done and offer solutions to solve the problem. Try to convince the audience on the effectiveness of your solutions.

Conclusion: Summarize your work and present your final comments.

Note: In the PowerPoint presentations there will be a question-answer session at the end of each presentation.

Assessment Criteria

Group Evaluation for the Written Report:

Data collection and outline (2 pts):

Data collection (1 pt.); Outline (1 pt.)

Written Report: (3 pts):

Cover page (0, 5 pt): Design a cover page for your project.

The Report on the Internet Search (2, 5 pts):

Content (relevance and coverage, use of supportive ideas): 1 pt

Organization (coherence, cohesion, format): 1 pt

Use of language (accuracy, appropriateness of vocabulary, mechanics): 0, 5 pt

Individual Evaluation for Presentations:

Presentation: (5 pts):

Preparedness (thoroughness, sense of development, knowledge): 1 pts

Presentation skills (clarity of expression, fluency, delivery): 2 pts

Design (appropriate use of technology, effective slides): 1 pts

Responsiveness and Effectiveness (answering questions, grabbing attention, creativity): 1 pts

* There will be a deduction of points for **late delivery**, providing **insufficient data**, and **plagiarism**.

5.1.2 Listening Assignment

In order to enable students to have the opportunity to do listening practices beyond school boundaries, instructors were asked to assign some listening homework, which involved students in using their PMPs. One of these stories, assigned for listening, was *Help!* Comprised of six tracks, which can be found in Appendix 4 folder on the attached CD, this comic fantasy sets in contemporary London. The protagonist is Frank Wormold, an unsuccessful writer, married to Teresa, a successful, workaholic lawyer. Frank gets an expensive computer to help him complete his story. The computer is set up and Frank discovers a female tutor on it called Chip, which has artificial intelligence. To get assistance all Frank has to do is type 'help'. With Chip's help, Frank rapidly masters the computer and gets to work. Nevertheless, later this artificial intelligence starts ruling Frank's life.

This assignment consisted of two parts. Students were able to get the MP3 files through online. In the first stage, they had one-week time to listen to the tracks as many times as they wanted. After completing the listening stage, students were asked to write a reflection paragraph in the class in an allocated time of 30 minutes. Considering their personal experiences and giving examples from the story, students were to write about if technology would rule the world in the future or not. One example reflection paragraph, without corrections, can be found in Appendix 5.

5.1.3 Pronunciation and Vocabulary Assignments

Pronunciation assignments included listening to the word and a sentence in which the word or phrase was used, followed by students' repetition and recording their pronunciation. After completing these assignments, students submitted their recordings to their instructors to be evaluated (see Figure 26).



Figure 26. Pronunciation Activity: Listening and Repetition

Vocabulary learned previously in the class is revised through a matching exercise and presented in a new context different from the context in the book, and thus, students were able to expand their vocabulary knowledge. Furthermore, students were able to listen to the new text and were able to get audio as well as visual input, which supported their comprehension (Figure 27 and 28).



Figure 27. Vocabulary in a Variety of Contexts

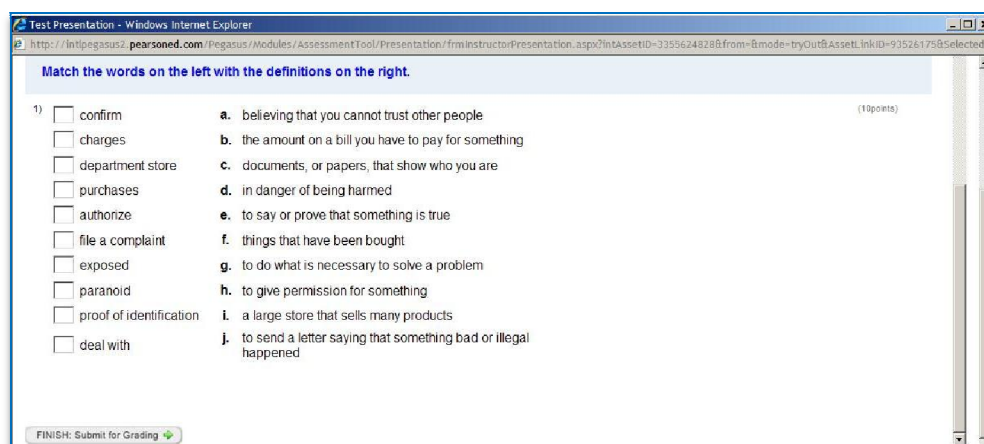


Figure 28. Vocabulary Revision

5.1.4 Webquest: Online Reading

A webquest is an activity that requires learners to use the Internet in order to complete a task. Webquests can extend over an entire course, several classes or be integrated into a single lesson. Webquests can be used in variety of ways outside the classroom. Telling students the title and topic of the next lesson and giving them 10-15 minutes to do an internet search for information on the topic can be an example for the use of webquests when giving them preparation homework for the next lesson. Students make a few notes on what they found, and share the information with the rest of the class before starting the new topic. On the other hand, webquests can also be assigned as an extension and practice homework as in this sample webquest assignment which was designed for pre-intermediate level students after completing a unit in their coursebook, which was about food and customs.

As can be seen in Figure 28, this webquest was designed as a web page in *Google Groups*, where all the students were added as a member. E-groups or Wikis have variety of features from which language instructors can benefit. It is a platform where instructors can upload files, create pages in order to assign homework, make vocabulary lists, open discussions, and make announcements. Group members are informed about these changes in their group site by getting announcements via their e-

mails. The instructor as the manager of the group can restrict or allow the members to post messages, upload files or create pages.

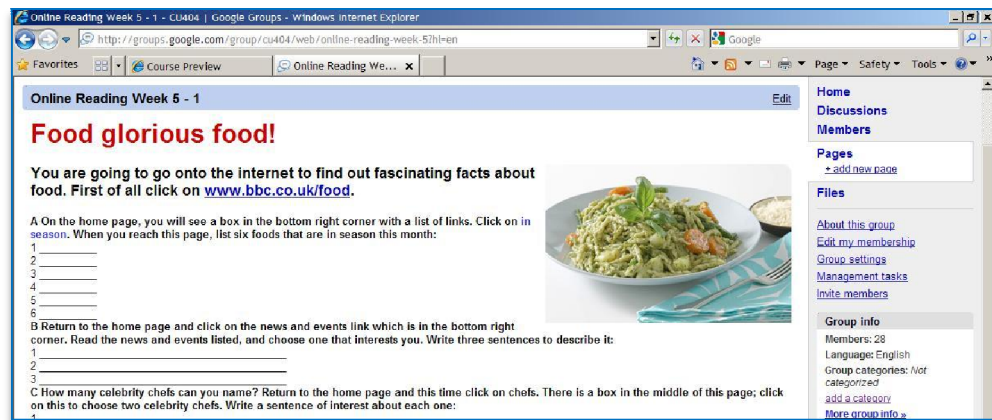


Figure 29. Webquest from Google Group's Page

This assignment aimed to let students visit the website of the *BBC* and read authentic text in order to expand their knowledge on the topic. Students were asked to either write their answers on a sheet of paper provided by the teacher or send their answers through an email. Most of the students preferred to send it through email. The questions are shown in Figure 29.

Food glorious food!



You are going to go onto the internet to find out fascinating facts about food. First of all click on www.bbc.co.uk/food.

A- On the home page, you will see a box in the bottom right corner with a list of links. Click on in season. When you reach this page, list six foods that are in season this month:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

B- Return to the home page and click on the news and events link which is in the bottom right corner. Read the news and events listed, and choose one that interests you. Write three sentences to describe it:

- 1 _____
- 2 _____
- 3 _____

C- How many celebrity chefs can you name? Return to the home page and this time click on chefs. There is a box in the middle of this page; click on this to choose two celebrity chefs. Write a sentence of interest about each one:

- 1 _____
- 2 _____

D- Recipes! Do you like cooking? Return to the home page and click on recipes. Find one recipe by each of the chefs you choose in Ex. 3.

- 1 _____
- 2 _____

E- Now look at all the information you have found from Ex. A-D about food and healthy eating! Write a summary report of your findings.

Figure 30. Webquest Assignment

CHAPTER VI

CONCLUSION AND SUGGESTIONS

6.1 Overview of the Study

This study investigated the attitudes of foreign language students at university preparatory classes towards ICT enhanced homework, as well as their cognitive, behavioral and affective factors affecting the students' attitudes positively or negatively. Quantitative data were collected during this study. The participants of the study were selected from Çankaya University Preparatory School students who experienced ICT enhanced homework assignments throughout ten weeks. The researcher decided on specific assignments and designed the assignments by adapting them from different sources. The instructors teaching the participant students helped the researcher assign the homework. Participants were from different levels including elementary, pre-intermediate and intermediate. In order to elicit the students' attitudes towards ICT enhanced homework assignments, a questionnaire including 20 items, structured as statements, in the form of a 5-point Likert scale was used. Eighty-five students responded to the questionnaire in this study. The research questions addressed in this analysis were as follows:

1. What are the attitudes of university preparatory schools students towards ICT enhanced homework from a cognitive point of view?
2. What are the attitudes of university preparatory schools students towards ICT enhanced homework from a behavioral point of view?
3. What are the attitudes of university preparatory schools students towards ICT enhanced homework from an affective point of view?
4. What are the overall attitudes of university preparatory schools students towards ICT enhanced homework?

This chapter will present and discuss the findings and implications drawn from the results of the data analysis in relationship to the existing literature on ICT and its incorporation into homework assignments in foreign language teaching.

The items in the first part of the questionnaire were designed to investigate students' views on ICT enhanced homework and were related to cognitive, behavioral and affective factors of attitude, and therefore, the questionnaire items were categorized according to particular concepts in order to ease reporting and analysis.

The second section of the questionnaire included open-ended and multiple-choice items, which revealed some background information including participants' use of technology.

6.2 Discussion of the Results

The findings will be presented and discussed under five headings:

1. Discussion on students' online experiences and habits
2. Discussion on the cognitive factor
3. Discussion on the behavioral factor
4. Discussion on the affective factor
5. Discussion on students' overall attitude

After the presentation and discussion of the findings, the pedagogical implications and limitations of the study will be clarified, and in light of the conclusions from this study, suggestions for further research will be made.

6.2.1 Students' Online Experiences and Habits

The items in the second part of the questionnaire were designed to investigate how students deal with technology, their habits and experiences related to ICT in order

to ease the reporting and analysis of their responses to the first part of the questionnaire.

The data obtained from the second part of the questionnaire shows that the majority of the students have a home computer connected to the Internet. Likewise, almost all of them own a PMP. Furthermore, considering their age and their responses on how often and how long they are using the technological devices in their daily lives, we can conclude that these students are typical members of net generation (Ware & Warschauer, 2005, pp. 433,). They were born to an environment surrounded by technology, which lets most of them feel comfortable in using computer, mobile phones and probable technological tools which will be brought up in the near future. According to Prensky (2001, p. 1), computers and other technological devices are integral parts of this generation; therefore, findings from the present study is similar to the points raised in earlier studies.

One unexpected result came from the question which was about if they had ever used Mp3 players for foreign language studies before their instructor at their present school asked them to. Even though a bit more than half of them use their Mp3 players between one to eight hours per week and a quarter of them use them more than eighty hours per week, using these devices to improve their listening skills was something very new for them.

Considering the fact that almost every student has the opportunity to use a computer, either at home or in a computer lab, we can draw the inference that students do not have any problem accessing the necessary hardware tools, and therefore, are able to complete their ICT enhanced homework assigned by the their instructors.

Another outstanding result is that a quarter of the students have access to the web through mobile phones or PDAs. This number is expected to increase in the future, which eventually will take us from traditional computer labs to mobile labs, supporting

the idea of “labs without walls” and mobile learning (ICC, 2003, pp. 99-104). This will enable university students to access the Internet more often and easier.

What students in preparatory schools want to learn and improve in terms of foreign language teaching is all the language skills—listening, speaking, reading and writing. As almost all the students said they wanted to develop themselves with these skills, which shows that they have an awareness of language learning and their individual strengths and weaknesses. Thus, teaching these skills cannot be limited to the time in class. Homework assignments which include a variety of skills might motivate students. Hence, ICT might be one of the tools which is able to provide and enhance this (Warschauer & Healey, 1998).

6.2.2 The Cognitive Factor

There were seven statements designed to investigate the cognitive factor of students’ attitude. The responses given to these statements reflect students’ recall and recognition of knowledge, and the development of their intellectual ability and skills. The responses for these statements were overall positive. Results reveal that ICT offered a variety of input styles consisting of visual and audio materials. It was not only some photographs or clip art pictures but also videos some of which were authentic and up to date, which gave the students the opportunity to understand contextual language as it was cited previously from Harmer (2003, p. 149) and Teeler and Gray (2000, p. 82). ICT makes it possible for learners to choose from a variety of sources.

Students can benefit from computer related tools in several ways. Publishers are developing companion websites which make use of Web 2.0, designing software for classes and individuals. Thus, as we mostly trust and use some course books which publishers present to us, we might also trust and use these technological tools when we know that the source is reliable. As previously cited from Kapoun (1998), what

instructors need to consider is the accuracy, authority, currency, objectivity and content of the material when they are determining the quality of the source.

ICT enables students to work at their own pace. Twenty-five students said they were not sure if they could adjust to web-based homework according to their own paces and skills. One possible reason for this can be the complication of the websites. Even though these students are called the *net generation*, they from time to time have problems with using computers. Moreover, these problems can also be related to the websites from publishers where they are doing their homework. Instructors and students can overcome this problem by reading the user's manual which can be found on the Internet. However, another reason why students were not able to adjust their homework can be related to some technical problems which students cannot solve. Web 2.0 allows us to use the web pages interactively and much more effectively, whereas, there are some drawbacks too. For instance, the web pages designed for recording speech mostly require some other applications (Java Environment, ActiveX Control) to run simultaneously with them. Obviously, these applications existed even from the beginning of Web 1.0, however, they were not use to them and were not able to run along with the browsers during those times. Thus, as the students or teachers are not familiar with these applications, they do not know how to deal with the possible technical problems.

A substantial amount of students agreed that the use of computers and the Internet enabled them to improve their creative thinking ability. Likewise, the projects that involved using a computer and the Internet were useful to get information from different areas and subjects, which is mostly necessary for university students in their academic studies. They not only learn language but also learn how to access information and use this information to produce their outcome. Being a university student means being able to think critically as well. Projects, which were assigned in this study, enabled students to gather information from different sources, learn about

the topics, and organize it in order to write a report. Moreover, they had to go deeper and deal with the problems regarding to the topics and do research to find some solutions for them (McKenzie, 2005). Eventually, having prepared their presentation, students shared the information they had gathered and their own ideas with their classmates and instructors. It is noticeable that all these steps were under the control of the instructors in order not to leave students alone and make them feel confident about what they are doing. Instructors were given a checklist (Appendix 6 on CD) on a spreadsheet and they had to fill them in at every stage of the project.

All in all, the responses regarding the cognitive factor were positive. Six out of ten students claim that they agree with the statements about the cognitive factor, and a quarter of them are not sure. This result indicates that when technology is integrated to language homework, it most probably contributes to students learning. With meticulous design, instructors can also help students who are not sure about the use of technology benefit from it in their homework assignments.

6.2.3 The Behavioral Factor

There were seven statements which aimed to gather information about the behavioral factor of students' attitudes. The responses given to these statements reflect what the students did during the learning process.

Since the behavioral factor of attitude is related to what learners did while doing their homework assignments, the statements were designed so that the responses of the participants could reveal if they had any difficulty with ICT or the way how the assignments had to be completed. In addition, the responses also reflect what students were unable to do to a certain degree. On the other hand, Item 18 was prepared in order to learn students' attitudes related to technical issues.

70% of the students use technology in every part of their lives. According to Prensky (2001), Millennials are *digital natives* and are surrounded by computer games, cell phones, instant messaging and when they seek for information, their first step is to connect to the Internet. Supporting this idea, students' responses to item 18 are remarkable. Twelve out of eighty-five did not agree that they use technology in every part of their lives. Seeing that the majority of students are already very familiar with technology, it is necessary to mention that instructors might be able to make use of this situation. Whether we want to or not, they are in a digital environment and most probably, they will be. ICT can be used to get homework assignments done with this kind of generation in a more motivating and effective way, appealing to the needs and learning styles of the students.

By setting homework, instructors might effectively extend the learners' study time. Language learning takes time and the studies should be extended outside the classroom. In the second part of the questionnaire, we have already discussed about a learners' purpose to learn a foreign language and the majority of the students claimed that they learn a foreign language to listen, speak, read and write. This, in fact, is the goal of all the language instructors. Students were aware of their needs and almost 80% of them responded that different technological tools enable them to use all the language skills. Considering the traditional homework assignments in the past, language learners had lots of opportunity to read and write. Listening and speaking was too limited unless they found a peer to talk to. Learners would practice listening through cassettes or radio, to which they were dependent. The facilities were mostly limited to the number of cassettes the teacher had. Authentic listening materials were impossible. Web 2.0 allows learners to use all the language skills with a variety of materials. As presented in previous chapter about sample homework assignments, students cannot only practice one skill, but also integrate language skills within one activity at a time. Another advantage of integrated tasks done by the help of ICT is that they allow the instructors to get involved in the evaluation of students' outcomes.

Unfortunately, there is not such a system, computer or software application which can evaluate and respond to a piece of writing or speech to give instant feedback. This can be successfully done in pronunciation activities with good sound recognition software. This is possible by embedding these applications into the web pages. Instant feedback has been possible since the very beginning of CALL software mostly with grammar vocabulary activities, though, as it was cited from Smerdon et. al (2000).

Being able to use the four language skills through ICT brought students to the point where they were able to use the target language more efficiently when doing homework since 66% of the students stressed out that this became possible by the help of technology. Nevertheless, fourteen students mentioned that technology was not enough to make it possible. The reason why two-thirds of the students agreed that technology enabled them to be more active in using language can be that the integrated skill practices, most of which were based on authentic sources (Teeler & Gray, 2000). Another advantage of these sources is that the publisher updates the content, which means these sources become more engaging.

Most of the learners think that they can do homework much easier and do not have difficulty with computers (Item 12 and 13). These questions investigated learners' attitudes towards the use of technology. On the other hand, some students still have problems with technology and these problems can be overcome by the help of instructors. Some students might not have enough ICT literacy and can be frustrated very easily with not being able to use technological devices. This can be regarded as quite normal as innovations sometimes involve risk and students might have doubts about the new things they have been recently introduced to. Yet, getting used to these new ideas is inevitable for the net generation.

By using PMPs, foreign language learners can improve their listening skills through valuable language input from a variety of listening materials which are offered by many sources from the Internet. However, the listening materials in the listening

homework in this study were provided by the researcher. The more learners listen, the more they will be able to acquire speaking habits as a result of the language input they have. Another advantage of listening is that it helps improve learners' pronunciation. Just as extensive reading, extensive listening can also have a dramatic effect on students' language learning. Extensive listening takes place outside the classroom at home, car, or on PMPs. Instructors can find a huge amount of reliable listening tasks on the web. As Harmer (2003) states "the motivational power of extensive listening activity increases dramatically when students make their own choices about what they are going to listen to". The response students gave to item 7 supports Harmer's thought. However, there were twenty-five students who disagreed with this statement, which decreases the mean of this item and makes it the lowest among other questions.

As a consequence, it can be seen that most of the students (64,5%) gave positive responses to the statements related to the behavioral factor and 16% were not sure. As seen, technology may have a positive effect on students' behaviors in foreign language instruction by enabling them to use their language skills effectively and do their homework on computer easily. Because students can handle technological tools much easier in the age we live in now, instructors might consider it as an opportunity to get the students involved in the learning process more efficiently.

6.2.4 The Affective Factor

There were six statements concerned with the affective factor of attitude in the questionnaire. In general, responses reflected that students' attitudes in terms of the affective factor were positive towards the use of technology in doing homework assignments. The statements related to the affective factor tried to reveal how learners felt in particular situations when using technology in their homework assignments. These statements in the questionnaires reflected learners' overall preferences, concerns, and positive or negative attitudes.

The affective component of attitude is crucial since it is the first step to change behaviors to get learners ready for the learning process. The students' emotions may vary, particularly during the first year of their studies at the university because most of them have many expectations at their new environment, which may also lead them to disappointment as well as satisfaction and success. All these factors need to be taken into account because, when the emotional state of this group goes wrong, nothing goes right. They need to enjoy what they are doing, trust their own outcome, feel comfortable and be motivated with what they are doing.

It is clear that students were keen on doing their homework assignments which required the use of technology (item 3). The majority of the students said they agreed with this statement whereas 15,5% disagreed with it. It is possible that the rest of the students, which makes 25% of the whole, were not sure whether or not they like doing homework with technology. This amount is moderately noticeable. This result indicates that instructors should pay a bit more attention to students' needs in order to increase the number of the students who like technology enhanced homework.

Most of the students said they were comfortable doing homework assignments on the computer. Even though none of students have any problem with owning a computer and using it, sixteen students said they were not sure and nineteen of them were not comfortable using a computer when doing homework. Ware and Warschauer's (2005) thoughts also supports this idea that this generation are so comfortable using a the computer that they can do five or six things at once.

Regarding the responses related to the work they produce with computers, most of the students trusted their outcome much more when they do it on the computer. Nevertheless, a considerable amount of students, which is 28%, were not sure about their outcomes. This is possible because they are not sure or confident with their own knowledge. They might feel that what they put forward has some mistakes, which are not related to the use of a computer.

One statement intimately related to the students' preferences was given in item 11. 65,9% of the students said they enjoyed learning when they use technology. There are many reasons why technology makes learning more enjoyable. If the activities consider the individual differences, learning will probably become enjoyable. That is to say, ICT offers a wide range of multimedia resources enabling text, still images, audio and video to be combined in interesting and stimulating ways for language learning purposes (Davies & Hower, 2010). Jarvis and Szymczyk's (2010) study also supports the results obtained in the present study. With these varieties, students were able to benefit from a vast amount of activities which made language practice more interesting. Another reason is the authenticity that ICT offers students through the Internet, particularly with up-to-date authentic texts and videos. This authenticity brings learners closer to the target language culture, making learning more enjoyable. Real-life application of subject matter makes learning enjoyable, practical and long lasting. Moreover, the types of the homework assignments had a significant role in the responses to this question. Project assignments which had been assigned to the students required group work. One important characteristic of this generation is that they are generally team oriented and most of them like cooperating in groups. To conclude, when all of these factors come together, learners of this age find the assignments enjoyable.

Item 16 sought students' attitudes towards their own use of technology in their daily lives. Results from the second part of the questionnaire revealed that technology, particularly the Internet and mobile phones, are students' prime concerns and they are happy to engage in technology in every part of their lives, therefore, they enjoy doing homework integrated with technology.

The last item (item 17) in the affective factor section was related to motivation. Motivation is one of the key factors in language learning. Without motivation, a student is unable to learn, and a teacher is unable to teach. Technological tools and

Carefully prepared materials can very easily keep the students' attention to get them motivated. 64,7% of students, in this study, are motivated with technology enhanced assignments. The flow and style of the activities, visual and audio components, having the necessary skills to be able to use technological tools, and eventually, knowing that learning occurs contribute to this result. Keeping the motivation high is not the only concern the instructors can have. Furthermore, they must also make sure that students are in action and in learning.

Consequently, the students' attitudes regarding the affective factor can also be interpreted as positive. Analysis indicated that the students had the most positive attitude towards items such as: Learning English becomes more enjoyable when I use technology; I am happy to utilize technology in every part of my daily life; I get much more motivated with homework that enables me to use technology. These responses showed that most of the students are happy to use ICTs in their daily lives and believed that ICT integrated learning becomes more enjoyable and motivating.

6.2.5 Discussion of Students' Overall Attitude towards ICT Enhanced Homework

Considering all the responses gathered from the participants it is obvious that students have a positive attitudes towards ICT enhanced homework assignments just like they favor it in the classroom (Yang & Chen, 2007). The present study analyzed students' attitudes in three factors, which are cognitive, behavioral and affective. The finding in this study coincides with most of the previous research. Analyzing the results of the questionnaire, we can draw the conclusion that the majority of the students believe that ICT enhanced homework assignments reinforced their learning. They were able to use their visual and audio perception much more (Jarvis & Szymczyk, 2010); define their own pace and learning style in doing homework (McKenzie, 2005; Wang, 2005); get information from different disciplines (Harmer,

2003; Teeler & Gray, 2000); and be more creative. And further, when ICT was integrated to their homework, they were able to do different practices which contribute to their learning (Williams & Chinn, 2009). Students were able to use their language competence more efficiently; employ their language skills integrately; use the web resource without having difficulty (Prensky, 2001). Finally, participants had positive feelings towards ICT enhanced homework. Most importantly, being surrounded and familiar with technology, they like doing homework with technology in general (Brown J. S., 2000). Not only doing homework, but also learning English is fun for them when ICT is integrated to their learning instructions for the reason that they are happy with utilizing technology in every aspect of their lives (Ware & Warschauer, 2005; Prensky, 2001; Cooper H. , 1989; Harmer, 2003; Şahin, 2005; Cooper H. , 2001; Painter, 2003).

Besides these positive opinions, there were some points that instructors should be careful about. There were some students who were not sure about some of the statements and these should be pointed out as well. It is essential to claim that ICT can support long-lasting engagement and learning if it is planned and implemented carefully (Cooper & Brna, 2002). The computer skills of the students are also important. Even though they are called “digital natives”, a minority of them is not keen on technology, particularly computers and prefer traditional ways of doing homework. As a solution, instructors can keep them working in the way they want to a certain extent. However, these students should be informed that ICT will be probably a part of most of their lives in the future (McKenzie, 2005) and they might need ICT literacy in their business lives.

6.3 Pedagogical Implications of the Study

The present study is different from other studies, as it deals with ICT not within the classroom environment but outside the classroom. This may be something new and

obviously needs further research so that it can be implemented and used effectively in foreign language instructions.

The results of this study suggest that simply providing language learners with ICT enhanced homework does not guarantee their use efficiently in language instruction as it was found out during the research. It is possible to use both traditional and new methods at the same time considering the individual differences of the students. Using ICT is also related to its accessibility. Students should be provided with equal facilities in which they can find the opportunity to do what they are asked.

Another important and related issue is training. Even though training was not an issue of this study, a few students who participated in this study had a couple of problems from lack of computer literacy, and this situation directly affects their attitudes. To overcome these kinds of technical obstacles, it is essential to train these students.

As can be seen from the previous parts of the study, the researcher used *MyNorthStarLab* website, which is in line with the course book series *NorthStar*. Publishers are designing more websites day by day. Some publishers might not prepare any workbook component for their course books in the future, but design websites for their books, from which the instructors will conduct the homework assignments, give both oral and written feedback, and thus integrate them to the language courses. Web 2.0 has a central role in the development of these tools which might provide language learners and teachers even more opportunities in the future.

ICT enhanced homework needs a careful designing process. Websites from the commonly known publishers are most probably well designed and have the learning objectives which are defined in the course books. Yet, teachers need to consider every detail if they are to design web-based activities on their own. They might limit the

websites that students are going to use. Accurate information is important as well as the content, and the homework should have the necessary objectives of the course.

6.4 Limitations of the Study

It is evident that no study is without its limitations. In this study, the number of the students were limited to one preparatory school. Time and travel constraints did not make it possible to apply the study and the questionnaire in other preparatory schools.

ICT stands for Information and Communication Technology, which includes all the technological devices used in communications, such as TV, radio, digital cameras, mobile phones, PDAs etc. The technological tools in the present study were limited to the students' accessibility. Computer, the Internet and PMP were available for the participant students in order to use in this study. Therefore, other technological devices were not included in the research. To illustrate, PDA is a great tool which can be used in many areas of language teaching. Most of the students cannot afford it though. Therefore, this research did not cover PDAs. Another example is authentic DVD players. Computers are already capable of playing DVDs and some can also read Blu-ray Discs that enable recording and playback of high definition (HD) video. There are also many video sharing websites where it is possible to find variety of sources. As a result, it was not necessary to ask students to use a DVD player. Computer and the Internet allowed them to access the necessary sources for their homework assigned by the teacher.

Despite the few, a number of students had difficulties with using computers and the Internet. Sometimes, this was an obstacle to get the study moving, especially in the individual assignments. However, group assignments were helpful as they provided the students who did not have any computer literacy an opportunity to learn from their peers.

6.5 Suggestions for Further Research

There are many aspects of enhancing ICT into foreign language instructions in further research and analysis. Despite the fact that there are a number of studies concerning the use of ICT in language instructions, particularly within the borders of the classroom and computer labs, there is not much research done on integrating ICT into homework assignments.

ICT is developing so fast that it is not easy to keep up with it. Thus, it is essential to provide students with sufficient training, so that they become more comfortable with new tools. Besides, educators need to develop themselves with new ideas and methods. To do this, the first step can be integrating the use of ICT in foreign language teaching as a subject into the curriculum in language teaching departments at universities. Updating and redesigning the content of this course regularly is also vital. To illustrate, Web 2.0 might be replaced with Web 3.0, which might bring completely different perspectives on language teaching.

The present study tried to investigate the attitude of the students towards ICT enhanced homework assignments. Further studies can focus on the amount of knowledge they can get through ICT enhanced homework assignments in comparison with traditional ones.

Another suggestion is research on teachers' attitudes towards ICT enhanced homework assignments. Since most of the teachers are not from the same generation as the students, some teachers might not be as much keen on using ICT as the students. Studies on teachers' attitudes may reveal interesting results about the use of ICT in designing homework assignments.

The ability to speak fluently and accurately in the language you are learning can be very difficult and requires continuous practice which cannot be limited to the classroom environment in foreign language learning. There has been some research on

CMC (Computer Mediated Communication) in order to facilitate speaking skill, but not all students are extroverted. As a result, as ICT offers learners some other opportunities for individual speaking practice, further studies can also deal with the use of ICT in speaking assignments.

6.6 Conclusion

This study aimed to reveal the attitudes of university students towards ICT enhanced homework assignments. The ICT tools were limited to the accessibility of the students, therefore homework assignments designed for this study entailed students using computers, the Internet, and PMPs. The results from the present study were consistent with previous research findings, documenting that students build positive attitudes towards the use of ICT as a tool. Students deemed ICT appropriate to motivate them in doing homework and to reinforce the language learning process. Moreover, students were not limited in the classroom environment, and were able to get variety of authentic input, both visual and audio. Additionally, results revealed that ICT enabled students to use all the language skills, particularly at a time in the integrated-skills assignments. Another conclusion we can draw from this study is that students discovered that they could use their ICT skills in their language studies. ICT skills, on the other hand, will be necessary for these students in the future in their business lives as well. They used the technological devices, which are a part of their daily lives, when they were doing their homework assignments. Last, but not least, this study provides an additional insight into previous studies in that it was conducted in foreign language instruction. Being one of the few studies in this area, this study revealed that there is an obvious need for further research on students' attitudes towards ICT enhanced homework assignments. All in all, it should be borne in mind that technology can be a supplementary tool which can help both teachers and students and can neither replace teachers nor be a method of teaching. Teachers are still the ones who will design the content and choose the methods for their students.

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APPENDICES

Appendix 1: Questionnaire for Foreign Language Learners

Sevgili Öğrenci,

Bu ankette İngilizce dersinizde kullanılmakta olan ödev sistemi ve sizin İngilizce ödevleriniz hakkındaki görüşleriniz üzerine bir araştırma için bilgi toplanmaktadır. Sadece sizin samimi cevaplarınız bu araştırmayı başarıya ulaştıracaktır. Lütfen soruları dikkatli okuyunuz. Verdiğiniz cevaplar hiçbir şekilde bireysel olarak incelenmeyecek ve sadece genel sonuçlar kullanılacaktır. Lütfen cevabınıza uygun olan kutucuğa (✓) tik koyunuz ve hiçbir soruyu boş bırakmayınız. Değerli katkılarınız ve katılımınız için şimdiden teşekkür ederim.

Hakan Tilgel
İngiliz Dili Eğitimi Yüksek Lisans Programı
Gazi University

1. Bölüm

Lütfen verilen ifadeye göre size uygun düşen kutuyu işaretleyiniz. Nasıl olmanız gerektiğini ya da diğerlerinin ne yaptığını düşünerek cevaplamayınız. İfadelerin doğru ya da yanlış cevapları yoktur. Vereceğiniz cevaplar notlandırılmayacaktır. Lütfen bütün soruları yanıtlayınız. Katkılarınız için teşekkürler.

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
	1	2	3	4	5
1. İnternet tabanlı ev ödevlerinde öğretmenimin tavsiye ettiği web sitelerini kullanırken zorluk yaşıyorum.					
2. Ev ödevlerimi yaparken teknolojiden faydalandığımda, İngilizceyi etkin kullanabiliyorum.					
3. Ev ödevlerini teknolojiyi kullanarak yapmayı seviyorum.					
4. Ev ödevlerimi bilgisayarla yaparken kendimi rahat hissediyorum.					
5. Teknolojiyi kullandığım ev ödevlerinde, görsel ve işitsel algılarım daha çok çalışıyor.					
6. Bilgisayar, öğrenme sürecimde öğrendiklerimi pekiştirerek daha kalıcı olmasını sağlıyor.					
7. Mp3 çalar kullanarak, dinleme becerisine yönelik çalışmalar yapabiliyorum.					
8. Bilgisayarı kullandığım ev ödevlerimden daha uzun dönemli öğrenme sağlayabiliyorum.					
9. Teknoloji, ev ödevlerimizde farklı ve çeşitli yöntemler kullanmamıza yardımcı oluyor.					
10. Bilgisayarda yaptığım çalışmalarda ortaya koyduğum ürüne daha çok güveniyorum.					
11. İngilizce dil çalışmalarımı; teknolojiyi kullandığımda daha zevkli hale geliyor.					
12. Bilgisayarı kullandığımda ev ödevlerimi daha kolay yapabiliyorum.					
13. Bilgisayarı ev ödevlerimde kullanırken zorluk yaşamıyorum.					
14. İnternet üzerinden verilen ev ödevlerini kendi beceri ve hızıma göre ayarlayabildiğim için daha etkin öğrenebiliyorum.					
15. Farklı teknolojik aygıtlar, dört dil becerisini (dinleme, konuşma, okuma, yazma) kolay kullanmamı sağlıyor.					
16. Teknolojiyi, günlük hayatımın her alanında kullanmaktan mutlu oluyorum.					
17. Teknolojiyi kullanmamı sağlayan ev ödevlerinde daha çok motive oluyorum.					

18. Teknolojiyi günlük hayatımın her alanında kullanıyorum.					
19. Bilgisayar ve interneti kullandığım projelerim, yaratıcı düşünce becerimi geliştiriyor.					
20. Bilgisayar ve interneti kullandığım projelerimde, farklı alanlar hakkında bilgi edinebiliyorum.					

2. Bölüm:

Sorulara göre size uygun kutuyu seçiniz ya da cevabınızı boşluklara yazınız.

1. Cinsiyetiniz: ☐ Erkek ☐ Kız
2. Yaşınız:
3. Mezun olduğunuz lise: ☐ Düz Lise ☐ Özel Lise ☐ Anadolu Lisesi
☐ Süper Lise ☐ Fen Lisesi ☐ Meslek Lisesi
4. Liseden hangi bölüm mezununuz?
☐ Sayısal ☐ Sözel ☐ Eşit Ağırlık
5. İnterneti haftada ortalama kaç kez kullanıyorsunuz : (0 ise, 5inci soruyu geçiniz)
☐ 1-3 kez ☐ 4-7 kez ☐ 7 den fazla
6. Her internete girdiğinizde geçirdiğiniz ortalama süre:
☐ 1 saatten az ☐ 1-2 saat ☐ 2-3 saat ☐ 3 saatten fazla
7. Evde internete bağlı bilgisayar olanağınız var mı?
☐ Evet ☐ Hayır
8. İnternete girmek için en çok kullandığınız 2 (iki) yer hangileridir?
2 (iki) tanesini seçiniz.
☐ Ev ☐ Kütüphane ☐ Okul (bilgisayar alanları)
☐ İnternet Cafe ☐ Cep telefonu/bilgisayarı ☐ Diğer _____
9. Mp3 dosyalarını dinleyebileceğiniz cep telefonunuz veya mp3 çalarınız/video oynatıcınız var mı?
(Cevabınız 'hayır' ise 9uncu soruyu geçiniz)
☐ Evet ☐ Hayır
10. Haftada ortalama kaç saat taşınabilir mp3 çalarınızı / video oynatıcınızı / cep telefonunuzu dinleme amacıyla kullanıyorsunuz:
☐ 1 saatten az ☐ 1-4 saat ☐ 5-8 saat ☐ 8 saatten fazla
11. Daha önce ne kadar İngilizce dil eğitimi aldınız?
☐ hiç ☐ 1 yıldan az ☐ 1-3 yıl ☐ 3 yıldan fazla
12. Öğretmeniniz sizden isteyene kadar bilgisayar ve interneti yabancı dil çalışmalarında hiç kullandınız mı?
☐ Evet *Lütfen ne şekilde kullandığınızı yazınız* _____
☐ Hayır

13. Öğretmeniniz sizden isteyene kadar taşınabilir mp3 çalarınızı / video oynatıcınızı / cep telefonunuzu yabancı dil çalışmalarında hiç kullandınız mı?

☐ Evet *Lütfen ne şekilde kullandığınızı yazınız* _____

☐ Hayır

14. Bir web sayfasını ilk açtığınızda aşağıdakilerden en önce hangisi dikkatinizi çeker? Bir tane seçiniz.

☐ Yazılar ☐ (varsa) Resimler

☐ (varsa) Sesler ☐ (varsa) Hareketli görüntüler

15. İngilizceyi asıl öğrenme sebebiniz.

☐ dinleme becerisini kazanabilmek

(Birden fazla kutu işaretleyebilirsiniz)

☐ konuşma becerisini kazanabilmek

☐ okuma becerisini kazanabilmek

☐ yazma becerisini kazanabilmek

☐ hepsi

Questionnaire for Foreign Language Learners

Dear student,

This questionnaire has been designed to gather data for a study on your ideas about your English homework and the homework system that is used in English lessons. Only your sincere answers will lead this study become successful. Please read the items carefully. The answers you supplied will not be analyzed individually in any circumstances. Only general results will be used. Please check (✓) the appropriate box for you. And do not leave any item blank. Thanks for your very contribution and participation in advance.

Hakan Tilgel
M.A. Program in ELT
Gazi University

Section 1:

Please do not respond to the statements considering what you should do or what others have responded. There are no correct answers for the statements. Your answers will not be marked. Please answer all the questions and use a pen to mark your choices. I appreciate your contribution.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	1	2	3	4	5
1. I do not have difficulty in using the websites when doing internet-based homework.					
2. I can use English efficiently when doing homework with the help of technology.					
3. I like doing homework with technology.					
4. I am comfortable doing homework on a computer.					
5. I use my visual and audio senses more when doing homework with technology.					
6. The computer enables me to consolidate the things I learned better in my learning process.					
7. Using the Mp3 player, I can do listening related practices.					
8. Doing computer-enhanced homework promotes long-lasting learning in my learning process.					
9. Technology enables me to use a different variety of methods in our homework.					
10. I trust my work even more when I do it on a computer.					
11. English learning becomes more enjoyable when I use technology.					
12. I can do my homework much easier when I use the computer.					
13. I do not have difficulty in using the computer when doing homework.					
14. I can learn more effectively because I can adjust web-based homework according to my own pace and skills.					
15. Different technological tools enable me to employ the four language skills (listening, speaking, reading and writing).					

16. I am happy to utilize technology in every part of my daily life.					
17. I get much more motivated with homework that enables me to use technology.					
18. I use technology in every part of my life.					
19. Homework that makes me use the computer and the Internet improves my creative thinking ability.					
20. I can gain knowledge from different subjects and areas from the projects that involve using a computer and the Internet.					

Section 2:

Please choose the options or write your answers that best represent your opinion.

1. Gender: ☐ Male ☐ Female
2. Age:
3. Type of school you graduated from: ☐ State High School ☐ Private High School ☐ Anatolian High School
☐ Super Lycee ☐ Science School ☐ Vocational School
4. Department:
☐ Mathematics and Computer ☐ Literature ☐ Economics and Administrative
5. Average number of times you get online per week: (If 0, skip next question)
☐ 1-3 times ☐ 4-7 times ☐ more than 7 times
6. Average time you spend online each time you log on:
☐ less than 1 hour ☐ 1-2 hours ☐ 2-3 hours ☐ more than 3 hours
7. Do you have a computer with an Internet connection at home?
☐ Yes ☐ No
8. Places where you most frequently get online:
Choose 2 (two).
☐ Home ☐ Library ☐ Computer Center at school
☐ Internet Cafe ☐ Mobile phone/PDA ☐ Other _____
9. Do you have a portable Mp3/Video player or mobile phone from which you can listen to Mp3 files?
(If "No", skip next question.)
☐ Yes ☐ No
10. What is the average number of hours per week you spend listening to Mp3 files through your Mp3/video player or mobile phone?
☐ less than 1 hour ☐ 1-4 hours ☐ 5-8 hours ☐ more than 8 hours
11. How long have you had English Language education so far?
☐ none ☐ less than 1 year ☐ 1-3 years ☐ more than 3 years
12. Had you ever used the computer and the Internet for your language studies before your instructor asked you?
☐ Yes *Please indicate how you used them:* _____
☐ No

13. Had you ever used your Mp3/video player or mobile phone for your language studies before your instructor asked you?

☐ Yes *Please indicate how you used it:* _____

☐ No

14. Which of the following attracts your attention first when you open a web page? Choose one only.

☐ Text

☐ Images (if there are)

☐ Sound (if there is)

☐ Video (if there is)

15. I am learning English to be able to...

☐ listen

(You can tick more than one)

☐ speak

☐ read

☐ write

☐ all above

Appendix 5: Sample Reflection Paragraph after Listening to a Story



Çankaya University English Preparatory School

Student Assignment Paper

Name: İpeknaz Kalaniz

Class: 302

Hw Description: HELP!

Due Date: 8/12/2009

Draft No: 1

In my opinion, technology will rule the world in the future because of many reasons. People invented computers to make easy to life and they are going on to develop this technology day by day. There are many benefit using computer for everyone. People want to do everything easily and as fast as possible. Some people still try to avoid themselves from technology but one day nobody can do that. In the story which we read, there is a man. The man used to use old techniques in their life. To illustrate, in spite of he was a writer, he didn't use the computer of his wife until the news..One day, he learnt, he can be rich person if he will finish the book immedietly. It was a suprise for him but he thought that he had to do that because of his wife pressure. His boss bought a last technology computer for him and another equipments to writing. The writer can finish the book thanks to " help" in computer. This help provides to buy a car, a new television... but something start to go wrong... The help start to do everything instead of the writer. I think, one day in the future the whole computers and another technologies do everything for people and it can be dangerous because of artificial intelligence. When we wake up, everything which good for us, can be only a dream like this story.