

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**USING EDUCATIONAL INFORMATICS NETWORK (EBA) AS AN
EDUCATIONAL LEARNING PLATFORM IN EFL COURSES IN TURKEY**

Ahmet KURNAZ

MASTER OF ARTS

ADANA / 2020

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**USING EDUCATIONAL INFORMATICS NETWORK (EBA) AS AN
EDUCATIONAL LEARNING PLATFORM IN EFL COURSES IN TURKEY**

Ahmet KURNAZ

Supervisor : Asst. Prof. Ebru ŞİRE KAYA

Member of Examining Committee : Asst. Prof. Meryem AKÇAYOĞLU

Member of Examining Committee : Asst. Prof. Duygu İŞPINAR AKÇAYOĞLU

MASTER OF ARTS

ADANA / 2020

To ukurova University Institute of Social Sciences;

We certify that this thesis is satisfactory for the award of the degree of MASTER OF ARTS in the Department of English Language Teaching.

Chair: Asst. Prof. Ebru ŒİRE KAYA
(Supervisor)

Member of Examining Committee: Asst. Prof. Meryem AKAYOĞLU MİRİOĞLU

Member of Examining Committee: Asst. Prof. Duygu İŒPINAR AKAYOĞLU

ONAY / APPROVAL

Yukarıdaki imzaların, adı geen ğretim elemanlarına ait olduklarını onaylarım.

I certify that this thesis conforms to the formal standards of the Institute of Social Sciences./...../20.....

Prof. Dr. Serap ABUK

Director of Institute

NOTE: The uncited usage of reports, charts, figures and photographs in this thesis, whether or original quoted from other sources, is subject to the Laws of Works of Art and Thought NO:5846.

NOT: Bu tezde kullanılan zgn ve baŒka kaynaktan yapılan bildiriflerin, izelge, sekil ve fotoğrafların kaynak gsterilmeden kullanımı, 5846 Sayılı Fikir ve Sanat Eserler Kanunu'ndaki hkmlere tabidir.

ETİK BEYANI

Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Tez Yazım Kurallarına uygun olarak hazırladığım bu tez çalışmada;

- Tez içinde sunduğum verileri, bilgileri ve dokümanları akademik ve etik kurallar çerçevesinde elde ettiğimi,
- Tüm bilgi, belge, değerlendirme ve sonuçları bilimsel etik ve ahlak kurallarına uygun olarak sunduğumu,
- Tez çalışmada yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi,
- Kullanılan verilerde ve ortaya çıkan sonuçlarda herhangi bir değişiklik yapmadığımı,
- Bu tezde sunduğum çalışmanın özgün olduğunu,

bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. .../.../2020

İMZA

Ahmet KURNAZ

ÖZET

EĞİTİM BİLİŞİM AĞI'NIN (EBA) BİR ÖĞRENME PLATFORMU OLARAK TÜRKİYE'DE İNGİLİZCE DERSLERİNDE KULLANIMI

Ahmet KURNAZ

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Dr. Öğr. Üyesi Ebru ŞİRE KAYA

Temmuz 2020, 125 sayfa

Milli Eğitim Bakanlığı tarafından 2011 yılında tanıtılan FATİH Projesi, dünyadaki önemli eğitim teknolojisi projelerinden biridir. Proje kapsamında okullarda etkileşimli tahtaların kurulması ve internet altyapısının geliştirilmesine yönelik çalışmalar ön plana çıkmaktadır. FATİH Projesi'nin bileşenlerinden biri olan Eğitim Bilişim Ağı (EBA) ise okullarda öğretilen dersleri desteklemek amacıyla e-içerikler ve ders materyalleri sunulan sosyal bir öğrenme platformudur. Bu çalışmanın amacı, İngilizce öğretmenlerinin EBA hakkındaki görüşlerini incelemek, EBA kullanım düzeylerini ve platformun geliştirilmesi için önerilerini çeşitli değişkenlere göre belirlemektir. Araştırma, karma araştırma yöntemlerinden açıklayıcı sıralı araştırma desenine göre tasarlanmıştır. Araştırmanın amacı kapsamında, 2019-2020 eğitim öğretim yılında Türkiye'de Hatay ilinde görev yapan ve kolayda örnekleme yoluyla ulaşılan 547 İngilizce öğretmeni araştırmanın nicel veri toplama aşaması olan anket uygulamasına katılmıştır. Ayrıca amaçlı örnekleme yöntemiyle seçilen 10 İngilizce öğretmeni ile araştırmanın nitel veri toplama aşamasında yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Çalışmada iki farklı veri toplama aracı bulunduğu için iki aşamalı bir veri toplama ve analiz etme süreci benimsenmiştir. Bu kapsamda, ilk aşamada nicel verilerin analizinde SPSS ve AMOS programlarının deneme sürümleri kullanılmıştır. Öte yandan, nitel verilerin analizinde ise içerik analizi yönteminden faydalanılmıştır. Araştırmanın nicel bulgularına göre, İngilizce öğretmenlerinin EBA hakkındaki görüşleri eğitim düzeylerine ve EBA'ya kayıtlı olma durumlarına göre anlamlı değişiklik gösterirken,

EBA kullanım düzeyleri bakımından ise cinsiyetlerine, eğitim düzeylerine, EBA'ya kayıtlı olma durumlarına ve FATİH Projesi hakkında bilgi sahibi olmalarına göre farklılık göstermektedir. Ayrıca öğretmenlerin EBA'yla ilgili çözüm önerileri EBA'ya kayıtlı olma durumlarına göre anlamlı bir farklılık göstermektedir. Son olarak, çalışmanın nicel bulgularına göre İngilizce öğretmenlerinin EBA kullanırken sıklıkla altyapı sorunları, yetersiz ders e-içerikleri, interaktif materyallerin eksikliği ve içeriklerin ilgi çekici olmaması gibi problemler yaşadıkları tespit edilmiştir. Araştırmanın bu bulguları EBA'nın İngilizce derslerinde kullanımının artırılması ve İngilizce öğretmenlerinin fikirlerinin daha olumlu hale gelmesi için öğretmenlerin sundukları önerilerin dikkate alınması gerektiğinin altını çizmektedir.

Anahtar kelimeler: FATİH Projesi, İngilizce Öğretmenleri, İngilizce dersi e-içerikleri, EBA, Eğitim Bilişim Ağı, Öğrenme Platformu

ABSTRACT

USING EDUCATIONAL INFORMATICS NETWORK (EBA) AS AN EDUCATIONAL LEARNING PLATFORM IN EFL COURSES IN TURKEY

Ahmet KURNAZ

Master Thesis, Department of English Language Teaching

Supervisor: Asst. Prof. Ebru ŞİRE KAYA

July 2020, 125 pages

The FATİH Project, which was introduced by the Ministry of National Education in 2011, is one of the important educational technology projects in the world. Within the scope of the project, comprehensive activities were carried out for the establishment of interactive whiteboards in schools and the development of internet infrastructure. The Educational Informatics Network (EIN/EBA) is one of the components of the FATİH Project, and it is a social learning platform where e-contents and course materials are offered to support the lessons taught in schools. Thus, this study aims to investigate the EFL teachers' opinions about EIN, determine their EIN usage levels, and examine the suggestions for the improvement of the platform by various variables. The study was designed with the explanatory sequential research design, one of the mixed-method research designs. Based on this objective, 547 EFL teachers who were employed in the Hatay city of Turkey during the 2019-2020 academic year and selected by the convenience sampling participated in the questionnaire, which is the quantitative data collection stage of the research. In addition, semi-structured interviews were conducted with 10 EFL teachers selected by purposive sampling method in the qualitative data collection stage of the research. Since there are two data collection tools in the study, a two-stage data collection and analysis procedure was adopted. In this context, trial versions of SPSS and AMOS software are used in the analysis of quantitative data. On the other hand, the content analysis method is used for the analysis of qualitative data. According to the quantitative findings of the research, while the opinions

of the EFL teachers about EIN differ significantly by their education level and being a registered user on EIN, the EIN usage levels of the participant teachers show difference by gender, educational status, being a registered user on EIN, and having information about the FATİH Project. Moreover, the teachers' suggestions about EIN show a significant difference by being a registered user on EIN. Finally, the qualitative results of the study determine that the EFL teachers often experience problems such as infrastructure difficulties, insufficient course e-contents, the lack of interactive materials, and uninteresting course contents when using EIN. These findings underline that the suggestions of the EFL teachers should be taken into consideration to increase the usage levels of EIN in English courses and to make their opinions more positive.

Keywords: FATİH Project, EFL teachers, English e-content, EBA, EIN, Educational Informatics Network, Educational Learning Platform

ACKNOWLEDGMENTS

There are times in life when you have to focus yourself so much that you forget about everything else happening around. I personally experienced this in every bone in my body throughout my journey, starting from the very moment of being accepted as a master's degree student into the department and writing the final word of this thesis. I both enjoyed what I was doing and sometimes craved for sleeping because of hard work.

First of all, I would like to kindly thank my supervisor Asst. Prof. Ebru ŞİRE KAYA for her guidance and comments that shed light on my way. She was at the end of the line whenever I got confused about something and did her best to explain. With her sincerity and heartiness, I always felt assured in the completion of the process without any problems.

My thanks also go to Asst. Prof. Meryem AKÇAYOĞLU MİRİOĞLU and Asst. Prof. Duygu İŞPINAR AKÇAYOĞLU, who provided insightful feedback on my study with their professional comments.

I would also like to send my gratitude to my colleagues and school managers who made this research possible with their contributions and comments. If it was not for their efforts and time, this study would mean nothing.

Finally, I want to take a deep breath as I have passed the finish line here and express my deepest love for my family without whom I would not have the courage to start on. My wife, Esra KURNAZ, who is also an English teacher, helped me and increased my motivation whenever I felt desperate. Taking power from her existence near me, I managed to overcome the ups and downs in my study. My mother, Nevin KURNAZ and my father, Bestami KURNAZ have always been checking on me with their encouraging words. I owe a big thanks to them.

This study was supported by Çukurova University Scientific Research Projects Coordination Unit (Project Number: SYL-2019-11635).

Ahmet KURNAZ

Adana / 2020

TABLE OF CONTENTS

ÖZET	Page
ABSTRACT.....	iv
ACKNOWLEDGMENTS.....	vi
LIST OF ABBREVIATIONS	viii
LIST OF TABLES	xiii
LIST OF FIGURES.....	xiv
LIST OF APPENDICES	xv

CHAPTER I

INTRODUCTION

1.1. Background of the Study	1
1.2. Statement of the Problem.....	3
1.3. Purpose of the Study	4
1.4. Significance of the Study	5
1.5. Assumptions.....	5
1.6. Limitations	6
1.7. Definitions.....	6

CHAPTER II

LITERATURE REVIEW

2.1. Educational Technology	9
2.2. Technology Use in Education and Teaching	10
2.2.1. Educational Technology in Turkey	12
2.2.2. FATİH Project	13
2.2.2.1. Objectives of the FATİH Project.....	13
2.2.2.2. Components of the FATİH Project.....	14
2.2.3. Educational Informatics Network (EIN/EBA)	16
2.2.3.1. EBA Mainpage	18

2.2.3.2. Curriculum	18
2.2.3.3. Test Center	19
2.2.3.4. EBA Library	20
2.2.3.5. My Lists	21
2.2.3.6. My Assignments	22
2.2.3.7. Reports	22
2.2.3.8. Professional Development	23
2.2.3.9. Groups	24
2.2.3.10. Student e-Portfolios	25
2.2.3.11. Personal Files	25
2.2.3.12. Calendar	26
2.2.3.13. EBA Resources	26
2.2.3.14. Questions and Exams	27
2.2.3.15. News	27
2.2.3.16. Cyber Security Portal	27
2.2.3.17. Language Learning Portal	28
2.2.3.18. Scoring and Achievement System in EBA	28
2.2.3.19. EBA Mobile Applications	30
2.2.3.20. EBA Watch&Learn	30
2.3. Technology Use in Foreign Language Education	31
2.4. Research on Educational Informatics Network (EIN/EBA)	34
2.5. Educational Learning Platforms in Turkey	40
2.5.1. Khan Academy	40
2.5.2. Vitamin	42
2.5.3. Morpa	42
2.5.4. DynEd	43

CHAPTER III

METHODOLOGY

3.1. Research Design	45
3.2. Participants	46
3.3. Data Collection Tools	51

3.3.1. Questionnaire	51
3.3.2. Semi-structured Interview	52
3.4. Data Analysis	54

CHAPTER IV

FINDINGS

4.1. The Analysis and Findings of the Questionnaire	61
4.1.1. Independent Samples T-Tests Results by Gender	61
4.1.2. Independent Samples T-Tests Results by Educational Status	62
4.1.3. Independent Samples T-Tests Results by Internet Connection at Home	63
4.1.4. Independent Samples T-Tests Results by IWB in the Classroom	65
4.1.5. Independent Samples T-Tests Results by Internet Connection in the IWB	66
4.1.6. Independent Samples T-Tests Results by Being a Registered User on EBA	67
4.1.7. Independent Samples T-Tests Results by Having Information about the FATİH Project	69
4.1.8. One-Way Analysis of Variance Results by Age	70
4.1.9. One-Way Analysis of Variance Results by Teaching Experience	71
4.1.10. One-Way Analysis of Variance Results by the Type of School	73
4.2. The Analysis and Findings of the Semi-structured Interview	74
4.2.1. EFL Teachers' Problems When Using EBA	75
4.2.2. EFL Teachers' Content Development Reflections When Using EBA	77
4.2.3. EFL Teachers' Motivation When Using EBA	80
4.2.4. EFL Teachers' Future Implications for EBA	81

CHAPTER V

DISCUSSION

5.1. Discussion of the Questionnaire Findings Based on the Research Questions	85
5.1.1. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Gender	86

5.1.2. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Educational Status	87
5.1.3. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Internet Connection at Home	87
5.1.4. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Interactive Whiteboard in the Classroom.....	88
5.1.5. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Internet Connection in the Interactive Whiteboard	88
5.1.6. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Being a Registered User on EBA	89
5.1.7. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Having Information about the FATİH Project	89
5.1.8. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Age.....	90
5.1.9. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Teaching Experience.....	90
5.1.10. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by the Type of School.....	91
5.2. Discussion of the Semi-structured Interview Findings.....	92
5.2.1. EFL Teachers' Problems When Using EBA	92
5.2.2. EFL Teachers' Content Development Reflections When Using EBA	93
5.2.3. EFL Teachers' Motivation When Using EBA.....	94
5.2.4. EFL Teachers' Future Implications for EBA	95

CHAPTER VI

CONCLUSION

6.1. Overview	98
6.2. Conclusions and Implications of the Study	99
6.3. Limitations and Suggestions for Further Research	102
REFERENCES	104
APPENDICES	111
CURRICULUM VITAE	125

LIST OF ABBREVIATIONS

- BBC:** British Broadcasting Corporation
- CALI:** Computer Assisted Language Instruction
- CALL:** Computer Assisted Language Learning
- CEFR:** The Common European Framework of Reference
- CFA:** Confirmatory Factor Analysis
- DynEd:** Dynamic Education Software
- EBA:** Eğitim Bilişim Ağı
- EFA:** Exploratory Factor Analysis
- EFL:** English as a Foreign Language
- EIN:** Educational Informatics Network
- FATİH Project:** Movement of Enhancing Opportunities and Improving Technology Project
- ICT:** Information and Communication Technology
- IT:** Information Technology
- IWB:** Interactive Whiteboard
- MALL:** Mobile Assisted Language Learning
- MoNE:** Ministry of National Education in Turkey
- NBLL:** Network-based Language Learning
- TELL:** Technology Enhanced Language Learning
- TUBITAK:** The Scientific and Technological Research Council of Turkey
- WELL:** Web-Enhanced Language Learning
- YEĞİTEK:** General Directorate of Innovation and Educational Technologies

LIST OF TABLES

	Page
Table 1. Research Design.....	46
Table 2. Teachers' Demographic Features in the Questionnaire	48
Table 3. Teachers' Demographic Features in the Semi-structured Interview.....	50
Table 4. Factor Structure of Questionnaire on Teachers' Opinions on EBA Usage	55
Table 5. Item Factor Loads After Rotation and Scale Items of the Dimensions.....	55
Table 6. Fit Values of the Fit Indices Used and Fit Values of the Model	58
Table 7. T-Test Results by Gender.....	62
Table 8. T-Test Results by Educational Status	63
Table 9. T-Test Results by Internet Connection at Home	64
Table 10. T-Test Results by Interactive Whiteboard in the Classroom.....	65
Table 11. T-Test Results by Internet Connection in the IWB in the Classroom.....	66
Table 12. T-Test Results by Being a Registered User on EBA	68
Table 13. T-Test Results by Having Information about the FATİH Project	69
Table 14. One-Way Analysis of Variance Results by Age.....	70
Table 15. One-Way Analysis of Variance Results by Teaching Experience.....	72
Table 16. One-Way Analysis of Variance Results by the Type of School.....	73
Table 17. EFL Teachers' Problems When Using EBA	75
Table 18. EFL Teachers' Content Development Reflections When Using EBA	78
Table 19. EFL Teachers' Motivation When Using EBA.....	80
Table 20. EFL Teachers' Future Implications for EBA	82

LIST OF FIGURES

	Page
Figure 1. Components of the FATİH Project.....	14
Figure 2. EBA Homepage.....	17
Figure 3. EBA Mainpage	18
Figure 4. EBA Curriculum.....	19
Figure 5. EBA Test Center.....	20
Figure 6. EBA Library	21
Figure 7. My Lists	21
Figure 8. My Assignments.....	22
Figure 9. General Performance Reports	23
Figure 10. EBA Professional Development.....	24
Figure 11. EBA Groups	24
Figure 12. Student e-Portfolios	25
Figure 13. Personal Files	26
Figure 14. EBA Resources.....	27
Figure 15. Language Learning Portal	28
Figure 16. EBA Mobile Applications for Android and IOS	30
Figure 17. A sample English lecture video from Khan Academy Turkish	41
Figure 18. Standardized values for the model.....	57

LIST OF APPENDICES

	Page
Appendix 1. Questionnaire in English.....	111
Appendix 2. Questionnaire in Turkish	115
Appendix 3. Interview in English	119
Appendix 4. Interview in Turkish	121
Appendix 5. Permission from the Directorate of National Education.....	123
Appendix 6. Official Correspondence for Research Population.....	124

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Thanks to the technological developments in recent years, technology integration has become an indispensable element of teaching activities at schools, and many countries all over the world have started investing in technology and education (OECD, 2010). Moreover, traditional teaching styles have started to become outdated and insufficient for the new generations; therefore, adaptations to educational curriculum and environments have become a must (Ellis, 2001). In the process of technological transformation, the main goal is to educate individuals so that they can become free, creative, scientifically-minded, and self-reliant by technology-integrated teaching but not by rote learning. Based on this fact, the foundation of the technology integration in Turkish education has been laid by the “Project e-Transformation Turkey” and “Vision 2023 Certificate of Strategy.” (Akıncı, Kurtoğlu & Seferoğlu, 2012). As a part of these strategies, Turkey launched the FATİH Project, which is a macro-level technology integration project in education (Kızılet & Özmen, 2017). The project was introduced in 2011 and is currently managed by the Ministry of National Education (MoNE) in cooperation with the Ministry of Transport, Maritime Affairs, and Communications. The project consists of 5 main components, and these components are as follows (FATİH Project, 2019):

- (1) Providing Hardware and Software Infrastructure,
- (2) Providing and Managing the Educational e-Content,
- (3) Efficient Internet Technology (IT) Use in Curriculum,
- (4) In-service Training for Teachers,
- (5) Ensuring the Conscious, Safe, Manageable, and Measurable Use of ITs.

With the FATİH Project, the necessity of e-learning and development of e-contents for each course has appeared. Presenting educational contents in electronic form and using them effectively make students more active, and it becomes easier for them to access and learn new information. Thus, the FATİH project contributes to the realization of having equal opportunities for students in education. By means of the FATİH Project, a common ground for technology integration in the Turkish education system is targeted, and the Ministry of National Education (MoNE) aims to equip classrooms with interactive whiteboards with a high-speed internet connection and provide necessary technological tools such as tablets, printers, e-mail addresses, and cloud-based storage accounts for both teachers and students (FATİH Project, 2019). In addition to these hardware improvements in different forms with various goals, the project also aims to provide instructional course e-contents to help teachers in their teaching process. In this context, under the second component of the FATİH Project, which is “*Providing and Managing the Educational e-Content*,” EBA (EIN - Educational Informatics Network) as a social educational platform was developed by the General Directorate of Innovation and Educational Technologies to meet the needs of e-content to be used along with the technologies integrated with learning-teaching environments (EBA, 2019a). Main applications and modules on EBA involve EBA Market, EBA Search, EBA Course, EBA Library, EBA Exam Center, and Content Development Tools (FATİH Project, 2019). Recently, there have been new additions to the platform within the framework of “*Justice of Opportunity in Education*,” some of which are EBA e-Portfolio, EBA Academic Support, and EBA Career Development for teachers (MoNE, 2019a). These innovations aim to provide personalized study through learning beyond the school wall, collaborative social learning, offering alternative solutions to diverse needs, and academic support artificial intelligence.

There are hundreds of documents, exam papers, photos, lecture videos, articles, visuals, journals, contests, and e-content published on EBA. On the EBA platform, course e-contents are designed and shared either by ministry officials or teachers who voluntarily design their e-contents and send for approval of the EBA moderation. According to the Activity Report of the MoNE in 2016, e-content materials for all levels of English courses are in the production and development process, and it is planned to be completed and published on EBA in the following years (MoNE, 2016). Besides, the National Education

Statistics published at the end of the 2018-2019 academic year indicate that there are 54.036 state schools in Turkey. It is reported that the total number of schools with the Internet network infrastructure in the classrooms is 14.154, only 6.904 of which were completed in 2016 (MoNE, 2018). Although the project was started in 2011, these figures reflect that the number of schools and classrooms with internet access is quite limited. Additionally, using EBA during the classes is encouraged and suggested by MoNE to increase learner autonomy and technology integration into courses. However, as the statistics show that only around 26% of all state schools in Turkey have an internet connection in the classroom within the scope of the FATİH Project (MoNE, 2018), this is an issue that needs to be addressed and makes the process more challenging for teachers. Therefore, this study focuses on how the participant EFL teachers deal with the situation when EBA is promoted to be used; however, there may be no internet connection in the classrooms in some cases.

With relation to this background information, this thesis focuses on the EFL teachers' opinions, usage levels, and suggestions for improving the FATİH Project's sub-component Educational Informatics Network (EBA) in Turkey.

1.2. Statement of the Problem

As one of the main components of the FATİH Project, EBA is a social educational platform developed by the Ministry of National Education in 2011. There are hundreds of documents, exam papers, photos, lecture videos, articles, visuals, journals, contests, and e-contents for each course on EBA. The platform is open to all students and teachers in Turkey. However, EBA requires an internet connection to use materials and course contents in the classroom activities, but most of the schools do not have a proper connection in the classrooms (MoNE Yearly Report, 2017). When interactive whiteboards (IWBs) do not have an internet connection, teachers mostly cannot benefit from the e-contents on EBA designed for their courses. In the scope of this research conducted in the Hatay province of Turkey, the number of schools in the FATİH Project is 1107; however, the number of schools with IWBs is 423 (%38.2) as of January 2019 (FATİH Project, 2019). Therefore, this deficiency is the starting point of this study in that EFL teachers' opinions, usage levels, and suggestions about EBA and its e-contents were studied regarding the platform's applicability in the

classrooms without an internet connection at school and home environments. Based on this problem, the professional experience of the researcher as an EFL teacher, the ideas voiced by the colleagues, the problems faced by the school managers, and the difficulties emphasized by the students were also effective in choosing the research topic.

1.3. Purpose of the Study

This research is a mixed methods study collecting qualitative and quantitative data. The study investigates the EFL teachers' opinions, usage levels, and suggestions for improving EBA. The explanatory sequential research design is used in the study. This research design includes collecting the quantitative data first and then explaining these quantitative data with detailed qualitative data. This study aims to collect quantitative data by conducting questionnaires with the EFL teachers and explain the quantitative data by means of the qualitative data obtained from the semi-structured interviews. Firstly, the main objectives of the questionnaire are to investigate the EFL teachers' opinions about EBA and determine their EBA usage levels and suggestions for the improvement of EBA. The study also aims to explore whether teacher's opinions, usage levels, suggestions for EBA differ by the variables of gender, age, educational status, teaching experience, type of school, internet connection at home, interactive whiteboards in the classroom, internet connection in the interactive whiteboards, being a registered user on EBA, and having information about the FATIH Project. Secondly, semi-structured interviews, basically focusing on the third research question of this thesis, were organized with the participation of 10 EFL teachers in that the qualitative stage is carried out as a follow-up study to explain the quantitative results.

In this research, there are three main research questions as follows:

Research question 1: What are the EFL teachers' opinions about EBA?

Research question 2: What are the EFL teachers' usage levels of EBA?

Research question 3: What are the EFL teachers' suggestions for the improvement of EBA?

1.4. Significance of the Study

This study is significant in revealing the details and findings on the participant EFL teachers' opinions, usage levels, and suggestions for EBA through a mixed methods research design. In this regard, the literature review suggested that most of the previous studies (Aktay & Keskin, 2016, Demir, Özding & Ünal, 2018, Maden & Önal, 2018) were interested in a general overview of the EBA platform, while this study presents in-depth analysis from the perspective of the EFL teachers. It also provides authentic and context-relevant data directly from the field of teaching. Additionally, investigating the EBA usage levels and collecting the opinions and suggestions of teachers, who are the main practitioners of the project, is important for learning about their general tendencies with regards to one of the most important components of the FATİH Project.

Moreover, the examination of the EBA's suitability for use in courses, the adequacy of the necessary course materials in EBA, the compatibility of the course topics with the course materials in EBA, and the efficiency of the delivery of these topics in EBA can contribute to the improvement of the platform. Contributing to the improvement of EBA, the largest social education platform in Turkey, can help it grow in an accurate and controlled manner at a time when quality educational content and diverse and rich materials are needed most. Besides, the opinions and suggestions of the teachers who use EBA in their classes can shape the way how this platform is improved in the future. As this study is the first to research the EFL teachers' opinions, usage levels, and suggestions for EBA, the research findings can be effective in the decision-making processes of authorities and contributors of EBA in terms of course content development and their integration into classrooms.

1.5. Assumptions

In this study, it is assumed that EBA, as a social educational learning platform, is recommended by the Ministry of National Education (MoNE) to be frequently used in the EFL courses. It is presumed that this suggestion is given to all teachers working at MoNE. Moreover, all teachers to take part in this research are supposed to use EBA in their classes, and therefore they are expected to provide in-depth and relevant data for the study. The participants of this research are assumed to respond to the data collection tools correctly and

sincerely. It is also predicted before starting the study that EBA and e-contents on English lessons will be available to the public access until the end of the research in order not to experience some unexpected problems.

1.6. Limitations

This study focuses on the opinions, usage levels, and suggestions of only the EFL teachers working at state schools affiliated to the Ministry of National Education (MoNE) in a city of Turkey. Participants in the questionnaire part of the study are limited to the EFL teachers involved in the study, and the number of participants in the interview part of the research is narrow since participation in the interviews was based on voluntariness. In addition, the scope of this study remains limited to the 2019-2020 academic year. Hence, the findings of this study may neither be generalized across the country and the teachers of other countries nor the other academic years. On the other hand, this research investigates the use of EBA in English courses, and it does not involve the other branches. For this reason, the data was only collected with relation to the English courses, and the findings of this research data could not be applicable to the context of other courses. Additionally, the number of participants was limited to the context of the number of schools and teachers who willingly participated in this study. Therefore, if this study is conducted with different participants than the participants of this study, various findings can be gathered. Lastly, it is predicted that the FATİH Project and EBA will be available until the end of the research procedure. The findings of the study can be affected in any way in case of technical problems such as ending access to EBA, finalizing the FATİH Project, or the political changes offered by MoNE.

1.7. Definitions

In this study, the operational definitions and their explanations are listed as follows:

Computer Assisted Language Learning: The research and study of computer applications in language teaching and learning (Levy, 1997, p.1).

EBA (*EIN in English*): As an online social educational learning platform, EIN (*Educational Informatics Network*), also known as EBA (*Eğitim Bilişim Ağı*) in Turkey, was founded to disseminate the course e-content to be used in cooperation with the FATİH Project

(EBA, 2019c). The abbreviation of “EBA” is used with reference to “EIN” throughout the study.

Educational Learning Platform: A system which provides integrated support for the six activities -creation, organization, delivery, communication, collaboration, and assessment- in an educational context (Piotrowski, 2010)

Educational Technology: The study and ethical practice of supporting learning and improving performance through the creation, use, and management of technological processes and resources (AECT, 2008).

EFL Teacher: One who teaches English as a foreign language. The term refers to English teachers working in a city of Turkey in the context of this thesis.

English as a Foreign Language (EFL): The teaching of English to people whose first language is not English (Cambridge Dictionary).

FATİH Project: It is a project implemented in Turkey by the Ministry of National Education, which seeks to integrate state-of-the-art information and computer technology into Turkey’s public education system (FATİH Project, 2019).

Interactive Whiteboard: Interactive whiteboard (IWB), also known as a smartboard, is an interactive display in the format of a whiteboard that reacts to user input either directly or through other devices (Rouse, 2017). In this study, this term refers to the IWBs installed in the classrooms of state schools within the scope of the FATİH Project.

Internet Connection: It is the process of connecting to the internet using personal computers, laptops, or mobile devices by users or enterprises (Techopedia, 2016). When used in this thesis, it makes reference to internet access on the IWBs by the EFL teachers either at home, at school, or in classrooms.

Ministry of National Education (MoNE): It refers to the Ministry of National Education in Turkey throughout this study.

The research consists of six chapters, and in this chapter, background information of the study, statement of the problem, the purpose of the study, the significance of the study, assumptions, limitations, and definitions were given. In the next chapter, the literature review of past research is discussed.



CHAPTER II

LITERATURE REVIEW

This chapter introduces the fundamental concepts and a review of the literature with a top-down approach, starting from educational technology and ending with the past research on EBA.

2.1. Educational Technology

Rapid developments and changes occurring in technology around the world have made it necessary for countries to keep up with it. The reflections of technology are not only limited to daily life, but their integration into educational environments has become an important requirement at this point. For this reason, the need to shape educational activities in this direction has emerged (Amiel & Reeves, 2008).

The word “technology” is defined in the Turkish Language Association’s Contemporary Turkish Dictionary as “application knowledge covering construction methods, tools, equipment, and supplies used in an industry, and their usage patterns” (www.tdk.gov.tr, Retrieved on 01/11/2019). According to Karademirci (2010), technology comes from the root of “techne” and, although it is a Greek word in terms of etymology, it means the art and craft of making “things” functional.

The reflection of technological developments in the field of education has become inevitable, and the concept of “educational technology” emerged commonly referring to both education and technology. AECT (Association for Educational Communications and Technology), which made its first formal definition in 1963 and has constantly updated this definition, defined the concept of educational technology as “the study and ethical practice of supporting learning and improving performance through the creation, use, and management of technological processes and resources” (AECT, 2008). While Alkan (1998) defines educational technology as the design, implementation, evaluation, and development of learning-teaching processes, İşman (2002) expresses it as a whole of academic systems

that effectively design learning-teaching environments, solve the problems that occur in learning and teaching, and increase the quality and permanence of the learning product.

In the literature, educational technology is used interchangeably with the concept of instructional technology, and similar definitions are often made. Educational technology is concerned with why, while teaching technology is concerned with how (Jones, 1999). On the other hand, Alkan (1997) defines the instructional technology as a term related to technology, which is based on the idea that teaching is a sub-concept of education and taking into account the specific aspects of certain teaching disciplines.

2.2. Technology Use in Education and Teaching

The effective use of the tools and facilities offered by technology in education is important. Today, technology takes place in all aspects of life and serves as a link between various disciplines. Hence, technology is a discipline that functions as a bridge between science and practice (Alkan, 1997). Continuous changes in current technologies have forced schools, teachers, and curriculums to be updated in terms of education and teaching activities. The fact that it has become easier to access knowledge and reach verifiable information from the first source has made it question the position of the teachers as the source of knowledge in the traditional meaning. Therefore, with technology taking place in classrooms and educational environments, it has led teachers to move from being the first source of knowledge and to a position to use, direct and guide knowledge (Clark, 2000).

Thanks to technology, education is not limited to the classroom environment, and students are offered the opportunity to learn by accessing information whenever and wherever they want. Because of this opportunity, students are responsible for their own learning processes, and they can access the content prepared in harmony with the curriculum in any environment outside the classroom. In addition, through the development of educational technology and providing online access to the libraries of universities with high academic success, students can find resources related to their study topics and carry out projects with high quality and scientific content (İşman, 2002).

Although people are similar in terms of learning abilities, their learning styles are different, and not all students can benefit from the planned educational activity equally without taking into account these differences of learners (Oral, 2003). At this point, technology integration in education and teaching appeals to the students with different learning styles and helps to reveal their creative aspects by providing ease of learning. Similarly, Çelik (2018) states that the use of appropriate technologies for learning styles and the organization of appropriate educational environments contribute to revealing individual differences and integrating them into the learning environment.

Liu (2016) examines the contribution of technology to education from teachers' perspectives and finds that technology is widely used because it meets individual learning needs, controls classroom behavior, increases students' motivation and participation, and is perceived as interesting. Besides, Grismore (2012) states in the technology booklet prepared for schools that the effective integration of technology into education offers teachers and students more than just accessing the information on the internet. These opportunities include meeting the learning needs of students with different characteristics, ensuring a high level of academic success, helping them take the responsibility of their own learning, and increasing student participation (Grismore, 2012).

Barron et al. (2002) list the benefits of technology integration into education as follows:

- It encourages students to learn based on learning and critical thinking actively.
- It supports students' various learning styles.
- It provides individual development and motivation.
- It increases teacher-student interaction.
- It improves communication skills.
- It helps students get to know about different cultures.

On the other hand, besides the positive aspects of technology, it is discussed in the relevant literature that technology has negative sides in education. Raja and Nagasubramani (2018) address these negative aspects for students and list them as a decrease in the ability to write in younger generations, lack of focus, and the disruption of thought and imagination.

Aggen (2012) also states the negative effects such as communication with the machine instead of communication with the teacher, distraction in students, cyberbullying, low speech and writing skills, and impatience.

2.2.1. Educational Technology in Turkey

The concept of educational technology does not have a long history in Turkey and the Turkish education system. It is seen that the Ministry of National Education, which has been responsible for the preparation and use of written and printed materials in schools for many years, is the most important actor who has undertaken the process of technological transformation.

Yılmaz (2011) discusses the integration of Information Communication Technologies (ICT) in the Turkish education system in three periods and states that the first campaign was launched in 1984 at the secondary education level, and then it was expanded to primary education. The use of technology in educational settings in Turkey was first realized in 1988 with the “Computer-Aided Education Project.” Although the project was initially set up for computer education, it was later converted to computer-aided education. Then, within the scope of the “National Education Development Project” launched in 1992 with the support of the World Bank, IT (Information Technology) teachers working in schools affiliated to the Ministry of National Education received training of trainers from academic staff working at universities. This project was completed in 1997.

“Catching the Era in Education 2000” project opened the second period identified by Yılmaz (2011), and it aimed to integrate educational technologies into the Turkish educational system, especially at the primary school level. In the same period, after 2000, in-service training was given to teachers within the scope of “Basic Education Project.” The project targeted to increase teacher competencies in technology and use technological tools more effectively in the lessons through activities such as “Microsoft Innovative Teachers Program” and “Intel Teacher Education Project.” Within the scope of the same project, computer classes were established in many schools of the country, technological materials were provided to schools, computer courses were included in the curriculum as an elective course, and the internet connection was provided to the schools.

Yılmaz (2011) also expressed the last period with the projects titled “Basic Education Support Project” and “100% Support to Education Campaign”. These projects were carried out to set up more technology classrooms in schools and provide a computer to every classroom. With the purpose of integrating computers into the education system, in-service training programs were organized to train teachers who directly use these tools.

2.2.2. FATİH Project

The most current and comprehensive step in terms of the integration of technology into education in Turkey was taken in late 2010 with the FATİH Project, which has a vision of equality of opportunity in education. This project, also referred to as the “Increasing Opportunities and Improving Technology Movement,” is the largest, most costly, and most innovative educational technology integration project implemented at the macro level. The FATİH Project is implemented by the Ministry of National Education and supported by related public institutions such as the Ministry of Science, Industry, and Technology, the Ministry of Transport, Maritime Affairs, and Communications, and the Scientific and Technological Research Council of Turkey (TUBİTAK) (Altın, 2014). A budget of TL 3.4 billion has been spent on FATİH Project, which makes it the most costly education technology integration project Turkey has ever implemented (MoNE, 2018). One of the goals of the project, which aims to open a new era in education, is to equip traditionally designed classrooms with technology-assisted tools. The implementation phase of the project, which started to be piloted in 52 schools and 17 provinces, was projected to be completed within five years, but the project has not yet been completed as of 2020. In the implementation part of the project, it is planned to provide technology and hardware support at first high school level educational institutions and then, secondary schools, primary schools, and preschool institutions, respectively.

2.2.2.1. Objectives of the FATİH Project

The main objectives of the FATİH project were reported as offering equal opportunities for students in education and training practices and improving the technological infrastructure in schools at different levels as well as ensuring the most efficient use of information technology tools (FATİH Project, 2019). The project also aims to “shape the

education system by using new and ‘fully integrated ICT’ solutions in order to address technological challenges and optimize opportunities within the education sector and create income-generating and profitable avenues for Turkey” (Tolu, 2014, p.832). In the following section of the components of the FATİH Project, the objectives of the project are revealed in detail.

2.2.2.2. Components of the FATİH Project

Components of the FATİH Project include the following elements (FATİH Project, 2019):

1. Provision of Hardware and Software Infrastructure (approximately 42,000 Schools, 620,000 classrooms and educational environments),
2. Providing and Managing Educational e-Content,
3. Effective Information Technology (IT) Use in Curriculum,
4. In-Service Training of Teachers,
5. Conscious, Secure, Manageable, and Measurable IT Use

Figure 1 reflects a general overview of the components of the FATİH Projects and the activities carried out under each component.

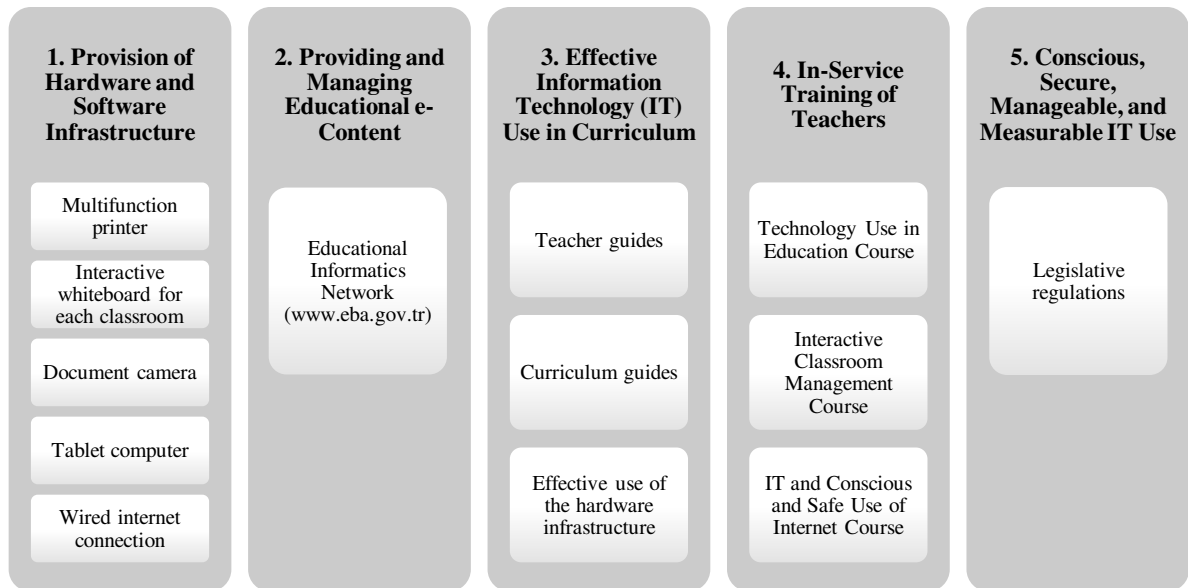


Figure 1. Components of the FATİH Project (FATİH Project, 2019).

Thanks to the FATİH Project in education, the project aimed to ensure equal opportunities in education and teaching and to improve the technological facilities in schools in Turkey. The project also aims to guide teachers to use information technology tools effectively in lessons to appeal to more sense organs in the learning-teaching processes. It is stated that 620.000 classrooms in all preschool, primary and secondary schools will be provided laptop computers, interactive boards, tablets, multifunctional printers, and internet network infrastructure. Applications for the component of “Provision of Hardware and Software Infrastructure” are as follows (FATİH Project, 2019):

1. Multifunction printer (One per school)
2. Document camera (One per school)
3. Interactive whiteboard for each classroom
4. Tablet computer for every teacher and every student
5. Wired internet connection for each classroom

In the component of “Providing and Managing Educational e-Content,” it is planned to design e-contents such as e-books in accordance with the curriculum that can be used in the hardware and software to be offered to the educational environments in the FATİH Project. In this way, it is foreseen that students will be prevented from carrying different course materials for each course (FATİH Project, 2019). Educational Informatics Network (EBA) is one of the most significant outcomes of this component that is still being updated with current e-contents for each course. As of August 2019, EBA has 1 million 88 thousand 211 teachers and 10 million 795 thousand 679 students registered on the platform. The portal also provides services to non-registered users, academics, and students of all education faculties in Turkey (MoNE, 2019a). Furthermore, in accordance with the agreement with Turkey’s GSM operators, free access to EBA e-contents on mobile devices up to 3 GB per month is offered (EBA, 2019b).

Within the scope of the “Effective Information Technology (IT) Use in Curriculum,” it is stated that teacher guides, curriculum guides used in all school levels, and teaching activities in teaching modules are updated to include the effective use of the hardware infrastructure and educational e-contents provided to the classrooms of schools (MoNE, 2011).

Additionally, regarding the component of “In-Service Training of Teachers,” 800 thousand teachers working in the schools where the project will be implemented participated in face-to-face and distance (online) education methods through in-service training to ensure the effective use of the equipment installed in classrooms during the learning-teaching process (FATİH Project, 2019). Online training within this scope includes the “FATİH Project Interactive Classroom Management Course,” “FATİH Project Technology Use in Education Course,” and “FATİH Project IT and Conscious and Safe Use of Internet Course.” The purpose of this training, which is generally organized as online education, is to enable the use of interactive boards that are installed in classrooms in the course process effectively (MoNE, 2012).

As the last component of “Conscious, Secure, Manageable, and Measurable IT Use,” broadband internet access to each classroom is planned to be provided by a wired connection. In order to ensure the conscious and secure use of the internet along with the IT tools in the educational processes, the legislation will be made in addition to the establishment of the necessary hardware and software infrastructure (MoNE, 2012).

2.2.3. Educational Informatics Network (EIN/EBA)

In the FATİH Project, the Educational Informatics Network (*referred to as “EBA” in this study*), as a social educational learning platform, was founded in accordance with the “Providing and Managing Educational e-Content” component. The EBA platform is one of the main components of the project in terms of designing, developing, sharing, and managing learning content in schools that were previously provided with the hardware tools. EBA started its operations in 2011 with the motto “*Gate to the Future of Education*” and continues to develop reliable, suitable, and accurate content suitable for the purpose of the curriculum in all branches. In Turkey’s Education Vision 2023 document, objectives regarding the EBA platform are categorized under the goals of foreign language education. Among these objectives, one of the goals remarks that with the use of new sources, students will be allowed to experience the English-speaking world (MoNE, 2018). Thus, the MoNE aims to obtain innovative digital sources from national and international broadcasters to expand the

diversity and quantity of the course content pool on EBA. This indicates that EBA will have a significant place in the future of education in Turkey.

In the following chapters, different portals and modules on EBA are introduced, and their functions, features, and goals are summarized. These include Mainpage, Curriculum, Test Center, Library, My Lists, My Assignments, Reports, Professional Development, Groups, Student e-Portfolios, Personal Files, EBA Resources, Calendar, Questions and Exams, News, Cyber Security Portal, Language Learning Portal, Scoring and Achievement System in EBA, EBA Mobile Applications, and EBA Watch&Learn. Furthermore, the literature review about EBA is conducted, and the findings and results of past research are discussed in terms of their contribution to this thesis study.

First of all, after logging into the EBA website (www.eba.gov.tr) with credentials, the homepage appears, as shown in Figure 2. On this page, a selection of teacher, student, and parent is made, and there is a search bar to research the EBA contents.



Figure 2. EBA Homepage (EBA, 2019c).

While some of the e-contents shared in EBA are produced by the General Directorate of Innovation and Educational Technologies affiliated to the MoNE, some others are published by private publishers. The teachers can also share their e-contents with other colleagues and students via EBA. Content design and material development activities still

continue on EBA, and it consists of various sections and modules. They can be listed as follows:

2.2.3.1. EBA Mainpage

This is the first page encountered after logging into the EBA website as a teacher with credentials. On this page, the latest posts, discussions, and assignments of teachers and students are listed in the order of newest to oldest. It is seen that the mainpage is designed in a similar way to other social media networking sites. This section, which serves as a homepage, contains a large search bar, stream, calendar, assigned studies, active students, current discussions, and profile information.

In Figure 3, the next page after the homepage is shown. The page includes the personal information of the teacher, relevant categories for the course, the latest sharing of the users, and an academic calendar.

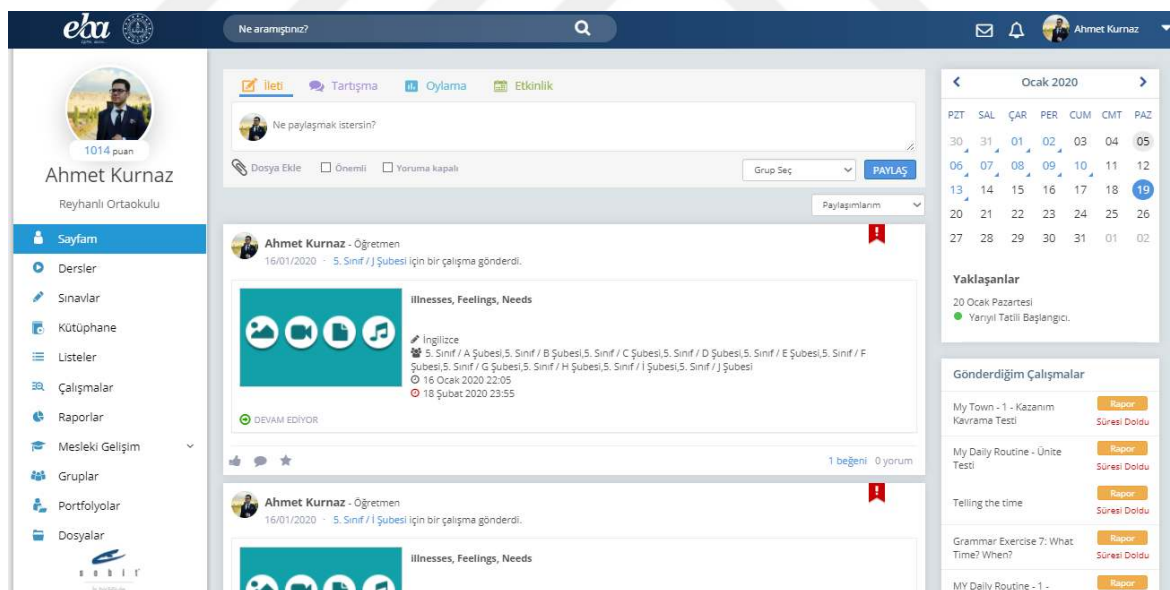


Figure 3. EBA Mainpage (EBA, 2019c).

2.2.3.2. Curriculum

In this section, the course contents for the teacher of each branch are presented electronically as *e-content*. By choosing the grade level and course, the units included in the curriculum, the related lecturing, exercises, screening tests, and teacher-specific contents can

be accessed. Again on this page, the textbooks and interactive books of the related course can be downloaded, and there are applications, suggestions from the library, and unit tests. This section is one of the most used pages on EBA since the textbooks to be used in the current academic year are shared at the beginning of each academic year, and the related assignments are generally updated.

Figure 4 shows a sample page of the EBA curriculum on which there are various course materials for the English course. There are e-contents of lecturing, exercises, tests, and course books. Teachers can select among these materials and assign any of them to their classrooms.

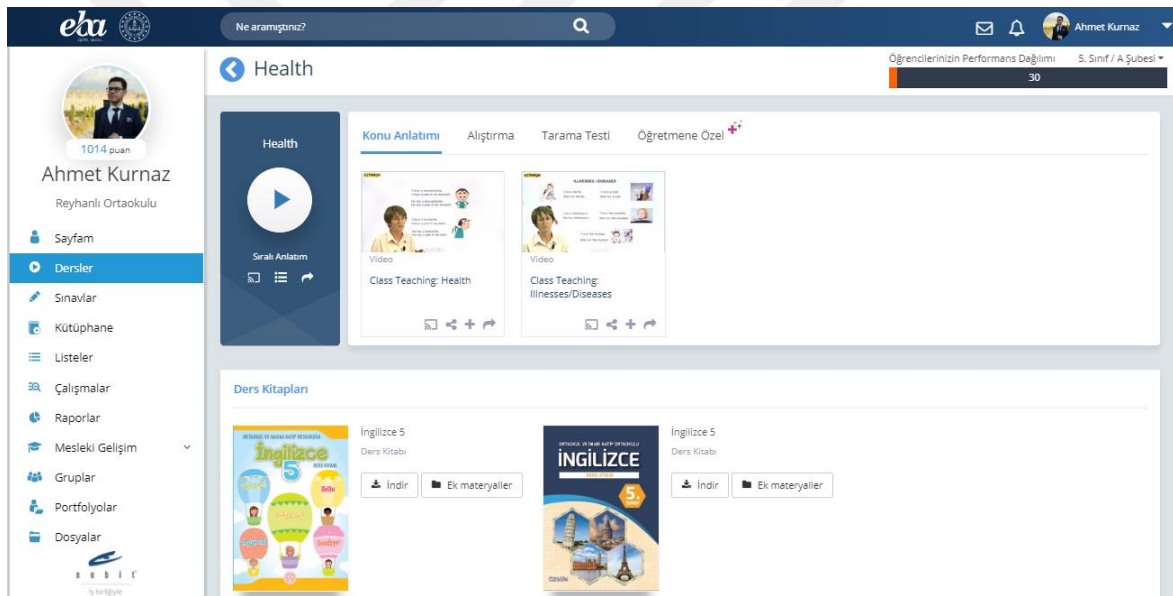


Figure 4. EBA Curriculum (EBA, 2019c).

2.2.3.3. Test Center

EBA Test Center section includes screening tests, exercises, central exam sample questions, written and exercise questions, personal exams, worksheets, course objective comprehension tests, and skill-based tests. All of the e-contents in this section can be sent to the students as an assignment by the teachers. In addition, students are provided with the additional material support in preparation for exams such as the High School Entrance Exam (LGS) and University Entrance Exam (YKS).

In Figure 5, there is a general overview of the test center. As seen in the figure, there are several categories of tests based on different needs and grades.

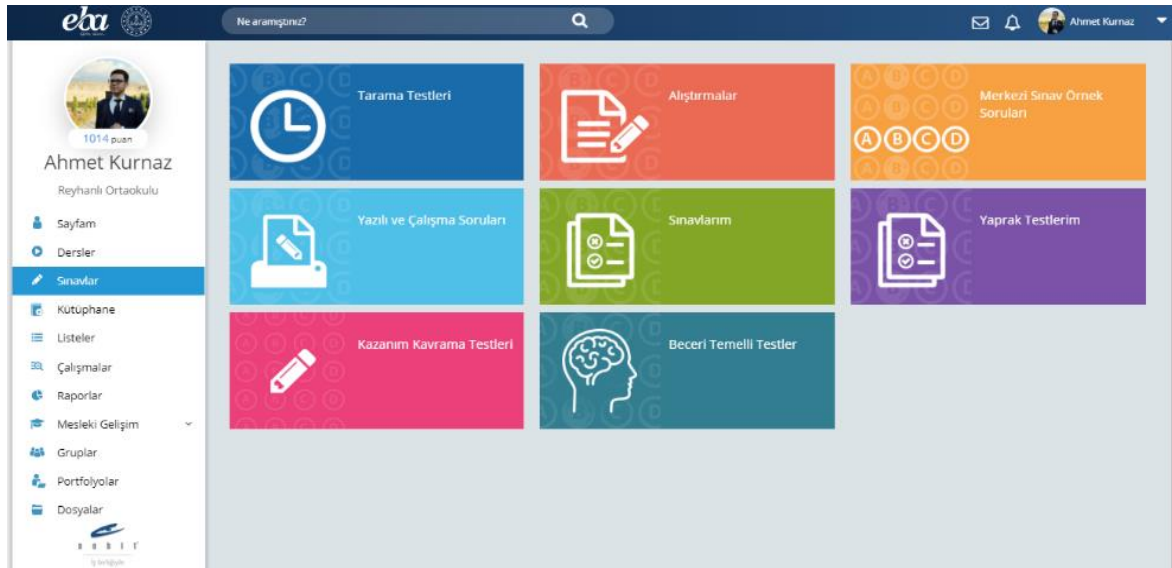


Figure 5. EBA Test Center (EBA, 2019c).

2.2.3.4. EBA Library

On EBA Library, entertainment and games, science and technology, health and sports, Turkish language and foreign languages, culture and art, nature and environment, and guidance services contents are presented under the titles and sub-titles of videos, visuals, sounds, applications, books, and magazines. Figure 6 demonstrates a screenshot of the EBA Library.

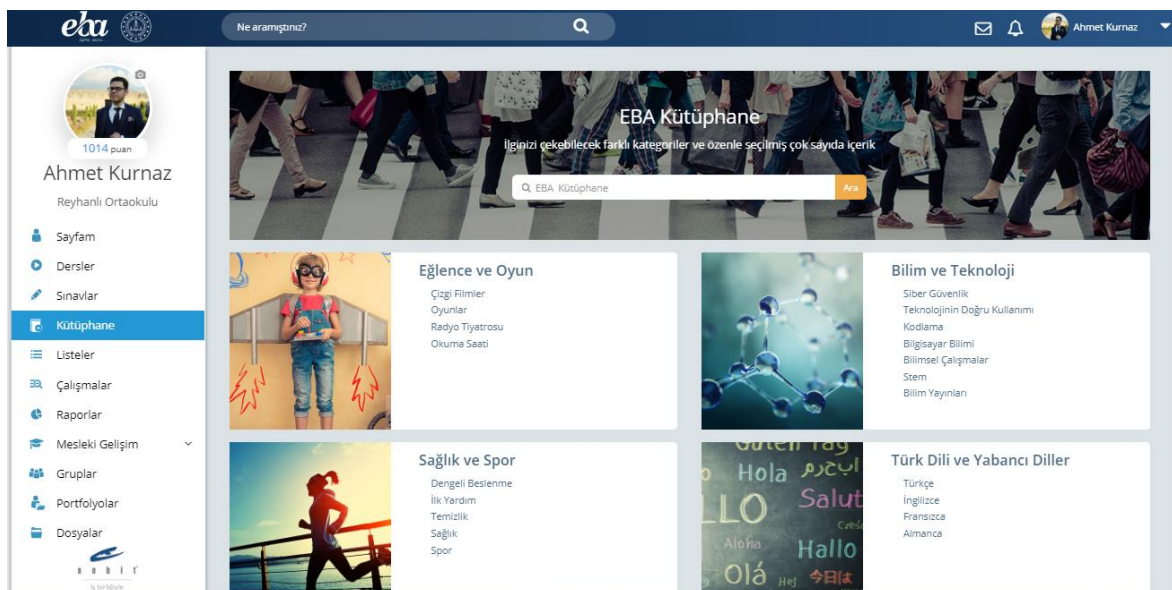


Figure 6. EBA Library (EBA, 2019c).

2.2.3.5. My Lists

By means of this section, the teachers can view all e-contents related to the unit they are working on for each lesson as a list and send them to the students as an assignment. As shown in Figure 7, there is a sample course list consisting of exercises prepared for the English course.

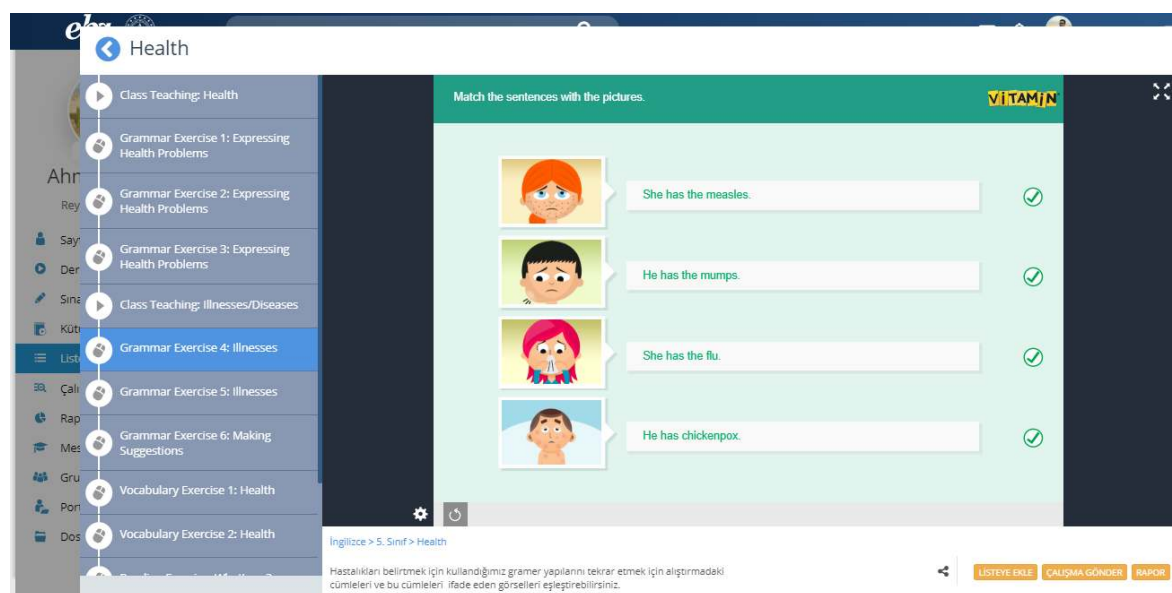


Figure 7. My Lists (EBA, 2019c).

2.2.3.6. My Assignments

E-contents and assignments that the teachers send to students can be viewed in this section, and it is possible to examine the reports of each assignment on the basis of the questions in the class, student, and assignment. Besides, the student's status of having started or not started the assignment, percentage of completion, and the average assignment performance can be checked and analyzed either for each student or the whole classroom. An example of the list of the assignments assigned to the students can be displayed in Figure 8.

Arama	Ders	Şube	Durumu
Ara	Tümü		Tümü
Odev	Başlangıç Tarihi	Bitiş Tarihi	Atanan Şubeler
Unit-5 Health Problems Worksheet	07.01.2020	03.03.2020	5. Sınıf / A Subesi 5. Sınıf / B Şubesi
Illnesses	07.01.2020	03.03.2020	5. Sınıf / A Subesi 5. Sınıf / B Şubesi
Grammar Exercise 1: Expressing Health Problems	02.01.2020	29.02.2020	5. Sınıf / A Subesi 5. Sınıf / B Şubesi
Illnesses, Feelings, Needs	16.01.2020	18.02.2020	5. Sınıf / A Subesi 5. Sınıf / B Şubesi
Health	16.01.2020	18.02.2020	5. Sınıf / A Subesi 5. Sınıf / B Şubesi
Health - Ünite Testi	15.01.2020	18.02.2020	5. Sınıf / A Subesi 5. Sınıf / B Şubesi
Vocabulary Exercise 1: Health	14.01.2020	18.02.2020	5. Sınıf / A Subesi 5. Sınıf / B Şubesi
Grammar Exercise 4: Illnesses	14.01.2020	18.02.2020	5. Sınıf / A Subesi 5. Sınıf / B Şubesi

Figure 8. My Assignments (EBA, 2019c).

2.2.3.7. Reports

Reports are the most comprehensive part of the EBA in terms of the analysis of statistical information and the participation of students in submitted assignments, true-false answers, and average performances. This section also includes the assignment based reports, general usage reports, and competence-based reports. The assignment-based reports section contains general information such as the name and the date of the assignment submitted as well as displaying the participation and average completion rates of the students in the classes where the assignment was submitted. The assignment completion rate, exam completion rate, and exam success percentage can be analyzed in detail for the assignments submitted under

the reports section of general usage reports. In the competence-based reports, students' performance percentage and performance level are displayed in the form of “*low, middle, good, very good, and no performance*” according to the percentage of success they have achieved in their completed assignments. Figure 9 shows the reports of six different classes with varying performance results.

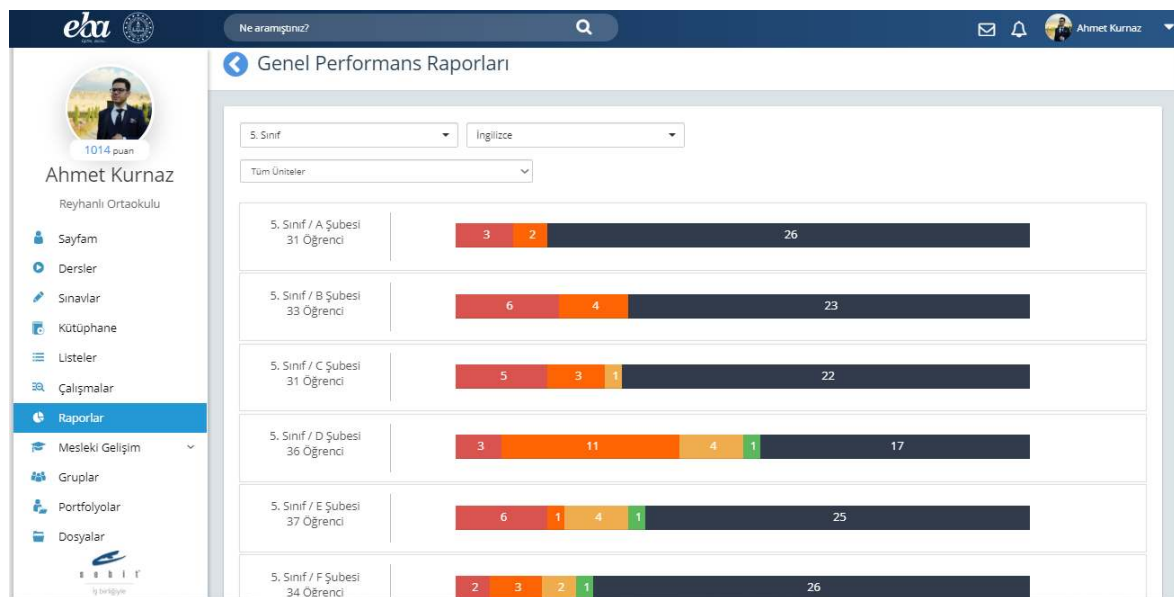


Figure 9. General Performance Reports (EBA, 2019c).

2.2.3.8. Professional Development

This section was added to the platform with the latest update in EBA and designed as a field for teachers that will contribute to their personal and professional development in areas such as teaching techniques and methods, educational technologies, and assessment and evaluation (MoNE, 2019b). There are public groups in this newly introduced section that was not previously available in EBA. Among the groups with the most members are “21st Century Education World, Educational Technologies, Classroom Management and Guidance, and Assessment and Evaluation” groups. In this section, there is also a library tab as well as groups and access to pdf versions of a limited number of book contents on topics such as professional development, educational publications, world classics, and Turkish literature. In Figure 10, the EBA Professional Development page is seen with the examples of various groups for professional development for teachers.

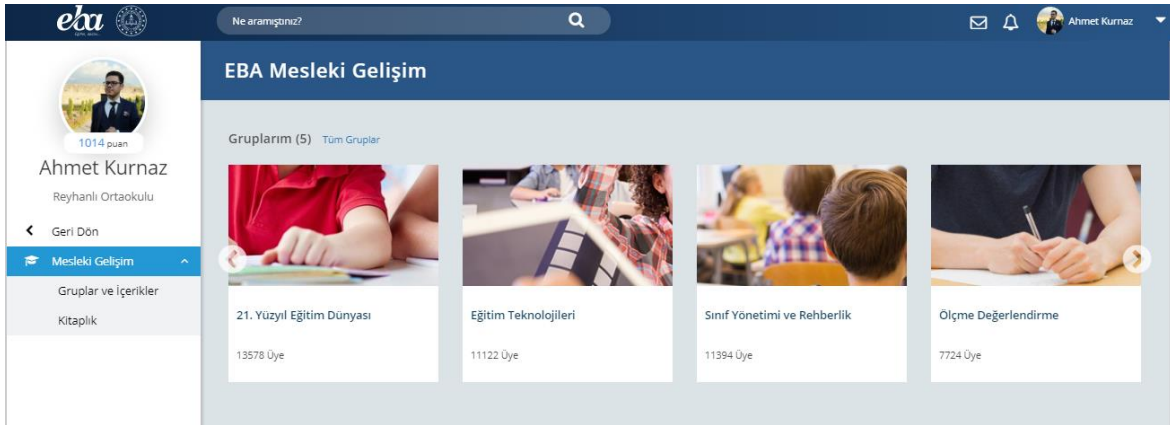


Figure 10. EBA Professional Development (EBA, 2019c).

2.2.3.9. Groups

In EBA groups, there are special groups created for each classroom in which teachers of that classroom and students can join and share content and make discussions. Moreover, there is a school group independent of the classrooms, and teachers can form different groups according to their own demands and include students. As seen in Figure 11, one of the professional development groups is titled “Educational Technologies,” and teachers share ideas, watch videos, and view documents about this group.

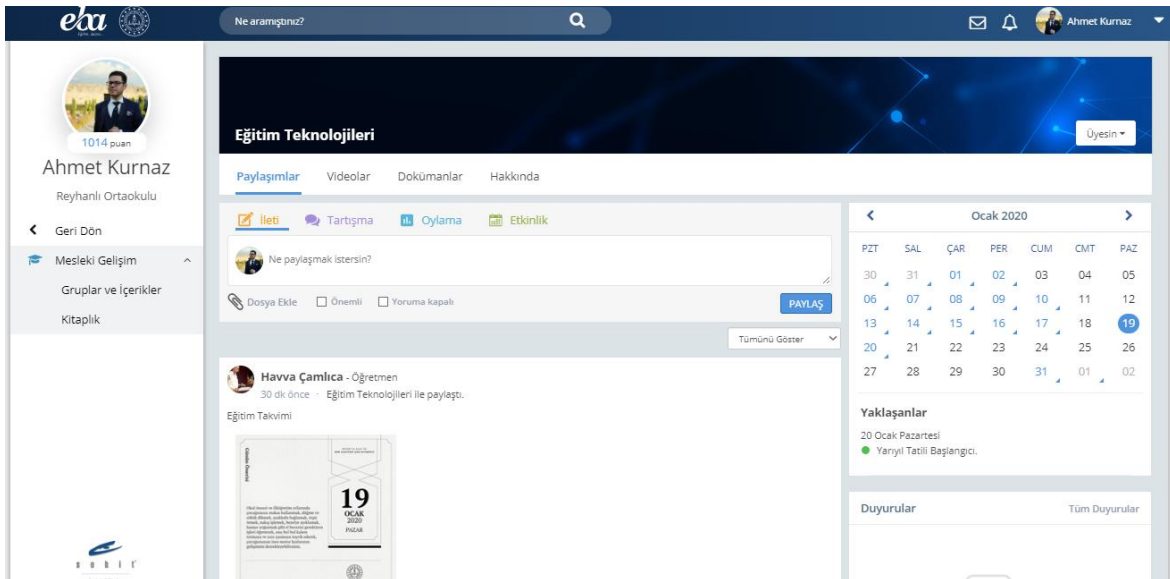
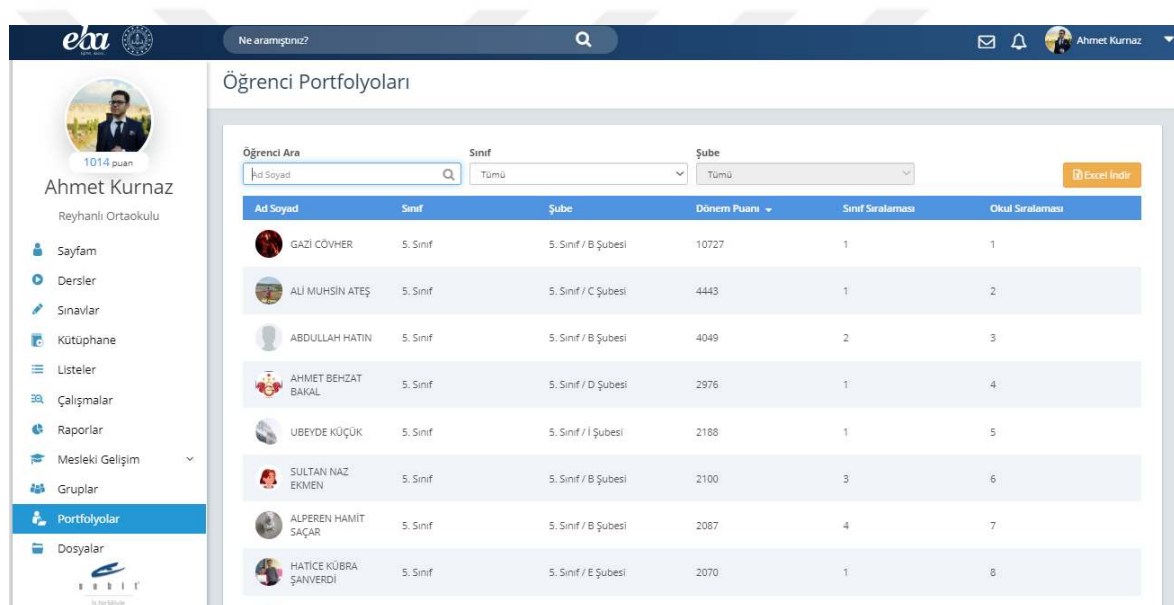


Figure 11. EBA Groups (EBA, 2019c).

2.2.3.10. Student e-Portfolios

Student e-portfolios were also introduced in the latest version of EBA to provide a continuous opportunity to reach and evaluate the assignments and activities students have completed in different areas throughout their education life (MoNE, 2019c). In this section, students' academic status, the projects they participated in, certificates of achievement, and teachers' opinions about students can be examined. As indicated in Figure 12, students with the highest achievement points in the student e-portfolio section can be listed based on class and school ranking.



The screenshot shows the EBA Student e-Portfolio interface. On the left, there is a sidebar with a user profile for Ahmet Kurnaz (1014 puan) and a list of navigation items: Sayfam, Dersler, Sınavlar, Kutuphane, Listeler, Çalışmalar, Raporlar, Mesleki Gelişim, Gruplar, Portfolyolar, and Dosyalar. The main area is titled 'Öğrenci Portfolyoları' and contains a search bar and filters for 'Sınıf' (Tümü) and 'Şube' (Tümü). Below these is a table listing students with their names, classes, branches, and scores.

Ad Soyad	Sınıf	Şube	Dönem Puanı	Sınıf Sıralaması	Okul Sıralaması
GAZİ CÖVHER	5. Sınıf	5. Sınıf / B Şubesi	10727	1	1
ALİ MUHSİN ATEŞ	5. Sınıf	5. Sınıf / C Şubesi	4443	1	2
ABDULLAH HATİN	5. Sınıf	5. Sınıf / B Şubesi	4049	2	3
AHMET BEHZAT BAKAL	5. Sınıf	5. Sınıf / D Şubesi	2976	1	4
UBEYDE KÜÇÜK	5. Sınıf	5. Sınıf / I Şubesi	2188	1	5
SULTAN NAZ EKİMEN	5. Sınıf	5. Sınıf / B Şubesi	2100	3	6
ALPEREN HAMİT SAÇAR	5. Sınıf	5. Sınıf / B Şubesi	2087	4	7
HATİCE KÜBRA ŞANVERDİ	5. Sınıf	5. Sınıf / E Şubesi	2070	1	8

Figure 12. Student e-Portfolios (EBA, 2019c).

2.2.3.11. Personal Files

With 2 GB of space available to teachers, additional documents, internet links, and other e-contents can be uploaded as a support to the course materials and sent to the students as assignments. Figure 13 shows a sample page of personal files, and the name and the creation date of files can be displayed on this page.

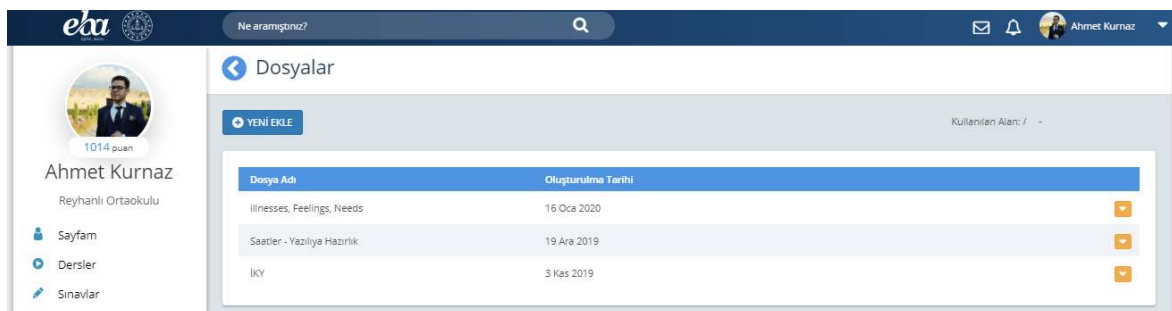


Figure 13. Personal Files (EBA, 2019c).

2.2.3.12. Calendar

In this tab, assignments given by teachers on EBA can be followed based on dates, and it literally serves as a full academic calendar.

2.2.3.13. EBA Resources

This section consists of contents, learning steps, and course flows. EBA course resources category under this section includes video, audio, visual, animation, educational game, documents, and other applications. These e-contents are divided into categories by school level, grade level, lesson, and unit. The material design section is seen as one of the most important categories in terms of e-contents belonging to various publishers and sharing the materials designed by the teachers. The teachers can upload their self-designed course materials to EBA and share them after the materials are approved by the moderation, making them accessible to all users on EBA. In Figure 14, EBA resources for 5th grade English course can be seen. Different resources can be accessed, optionally based on the type of contents, type of school, grade, course, and units.

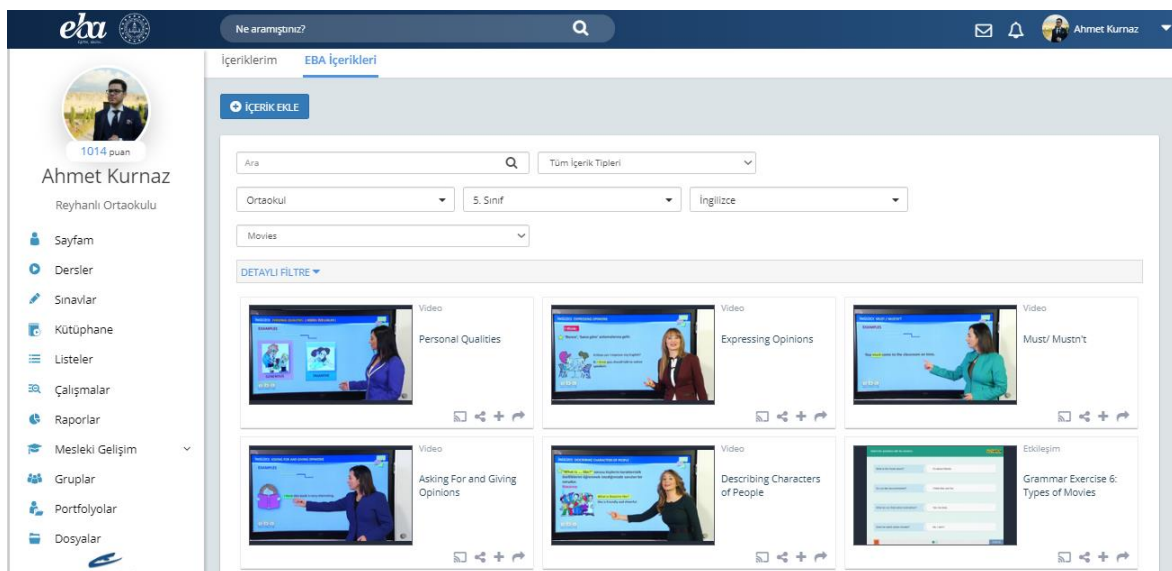


Figure 14. EBA Resources (EBA, 2019c).

2.2.3.14. Questions and Exams

In this category of EBA, multiple-choice, matching, and open-ended questions can be reached, and these materials can be scanned according to the course objectives in terms of school level and type, grade, and lesson.

2.2.3.15. News

The teachers from every corner of Turkey can share their course activities, their participation in the projects, classroom activities, student activities, announcements about corporate activities, and cultural and artistic activities in this section of EBA.

2.2.3.16. Cyber Security Portal

On this page, there are informative pages and applications, especially for teachers and students about mobile games, video and infographic, basic concepts and terms (i.e., personal data, cyberbullying, malware, etc.), secure password creation, correct use of technology and internet, social networks, and cyberbullying. Additionally, sub-categories include “Cyber Security, Correct Use of Technology, Family Education Series, and Games.”

2.2.3.17. Language Learning Portal

The language learning portal is categorized into four categories: Turkish, English, Arabic, and other languages. This portal includes the applications for teaching these languages, supporting materials, images, videos, dictionaries, songs, and storybooks. In the section for teaching the English language, there are shortcut links that provide access to the e-content of Watch-Learn, My English Path, and the contents of the private publishers. These e-contents include smart board applications created for teachers, interactive versions of textbooks, and online resources. In Figure 15, there is the introduction page of the English language in the Foreign Language Portal. As seen in the figure, there are the applications designed by MoNE and the private publishers in the portal, and several extracurricular activities can be accessed on this page.

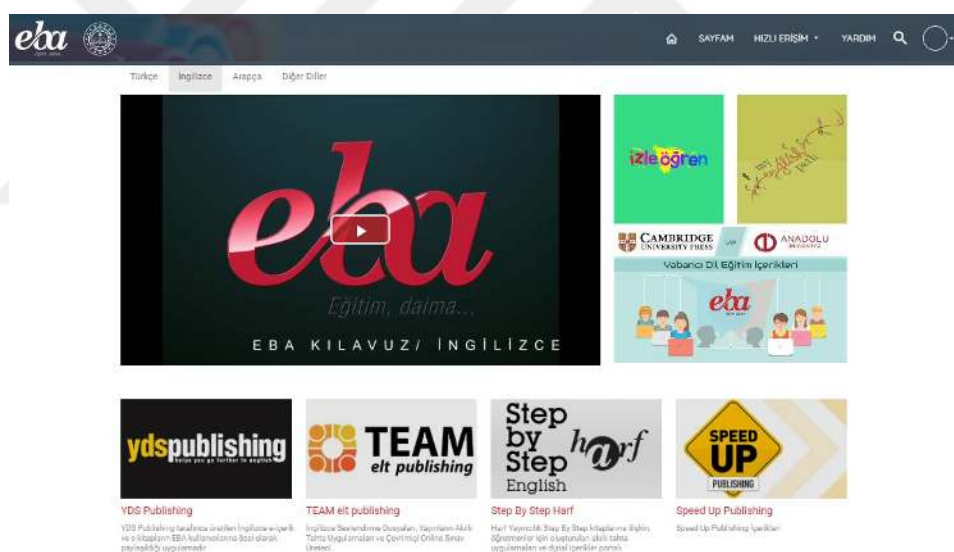


Figure 15. Language Learning Portal (EBA, 2019c).

2.2.3.18. Scoring and Achievement System in EBA

With the latest update in EBA, a scoring system has been introduced, and the “Scoring System” is included to increase the use of EBA for teachers and students, and the “Achievement System” is included to provide a motivating experience for students (EBA, 2019c). These systems are developed based on the gamification theory, and they aim to increase the students’ and teachers’ motivations to use EBA. The teachers’ scoring system is evaluated according to the following criteria (EBA, 2019c):

- **Logging In:** You can earn points as you log in regularly.
- **Contribution to Student Portfolio:** You can get points from your contributions to Portfolios where your students can share their academic achievements as well as their projects and extracurricular social activities.
- **Communication Cooperation:** In the “Mainpage” section, you can contribute to the educational cooperation environment by communicating with your teacher friends and students, as well as increasing your scores.
- **Content:** You can increase your scores as you review the content.
- **Material Design System:** When you design materials and share them with your students, you can earn points, and if these materials are approved by moderation, you can increase your score.
- **Learning Management System:** You can earn points as you share assignments, exams, and course list with your students and view reports of your students.

Students’ scoring and achievement systems are evaluated according to the following criteria (EBA, 2019c):

- **Logging In:** You can increase your scores by logging in regularly, at the same time, you can closely follow the latest updates, assignments sent to you, and the updates in the “Mainpage” section.
- **Contribution to Portfolio:** In addition to academic achievements, you can add your projects and extracurricular social activities to your “Portfolio,” you can increase your scores, and have a personal digital memory where you can see the academic and social development over the years.
- **Communication Cooperation:** In the “Mainpage” section, you can contribute to the educational cooperation environment by communicating with your friends and teachers, and you can also increase your scores.
- **Content:** By studying the contents of the courses regularly, you can better understand the topics and increase your scores in this area.
- **Answering Questions:** By answering the tests, you can reinforce the topics you have learned through your assignments and, at the same time, increase your scores.

- Assignment: By completing the assignments sent to you by your teachers, you can both correct your deficiencies in the subjects in time and increase your scores.

This scoring and the achievement system is thought to contribute to the students in terms of continuing to use EBA, following the e-contents, doing assignments on time, solving questions, increasing communication, and reinforcing what they have learned.

2.2.3.19. EBA Mobile Applications

The mobile applications of EBA for Android and IOS devices were developed and published in the application markets. While the Android application was introduced to the market in November 2016, the IOS application was launched in March 2017. Alongside the EBA website, these applications are constantly updated and errors are fixed.

Figure 16 demonstrates the screenshots of these mobile applications on the Play Store and App Store.

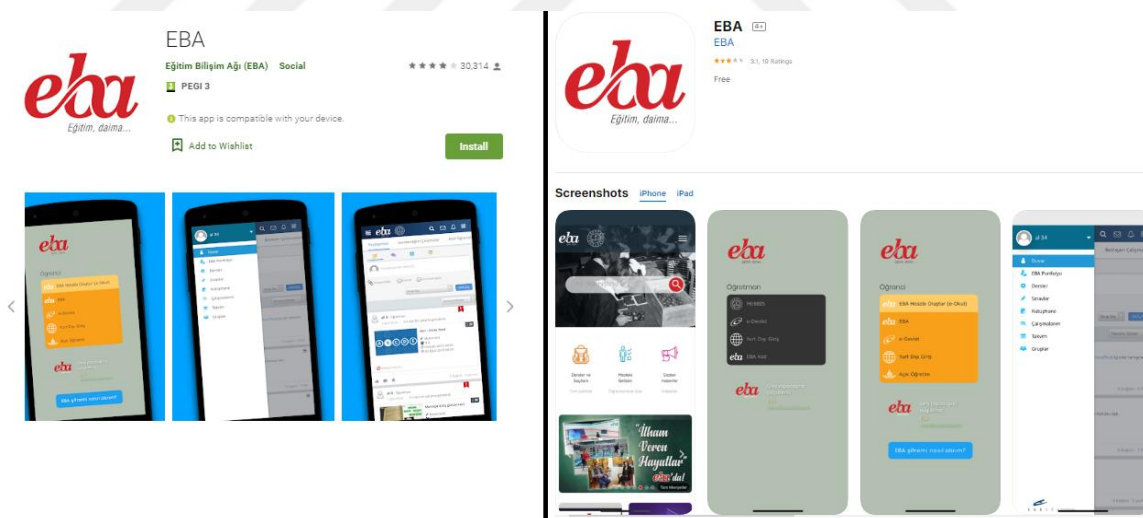


Figure 16. EBA Mobile Applications for Android and IOS (EBA, 2019c).

2.2.3.20. EBA Watch&Learn

Watch&Learn aims to contribute to language teaching in a fun way with short moments taken from digital videos such as movies, TV series, motion pictures, and interviews within the legal boundaries where the events and issues that may be encountered

in real life by the learner are covered. This platform supports the development of the four basic skills used in language teaching based on the Common European Framework of Reference for Languages (CEFR), directly listening skills and indirectly speaking, reading, and writing skills. It was prepared in line with the Ministry of National Education's 2023 Education Vision's principle of *"With digital content and skill-assisted transformation that supports learning processes, our students and teachers living all over our country will have equal opportunities for learning and teaching and learning will go beyond the classroom walls."* (MoNE, 2019d, p.69) The contents of the platform include some short videos for learning Turkish and English prepared by the MoNE staff and offered for free use both on mobile and the web.

2.3. Technology Use in Foreign Language Education

Technology has taken its place in foreign language education as in every field. Foreign language is one of the most important factors in ensuring international communication. It is also an effective tool for students, which is perceived as motivating and engaging when integrated with technology. In this way, students are better prepared for the future and have an active role, not a passive one in teaching processes.

Technology and computer use in foreign language education have been named in various ways in the literature. These include Computer Assisted Language Instruction (CALI), Technology Enhanced Language Learning (TELL), Web-Enhanced Language Learning (WELL), Network-based Language Learning (NBLL), Computer Assisted Language Learning (CALL), and Mobile Assisted Language Learning (MALL). CALL is the most widespread and most widely used teaching approach among these learning styles. It can be defined as "the research and study of computer applications in language teaching and learning" (Levy, 1997, p.1). CALL also covers material development, new technologies, pedagogical theories, and training styles. CALL materials include reaching what is targeted in language learning and adapting existing computer-based materials, videos, and other materials (Beatty, 2003). Warschauer (2000) divides CALL into three stages pedagogically: the Structuralist CALL (1970s to 1980s), Communicative CALL (1980s to 1990s), and

Integrative CALL (2000 and later). According to Warschauer's (2000) classification, the CALL stage that is used today is the Integrative CALL.

On the other hand, smartphones, tablet computers, digital cameras, MP3 players, personal digital assistants (PDAs), and e-readers working with Android and iOS operating systems have become widespread in recent years. In addition, foreign language education with mobile devices in technology-supported language education has been a field of many research and applications (Godwin-Jones, 2011). Such new perspectives in the field of education also led to the emergence of a new trend in language learning and teaching: Mobile Assisted Language Learning (Yaman & Ekmekçi, 2016). Mobile-Assisted Language Learning (MALL) differs from CALL in terms of "continuity in different learning contexts or the use of personal and portable devices that provide new ways of learning by emphasizing spontaneous access" (Kukulska-Hulme & Shield, 2008, p.273). In this respect, Chartrand (2016) discusses the advances in technology in terms of MALL and lists the advantages of using this teaching method as follows:

- Multimedia feature: It allows the student to easily record and listen to his/her voice and compare it with the voice of a native speaker, as well as listening to music and podcasts, watching videos.
- Internet access: It offers the opportunity to search and find information, make use of online dictionaries, and access various language learning sites.
- Social media: It helps students share information and ideas on various topics on platforms such as Facebook and Twitter.
- Instant feedback: It presents digital tools by which students can give immediate feedback to their peers and instructors, and participate in various surveys, in-class activities, quizzes, or tests.

In the same study, Chartrand (2016) indicates the disadvantages of teaching with MALL as follows.

- Distraction: Watching non-lecture videos, playing online games, and using social networks to connect with friends.

- Cheating: Looking at the online dictionary or looking for answers during an exam or test is a serious academic crime.
- Losing interest: Students may lose interest in the lesson and stay away from social interaction as they spend a lot of time with digital devices.
- Technical problems: Network connection problems, hardware failures, and time spent at the point of troubleshooting lead to a significant time loss.

In summary, through collaborative, communicative, and knowledge-oriented activities and games based on mobile devices, MALL has the potential to meet the conditions for effective learning, especially as a cognitive and social development process. In addition, as the desire to acquire foreign languages increases and the limited time people have for more formal, class-based, traditional language learning methods, the need for busy users to learn foreign languages through MALL tools will increase. In other words, MALL can be considered as an ideal solution to language learning barriers in terms of time and place (Miangah & Nazarat, 2012).

Pierson (1999) defines technology integration in foreign language teaching as an effective method that can transfer teachers' technological, pedagogical, and content knowledge to students. Similarly, according to Bull and Ma (2001), technology integration offers students a variety of resources. Moreover, Gillespie (2006) argues that the use of technology increases students' collaboration in learning tasks. More specifically, Gunuc (2016) lists some recommendations that he thinks should be taken into consideration by teachers, especially for a successful and effective technology integration process in English and other disciplines:

- Teachers should know whether students have ICT, access, and readiness, and work on technology by considering the individual differences of the students.
- The emphasis should be on the student-centered approach when using technology.
- The academic achievement level that students should achieve in listening, reading, speaking, and writing skills should be determined, and technology should be used based on these achievements.
- Students should be encouraged to use technology for learning.
- Technology should facilitate the acquisition of English language skills.

Warschauer (2000) states two different views on how to integrate technology into classrooms. First, in the cognitive approach, students can significantly increase their exposure to language and have the opportunity to acquire the relevant knowledge. In the second approach, the social approach, students should be provided with opportunities for real-life social interactions to practice their real-life skills in collaborative and authentic activities.

Baytak, Tarman, and Ayas (2011) conduct a study on the role of technology in language learning. The results of the study reveal that students' learning is improved by integrating technology into the classroom. Furthermore, students in the research point out that the use of technology at school makes learning fun and helps them learn more. Another result of this research is that the use of technology increased students' motivation, social interactions, learning, and participation. Similarly, Pourhosein et al. (2015) suggest that using technology integration increases students' interests and motivations. Besides, students can access new information that is not available in traditional methods and also helps them develop their language creativity.

2.4. Research on Educational Informatics Network (EIN/EBA)

In the relevant literature reviews conducted as a part of the study, it is seen that the FATIH Project and its objectives are importantly researched and analyzed by academic studies, but it is thought that the Educational Informatics Network (EBA), which is among the project's components, has not been studied sufficiently. Educational learning platform EBA, one of the most important components of the FATIH Project, has been contributing to the development and transformation of educational and training activities on e-content and e-learning since it was established in 2011. EBA demonstrates continuous development and changes with an innovative approach, and it is not only a website but also a comprehensive educational learning platform where learning, interaction, and collaboration take place. As a subject in the literature that has yet to be discovered, EBA has been studied by various researchers in different ways in recent years, and since it has a constantly evolving and changing structure, researchers need to re-examine it with current data. In light of this information, the previous studies about EBA, which was made available in 2011, have been

examined in this part of the study with specific references to its important points since its foundation.

Ekici and Yilmaz (2013) analyzed the FATİH Project in detail within the framework of the project cycle management in their study. The researchers stated that a support structure should be established for research and development and e-content development activities in education. They also emphasized the importance of EBA in its first years and taking measures to enable teachers to utilize the project at the highest level. Anatürk (2014) conducted another study with high school science teachers regarding their ideas and attitudes about interactive whiteboards (IWBs) distributed within the scope of the FATİH Project. The researcher discussed that it is significant to offer activities that will lead students to participate more in lessons, to prepare e-content and resources through EBA for use on interactive whiteboards, and to design activities and game materials that will enable students to participate in the lessons actively.

Birişçi and Çalık-Uzun (2014) consulted the opinions of mathematics teachers about the use of interactive whiteboards in the lessons. According to the findings of the research, teachers stated that the activities in EBA were insufficient and low in level and added that they had access problems when they want to use the e-content on the platform during the lessons.

In their study titled “Evaluation of FATİH Project in consideration of 21st Century Skills,” Eryılmaz and Uluyol (2015) examined the FATİH Project in terms of 21st-century skills, and they also mention EBA as a learning platform. They argued that in the preparation of e-content on EBA, attention could be paid to students to gain and develop their learning and innovation skills, and life and career skills. In this context, they clearly indicated that e-contents should be designed to develop creative thinking, critical thinking, problem-solving, communication, collaboration, flexibility, harmony, self-management, social skills, productivity, accountability, and leadership skills. They also concluded that considering 21st-century skills in the development of existing e-content and preparation of new e-content on EBA both brings the FATİH Project to its target and provide 21st-century skills to individuals.

Alabay (2015) carried out “A Research into Secondary Education Teachers’ and Students’ Views on EBA (Educational Informatics Network) Usage” in his master’s degree thesis. Using the questionnaires developed for students and teachers, data obtained with the participation of 208 teachers and 211 students were used in the study. Findings obtained from teachers as a result of the research suggested that EBA was not used adequately by teachers during the courses, and there was no significant difference in usage levels of EBA in terms of gender, age, professional experience, and educational status. In the research, most of the teachers stated that the training about EBA was not sufficient, and it was determined that the content of the lessons in EBA was insufficient to meet the needs of the teachers.

Ateş et al. (2015) analyzed the contribution of videos in EBA to the Turkish course in their study. It was stressed in the research that the video duration for the Turkish course on EBA was unsatisfactory. At the same time, the researchers expressed that the e-contents of the Turkish course were inadequate and only focused on certain topics. They also added that most of the videos were not prepared in accordance with the course objectives and national curriculum.

In his master’s degree thesis about the Educational Informatics Network (EIN), Kalemkuş (2016) focused on the opinions of 24 secondary education (high school) teachers and 60 students. The researcher conducted surveys with teachers and students, and the research findings suggested that teachers were undecided about their opinions on EBA. Teachers from different branches in that study proposed that they mainly had the purpose of directing students to EBA for research. They also suggested that making use of videos, animations, simulations, and other visual materials in EBA in their lessons was regarded as more important. On the other hand, the researcher concluded from the perspective of students that the frequency of using EBA at home decreases when they did not have an internet connection at home.

Çakmak and Taşkıran (2017) investigated the views and experiences of 14 social studies teachers on the Educational Informatics Network (EBA), and the participant teachers were asked open-ended questions in the interviews. The study findings determined that EBA is regarded as useful, and it facilitates the ease of learning. Teachers in that study expressed that the EBA platform will be more useful if the e-content is enriched, the necessary internet

infrastructure is provided to schools, and if teacher-student and parent cooperation are organized. However, it was also emphasized that school infrastructures were not sufficiently prepared for the usage of EBA, which is one of the biggest problems.

In their qualitative study, Kızılet and Özmen (2017) identified the characteristics of the educational e-content on EBA and analyzed the views of academics and authorities on the e-content of the platform for English courses. As a result of the content analysis of EBA in terms of English course, it was stated that e-content materials on the website are not interactive, and they do not promote communication but present grammatical structures through translations. Moreover, e-contents for English courses on EBA were found not to fully match the course objectives of the instructional curriculum used nationwide. Through semi-structured interviews with 9 participants, it was concluded that online materials and e-contents for English courses are not sufficient in quantity and quality to provide support for thousands of EFL teachers and millions of students learning English.

Ayan (2018) conducted a master's thesis with the aim of describing the use of EBA e-contents and self-designed course materials of teachers working in different branches affiliated to the MoNE. He explained in his study that EBA should be designed in a way that users can easily use and emphasized that more efforts should be made for the publicity of the portal. It was also determined that the frequency of daily computer and internet usage of teachers is quite high, while EBA was used by teachers for a very little time or not at all on a weekly basis. In connection with this finding, the researcher concluded that EBA is perceived as insufficient by the teachers and therefore infers that teachers' usage and contribution of e-content is quite low. In this respect, the researcher also highlighted that the teachers in the research have sufficient interest in using EBA; however, EBA is not used by most teachers because it is a fairly new platform for them. Lastly, another result of the study was that the teachers need more pre-service and in-service training based on their own branches in using and developing e-content processes.

In their research article titled "Technology Friendly Science Teachers' Views of Educational Information Network (EBA)," Saklan and Ünal (2018) analyzed the EBA platform comprehensively by means of 20 science teachers' opinions. They involved teachers from different cities of Turkey based on the criteria that they are using technology effectively,

have mastered the technological tools and participated in in-service training about EBA. Interviews held with teachers clearly demonstrated that teachers have problems with slow internet speed, weak network infrastructure, a limited number of e-contents, and accessing suitable e-contents based on grade. The participants underlined that although technology and digital content offer them opportunities to diversify their teaching activities, the physical infrastructure must be completed as a prerequisite for using digital materials. Additionally, the study revealed that teachers generally use e-content on EBA for test solving, lecturing during the lesson, reading news, and downloading necessary e-contents. Nevertheless, the number of teachers designing and sharing their own content on EBA is found to be quite low.

Kuloğlu (2018) investigated the English teachers' usage of Educational Informatics Network (EBA) in their study, and the study group consists of 105 English teachers working in 50 schools that have network and internet infrastructure in Karabük province and Safranbolu district. In his study, the researcher preferred the descriptive survey model of quantitative research designs. In this context, the study was composed of two different data collection tools: a questionnaire and a semi-structured interview. In the analysis of the survey, independent samples t-test and one-way ANOVA tests were conducted, while in the analysis of the semi-structured interview, content analysis was carried out. As a result of the research, it was found out that the teachers used the interactive boards in the classrooms effectively; however, they used EBA only to utilize some of the course e-contents because they found the e-contents inadequate and inefficient. In addition, EFL teacher's attitudes towards the EBA platform are positive, and their self-efficacy levels for using the portal are also good; however, teachers do not produce and share any content on this platform. Finally, English teachers consider the course e-contents available on EBA to be sufficient in number but inefficient in quality and expect higher quality e-contents to be available in EBA in the future.

Elçiçek (2019) conducted his master's thesis titled "The Study of the Usage Frequency of the Website Education Information Technologies Network (EBA): Mardin Province Kızıltepe Town Samples." The study group of the research consists of 1206 teachers working in primary, secondary, and high schools in Kızıltepe district of Mardin province in the 2015-2016 academic year. According to the results of the research, teachers stated that the mostly benefitted part of EBA was course e-contents, while the least used section was

news about schools. It was determined that teachers use EBA mostly for one-way access to the information and documents. He also underlined that the reason for primary school teachers' using the e-contents less is because the interactive whiteboards may not have been installed in their schools yet, and the primary school course e-contents are not properly designed and shared in the platform. Consequently, research findings indicated that English teachers use EBA more frequently than the teachers of some other branches, and this positive result is linked with the EFL teachers' use of foreign language portal in their lessons.

In conclusion, previous studies (Saklan and Ünal, 2018; Kızılet and Özmen, 2017, and Ateş et al. 2015) on EBA clearly indicated that EBA is currently at the stage of development in many aspects, and teachers' and students' opinions are mainly affected by the quality and relevance of the e-content on the platform. Even though there are different types of documents such as worksheets, videos, exercises, and lectures on EBA, e-contents of different branches and grades are required to keep updated in line with the national curriculum. When all these studies are examined, it can be inferred that educational learning platforms that are offered independently from time and place are beneficial to students. In studies (Ekici and Yılmaz 2013; Anatürk 2014, and Birişçi and Çalık-Uzun, 2014) conducted in a few years after EBA was introduced in 2011 as an educational learning platform, user interface and e-content quality were the main points that most of these studies focused on and tried to explain the attitudes and usage levels. Especially after 2015, the number and variety of e-contents on EBA have increased, mobile applications for IOS and Android devices have been launched, and the total user number has largely improved due to widespread dissemination activities. The lack of hardware and infrastructure and insufficient course contents are often revealed in the study results among the reasons for not using EBA during the lessons. Specific to the English course, a separate "Language Learning Portal" is available on EBA, and this portal is regarded to function as a supporting leg for the existing e-contents on EBA. At this point, the mutual implication of past research is that MoNE needs to offer particular applications and e-contents through the FATİH Project and its educational learning platform EBA that differentiates from other publishers' course materials. Besides, these e-contents needs to attract students' and teachers' attention and motivate them.

2.5. Educational Learning Platforms in Turkey

Piotrowski (2010, p.30) defines an educational learning platform as: “a system which provides integrated support for the six activities -creation, organization, delivery, communication, collaboration, and assessment- in an educational context.” These six activities are reported as follows:

- **Creation** refers to the production of learning and teaching materials by instructors.
- **Organization** refers to the arrangement of the materials for educational purposes (e.g., combining them into modules or courses).
- **Delivery** refers to the publication and presentation of the materials so that they can be accessed by students.
- **Communication** refers to the computer-mediated communication between students and instructors and among students.
- **Collaboration** refers to students jointly working on files or projects; it also includes collaboration between instructors.
- **Assessment** refers to the formative and summative evaluation of learning progress and outcomes, including feedback.

Besides, there are e-learning platforms and applications in Turkey different from EBA that aim to contribute to students’ academic achievement and self-study opportunities. The following section summarizes some of these platforms used around the country and their functions and features.

2.5.1. Khan Academy

Founded by Salman Khan in the United States in 2006, Khan Academy is a non-profit organization and the world’s most important free education portal with nearly 1 billion courses in the last two years. Their goal is to ensure that anyone can have a world-class and free learning opportunity wherever and whenever they want. Developed by a team of 80 people for use by millions of students all over the world, Khan Academy has been translated into 40 languages, including Turkish. Educational contents on Khan Academy are open to everybody, and these e-contents are shared free of charge. The content includes many courses from primary school to university, which are designed to address all ages and all levels. The

main aim of Khan Academy is to contribute to strengthening the equality of opportunity in education. In this context, both Khan Academy and EBA have mutual goals of providing equal education to everyone.

Khan Academy lecture videos are free of charge, easily accessible via computers, phones, and tablets, have a friendly manner of telling, are short, concise, clear, and an average of 8-minute videos. Besides, the videos also adopt a focused approach to teaching basic concepts and have an understanding that guides and helps students with sample answers to the questions. Moreover, these videos contain sections based on reinforcing the knowledge learned in the past, and creating a holistic learning experience, and providing a complete and masterful narrative with a full understanding of learning. It also serves as a resource for hearing impaired users with subtitle options. The expanding Khan Academy library includes courses in Mathematics, Physics, Chemistry, Biology, Economics and Finance, Health and Medicine, Art History, Earth History, Space Science, and many more. Figure 17 shows a sample English lecture video from Khan Academy Turkish.

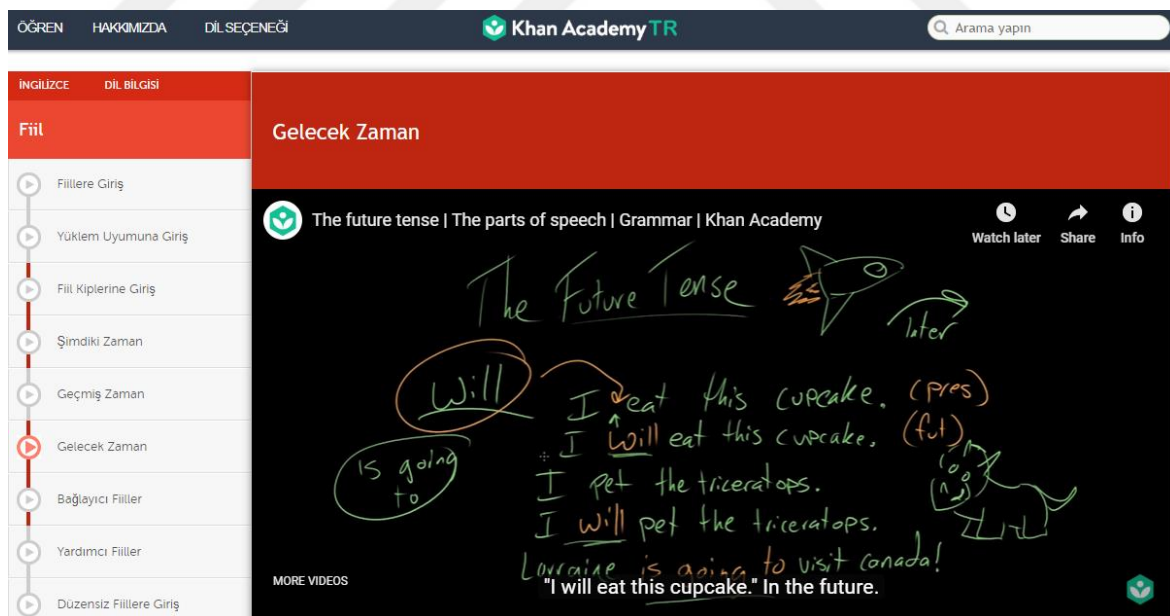


Figure 17. A sample English lecture video from Khan Academy Turkish (Khan Academy, 2019)

Additionally, Khan Academy Turkish videos and e-contents are published on EBA and reach tens of thousands of schools across the country. As of December 2019, there are

4419 video contents on EBA that are created and shared by Khan Academy Turkish. At the same time, the platform signed a collaboration project with the General Directorate of Lifelong Learning of the MoNE in Turkey. In the framework of this collaboration, Khan Academy aims to help individuals benefit from the courses on the platform who have not had the chance to receive the education they wished or who wish to compensate for their deficiencies. Khan Academy Turkish is financed by the Scientific and Technical Publications Translation Foundation, an STFA Foundation. Khan Academy Turkish, which is the first international affiliate of Khan Academy, is growing day by day with the support of many individuals and institutions as a social responsibility and volunteer movement as well as being an educational institution. In addition to this, the academy focuses on strengthening equal opportunities in Turkish education (Khan Academy, 2019).

2.5.2. Vitamin

Introduced in 2000, Vitamin is an online education support service for teachers and students, compatible with the MoNE curriculum. It is Turkey's one of the leading online education platforms offering comprehensive education solutions for all students and teachers from preschool to high school. Vitamin aims to realize full learning by helping students understand lessons better. Developed and launched by Sebit, an educational technology company, educational contents on Vitamin include lectures, interactive activities, three-dimensional animations, virtual experiments, classroom activities, worksheets, abstracts, open-ended questions, video-based examples, screening tests, and pilot exams. These course materials developed by Vitamin are published on the EBA Course section for various lessons and grades. Teachers working at MoNE can access Vitamin e-contents free of charge.

2.5.3. Morpa

Morpa Campus is an educational learning platform that contains thousands of content in line with the curriculum of the MoNE, which is prepared to support primary and secondary school students and teachers in classes. Through this platform founded in 2007, student development based on the school curriculum can be monitored by the teachers and the parent

of the member student. School administrators are also able to track the work of the teachers in their schools and the success status of the students. In addition, teachers can monitor the development of students in their classrooms in accordance with their achievements with detailed reports. Teachers can also share course content with their students or with other teachers in the group. Morpa is used by primary school grades 1, 2, 3, and 4 and middle school grades 5, 6, 7, and 8 students, classroom and branch teachers, school administrators, and parents of member students. Course contents on Morpa Campus are as follows: Subject Lectures, Interactive Lessons, Exams, Activity Sheets, Interactive Activities, Question-Solving Videos, BBC Documentaries, Experiments, Comprehensive e-library, Award Contests, and Detailed Reporting. Morpa is one of the companies that are the material developers of the FATİH Project. Within the scope of the project, interactive books, educational applications, and other software were prepared for usage in tablets. In addition, Morpa provides free access for teachers in schools affiliated to MoNE to benefit from Morpa Campus with the protocol signed with YEĞİTEK (General Directorate of Innovation and Educational Technologies) within the scope of the FATİH Project.

2.5.4. DynEd

DynEd is the combination of the words “dynamic” and “education” and means dynamic education. In the simplest terms, it is an English language learning software that can be used by all students from 4th grade to 12th grade to improve English. Thanks to this software, users can easily improve themselves in all areas of English, especially listening and speaking. DynEd is designed by a team of language educators, computer programmers, neurologists, and artists, and adopts the brain-based learning theory of recursive hierarchical recognition. According to this theory, language teaching is perceived as a skill training, and the software ensures that learning is achieved through continuous repetition, adjusts the level during each repetition, and triggers brain functions necessary for language automation.

Introduced to the Turkish education system in 2006 by the donation of a private company based in a southern city, DynEd initially was not as widespread as planned due to the lack of internet and hardware infrastructures all over the country. However, today the

software can be installed in the tablets and interactive whiteboards distributed as part of the FATIH Project. DynED aims to make learning permanent and meaningful by designing such software that appeals to many sense organs within the framework of multiple intelligence theory for students with different learning styles. In addition, this software has the purpose of providing language education on the basis of four skills, including reading, writing, listening, and speaking, not a grammar-based language education, so that students can learn English fully.



CHAPTER III

METHODOLOGY

This chapter includes the methodology, participants, data collection tools, and methods and techniques used in the analysis of the data.

3.1. Research Design

This study aims to investigate the EFL teachers' opinions, usage levels, and suggestions for EBA. The research analyzes the variables of gender, age, educational status, teaching experience, type of school, internet connection at home, interactive whiteboards in the classroom, internet connection in the interactive whiteboards, being a registered user on EBA, and having information about the FATİH Project. For this objective, the research is constructed with the explanatory sequential design of the mixed-method research design strategies. Creswell and Plano Clark (2011) state that the researcher first gathers qualitative data and then quantitative data in this type of research design. The main objective of an explanatory sequential research design involves the process of first collecting qualitative data to comprehensively study a phenomenon and then focusing on quantitative data to discuss and explain relationships discovered in the qualitative data. In this context, this study uses a questionnaire to collect quantitative data and a semi-structured interview to gather qualitative research data. In the quantitative part of the study, the participant EFL teachers' opinions, usage levels, and suggestions are researched through questionnaire items based on their demographic features. After the quantitative data is collected and then analyzed, the qualitative part of the study is conducted with the EFL teachers who use EBA frequently in their courses to identify and examine the problems they experience thoroughly and to collect their suggestions for the improvement of the platform. Based on the findings of the data collected throughout the study, implications and conclusions are discussed.

In Table 1, the procedure of data collection instruments and the distribution of research questions according to the sampling technique and the participants are given.

Table 1.

Research Design

Research Questions	Sampling Technique	Participants	Data Collection Tools	Time
1. What are the EFL teachers' opinions about EBA?	Convenience Sampling	547 EFL Teachers	EBA Questionnaire	November 2019 - January 2020, 15 minutes
2. What are the EFL teachers' usage levels of EBA?	Convenience Sampling	547 EFL Teachers	EBA Questionnaire	November 2019 - January 2020, 15 minutes
3. What are the EFL teachers' suggestions for the improvement of EBA?	Convenience Sampling	547 EFL Teachers	EBA Questionnaire	December 2019 - January 2020, 15 minutes
	Purposive Sampling	10 EFL Teachers	Semi-structured Interview	February-March, 2020, 20 minutes

As indicated in Table 1, the EBA questionnaire was conducted with 547 EFL teachers to study three research questions in the period from November 2019 to January 2020. The questionnaire lasted for 15 minutes on average. On the other hand, the semi-structured interviews were carried out with 10 EFL teachers selected among the questionnaire participants over the period of February and March 2020. The interviews took around 20 minutes to finish.

3.2. Participants

The population of this study is composed of 1818 English teachers who work in the primary, secondary, and high schools affiliated to the Ministry of National Education in the city center and districts of Hatay in the academic year of 2019-2020. The data regarding the total number of the EFL teachers who work in Hatay was accessed from the Provincial Directorate for National Education through official channels in written form (see Appendix 6). With regards to the current teacher employment policies in Turkey, permanent and contract teachers are involved in the population of the study while paid teachers are excluded. Thus, there are 547 English teachers selected through convenience sampling method, which

is one of the non-probability sampling techniques, in the sampling of the quantitative part of this study. This sampling method is selected because it is efficient and simple to implement with a large group of participants in a specific period of time. According to Battaglia (2008), convenience sampling provides ease of obtaining the sample, which is related to the low cost of accessing the study group, the geographic distribution of the sample, and acquiring the interview data from the study group. Therefore, this study accessed the EFL teachers who were willing and readily available to participate in the study, and the participants were contacted through online and face-to-face communication channels and with printed and online data collection tools. In online data collection of the questionnaire, the Google Forms digital platform was used to reach and collect data from the EFL teachers after the necessary permission was taken from the official administrators (see Appendix 5).

After the questionnaire data of the study was collected, a follow-up qualitative data collection procedure was conducted to carry out in-depth analysis by means of semi-structured interviews. 10 EFL teachers who were selected through the purposive sampling of non-probability sampling designs were included in this part of the study. Oliver and Jupp (2006, pp. 244–245) define purposive sampling as “... *decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research.*” With reference to this definition, the researcher in this study aimed to examine the suggestions of the experienced EFL teachers who use EBA frequently in their courses and have comprehensive knowledge about the platform. The data collection process was finalized when the participant EFL teachers started to repeat similar statements and experiences about EBA, which means data saturation was reached.

In Table 2, frequency (f) and percentage (%) distribution of the participant EFL teachers’ demographic features who participated in the questionnaire part of the study is shown.

Table 2.

Frequency (f) and Percentage (%) Distribution of Teachers' Demographic Features in the Questionnaire (n=547)

Variable	Group	Frequency f	Percentage %
Gender	Male	128	23.4
	Female	419	76.6
Age	21-25	25	4.6
	26-30	139	25.4
	31-35	194	35.5
	36-40	118	21.6
	41 and more	71	13.0
Educational Status	Bachelor's degree	495	90.5
	Postgraduate degree	52	9.5
Teaching Experience	1-5 year(s)	128	23.4
	6-10 years	196	35.8
	11-15 years	124	22.7
	16-20 years	55	10.1
	21 years and more	44	8.0
Type of School	Primary School	64	11.7
	Secondary School	350	64.0
	High School	133	24.3
Internet Connection at Home	Yes	521	95.2
	No	26	4.8
Interactive Whiteboards in the Classroom	Yes	469	85.7
	No	78	14.3
Internet Connection in the Interactive Whiteboards	Yes	432	79.0
	No	115	21.0
Being a Registered User on EBA	Yes	522	95.4
	No	25	4.6
Having Information about the FATİH Project	Yes	440	80.4
	No	107	19.6

Based on the figures in Table 2, the number of male teachers who participated in the questionnaire of the research is 128 (%23.4), while the number of female teachers is 419 (%76.6). The number of female teachers is more than three times the number of male teachers. The age distribution of the participants is mainly focused on the 31-35 age group with 194 teachers (%35.5) respectively followed by 139 teachers (%25.4) in the 26-30 group, 118 teachers (%21.6) in the 36-40 group, 71 teachers (%13) in the 41 years and more group, and 25 teachers (%4.6) in the 21-25 group. According to the educational status of the participant teachers, 495 teachers (%90.5) have a bachelor's degree, while 52 teachers (%9.5) have postgraduate degrees. This distribution suggests that the majority of the teachers in the sampling of the study have a bachelor's degree. Additionally, the distribution of the teaching experiences of the EFL teachers in this study indicates that 196 teachers (%35.8) have 6-10 years of experience followed by 128 teachers (%23.4) with 1-5 year(s), 124 teachers (%22.7) with 11-15 years, 55 teachers (%10.1) with 16-20 years, and 44 teachers (%8) with 21 years and more. In addition, 350 teachers (%64) work at secondary schools, while 133 teachers (%24.3) teach at high schools and 64 teachers (%11.7) at primary schools.

Table 2 also shows the distribution of teachers based on their status of having an internet connection at home. While 521 teachers (%95.2) have an internet connection at home, 26 participants (%4.8) do not have a connection. As not all of the state schools are equipped with interactive whiteboards (IWBs), the questionnaire also included the items about this issue. Responses to this item revealed that 469 teachers (%85.7) have IWBs, while 78 of them (%14.3) did not have this tool. Also, IWBs can be used effectively only when they are connected to the internet in the classroom environment. Therefore, the results of the item regarding the internet connection in the interactive whiteboards suggested that 432 teachers (%79) have an internet connection in IWBs, while 115 teachers (%21) do not have a connection. This means that 1 out of 5 teachers do not have an internet connection in the IWBs in the classrooms. When the participant EFL teachers are analyzed based on their status of being a registered user on EBA, it is indicated that 522 teachers (%95.4) are registered on EBA, while 25 teachers (%4.6) have not used the platform yet as a teacher. Lastly, teachers were asked about their status of having adequate information about the FATİH Project, and the responses are interesting. Despite the dissemination efforts of MoNE to promote the project all around the country as of 2011, there are still some teachers who lack sufficient

information about the FATIH Project in this study. As seen in the statistics, 440 EFL teachers (%80.4) are informed about the project, while 107 teachers (%19.6) report that they do not know the project adequately.

In Table 3, frequency (f) and percentage (%) distribution of teachers' demographic features who participated in the semi-structured interview part of the study is shown.

Table 3.

Frequency (f) and Percentage (%) Distribution of Teachers' Demographic Features in the Semi-structured Interview

Variable	Group	Frequency f	Percentage %
Gender	Male	3	30.0
	Female	7	70.0
Age	21-25	1	10.0
	26-30	3	30.0
	31-35	3	30.0
	36-40	2	20.0
	41 and more	1	10.0
Educational Status	Bachelor's degree	8	80.0
	Postgraduate	2	20.0
Teaching Experience	1-5 year(s)	4	40.0
	6-10 years	3	30.0
	11-15 years	1	10.0
	16-20 years	1	10.0
	21 years and more	1	10.0
Type of School	Secondary School	8	80.0
	High School	2	20.0

As can be seen in Table 3, participants in the interview are distributed according to five demographic features. In this regard, there are 3 male and 7 female EFL teachers who participated in the interviews. The distribution of the participants by their age indicates that 1 teacher is in the 21-25 age group, followed by 3 teachers in the 26-30 age group, 3 teachers

in the 31-35 age group, 2 teachers in the 36-40 age group, and 1 teacher in the 41 and more age group. The educational status of the participants shows that 2 teachers have a postgraduate (master's degree) degree, while 8 teachers have a bachelor's degree. Besides, the teaching experiences of the participant teachers are mainly concentrated on the 1-5 year(s) and 6-10 years of experience with 4 and 3 teachers, respectively. The other experience groups have 1 teacher in each of them. Lastly, the primary school option was removed from the interview because there are 8 teachers working in secondary schools and 2 teachers in high schools.

3.3. Data Collection Tools

Two data collection tools were used in this study, including a questionnaire and a semi-structured interview. These data collection tools were aimed at revealing answers to the research questions of this study.

3.3.1. Questionnaire

The “Questionnaire on Teachers’ Opinions about EBA Usage” developed by Alabay (2015) and adapted and redesigned by the researcher is used as one of the data collection tools in this research. The questionnaire used in the study (see Appendix 1) consists of two sections. In the first section, there are 10 close-ended questions collecting the demographics data of the participants’ gender, age, educational status, teaching experience, type of school, internet connection at home, interactive whiteboards in the classroom, internet connection in the interactive whiteboards, being a registered user on EBA, and having information about the FATIH Project. In the second section, the questionnaire has 34 items which are distributed as 11 items about the sub-dimensions of the EFL teachers’ general opinions about EBA (factor 1), 14 items regarding the EFL teachers’ opinions about EBA usage levels (factor 2), and 9 items about the EFL teachers’ suggestions for the improvement of EBA (factor 3). Participants responded to the questionnaire items based on the 5-point Likert scale with the options of (1) Strongly Disagree; (2) Disagree; (3) Neither Agree nor Disagree; (4) Agree; and (5) Strongly Agree in the items related to the level of agreement, and with the options of (1) Never; (2) Rarely; (3) Sometimes; (4) Often; and (5) Always in the items related to the level of frequency (see Appendix 1).

Since some of the items in the questionnaire were partially adapted and a new scale was developed based on Alabay's (2015) study, the questionnaire scale classified under three dimensions was presented to the evaluation and examination of two experts who work in the field of statistics, and five experts in the field of language, education, and teaching. Experts were asked to provide their opinions on whether each item in the scale meets the dimension to which it belongs. Some items were removed from the scale in line with the suggestions of the experts, while some others were changed, modified or rewritten.

When the final version of the questionnaire scale was determined, a pilot study was carried out with the participation of twenty EFL teachers, except for the study group, to assure that the items in the questionnaire address the research questions correctly. Based on the results of the pilot study, necessary adjustments were made from points of the accessibility of the questionnaire on the digital platform, the output of the entered data from the platform, and access to the collected research data. In the pilot study, the points that the participants understood from each item were noted through individual feedback. Hence, the items were revised in line with the opinions and suggestions to avoid repetitive statements in the items. Also, the instructions about the relevant section of the questionnaire were added to the beginning of each section. According to the received feedback, items, and other arrangements that have to be made mandatory or optional were discussed and concluded. Finally, the questionnaire scale was updated by consulting the opinions of the language experts and reevaluated at the points of expression, clarity, and simplicity of the items. Thus, the questionnaire items became error-free and easy to understand by avoiding ambiguity, misinterpretation, and inconsistency.

3.3.2. Semi-structured Interview

The interview is one of the most frequently used data collection tools in quantitative studies (Yıldırım & Şimşek, 2016, p.129). It is classified as a structured interview, unstructured interview, semi-structured interview, ethnographic interview, and focus group interview according to the availability of resources and the characteristics of the data to be collected in the research (Büyüköztürk et al., 2014). According to Kvale (1996), the qualitative research interview seeks to describe the meanings of central themes in the life world of the participants, and the main task in interviewing is to understand the meaning of

what the interviewees say. Besides, McNamara (1999) states that interviews are generally useful for getting the story behind a participant's experiences on a specific topic. Thus, the interviewer, let be the researchers in this context, can pursue in-depth information around the topic. He also adds that interviews can be useful as follow-up to certain respondents involved in the questionnaires to further investigate and delve into their responses. As a sub-category of the interviews, the semi-structured interview is typically used as an in-depth data collection technique by qualitative researchers in the field of education and social sciences. In such interviews, the researchers do not follow pre-defined interview questions; instead, they ask more open-ended questions and allow for discussion with the interviewer rather than the direct form of question and answer. The questions in this type of interview are used as a guide, and when needed, additional questions can be asked for more clarification and elaboration.

The semi-structured interview in this research (see Appendix 3) was designed to collect in-depth data from 10 EFL teachers who filled in the questionnaire and then volunteered to participate in the interview. The interview participants were selected by purposive sampling method as this part of the study is focused on collecting goal-driven data from the EFL teachers. In the interview, there are 5 questions regarding the demographics of the participants and 7 open-ended items focusing on the EFL teachers' suggestions for EBA under the components of problems, content development, motivation, and future implications. The interview items were prepared by the researcher under the supervision of the academicians and experts. 7 items added to the form also involve sub-items that can be asked based on the answers of the participants for clarification or more detailed information, which makes the interview process semi-structured (see Appendix 3).

The interview data are analyzed through the content analysis technique. According to Babbie (2001, p.330), it "is the study of recorded human communications" with a "systematic, objective, quantitative analysis of message characteristics" (Neuendorf, 2002, p.1). In this technique, researchers measure and analyze the existence, meaning, and relationship of such words and concepts, and then make inferences about the messages in the texts. As this quantitative part of the study aims to delve into the EFL teachers' suggestions and problems they experience while using EBA, the content analysis method is regarded as

significant in discovering extensive data and collecting first-hand information. Thus, while analyzing the content, the data obtained were coded by different coders and researchers in various time periods, and the results were compared to increase validity and reliability. In the coding process of the data, Cohen's kappa value, which is also considered as inter-rater reliability, was taken into consideration (Cohen, 1968). In the calculation made by the researcher, this value was found as 0.815, which makes the coding process reliable. Then, categories, codes, and themes were created and organized. Various inferences and interpretations were made by defining the findings obtained as the last stage.

3.4. Data Analysis

In the analysis of the research data, firstly, the questionnaire adapted from Alabay (2015) to be used in this study was analyzed. Before collecting the data of the study, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were performed to determine the construct validity in this study since the construct validity of the questionnaire was not originally conducted by Alabay (2015).

Prior to conducting EFA, Kaiser Meyer Olkin (KMO) sampling adequacy value and the significance value of Bartlett's test of sphericity need to be calculated to determine the suitability of the data for factor analysis. If the KMO value is greater than .50, it means that each variable in the scale can predict other variables (Field, 2009). As a result of the analysis conducted in this study, the KMO sampling adequacy value was calculated as (.965), and Bartlett's test of sphericity result was also found significant ($\chi^2 = 15877,799$, $sd = 406$; $p < .01$). Therefore, the data obtained from the scale was found to be suitable for factor analysis. According to the EFA results, in the first stage, because factor loads of 1 item from the sub-dimension of the "general opinions about EBA" and 4 items from the sub-dimension of the "usage levels of EBA" were found to be below .32, they were removed from the data set, and the analysis was repeated. The eigenvalues and variances of the factors acquired as a result of EFA are given in Table 4.

Table 4.

Factor Structure of Questionnaire on Teachers' Opinions on EBA Usage

Factor Order	Factors	Factor Eigenvalue	Percentage of Variance (%)	Percentage of Total Variance (%)
1	Factor 1	7,534	25,981	25,981
2	Factor 2	6,987	24,093	50,074
3	Factor 3	6,126	21,124	71,198

When Table 4 is examined, it is seen that the scale consisting of three dimensions explains 71.20% of the total variance. Separately, the first factor accounts for 25.98% of the total variance, the second factor accounts for 24.09%, and the third factor accounts for 21.12%. According to Kline (2011), it is sufficient that the total variance explained in multidimensional scales is over 41%. The distribution of scale items by factor loads and sizes is also shown in Table 5.

Table 5.

Item Factor Loads After Rotation and Scale Items of the Dimensions

Dimension	Item Number	1st Dimension	2nd Dimension	3rd Dimension
Opinions about EBA	b11	,845		
	d11	,840		
	e11	,822		
	c11	,822		
	f11	,820		
	g11	,778		
	a11	,752		
	h11	,715		
	j11	,662		
	k11	,651		

Usage levels of EBA	j12	,811
	m12	,809
	i12	,790
	h12	,772
	f12	,765
	e12	,740
	l12	,715
	k12	,700
	d12	,580
	b12	,477
Suggestions for EBA	c13	,815
	d13	,804
	b13	,801
	f13	,782
	e13	,775
	g13	,771
	a13	,770
	i13	,754
	h13	,740

As can be seen in Table 5, the factor loads of the items that are in the first dimension vary between .65 and .84, and the factor loads of the second dimension items vary between .47 and .81. The items that are in the third dimension range from .74 to .81. Alpha internal consistency coefficients of each dimension were calculated to test the reliability of the scale. Accordingly, the alpha internal consistency coefficients calculated for the first, second, and third dimensions are .96, .92, and .96, respectively. These findings suggest that the questionnaire scale is perfectly reliable.

Besides, CFA was performed to validate the factor structure obtained after EFA and to control the relationships among the factor structures that were acquired in the analysis. The values of chi-square divided by the degree of freedom (χ^2/df), general fit index (GFI), adjusted goodness fit index (AGFI), root mean square error of approximation (RMSEA), incremental fit index (IFI), and comparative fit index (CFI) values were taken as criteria for the compatibility of CFA model (Çelik & Yılmaz, 2013; Kline, 2011). In the CFA analysis, theoretically supported modifications (error bindings) were made among the variables to improve the fit index values for the relevant model. The standardized value coefficients for the parameters of the established model are given in Figure 18.

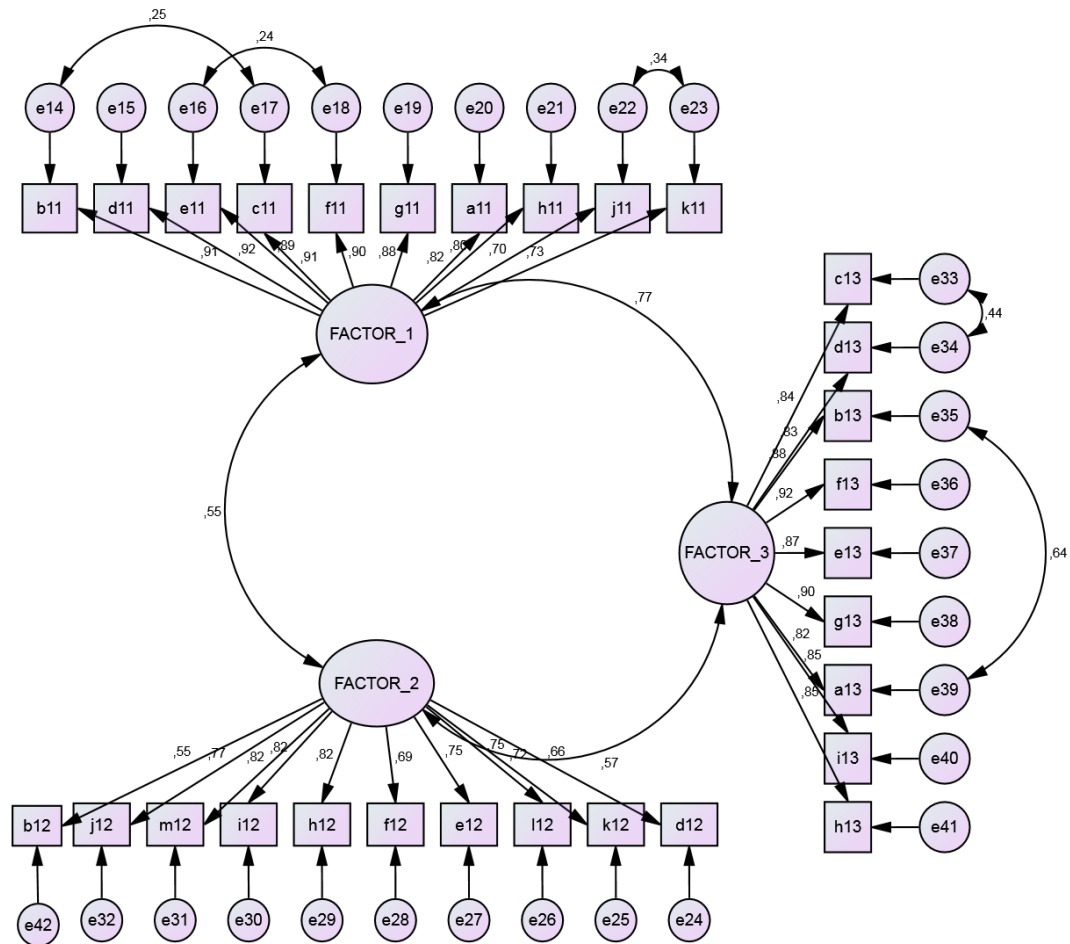


Figure 18. Standardized values for the model

The three-dimensional structure obtained by EFA was tested by applying CFA to the scale. The achieved CFA results gave consistent results with the results obtained with EFA and the fit indices were at the preferred levels ($\chi^2=1272,699$, $df=369$, $p<0,01$, $\chi^2/df=3,449$,

RMSEA=0,06, AGFI=0,85, GFI=.85, IFI=.94, CFI=.94). Table 6 demonstrates the values of the fit indices applied to determine the adequacy of the theoretical model in accordance with the data obtained with the CFA analysis and the fit values of the CFA model.

Table 6.

Fit Values of the Fit Indices Used and Fit Values of the Model*

Fit Indices	Perfect Values	Acceptable Values	Model Fit Indices	Result
χ^2/sd	$0 \leq \chi^2/sd \leq 2$	$2 \leq \chi^2/sd \leq 5$	3,449	Acceptable Fit
RMSEA	$.00 \leq RMSEA \leq .05$	$.05 \leq RMSEA \leq .08$	.06	Acceptable Fit
CFI	$.95 \leq CFI \leq 1.00$	$.90 \leq CFI \leq .95$	.94	Acceptable Fit
GFI	$.95 \leq GFI \leq 1.00$	$.90 \leq GFI \leq .95$	.85	Acceptable Fit
AGFI	$.95 \leq AGFI \leq 1.00$	$.85 \leq AGFI \leq .90$	.85	Acceptable Fit
IFI	$.95 \leq IFI \leq 1.00$	$.90 \leq IFI \leq .95$	.94	Acceptable Fit

*(Çelik & Yılmaz, 2013; Çokluk, Şekercioğlu, & Büyüköztürk, 2014)

Table 6 indicates that the tested theoretical model has a structure compatible with the data set, and the model fit indices are at an acceptable level. The fact that χ^2 value is between 2 and 5 is the first parameter that shows that the model is compatible with the data at an acceptable level (Kline, 2011). As another compatibility criterion, the RMSEA value is below .08, which shows an acceptable level of compatibility of the model with the data set. The fact that the other fit criteria were also acceptable showed that the tested model generally fit well with the data.

After CFA and EFA were finalized, the trial versions of SPSS and AMOS software were used to analyze the research data that was downloaded through the digital data collection platform. For descriptive analysis, frequency (f), arithmetic mean ($\bar{X}$), percentage (%), and standard deviation (sd) values were used. The skewness and kurtosis values were used to test that the scale scores meet the assumption of normality. It was seen that the scores obtained from the scale were normally distributed. Answers to the items in the scale were scored as (1) Strongly Disagree; (2) Disagree; (3) Neither Agree nor Disagree; (4) Agree; and (5) Strongly Agree in the items related to the level of agreement, and with the

options of (1) Never; (2) Rarely; (3) Sometimes; (4) Often; and (5) Always in the items related to the level of frequency.

On the other hand, the independent samples t-tests were used to determine whether there is a statistically significant difference in the sub-dimensions of the scale including the scores of the variables of gender, educational status, internet connection at home, interactive whiteboards in the classroom, internet connection in the interactive whiteboards, being a registered user on EBA, and having information about the FATİH Project. Additionally, one-way analysis of variance (ANOVA) was performed to reveal whether the mean scores obtained from the scale differed statistically significantly by age, teaching experience, and type of school.

In analyzing the semi-structured interview data, the content analysis method was used for the purpose of organizing and interpreting the data collected in the interview and presenting it to the reader. In this type of analysis, the collected data are interpreted and summarized according to various codes, categories, and themes (Yıldırım & Şimşek, 2013). The findings are clearly stated and systematically described, and these descriptions are interpreted by examining and explaining the content shared by the interviewees. In line with these comments, some conclusions are acquired based on recurring themes, and the researcher can also make predictions about the future by associating the themes obtained. In this context, interviews with 10 EFL teachers were organized as face-to-face meetings, and they lasted around 20 minutes at most. The interview participants were informed about the ethical issues, and they all consented to participate and be recorded in the interviews. During the interviews, the audio recording was conducted not to miss any research data. After all of the interview meetings were finished, the interview data were firstly transcribed word by word based on the recordings. Next, the transcriptions were shared with an academician who works at the Department of Education to ensure the reliability and receive his feedback. Extensive reading of the transcribed texts was done by the researchers to familiarize themselves with the text. Then, the coding procedure was carried out by identifying the most repeated expressions by the participants. The coded data were analyzed to create themes and categories in relation to the similarities and differences between the words, sentences,

expressions, and phrases of the participants. Consequently, the findings are presented in tables and discussed in detail.



CHAPTER IV

FINDINGS

This chapter reveals the findings of the questionnaire and semi-structured interviews and presents the findings in tables and figures. Firstly, the findings of the questionnaire are examined based on the variables and sub-dimensions of the study, and then the findings of the semi-structured interview are analyzed in terms of the acquired codes and themes.

4.1. The Analysis and Findings of the Questionnaire

The questionnaire was designed by Alabay (2015) and adapted with the updated and changed items and sections by the researcher after the factor analysis was conducted. In accordance with the improvements, a new scale to measure the EFL teachers' opinions, usage levels, and suggestions for EBA was developed and applied to 547 EFL teachers. The scale was analyzed based on different variables, and the results of these analyses are discussed in the following parts. Therefore, the independent t-tests were used to analyze the variables of gender, educational status, internet connection at home, an interactive whiteboard in the classroom, internet connection in the interactive whiteboard, being a registered user on EBA, and having information about the FATİH Project. On the other hand, one-way analysis of variance was used to analyze the variables of age, teaching experience, and type of school.

4.1.1. Independent Samples T-Tests Results by Gender

The results of the independent samples t-tests performed to determine whether the scores obtained from the sub-dimensions of the scale differ significantly by the gender variable are given in Table 7.

Table 7.

T-Test Results by Gender

	Gender	N	$\bar{X}$	S	sd	t	p
Factor 1	Male	128	3,0648	1,13336	545	.814	.416
	Female	419	2,9779	1,03415			
Factor 2	Male	128	2,3305	,92469	545	2,470	.014
	Female	419	2,1059	,89252			
Factor 3	Male	128	3,1372	1,18433	545	.293	.769
	Female	419	3,1050	1,05333			

In Table 7, it is seen that the mean scores from Factor 1 do not differ significantly by gender. The mean scores of male and female teachers are close to each other. Depending on these findings, gender does not reveal a significant effect on teachers' general opinions about EBA.

However, the mean scores from Factor 2 differ significantly by gender, as seen in Table 7. The mean scores of male teachers ($\bar{X}= 2,33$) are higher than those of female teachers ($\bar{X}= 2,10$). Accordingly, male teachers' EBA usage levels are higher than female teachers.

The mean scores from Factor 3 do not differ significantly by gender. The mean scores of male and female teachers are close to each other. Based on these findings, gender does not have a significant effect on teachers' suggestions.

4.1.2. Independent Samples T-Tests Results by Educational Status

The results of the independent samples t-tests performed to determine whether the scores obtained from the sub-dimensions of the scale differ significantly by the educational status variable are given in Table 8.

Table 8.

T-Test Results by Educational Status

	Educational Status	N	$\bar{X}$	S	sd	t	p
Factor 1	Bachelor's	495	2,9649	1,05234	545	-	.023
	Postgraduate	52	3,3154	1,06704		2,281	
Factor 2	Bachelor's	495	2,1127	,87910	545	-	.000
	Postgraduate	52	2,5942	1,02735		,3,695	
Factor 3	Bachelor's	495	3,0837	1,07187	545	-	.065
	Postgraduate	52	3,3868	1,17269		1,922	

Table 8 shows that the mean scores acquired from Factor 1 differ significantly by the educational status. The mean scores of the teachers with a postgraduate degree ($\bar{X}= 3,31$) are higher than those with a bachelor's degree ($\bar{X}= 2,96$). Accordingly, the educational status has a meaningful and significant effect on teachers' opinions about EBA.

The mean scores obtained from Factor 2 differ significantly by the educational status, as seen in Table 8. The mean scores ($\bar{X}= 2,59$) of the teachers with a postgraduate degree are higher than those with a bachelor's degree ($\bar{X}= 2,11$). Accordingly, EBA usage levels of EFL teachers who have a postgraduate degree are higher than those at the bachelor's degree.

The mean scores from Factor 3 do not differ significantly by the educational status. The mean scores of those who have a bachelor's degree and those with a postgraduate degree are close to each other. With regard to these findings, the educational status does not have a significant effect on the mean scores of the participant teachers in terms of their suggestions.

4.1.3. Independent Samples T-Tests Results by Internet Connection at Home

The results of the independent samples t-tests carried out to determine whether the scores obtained from the sub-dimensions of the scale differ significantly by the internet connection at home variable are given in Table 9.

Table 9.

T-Test Results by Internet Connection at Home

	Internet Connection at Home	N	$\bar{X}$	S	sd	t	p
Factor 1	Yes	521	2,9841	1,06139	545	-1,397	,163
	No	26	3,2808	,95750			
Factor 2	Yes	521	2,1668	,91029	545	,960	,338
	No	26	1,9923	,77145			
Factor 3	Yes	521	3,1009	1,08549	545	-1,126	,261
	No	26	3,3462	1,05471			

As indicated in Table 9, the mean scores from Factor 1 do not differ significantly depending on whether there is an internet connection at home. The mean scores of those who have an internet connection at home and those who do not have an internet connection at home are close to each other. These findings point out that the presence of internet connection at home does not have a significant effect on the teachers' general opinions about EBA.

The mean scores obtained from Factor 2 do not differ significantly depending on whether there is an internet connection at home or not. The mean scores of those who have an internet connection at home and those who do not have an internet connection at home are found close to one another. Therefore, this finding suggests that the presence of an internet connection at home does not have a significant effect on the teacher's EBA usage levels.

Table 9 also indicates that the mean scores obtained from Factor 3 do not differ significantly depending on whether there is an internet connection at home or not. The mean scores of those who have an internet connection at home and those who do not have an internet connection at home are close to each other. Based on these findings, the presence or absence of internet connection at home does not have a significant effect on the teachers' suggestions.

4.1.4. Independent Samples T-Tests Results by Interactive Whiteboard in the Classroom

The results of the independent samples t-tests carried out to determine whether the scores obtained from the sub-dimensions of the scale differ significantly by the interactive whiteboard in the classroom variable are given in Table 10.

Table 10.

T-Test Results by Interactive Whiteboard in the Classroom

	Interactive Whiteboard in the Classroom	N	$\bar{X}$	S	sd	t	p
Factor 1	Yes	469	3,0086	1,02185	545	,562	,574
	No	78	2,9359	1,25811			
Factor 2	Yes	469	2,1539	,88384	545	-,289	,773
	No	78	2,1859	1,02472			
Factor 3	Yes	469	3,1227	1,06688	545	,538	,591
	No	78	3,0513	1,18967			

As seen in Table 10, the mean scores taken from Factor 1 do not differ significantly depending on whether or not there is an interactive whiteboard in the classroom. Those with interactive whiteboards in their classrooms and those without interactive whiteboards in their classrooms have close mean scores. These findings express that the presence of an interactive whiteboard in the classroom does not reveal a significant effect on the teachers' general opinions about EBA.

The mean scores acquired from Factor 2 do not differ significantly depending on whether there is an interactive whiteboard in the classroom, as shown in Table 10. The mean scores of those with interactive whiteboards in their classroom and those without interactive whiteboards in their class are close to each other. In regard to these findings, the presence of an interactive whiteboard in the classroom does not reveal a significant effect on the teachers' EBA usage levels.

The mean scores obtained from Factor 3 do not differ significantly depending on whether or not there is an interactive whiteboard in the classroom. The mean scores of those with interactive whiteboards in their classroom and those without interactive whiteboards in their classroom are close to each other. These findings suggest that the presence of an interactive whiteboard in the classroom does not reveal a significant effect on the teachers' suggestions.

4.1.5. Independent Samples T-Tests Results by Internet Connection in the Interactive Whiteboard

The results of the independent samples t-tests carried out to determine whether the scores obtained from the sub-dimensions of the scale differ significantly by the internet connection in the interactive whiteboards in the classroom variable are given in Table 11.

Table 11.

T-Test Results by Internet Connection in the Interactive Whiteboard in the Classroom

	Internet Connection in the Classroom	N	$\bar{X}$	S	sd	t	p
Factor 1	Yes	432	3,0269	1,03632	545	1,230	,219
	No	115	2,8904	1,13300			
Factor 2	Yes	432	2,1740	,89931	545	,780	,436
	No	115	2,1000	,92452			
Factor 3	Yes	432	3,1335	1,07611	545	,876	,382
	No	115	3,0338	1,11609			

As Table 11 indicates, the mean scores taken from Factor 1 do not differ significantly depending on whether there is an internet connection in the interactive whiteboards in the classrooms or not. The mean scores of those with an internet connection in the interactive whiteboards in the classrooms and those without an internet connection in the interactive whiteboards in the classrooms are found to be close. Thus, the presence or absence of an internet connection in the interactive whiteboards in the classrooms does not have a significant effect on the teachers' general opinions about EBA.

The mean scores obtained from Factor 2 do not differ significantly by whether there is internet connection in the interactive whiteboards in the classrooms or not. The mean scores of those with an internet connection in the interactive whiteboards in the classrooms and those without an internet connection in the interactive whiteboards in the classrooms are close. Therefore, this finding concludes that the presence or absence of an internet connection in the interactive whiteboards in the classrooms does not reveal a significant effect on the teachers' EBA usage levels.

Table 11 reflects that the mean scores obtained from Factor 3 do not differ significantly depending on whether there is an internet connection in the interactive whiteboards in the classrooms or not. The mean scores of those with an internet connection in the interactive whiteboards in the classrooms and those without an internet connection in the interactive whiteboards in the classrooms are close. These findings reveal that the presence or absence of an internet connection in the classroom does not reveal a significant effect on the teachers' suggestions.

4.1.6. Independent Samples T-Tests Results by Being a Registered User on EBA

The results of the independent samples t-tests carried out to determine whether the scores obtained from the sub-dimensions of the scale differ significantly by being a registered user on EBA variable are given in Table 12.

Table 12.

T-Test Results by Being a Registered User on EBA

	Registered User on EBA	N	$\bar{X}$	S	sd	t	p
Factor 1	Yes	522	3,0311	1,05050	545	3,352	,001
	No	25	2,3120	,99219			
Factor 2	Yes	522	2,1854	,90575	545	3,210	,001
	No	25	1,5960	,67112			
Factor 3	Yes	522	3,1482	1,06907	545	3,547	,000
	No	25	2,3689	1,15591			

Table 12 shows that the mean scores from Factor 1 differ significantly by being a registered user on EBA. The mean scores ($\bar{X}= 3,03$) of the EFL teachers who are registered users on EBA are higher than those of those who are not registered users on EBA ($\bar{X}= 2,31$). Thus, it can be concluded that the general opinions of those who are registered users on EBA have higher mean scores compared to those who are not registered users on EBA.

Table 12 also suggests that the mean scores from Factor 2 differ significantly by being a registered user on EBA. The mean scores ($\bar{X}= 2,18$) of those who are registered users on EBA are higher than those of those who are not registered users on EBA ($\bar{X}= 1,59$). Accordingly, EBA usage levels of teachers who are registered users on EBA are higher than those who are not registered users on EBA.

The average scores obtained from Factor 3 differ significantly by being a registered user on EBA, as seen in Table 12. The mean scores ($\bar{X}= 3,14$) of those who are registered users on EBA are higher than those of those who are not registered users on EBA ($\bar{X}= 2,36$). Thus, the suggestions of the teachers who are registered users on EBA are more than those who are not registered users on EBA.

4.1.7. Independent Samples T-Tests Results by Having Information about the FATIH Project

The results of the independent samples t-tests carried out to determine whether the scores obtained from the sub-dimensions of the scale differ significantly by having information about the FATIH Project variable are given in Table 13.

Table 13.

T-Test Results by Having Information about the FATIH Project

	Having Information about the FATIH Project	N	$\bar{X}$	S	sd	t	p
Factor 1	Yes	440	3,0405	1,05613	545	1,901	,068
	No	107	2,8243	1,05158			
Factor 2	Yes	440	2,2186	,89414	545	3,179	,002
	No	107	1,9112	,90807			
Factor 3	Yes	440	3,1434	1,08292	545	1,353	.177
	No	107	2,9855	1,08610			

As can be seen in Table 13, the mean scores taken from Factor 1 do not show any significant difference by having information about the FATIH Project. The mean scores of those with information about the FATIH Project and those who do not have information about the FATIH Project are close to each other. In relation to these findings, having information about the FATIH Project does not reveal a significant effect on the teachers' general opinions about EBA.

The mean scores obtained from Factor 2 differ significantly depending on whether having information about the FATIH Project or not. The mean scores ($\bar{X}$ = 2,21) of those who have information about the FATIH Project are higher than those of those who do not have information about the FATIH Project ($\bar{X}$ = 1,91). Accordingly, EBA usage levels of the

participant teachers who have information about the FATİH Project are higher than those who do not have information about the FATİH Project.

The mean scores obtained from Factor 3 do not differ significantly by having information about the FATİH Project. The mean scores of teachers with information about the FATİH Project and those who do not have information about the FATİH Project are close. These findings suggest that having information about the FATİH Project does not reveal a significant effect on the teachers' suggestions for EBA.

4.1.8. One-Way Analysis of Variance Results by Age

The results of one-way analysis of variance to determine whether the mean scores obtained from the sub-dimensions of the scale differ significantly by the age variable are given in Table 14.

Table 14.

One-Way Analysis of Variance Results by Age

	Age	N	M	S	Source of Variation	Sum of squares	sd	Mean of squares	F	p
Factor 1	1	25	3,18	1,00	Between-group	,965	4	,241	,214	,931
	2	139	2,99	1,04	Within-group	609,943	542	1,125		
	3	194	2,98	1,01	Total	610,908	546			
	4	118	2,97	1,10						
	5	71	3,01	1,13						
	Age	N	M	S	Source of Variation	Sum of squares	sd	Mean of squares	F	p
Factor 2	1	25	2,57	,79	Between-group	6,489	4	1,622	1,998	,093
	2	139	2,17	,92	Within-group	440,025	542	,812		
	3	194	2,08	,82	Total	446,514	546			
	4	118	2,11	,99						
	5	71	2,25	,91						

	Age	N	M	S	Source of Variation	Sum of squares	sd	Mean of squares	F	p
Factor 3	1	25	3,64	1,03	Between-group	7,672	4	1,918	1,639	,163
	2	139	3,08	1,04	Within-group	634,340	542	1,170		
	3	194	3,10	1,08	Total	642,011	546			
	4	118	3,08	1,13						
	5	71	3,05	1,07						

1: 21-25 years old, 2: 26-30 years old, 3: 31-35 years old, 4: 36-40 years old, 5: 41 and older

Table 14 reveals that there is no significant difference in the first dimension of the scale in terms of age group ($F_{(4, 542)}=0.214$, $p>.05$). In other words, the age groups of the participant EFL teachers do not reveal a statistically significant difference in the total scores they received in the dimension of general opinions about EBA.

Additionally, there is no significant difference in the second dimension mean scores in terms of age group ($F_{(4, 542)}=1.998$, $p>.05$). This means that the age groups of the participant EFL teachers do not suggest a statistically significant difference in the total scores they received in the dimension of EBA usage levels.

Table 14 also shows that there is no significant difference in the third dimension mean scores in terms of age group ($F_{(4, 542)}=1.639$, $p>.05$). This means that the age groups of the participant EFL teachers do not indicate a statistically significant difference in the total scores they received in the dimension of the teachers' suggestions for EBA.

4.1.9. One-Way Analysis of Variance Results by Teaching Experience

The results of one-way analysis of variance to determine whether the mean scores obtained from the sub-dimensions of the scale differ significantly by the teaching experience variable are given in Table 15.

Table 15.

One-Way Analysis of Variance Results by Teaching Experience

	Teaching Experienc e	N	M	S	Source of Variation	Sum of squares	sd	Mean of squares	F	p
Factor 1	1	323	2,99	1,02	Between- group	1,330	3	,443		
	2	124	2,98	1,15	Within- group	609,578	543	1,123	,395	,757
	3	55	2,90	,97	Total	610,908	546			
	4	45	3,13	1,14						
	Teaching Experienc e	N	M	S	Source of Variation	Sum of squares	sd	Mean of squares	F	p
Factor 2	1	323	2,17	,88	Between- group	4,750	3	1,583		
	2	124	2,07	,97	Within- group	441,765	543	,814	1,946	,121
	3	55	2,03	,76	Total	446,514	546			
	4	45	2,41	,96						
	Teaching Experienc e	N	M	S	Source of Variation	Sum of squares	sd	Mean of squares	F	p
Factor 3	1	323	3,11	1,06	Between- group	1,315	3	,438		
	2	124	3,13	1,16	Within- group	640,697	543	1,180	,371	,774
	3	55	2,98	1,10	Total	642,011	546			
	4	45	3,20	,98						

1: 1-5 year(s), 2: 11-15 years, 3: 16-20 years, 4: 21 years and more

Table 15 suggests that there is no significant difference in the first dimension of the scale in terms of teaching experience ($F_{(3, 543)}=.395$, $p>.05$). In other words, the teaching experiences of the participant EFL teachers do not suggest a statistically significant difference in the total scores they received in the dimension of general opinions about EBA.

Moreover, there is no significant difference in the second dimension mean scores in terms of teaching experience ($F_{(4, 542)}=1,946$, $p>,05$), as indicated in Table 15. This means that the teaching experiences of the participant EFL teachers do not reveal a statistically significant difference in the total scores they received in the dimension of EBA usage levels.

In addition, there is no significant difference in the third dimension mean scores in terms of teaching experience ($F_{(4, 542)}=.371$, $p>,05$). This means that the teaching experiences of the participant EFL teachers do not report a statistically significant difference in the total scores they received in the dimension of the participant teachers' suggestions for EBA.

4.1.10. One-Way Analysis of Variance Results by the Type of School

The results of one-way analysis of variance to determine whether the mean scores obtained from the sub-dimensions of the scale differ significantly by the type of school variable are given in Table 16.

Table 16.

One-Way Analysis of Variance Results by the Type of School

	Type of School	N	M	S	Source of Variation	Sum of squares	sd	Mean of squares	F	p
Factor 1	1	64	2,97	1,10	Between-group	,141	2	,071	,063	,939
	2	350	3,01	1,05	Within-group	610,767	544	1,123		
	3	133	2,98	1,05	Total	610,908	546			
	Type of School	N	M	S	Source of Variation	Sum of squares	sd	Mean of squares	F	p
Factor 2	1	64	2,28	,99	Between-group	1,237	2	,618	,756	,470
	2	350	2,13	,89	Within-group	445,277	544	,819		
	3	133	2,15	,87	Total	446,514	546			

	Type of School	N	M	S	Source of Variation	Sum of squares	sd	Mean of squares	F	p
Factor 3	1	64	3,12	1,12	Between-group	,389	2	,195	,165	,848
	2	350	3,09	1,07	Within-group	641,622	544	1,179		
	3	133	3,15	1,096	Total	642,011	546			

1: Primary School, 2: Secondary School, 3: High School

Table 16 concludes that there is no significant difference in the first dimension of the scale in terms of the type of school ($F_{(2, 544)}=.063$, $p>.05$). In other words, the type of school of the participant EFL teachers does not reveal a statistically significant difference in the total scores they received in the dimension of general opinions about EBA.

There is no significant difference in the second dimension mean scores in terms of the type of school ($F_{(2, 544)}=.756$, $p>.05$). This means that the type of school of the participant EFL teachers does not report a statistically significant difference in the total scores they received in the dimension of EBA usage levels.

Table 16 additionally expresses that there is no significant difference in the third dimension mean scores in terms of the type of school ($F_{(2, 544)}=.165$, $p>.05$). This means that the type of school of the participant EFL teachers does not reveal a statistically significant difference in the total scores they received in the dimension of the teachers' suggestions for EBA.

4.2. The Analysis and Findings of the Semi-structured Interview

The semi-structured interviews were conducted with the participation of 10 EFL teachers to gather in-depth data with regards to the third research question of this study, which is “*What are the EFL teachers' suggestions for the improvement of EBA?*”. The interviews revealed four themes specified as “*problems, content development, motivation, and future implications.*” These themes and the interrelated codes are discussed in the following tables, and the teachers' responses are supported by the excerpts they stated during

the interviews. Frequencies in the tables show how many times these codes are uttered by the participants.

4.2.1. EFL Teachers' Problems When Using EBA

This theme is related to the participant EFL teachers' problems that they repeatedly reported in the interviews when using EBA. They talked about their problems, the deficiencies of the platform, and their suggestions for finding solutions to these problems and deficiencies. Based on their responses, the interrelated codes were created, and their frequencies are seen in Table 17.

Table 17.

EFL Teachers' Problems When Using EBA

Codes	Frequency
Lack of adequate infrastructure on EBA	10
Taking a long time when accessing EBA	8
Incompatibility of curriculum objectives with materials on EBA	8
A limited number of course e-contents based on grades	7
Lack of course materials according to student level	6
Uninteresting and insufficient course materials	5
Problematic methods of logging into EBA	5
A long time of publishing of the self-designed materials	3
Irrelevant search results	3
Loss of time during the course	3

The distribution of the frequencies in Table 17 clearly shows that all EFL teachers interviewed agree on the fact that EBA needs a better infrastructure to handle so many users at a time. As a supporting argument to this, they also underlined that accessing EBA takes a long time because of busy servers and insufficient website infrastructure. One of the teachers explains his problem as follows:

“There are deficiencies in its technical infrastructure, and course materials are not sufficient. The website was not very user-friendly before, but it has gotten better with

updates now. Technical infrastructure and servers should be improved in a better way, and materials should be renewed to appeal to the student's attention and grade.” (Interviewee 1, Male)

Another teacher states similar problems and says:

“There may be times when we experience access problems during overload... EBA is a useless platform if schools are without a smartboard, students without a computer and internet access.” (Interviewee 5, Female)

Besides, most of the participant EFL teachers stated that the course materials and e-contents on EBA are inadequate regarding different grades and student levels. These materials are reported to be incompatible with the curriculum objectives and also uninteresting for students.

“Course contents must be kept absolutely current and updated. When the curriculum changes, the content should be updated instantly, the old content should not stay there for months. Overall, when compared to other courses, English course materials are slightly weaker in terms of content richness. This shortcoming has existed since I started working (5 years ago). (Interviewee 8, Female)

Other participants agreed with the interviewee above and make the following statements regarding course contents on EBA:

“The website can be designed in a fun way, with more visual games for children and interactive activities. Primary, secondary, and high school levels require very different course contents. More entertaining and interesting materials should be designed, especially at primary and secondary levels. The number of materials must absolutely be increased.” (Interviewee 2, Female)

“Almost every year, our textbooks are changed. Last year, we had a different textbook for 6th graders, but this year it is a new one. Despite this, course activities on EBA are fixed. For example, every textbook has different vocabulary items for each unit, but now on EBA, there are last year’s vocabulary items in some of the activities. If this is the case, I do not use EBA.” (Interviewee 4, Female)

Among the less frequently expressed problems are that teachers’ self-designed materials cannot be easily shared on the platform and that e-contents on EBA are perceived as a loss of time when used during the lessons. EBA also offers irrelevant search results that are out of the context. Expressions of three participants about these problems are as follows:

“I wanted to share the activities I prepared for my lessons several times in EBA and sent them. However, after 5 months, EBA moderation still has not been approved, and no feedback has been provided about approval or rejection. So I don’t think of sharing materials on the platform again...” (Interviewee 7, Male)

“I don’t find the search bar and results very useful because it makes it difficult for me to access the materials I am looking for. I can’t find what I am looking for most of the time.” (Interviewee 9, Female)

“I tried to integrate EBA into my lessons at some points in the past. We have an internet connection in the interactive whiteboards. That’s a nice thing... but logging into EBA and reaching the relevant course materials cause a waste of time for me. I tried to use many times until when I gave up.” (Interviewee 3, Female)

As a result, the problems shared by participant teachers when using EBA reveal that the platform needs to improve its infrastructure, course materials on EBA must be updated in compliance with the curriculum objectives, and the moderation process for teachers’ self-designed materials should be further developed and accelerated. In addition, it is necessary to design a better search algorithm so that teachers access objective-driven course materials.

4.2.2. EFL Teachers’ Content Development Reflections When Using EBA

One of the themes that the EFL teachers often expressed during the interviews was related to the quality of the content and course materials on EBA. The most frequent code shared by the teachers is about the necessity of supporting the lessons with interactive activities such as videos and animations. They listed the other reflections as the agreement with private publishers, practice-based activities for listening and speaking skills, the inclusion of gamification elements, and flashcard applications. The codes and frequencies of the theme of content development are given in Table 18.

Table 18.

EFL Teachers' Content Development Reflections When Using EBA

Codes	Frequency
Supporting courses with videos and animations	9
Integration of the interactive Web 2.0 applications	7
Agreement with private publishers for a variety of content	7
Practice-based activities aimed at listening and speaking	6
Sharing popular teachers' videos on EBA	5
Needing the gamification elements	5
The necessity of flashcard applications for vocabulary teaching	4

Table 18 demonstrates a general distribution of the opinions of the participant EFL teachers about the content development on EBA. The most often expressed reflection is related to the interactivity of the course e-contents. The EFL teachers think that there is a lack of course materials in terms of interactive activities such as videos, animations, cartoons, songs, short films, and Web 2.0 applications. Four EFL teachers commonly commented on this issue as follows:

“Students learn as they are exposed to language. So, I am sending links to different websites on EBA to children. Videos, online exercises, animations, and short films are very popular. I think it would be easier to send these activities to students if those materials were uploaded or available on EBA.” (Interviewee 6, Female)

“Game-based digital activities can be designed in cooperation with computer engineers and teachers. Certainly, video and animations should be added. Interactive applications are necessary.” (Interviewee 10, Male)

“There are shortcomings in the activities in relation to daily life. Video support, songs, movies, etc. activities need to be found on EBA... If there were flashcard applications, vocabulary teaching would be more enjoyable.” (Interviewee 8, Female)

“I think it is very important for English courses to add content such as short videos, short films, informative reading texts, songs, music, and games for the subject of each unit.” (Interviewee 5, Female)

The participant teachers particularly emphasize the importance of the agreement with private publishers and teachers sharing course videos on video platforms to share their ready-made materials as interactive content on EBA.

“I think EBA can cooperate with private publishers to use their course materials on the platform. So, we can access a great variety of course contents for our lessons, and thus students’ achievement can increase.” (Interviewee 9, Female)

“I wish some of the private publishing companies had collaborated with the Ministry of National Education with regards to increasing the quality and quantity of course materials on EBA.” (Interviewee 10, Male)

“There are many popular teachers who record and share their videos on video-sharing platforms. If the Ministry can team up with them to transfer their course videos to EBA, and that will make a big step.” (Interviewee 1, Male)

In addition to these reflections, the participant EFL teachers also underlined the importance of designing and sharing activities on EBA, focusing on the four skills while teaching English to young learners. Teachers share their ideas about this topic in the following statements:

“There are problems in the course content that are suitable for teaching four skills in English lessons, even speaking and listening are very few and sometimes none. There is not a lot of course material in number; material diversity must exactly increase.” (Interviewee 4, Female)

“Since the portal does not have a feature of audio recording, I do not know how much it improves students in speaking skills.” (Interviewee 10, Male)

“EBA should provide children with the opportunity to listen and read level books that are suitable for their grades. This should involve gamification elements too. In this way, students’ attention can be attracted to EBA.” (Interviewee 2, Female)

“Generally, it is not possible to learn the language from the book. If students find an environment in EBA that helps them practice language with their peers and teachers, I believe they will love the website more.” (Interviewee 3, Female)

A general overview of the participant EFL teachers’ reflections on English course content on EBA reveals that EBA lacks interactive materials and that it is not perceived as a platform to practice the language. Therefore, the website needs to be updated based on

teaching four skills and serve as an alternative way of learning and practicing English for EFL students.

4.2.3 EFL Teachers' Motivation When Using EBA

The analysis of the semi-structured interviews revealed another theme focusing on the EFL teachers' motivation when using EBA. The most frequent codes in Table 19 involve the low participation of students in assignments given on EBA, the necessity of interesting contents to increase motivation, insufficient number of course materials, and negative effects of the demotivation of students on teachers' motivation. Table 19 shows the codes and their frequencies.

Table 19.

EFL Teachers' Motivation When Using EBA

Codes	Frequency
Low participation in assignments given on EBA	9
The necessity of interesting contents to increase motivation	8
Insufficient number of course materials	7
Negative effects of students' demotivation on teachers' motivation	5

The content analysis of the discourse of the participant EFL teachers in semi-structured interviews suggested that they are not very motivated to use EBA. Among these codes, teachers have the motivation to assign homework on EBA, and they are generally searching for interesting course materials to motivate students. However, student participation in the assignments is low, which thus decreases teachers' motivation. An EFL teacher suggests that EBA does not motivate him and says:

"I do not think it motivates me. I think it motivates the students very little because there are not so many activities to do when using EBA." (Interviewee 1, Male)

Besides, the participants underline the necessity of interesting contents to increase the motivation of students. They also report that the number of contents on EBA is insufficient

and requires being updated. One of the statements of teachers regarding this finding asserts that:

“As I said before, the course e-content must be more attractive and interesting to motivate the student... Although I tell students that I assigned homework on EBA during the lessons, there is not much interest. So, it is not a very motivating platform for now.” (Interviewee 6, Female)

In addition to the assignment and content related opinions, the participant EFL teachers also expressed the case of the demotivated students. They additionally claimed that they are negatively affected by the demotivating attitudes of the students on EBA. The participant teachers think that they do their share, yet the students are not very much interested in the platform. The following are two of the statements shared in the interviews:

“I allocate 10 days when I send homework to a class of 30 in the semester. After 10 days, I check the reports just to see that 3 or 4 students completed the homework in a 30-student classroom. So, I gave up assigning on EBA, and it is a loss of time.” (Interviewee 3, Female)

“No way... It does not motivate me very much because there is no content that interests me, so there are no materials I think will attract my students. That’s why my first job in the morning is not to visit EBA. I hope one day it will be like this.” (Interviewee 7, Male)

When the opinions of the EFL teachers on their motivation levels when using EBA are generally analyzed, among the demotivating reasons for not using EBA are low participation in assignments, the limited number of course materials, and uninteresting and non-interactive course e-contents. They also express that all these factors affect their motivation negatively, even if they try to use EBA as much as possible. Accordingly, EBA needs to be introduced to students in an interesting way only after the course materials, activities, and assignments become well-designed and focused on the up-to-date course contents.

4.2.4. EFL Teachers’ Future Implications for EBA

As the last theme created out of the semi-structured interviews, the participant EFL teachers’ future implications for EBA in educational settings were collected. Finding

solutions for the infrastructure and internet access problems are the most frequently expressed future implications, which are followed by enrichment of course contents and the extracurricular activities such as games and Web 2.0 applications. The other implications and suggestions are seen in Table 20.

Table 20.

EFL Teachers' Future Implications for EBA

Codes	Frequency
Resolving the infrastructure problems	10
The necessity of internet access in the classroom	10
The enrichment of the number of course contents	9
Game-based extracurricular activities	7
Dissemination of the features of the platform	6
Designing auxiliary activities for the textbook	6
Development of activities based on the four skills	4
Teachers' appreciation of student e-portfolios	2

After collecting the opinions of the EFL teachers in this study about EBA with regards to the suggestions for their problems, content development reflections, and their motivational status, the interview also obtained the data about the participant teachers' future implications for the improvement of EBA in educational settings. In Table 20, the frequencies of their suggestions for the future can be examined. The analysis of these codes indicated that the most obvious problems to be resolved immediately on EBA are related to the infrastructure and access. All of the EFL teachers stressed the future of EBA would be determined by how fast solutions to infrastructure problems will be found. The following lines reflect their opinions:

“The platform becomes permanent when parents and teachers believe in the necessity of EBA provided that it strengthens its infrastructure. In order for the platform to be sustainable, access problems of all socioeconomic students must be resolved.”
(Interviewee 5, Female)

“The internet connection of interactive whiteboards and infrastructure deficiencies must be addressed at all costs. Without these, EBA can’t enter the classrooms and homes of students and teachers.” (Interviewee 2, Female)

“... For the dissemination activities in the rural area, the internet in our country must first reach every home and be free in a home with students. If not free, then it should be affordable for everyone.” (Interviewee 8, Female)

“If we can solve the internet connection and infrastructure problems from local to general, then EBA can turn into a great website. But if these problems gradually become chronic and complicated, then EBA will not be able to progress and develop.” (Interviewee 1, Male)

“Let’s say internet access is provided and infrastructure is getting stronger, but I wonder how low-income families will use EBA if the family does not have mobile devices. It’s not simple. There are a lot of details we need to consider and discuss.” (Interviewee 3, Female)

“... 3 GB of free access to EBA is, unfortunately, not enough. When students watch two or three videos, they spend almost half of it. So, there must be radical solutions to provide the justice of opportunity for every student.” (Interviewee 6, Female)

Moreover, the EFL teachers in this research strongly suggest high-quality content development for English courses, which they think insufficient now. They also underline that the materials on EBA must be in line with the textbooks. Their ideas are as follows:

“I also find it inadequate for students with different learning types and speeds because the contents on EBA are almost unavailable. So, we have to consult other materials that appeal to students.” (Interviewee 7, Male)

“Homework assigned on the portal can be sent as a class. Individual differences between students are not considered. ... For example, I can’t send fun games on EBA, but I need them badly because my students love playing. I hope there will be more games.” (Interviewee 2, Female)

“We have to follow the textbooks sent by the Ministry. I do it, but after I finish teaching a unit, I visit EBA to find extracurricular activities. Unfortunately, I can’t find so many of them. Most of them are outdated and irrelevant to our lessons.” (Interviewee 9, Female)

Besides, participant teachers also express that the features of EBA should be introduced to teachers and students more often. One of them says:

“I am aware of the activities on EBA for students preparing for high school and university exams, but their publicity and dissemination should be done widely and faster. Most of my colleagues neither know nor use these academic features of EBA.”
(Interviewee 4, Female)

Finally, the participant EFL teachers mention and appreciate the newly-introduced student e-portfolio feature of EBA. By using e-portfolios, they can follow the developmental status of their students. One of the teachers explains this, as stated below:

“I want to talk about student portfolios. Every activity done by the student in EBA is recorded. A student, who started to spend time in EBA in the 5th grade, can clearly see what he has done in 4 years while graduating from the 8th grade. Both he and all the teachers can see it, it’s great. So, a class that I teach this year can be taught by another colleague next year. That new colleague can have an idea by examining the portfolios of the students, and accordingly, s/he can work in the classroom to focus on the student and to cover the deficiencies. If this feature becomes widespread, it would be excellent.” (Interviewee 10, Male)

Consequently, the participant EFL teachers have concerns about the future of EBA in terms of insufficient infrastructure, the limited number of course materials, incompatibility of materials with the curriculum, and the lack of interactive e-contents. Teachers involved in the interviews were hopeful about the future of EBA if these problems are adequately addressed and resolved. In this context, statements of the teachers are expected to shed light on the way that EBA is improved in all aspects.

CHAPTER V

DISCUSSION

In this chapter, the findings are discussed in relation to the research questions and previous studies conducted on EBA. The discussion is classified into two sections. Firstly, the quantitative data obtained from the questionnaire, which were collected out of 547 participant EFL teachers, are discussed. Throughout the discussion, the research variables are analyzed based on two previous studies conducted in the literature, one by Kalemkuş (2016) and the other by Alabay (2015). The details of these studies were shared in the literature review chapter. Although the research context of this study is different from the past research in the literature, the similar and different characteristics of the findings are discussed from a critical perspective. Secondly, the qualitative data acquired from the semi-structured interview and collected from 10 EFL teachers who had sufficient information about EBA are discussed. In the discussion, the findings are critically analyzed by considering the past research in the literature (Çakmak & Taşkıran, 2017; Karalar & Doğan, 2017; Karasu, 2018; Kuloğlu & Bay, 2019; Saklan & Ünal, 2019; Şahin & Erman, 2019; Türker & Güven, 2016, and Yıldız & Gündüz, 2019).

5.1. Discussion of the Questionnaire Findings Based on the Research Questions

This study was conducted based on the following research questions:

- (1) *What are the EFL teachers' opinions about EBA?*
- (2) *What are the EFL teachers' usage levels of EBA?*
- (3) *“What are the EFL teachers' suggestions for the improvement of EBA?”*

As this research was designed with the explanatory sequential design of the mixed method research, two data collection tools, including a questionnaire and a semi-structured interview, were used to find answers to these questions. Firstly, the questionnaire was applied to 547 EFL teachers to collect data for all three of the research questions. Secondly, a semi-

structured interview was organized with 10 EFL teachers to collect detailed data for the third research question of the study.

As for the sub-research questions, the following parameters were investigated in terms of the variables of gender, age, educational status, teaching experience, type of school, internet connection at home, interactive whiteboards in the classroom, internet connection in the interactive whiteboards, being a registered user on EBA, and having information about the FATİH Project.

5.1.1. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Gender

The results showed that male teachers' EBA usage levels were higher than female teachers. However, gender did not reveal any significant effect on the EFL teachers' opinions and suggestions for EBA. In this study, there were 419 (%76.6) female teachers and 128 (%23.4) male teachers. This indicates that the number of female teachers in the sampling of the study is about 3 times the number of male teachers. A study conducted by Solak (2018) on the overview of ELT programs in Turkey reported that the gender of students enrolled in the ELT departments of state and private universities in Turkey was distributed as 2752 female (66%) and 1421 male (34%) students. Thus, the percentage of the EFL teachers involved in this study and working in the state schools of MoNE shows a similar distribution. This shows that the English teaching profession is mainly dominated by female teachers. In relation to the literature, Kalemkuş (2016) found that there was a significant difference in the usage levels and opinions; however, no significant difference in suggestions based on high school teachers' gender. On the other hand, Alabay (2015) did not find any significant difference in terms of high school teachers' usage levels, opinions, and suggestions according to gender. This study both partly shows parallelism and mostly contradicts these two studies in the literature in terms of opinions, usage levels, and suggestions for EBA. This can be because of the fact that this study was carried only with the EFL teachers working at different types of schools while the other two studies were conducted with teachers from different branches working at the high school level.

5.1.2. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Educational Status

With regard to the educational status of the EFL teachers, it was found out that the teachers with a postgraduate degree have higher scores than those of the bachelor's degree only in the dimension of the opinions about EBA. There were 495 EFL teachers (90.5%) with a bachelor's degree and 52 teachers (9.5%) with a postgraduate degree in this study. On the basis of this finding, almost 1 out of 10 EFL teachers prefer not to get a master's degree. Therefore, it can be suggested that the educational status has a meaningful effect on teachers' opinions about EBA, which means teachers who have a postgraduate degree share more positive and better opinions about EBA. However, no significant difference was determined in terms of teachers' usage levels and suggestions for EBA in this research. In the study carried out by Kalemkuş (2016), it was found that high school teachers with a postgraduate degree have higher scores than the other teachers in the dimension of opinions, usage levels, and suggestions for EBA. On the other hand, Alabay (2015) reported no significant difference between teachers with bachelor's and postgraduate degrees. Based on these findings in the literature, the findings of this study differentiates from Alabay's (2015) study and show compliance with Kalemkuş's (2016) study only in the dimension of opinions about EBA.

5.1.3. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Internet Connection at Home

The study yielded no significant results regarding the internet connection at home variable. This result indicates that the participant EFL teachers' opinions, usage levels, and suggestions for EBA do not differ by the presence of internet connection at home. In the context of the study, 521 EFL teachers (95.2%) reported that they had internet access at home, while 26 teachers (4.8%) stated the opposite. In the literature, Kalemkuş (2016) found out that there was a significant difference in favor of high school teachers who have an internet connection at home with regards to the dimension of opinions about EBA. However, he did not suggest any significant difference in the dimension of usage levels and suggestions for EBA. Nevertheless, Alabay (2015) did not focus on this variable in his study. As a result, this study does not present parallel results with the study conducted by Kalemkuş (2016).

5.1.4. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Interactive Whiteboard in the Classroom

In this study, no significant difference was found between teachers who have an interactive whiteboard in the classroom and those who do not have in terms of opinions, usage levels, and suggestions of the EFL teachers about EBA. In the study, the number of teachers who have IWBs in the classroom is 467 (85.7%), which constitutes the majority of the participants. Thus, teachers with and without IWBs in the classroom were expected to share distinct opinions about EBA, but the results did not raise any difference. This variable was added to this study for the first time, unlike Alabay (2015) and Kalemkuş (2016). Based on the literature review, no previous study focused on this component of the FATİH Project. Therefore, this study is expected to contribute to the literature and create a new space for future research.

5.1.5. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Internet Connection in the Interactive Whiteboard

Similar to the variable of the interactive whiteboard in the classroom, the variable of the internet connection in the interactive whiteboard was added to the study as a new study variable. However, the research results did not suggest any significant difference between teachers who have an internet connection in the interactive whiteboard and those who have not in terms of the dimension of opinions, usage levels, and suggestions of the EFL teachers about EBA. Among the participants, 432 EFL teachers (79%) reported having an internet connection in the interactive whiteboard in their classrooms. In contrast, there is no internet access on IWBs in the classroom of a considerable number of 115 teachers (21%). As discussed in the introduction chapter of this study, EBA is an educational learning platform that requires internet access when used in the classrooms. In this regard, this finding of the study is a surprising one in that it requires further research.

5.1.6. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Being a Registered User on EBA

This study found out that the opinions, usage levels, and suggestions of the EFL teachers who are registered users on EBA have higher mean scores compared to those who are not. This indicates that if teachers are registered on EBA, they have more positive opinions, higher usage levels, and better suggestions in terms of using EBA in their courses. Based on the demographics characteristics of the participants, there are very few teachers (%5) who have not registered on EBA yet. These teachers may be working in rural regions where the internet access of students is limited, and therefore teachers do not need to use EBA at school. While Kalemkuş (2016) did not study this variable in his research, Alabay (2015) expressed that 56 (26.9%) of 208 high school teachers were not registered on EBA in the year of his study conducted. Alabay (2015) also concluded that the teachers registered on EBA have a higher level of agreement with the opinions about EBA in the questionnaire. Besides, teachers' usage levels and suggestions for EBA had a significant difference in favor of teachers registered on EBA. In light of these findings, the results of this study are in line with the results of Alabay (2015).

5.1.7. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Having Information about the FATİH Project

The results revealed that EBA usage levels of teachers who have information about the FATİH Project are higher than those who do not. This suggests that when the participant EFL teachers are informed about the FATİH Project, they use EBA in their courses more often than those who have less information about the project. Besides, no significant difference was found in the dimension of the EFL teachers' opinions and suggestions for EBA. In the sampling group of this research, 440 EFL teachers (80.4%) reported having adequate information about the FATİH Project. Therefore, it is significant to note that the distribution of the participants is mainly concentrated on those who are informed about the project. However, there are still some teachers, 107 EFL teachers in the context of this study, who do not have sufficient information about the project even though comprehensive dissemination and introduction activities have been carried out by the MoNE since the beginning of the project in 2011. This can be due to the fact that only %38.2 of all the schools

in Hatay have IWBs installed in the classrooms (FATİH Project, 2019). As underlined in the introduction chapter of the study, when the classrooms are not equipped with IWBs and internet access, teachers who lack these facilities experience difficulties using EBA and the FATİH Project. This finding clearly shows that the local and national authorities should carry out more frequent publicity activities about the project and EBA and organize professional development training for teachers. With regards to the literature, while Alabay (2015) included this item in his questionnaire, Kalemkuş (2016) did not study this aspect of the project. In Alabay's (2015) study, a significant difference was found in the dimension of high school teachers' EBA usage levels, which shows similar results with the findings of this study.

5.1.8. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Age

In this study, no significant effect of the age was found on the EFL teachers' opinions, usage levels, and suggestions for EBA. The age distribution of most of the participants (82.5%) in the study is focused on the age groups of 31-35 with 194 teachers (%35.5), 139 teachers (%25.4) in the 26-30 group, and 118 (%21.6) teachers in the 36-40 group. This finding suggests that age is not a significant variable that determines the EFL teachers' opinions, usage levels, and suggestions for EBA. In the literature, Alabay (2015) included this variable in his study, while Kalemkuş (2016) did not involve this variable in his study. Alabay (2015) reported that no significant effect of the age variable was found on high school teachers' opinions and usage levels of EBA. In this sense, the findings of this study are parallel to the findings of the study conducted in the literature.

5.1.9. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by Teaching Experience

The effects of the participant EFL teachers' teaching experiences on their opinions, usage levels, and suggestions for EBA were also involved in this study. The analysis results revealed that no significant effect of the teaching experience was observed throughout the study. In other words, the participant experienced teachers and novice teachers have similar opinions, usage levels, and suggestions for EBA. The teaching experiences of the EFL

teachers in this study are distributed as 196 teachers (%35.8) with 6-10 years of experience followed by 128 teachers (%23.4) with 1-5 year(s), 124 teachers (%22.7) with 11-15 years, 55 teachers (%10.1) with 16-20 years, and 44 teachers (%8) with 21 years and more, respectively. This reflects that the majority of the participants (81.9%) in this study have 1 year to 15 years of teaching experience. This is an interesting finding in that EBA is generally not an educational learning platform that is introduced to preservice teachers before they start working at the state schools affiliated to the MoNE. In other words, teachers at MoNE start using EBA and learn more about its components, mainly after they are employed in a state school. In the relevant literature, Kalemkuş (2016) found a significant effect of teaching experience on high school teachers' opinions and usage levels of EBA. He found out that the opinions and general suggestions of teachers with 7 years or more teaching experience are more positive towards EBA than the teachers in the other teaching experience groups. The findings presented by Kalemkuş (2016) contradicts the finding of this study, and this can be because of the different settings of the participants, which are high school teachers in Kalemkuş's (2016) study and the EFL teachers in this study. Besides, Alabay (2015) concluded that there was no significant difference between the results of teachers' EBA use levels based on the teaching experience, which is in line with the results of this study.

5.1.10. Findings of EFL Teachers' Opinions, Usage Levels, and Suggestions for EBA by the Type of School

Finally, no significant effect of the type of school was determined on the participant EFL teachers' opinions, usage levels, and suggestions for EBA. In the study sampling of this research, there were 350 teachers (%64) working at secondary schools, 133 teachers (%24.3) teaching at high schools, and 64 teachers (%11.7) at primary schools. This expresses that most of the participants in this study teach at the secondary school level that involves 5th-graders to 8th-graders. On EBA, the quality and quantity of the course materials greatly differ based on the type of schools and grades. For example, while there are more various materials for secondary school students, there are limited course contents for high school students. In the literature, previous studies done by Kalemkuş (2016) and Alabay (2015) did not include this variable in their studies; therefore, this study is the first to research the effects of type of

school on the EFL teachers' opinions, usage levels, and suggestions for EBA. Hence, future studies can focus on this characteristic of EBA to collect in-depth data.

5.2. Discussion of the Semi-structured Interview Findings

In this part, the findings of the semi-structured interviews carried out with 10 EFL teachers were analyzed and discussed in relation to the literature. As stated earlier, the main objective of conducting semi-structured interviews was to obtain in-depth data for the third research question of this study. Therefore, the interview questions were aimed at collecting detailed information from the participant EFL teachers about their problems, content development reflections, motivations, and suggestions and implications for further improvement of EBA.

5.2.1. EFL Teachers' Problems When Using EBA

In answers given to the items related to this theme of the interview, it was found out that the most frequent problem expressed by the participant teachers is related to the infrastructure of EBA ($n=10$), followed by access problems ($n=8$), incompatibility of materials with the curriculum ($n=8$), the limited number of course e-contents ($n=7$), lack of course materials according to student level ($n=6$), and uninteresting and insufficient course materials ($n=5$). The participant EFL teachers additionally reported that EBA lacks a solid infrastructure, and they had problems accessing the platform when too many users are on the website. They expressed that they cannot use EBA without an internet connection and interactive whiteboard in the classrooms, and that accessing the right content for their course takes a long time in the limited weekly course hours. Similarly, past studies in the literature reveal results in line with the findings of this study in that teachers are unable to use EBA without internet access (Yıldız & Gündüz, 2019), school infrastructures are not sufficiently prepared for EBA use (Çakmak & Taşkiran, 2017), improvement of technological infrastructure is necessary (Şahin & Erman, 2019), the lack of sufficient infrastructure and internet network reduces the usefulness of EBA (Karasu, 2018), and the internet speed is not sufficient in most schools (Saklan & Ünal, 2019).

With regards to the e-contents on EBA, the participant EFL teachers suggest that course contents must be kept absolutely current and updated and that more entertaining and

interesting materials should be designed, especially at primary and secondary school levels. Besides, the course materials on EBA are not in line with the objectives of the curriculum and that they need to be updated if some modifications in the curriculum are introduced in the relevant academic year. Similar results were acquired in the other studies which determined that there is a lack of suitable content for students' needs and grade levels (Karalar & Doğan, 2017) and a lack of parallelism with the curriculum and the textbook (Yıldız & Gündüz, 2019). More interestingly, the vast majority of the participant teachers do not upload any course content to EBA (Kuloğlu & Bay, 2019), and they find the course materials to be listed in a confusing way (Karasu, 2018).

Other problems that the EFL teachers involved in the study stated are the long waiting time for self-designed materials to be published on EBA ($n=3$), irrelevant search results ($n=3$), and causing loss of time when used during the courses ($n=3$). Accordingly, no supporting findings were found in the literature for the problems of irrelevant search engine results and long waiting times for self-designed materials. Therefore, these two problems are the first to be discovered in relation to the context of the study and should be addressed in future studies. However, in accordance with the findings of this research, the teachers in the study conducted by Saklan and Ünal (2019) explained that even a very short process took a long time on EBA, which could waste time.

5.2.2. EFL Teachers' Content Development Reflections When Using EBA

The EFL teachers' responses to the items concerned with the e-contents and course materials on EBA point out that almost all of them ($n=9$) believe that courses should be supported with videos and animations ($n=9$), the interactive Web 2.0 applications should be integrated ($n=7$), and agreement with private publishers for a variety of content should be made ($n=7$). The findings of the semi-structured interviews show parallelism with the previous study findings in that it is necessary to prepare e-content and resources through EBA for use on interactive whiteboards (Anatürk, 2014) and most of the videos on EBA are not prepared in accordance with the course objectives and national curriculum (Ateş et al., 2015). Additionally, e-content materials on the platform are not interactive, and they do not promote communication but present grammatical structures through translations (Kızılet and Özmen, 2017). Kuloğlu (2018) also offered similar results stating that the EFL teachers consider the

course e-contents available on EBA to be sufficient in number but inefficient in quality and expect higher quality e-contents to be available in EBA in the future. Findings regarding the content development reflection of agreement with the private publishers on the issue that their course materials can be synchronously shared on EBA could not be matched with the previous studies in the literature. Hence, this subject should be taken into consideration in the content enrichment activities for EBA.

The participant teachers also express the need for practice-based activities aimed at listening and speaking ($n=7$), sharing popular teachers' videos on EBA ($n=5$), and covering the gamification elements ($n=5$). They additionally emphasized the importance of flashcard applications for vocabulary teaching ($n=4$). With reference to the literature, it was determined that there should be listening and speaking skills activities designed on EBA (Kuloğlu & Bay, 2019). The findings in accordance with the suggestions of sharing the videos of popular teachers on EBA who actually teach in different streaming websites and the involvement of gamification elements could not be accessed in the literature. Therefore, these are among the firstly acquired results based on teachers' content development opinions about EBA.

5.2.3. EFL Teachers' Motivation When Using EBA

The motivation was determined as another significant theme of the semi-structured interviews with the participant EFL teachers. Among the codes that teachers mostly repeated are low participation of students in assignments given on EBA ($n=9$), the necessity of interesting contents to increase motivation ($n=8$), insufficient number of course materials ($n=7$), and the negative effects of students' demotivation on teachers' motivation ($n=5$). In a similar finding of another study in literature, some teachers reported that EBA has laziness and motivational-reducing effect on students (Türker & Güven, 2016). However, in the literature, there was no previous study investigating or focusing on teachers' motivation when using EBA. The literature suggested there is a big gap in the literature with regards to the investigation of EBA and motivation levels of teachers or students. Since EBA is already an area of very limited research, it will be very important for new studies to address this issue and discover in-depth results.

5.2.4. EFL Teachers' Future Implications for EBA

The final theme that emerged out of the interviews was related to the EFL teachers' future implications for EBA. The items on this issue were aimed at revealing the details on the necessity, development, and permanence of EBA in educational settings in Turkey. There were many implications among which solving infrastructure problems ($n=10$), providing internet access ($n=10$), and increasing the number of qualified and objective-oriented e-contentes ($n=9$) are the most frequently repeated ones. Not surprisingly, the participant EFL teachers are generally worried about the infrastructure of the platform, and they request immediate solution for internet access and the quality enrichment of course materials on EBA. These findings are supported by other studies in the literature in the way that the infrastructure of EBA should be strengthened, and the course contents should be enriched (Çakmak & Taşkıran, 2017), only effective materials should be included (Karasu, 2018), and the deficiencies of the course materials in terms of realism, regularity, visuality, functionality, and usefulness should be eliminated (Kuloğlu & Bay, 2019).

Moreover, the participant EFL teachers ($n=7$) demand that there should be more game-based extracurricular activities on EBA. If more and more games are integrated into the platform, teachers and students can use EBA more frequently both in school and at home. Even though there are some games currently on EBA, the qualifications and practicality of them are low. When gamification elements are embedded within these games, it is expected that students will spend more time on EBA and have the opportunity to practice the target language. This finding is supported by the study of Timur, Yılmaz, and İşseven (2017), which emphasizes that interactive games and quizzes should be placed in EBA.

The EFL teachers ($n=6$) in this study also think that EBA should be disseminated in a more common way and emphasize that the dissemination activities should start from the local and spread to the national level. Furthermore, the participant teachers point out that their colleagues need to be introduced to EBA in a more organized way because they report that there are teachers who cannot effectively use technology in their courses. As a solution to this implication, in-service training and seminars on how to use EBA in classes for different branches can be organized. Similarly, the introduction activities of the EBA social education platform were found to be insufficient by the teachers involved in another research,

and it was expressed by teachers that more memorable and active methods should be used in the publicity of the platform (Saklan & Ünal, 2019). In addition, teachers should be involved in more promotional meetings, and in-service training about EBA and teachers should have increased awareness of EBA (Kuloğlu & Bay, 2019). Ayan (2018) also emphasizes that more efforts should be made for the publicity of the portal. The findings of the current study are seen to be in line with the results reported in the relevant literature.

The EFL teachers' implications about EBA included designing auxiliary activities for the textbook ($n=6$) and developing the activities based on the four skills ($n=4$). The participant teachers also urged the need for supplementary course materials on EBA because the existing contents are neither sufficient nor interesting. The variety of contents needs to be increased in a sense that the materials appeal to students learning English based on four basic skills. Among these skills, lack of listening and speaking activities on EBA were highly underlined by the teachers. In the relevant literature, parallel findings indicate that there is an incompatibility with the curriculum because of the continuous change of textbooks (Karalar & Doğan, 2017) and it is necessary to relate the contents with textbooks (Yıldız & Gündüz, 2019). In this regard, this study is supported by the finding of the previous research. However, it is reflected by teachers in another study that the materials were compatible with the textbooks given by the Ministry of National Education (Şahin & Erman, 2019). This difference is thought to stem from the contexts of the two studies, as this study was conducted only with the EFL teachers, while the other study was carried out with History teachers in Turkey.

Very few teachers ($n=2$) in this study drew attention to the importance of student e-portfolios in their comments on the development of EBA in the future. This feature of EBA has only recently been introduced, and it is in the development process. According to the report of Association of American Colleges and Universities (AAC&U) in 2009, the e-portfolio is an ideal format for collecting evidence of student learning, especially for those outcomes not amenable nor appropriate for standardized measurement. Additionally, they report that e-portfolios can facilitate student reflection upon and engagement with their own learning. Accordingly, it is evident that student e-portfolios can contribute to students' and taking their responsibility for learning. Thus, students can develop autonomy with the help

of e-portfolios. The fact that not many teachers mentioned this feature of EBA in the interviews indicates that it should be introduced in practical ways, and teachers should become aware of the advantages of using these tools.

All in all, the participant EFL teachers think that it will not be enough to find temporary solutions for EBA's problems to save the day. However, the teachers are hopeful about the future of EBA as long as its problems are swiftly addressed, and the course materials are diversified in terms of interactivity and in line with the textbooks and curriculum. First and foremost, they demand that the infrastructure problem be resolved, and they want the problems and deficiencies of internet access and the availability of the interactive whiteboards to be sorted out permanently in schools. They believe that both teachers' and students' motivation will increase when the quality of the e-content is improved. Accordingly, their perception of EBA is mainly shaped by their individual experiences, therefore keeping content up to date and managing the platform more professionally is of great importance.

CHAPTER VI

CONCLUSION

This final chapter of the study presents an overview of what this research aimed and found out as a result of the interpretation of data collection, analysis, discussion, and findings. Besides, this chapter involves the conclusions and implications of the study and the suggestions for future research.

6.1. Overview

The purpose of this research was to determine if there was any significant effect of the variables of gender, age, educational status, teaching experience, type of school, internet connection at home, interactive whiteboards in the classroom, internet connection in the interactive whiteboards, being a registered user on EBA, and having information about the FATİH Project on the EFL teachers' opinions, usage levels, and suggestions for the improvement of EBA.

The starting point of this study was the lack of an internet connection in the classrooms of state schools in Turkey. Although almost a decade has passed since the FATİH Project began to be implemented in 2011, there are still infrastructure deficiencies of schools in terms of the installation of the IWBs and providing internet access to classrooms. In addition, the social educational learning platform EBA was designed for the development and delivery of the e-contents of the project. Although the platform has undergone various design and visual changes since its establishment, it faces an ongoing negative perception by teachers in terms of the quality and quantity of the course materials it contains. Hence, it is inevitable that these problems are not reflected in educational environments.

In this mixed method study, the explanatory sequential research design was used. Creswell and Plano Clark (2011) emphasize that the researcher first gathers qualitative data and then quantitative data in this type of research design. Accordingly, firstly quantitative data were collected and analyzed, and then qualitative data were gathered in this study. The questionnaire (see Appendix 1) was used in the quantitative part of the study, while the semi-

structured interview (see Appendix 3) was conducted to gather qualitative data for the research.

6.2. Conclusions and Implications of the Study

As a result of the data collected in this process, it was found out that male teachers' EBA usage levels were higher than female teachers. This suggests that male EFL teachers use EBA more often than their female colleagues. Also, educational status has a significant effect on the participant EFL teachers' opinions about EBA in that the teachers with a postgraduate degree have more positive opinions about EBA than those with a bachelor's degree. Moreover, general opinions, usage levels, and suggestions of teachers who are registered users on EBA have higher mean scores compared to those who are not. This means that registering on the platform is a significant variable on teachers' opinions, usage levels, and suggestions for EBA. With regard to the variable of having information about the FATİH Project, it was concluded that EBA usage levels of teachers who have information about the FATİH Project are higher than those who do not. This finding clearly shows that the participant teachers' usage levels of EBA are directly proportional to their knowledge of the project. Therefore, more informative activities should be designed about the FATİH Project and EBA, such as seminars and in-service training for teachers. In this training, not only theoretical information delivery methods should be used, but also one-to-one activities should be designed for practical applications.

In terms of age, teaching experience, and the type of school variables, no significant effect was found on the EFL teachers' opinions, usage levels, and suggestions. This finding is partially in line with some of the studies (i.e., Kalemkuş, 2016) conducted in the literature and shows inconsistency with some other research (i.e., Alabay, 2015). In this sense, it is regarded as essential that more studies with different scales are needed to be carried out to delve into the effects of these variables on teachers with different branches.

Contrary to what was expected before the study, significant differences could not be acquired by the variables of an internet connection at home, an interactive whiteboard in the classroom, and an internet connection in the interactive whiteboard. These variables were deliberately added to the questionnaire with the purpose of finding out whether they are

affected by the lack of infrastructure in schools. However, the statistical analysis of the data revealed no meaningful effect on them. Thus, the lack of significant effects according to these variables may have resulted from the context of the research. Obtaining more detailed and interesting results is deemed possible if these variables are reconsidered individually and in different contexts, and their effects on teachers' views or levels of usage are reexamined.

The data collected during the semi-structured interviews were analyzed with the content analysis technique. A systematic, objective and quantitative analysis of message characteristics can be carried out in this technique (Neuendorf, 2002, p.1). The findings of the analysis suggested that the interview data was categorized under four themes, which are the EFL teachers' problems, content development reflections, motivations, and future implications when using EBA.

With reference to the discussion and analysis of the problems the EFL teachers experience when using EBA, it was found out that they most frequently had infrastructure and internet access problems. The teachers clearly explained that using EBA becomes limited and ineffective when its infrastructure is problematic, and there is no internet access in the classrooms. This is an interesting finding in that the quantitative part of the study could not find any significant effect of the internet connection in the classroom on the EFL teachers' opinions, usage levels, and suggestions of EBA. This result may have been obtained due to the fact that the teachers who participated in the questionnaire were selected through convenience sampling, while the interviewees were selected with purposive sampling. Nevertheless, it can be useful to examine this issue with the participation of teachers from different cities with both qualitative and quantitative research methods. Additional problems that the teachers expressed involved the incompatibility of objectives in the curriculum with the materials on EBA, the limited number of course e-contents based on grades, lack of course materials according to student level, and uninteresting and insufficient course materials. All these statements are seen to be related to the ongoing course content development procedure of EBA. With reference to these opinions, it is necessary to provide more up-to-date, interesting, interactive, and motivating course contents for the continuation of EBA's quality as an educational learning platform. In addition, e-contents should be categorized by grade level, various contents should be prepared for the needs of students with

different learning speeds even at the same grade level, and teachers should be informed about these updates through various communication channels. Finally, the search engine in EBA should be improved to give better search results, and teachers who share their self-designed course materials in EBA should be given positive, negative, or revision feedback in a very short time.

The participant teachers recommended many content development reflections in terms of increasing the number of e-contents on EBA. Most of the EFL teachers agreed that videos and animations should be available, interactive Web 2.0 applications should be integrated, agreement with private publishers for a variety of content can be organized, and practice-based listening and speaking activities should be present on the platform. The other reflections involve that popular teachers' videos can be shared on EBA, the gamification elements are necessary, and the flashcard applications are needed for vocabulary teaching. Therefore, the material development activities for EBA should be the number two priority after resolving infrastructure problems. For this reason, it is understood that teachers are ready to contribute to EBA, they are trying to attract the attention of students with more videos and interactive content, and they want to support language learning through gamification. Lastly, in order to increase the number of course content on EBA rapidly, the course materials prepared by private publishers should be transferred to EBA, provided that they are pre-checked and found suitable for the curriculum.

With regard to the participant EFL teachers' motivation in using EBA, it is seen that the motivation of the teachers generally depends on the motivation of the students. They usually complained about the inactivity of the students on the platform when they assign homework on EBA. The participant teachers also underlined that the insufficient number of course materials decreases the students' motivation and added that interesting course contents could increase their motivation. They also said that their low motivation was caused by the problems in EBA and that they were wasting a lot of time to resolve these difficulties. Based on these findings, it is concluded that activities that increase the motivation of teachers to use EBA should be carried out. The examples of these activities can include the course material development competitions, collaboration with teachers who can design interactive e-contents, and assigning the interested and willing teachers an active role in EBA.

Consequently, the last theme that was generated in the interviews was related to the EFL teachers' future implications for EBA. The most frequently repeated statements involved that infrastructure problems must be resolved, internet access in the classroom is a must, the number of course contents should be enriched, and game-based extracurricular activities should be designed. They added that the dissemination of the features of the EBA should be conducted in an organized way and request the designing of the auxiliary activities in accordance with the curriculum. The participant teachers also reported that the development of activities based on the four skills is necessary, and student e-portfolios must be given importance. These expressions reflect that the inadequate EBA usage levels are caused by the factors mainly not related to the teachers. The participant EFL teachers perceive EBA as a platform with poor course content in particular with their lessons, and they demand it to be updated so that they can use the platform more efficiently. They believe that if these problems are sorted out in the near future, EBA as an educational learning platform can become one of the most visited educational websites in the world. Accordingly, while the teachers appreciate the current efforts of the officials, they underline the need for more devoted work to be done in order for EBA to be a more useful and active platform in the future. Again, the ideas of the teachers regarding the future of EBA should be collected by the MoNE, the ones with the most intense demand among the collected ideas should be given priority, and supporting commissions should be established in the provinces and districts to develop and keep the contents up-to-date. Thus, it is expected that the sense of ownership towards EBA can increase thanks to the teachers who see that their ideas are considered important and have the opportunity to take an active role in the development of EBA.

6.3. Limitations and Suggestions for Further Research

This study was conducted only with the EFL teachers working at the MoNE schools located in the Hatay city of Turkey. This means that the research is limited to the opinions of the participant EFL teachers who work at the state schools, including primary, secondary, and high schools. It is suggested for future studies that the context of this study can be investigated on different participants in various cities of Turkey, and the findings can be compared and contrasted with the results of this study. Also, an in-depth study can be

designed focusing on the e-content development tendencies and competencies of teachers for EBA.

In this study, the motivation factor was addressed merely in the interviews. Therefore, the motivation levels of teachers and students regarding EBA can be studied further, and significant findings can be obtained.

This research reflects only the findings of the English course in relation to the EFL teachers' opinions, usage levels, and suggestions for EBA. Alternatively, the same research context can be explored on students' opinions, usage levels, and suggestions for EBA in other courses. Moreover, new research can be conducted to determine the effects of EBA on the development of the students' individual learning process.

The data collection tools in this study include a questionnaire and an interview. As an extra tool, observation sessions can be organized in the lessons with teachers from the same or different branches to investigate the similarities and differences. In addition, since the research data was collected in the 2019-2020 academic year, the results cannot be generalized to the other academic semesters.

Finally, it is important to note that the last period of this research coincided with a pandemic process all over the world, and EBA was used as a highly active platform in Turkey during the distance education when the education in schools was suspended. Hence, future research focusing on the usability of EBA in distance education can generate significant findings.

REFERENCES

- Aggen, S. M. (2012). The impact of technology and teachers' perceptions of changes in student learning. Unpublished master's thesis, Gonzaga University, Washington.
- Aktay, S, Keskin, T. (2016). Analysis of Educational Information Network (EBA). *Journal of Education Theory and Practical Research*, 2(3), 27-44.
- Alabay, A. (2015). A Research into Secondary Education Teachers' and Students' Views on EBA (Educational Informatics Network) Usage. Unpublished master's thesis, Institute of Social Sciences, İstanbul Aydın University, İstanbul.
- Alkan, C. (1997). Eğitim Teknolojisi (5. Baskı). Ankara: Anı Publishing.
- Altın, H. M. (2014). A Thematic Content Analysis of the Qualitative Studies on FATİH Project in Turkey. Unpublished master's thesis, Institute of Educational Sciences, Başkent University, Ankara.
- Anatürk, C. (2014). High School Science Teachers 'Beliefs and Attitudes towards the Use of Interactive Whiteboards in Education. Unpublished master's thesis, Bilkent University, Ankara.
- Association for Educational Communications and Technology. (2008). Definition. In A. Januszewski and M. Molenda (Eds.), *Educational Technology: A definition with commentary*. New York: Lawrence Erlbaum Associates.
- Association of American Colleges and Universities (AAC&U). (2009). VALUE: Valid Assessment of Learning in Undergraduate Education. Retrieved 01/04/2020, from www.aacu.org/eportfolios
- Ateş, M., Çerçi, A., & Derman, S. (2015). Content Analysis of Turkish Course Videos in Educational Informatics Network. *Sakarya University Journal of Education*, 5(3). 105-117.
- Ayan, E. (2018). An Investigation on the Use and E-content Development Status of Teachers in The Educational Information Network. Unpublished master's thesis, Hacettepe University, Ankara.
- Babbie, E. (2001). *The Practice of Social Research* (9th ed.). Belmont, CA: Wadsworth/Thomson Learning.

- Barron, A. E., Orwig, G. W., Ivers, K. S., & Lilavois, N. (2002). Technologies for education: A practical guide (4th ed.). Greenwood Village, CO: Libraries Unlimited.
- Battaglia, M. (2008). Convenience sampling. In P. J. Lavrakas (Ed.), *149, Encyclopedia of Survey Research Methods*. Thousand Oaks, CA: Sage Publications.
- Beatty, K. (2003). Teaching and researching computer-assisted language learning. New York: Longman.
- Birişçi, S. & Çalık-Uzun, S. (2014). Mathematics Teachers' Views on Interactive Whiteboard Use in Their Courses: A Sample of Artvin Province, *İlköğretim Online*, *13*(4), 1278-1295.
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş. & Demirel, F. (2014). *Scientific Research Methods* (17th ed.). Ankara: Pegem Academy.
- Cambridge Dictionary (2019). TESOL Definition in the Cambridge English Dictionary. Retrieved 12/10/2019, from www.dictionary.cambridge.org/us/dictionary/english/tesol
- Clark, K. (2000). Urban Middle School Teachers' Use of Instructional Technology. *Sam Houston State University Journal of Research on Computing in Education*, *33*, 178-195.
- Cohen, J. (1968). Weighted kappa: Nominal scale agreement provision for scaled disagreement or partial credit. *Psychological Bulletin*, *70*(4), 213.
- Creswell, J. W., & Plano Clark, V. L. (2011). Designing and conducting mixed methods research. Thousand Oaks, CA: Sage Publications.
- Çakmak, Z., & Taşkıran, C. (2017). Views of Social Studies Teachers on Education Information Network (EBA) Platform. *International Journal of Turkish Education Sciences*, *5*(9), 284-295.
- Çelik, F. (2018). Learning Styles of Computer Education and Educational Technology Students. *Mehmet Akif Ersoy University Journal of Education Faculty*, *45*, 210-229.
- Çelik, H. E. & Yılmaz, V. (2013). Structural Equality Modeling Basic Concepts, Applications, Programming. Ankara: Anı Publishing.
- Çokluk, Ö., Şekercioğlu, G. & Büyüköztürk, Ş. (2014). *Multivariate Statistics: SPSS and LISREL Applications* (3rd ed.). Ankara: Pegem Akademi.

- Demir, D, Özdiñç, F, Ünal, E. (2018). An Examination of Participation in the Education Information Network (EBA) Portal. *Erzincan University Journal of Education Faculty*, 20(2), 407-422.
- EBA (2019a). Yeni EBA yayında. Retrieved 12/10/2019, from <https://www.eba.gov.tr/haber/1568113361>
- EBA (2019b). EBA içeriklerine aylık 3 GB'a kadar ücretsiz erişim imkânı. Retrieved 12/10/2019, from <https://www.eba.gov.tr/haber/1576501657>
- EBA (2019c). The Main page of EBA. Retrieved 12/10/2019, from www.eba.gov.tr
- Ekici, S. & Yılmaz, B. (2013). An evaluation on FATİH Project. *Türk Kütüphaneciliği*, 27(2), 317-339.
- Elçiçek, A. (2019). The Study of the Usage Frequency of the Website Education Information Technologies Network (EBA): Mardin Province Kızıltepe Town Samples. Unpublished master's thesis, Sakarya University, Sakarya.
- Ellis, V. (2001). Analogue clock/digital display: continuity and change in debates about literacy, technology and English. In A. Loveless and V. Ellis (ed.), *ICT Pedagogy and the Curriculum - Subject to Change*. London: Routledge.
- Eryılmaz, S. & Uluyol, Ç. (2015). Evaluation of FATİH Project in consideration of 21st Century Skills. *GEFAD / GUJGEF* 35(2): 209-229.
- FATİH Project (2019). About FATİH Project. Retrieved 12/10/2019, from <http://fatihprojesi.meb.gov.tr/en/index.html>
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. (4th Ed.) Sage Publications.
- Gillespie, H. (2006). *Unlocking learning and teaching with ICT: Identifying and overcoming barriers*. London: David Fulton.
- Grismore, B. A. (2012). Mini technology manual for schools: An introduction to technology integration. Retrieved from ERIC database (ED533378).
- Godwin-Jones, R. (2011). Emerging technologies mobile apps for language learning. *Language Learning & Technology*, 15(2), 2-11.
- Gunuc, S. (2016). *Student Engagement at Universities*. Ankara: Nobel.
- Jones, B. W. (1999). *A Differentiating Definition of Instructional Technology and Educational Technology*. West Texas University. Texas.

- Kalemkuş, F. (2016). Opinions of Secondary Education Teachers and Students about the Education Information Network (EBA). Unpublished master's thesis, Afyon Kocatepe University, Afyon.
- Karalar, H. & Doğan, U. (2017). Teacher Perception on Educational Informatics Network: A Qualitative Study of a Turkish Anatolian High School, *International Education Studies*, 10(4), 101-112.
- Karasu, T. (2018). Imam Hatip Vocational and Religious Culture and Moral Knowledge Course Teachers' Views on Educational Media Network (EBA). *Journal of Bitlis Eren University Institute of Social Sciences*, 7(2), 925-943.
- Khan Academy. (2019). About Khan Academy. Retrieved 12/12/2019, from <http://www.khanacademy.org.tr/hakkimizda.asp?ID=1>
- Kızılet, E., & Özmen, K. S. (2017). ICT Integration in Turkey: Evaluation of English Language e-content of the FATİH Project. *The Turkish Online Journal of Educational Technology*, 16(4), 33–41.
- Kline, R. B. (2011). Principles and practice of structural equation modeling (3. edition). New York/London: The Guilford Press.
- Kuloğlu, M. E. (2018). Analyzing the Usage of Educational Informatics Network (EBA) by ELT Teachers. Unpublished master's thesis, Institute of Educational Sciences, Gaziantep University, Gaziantep.
- Kuloğlu, M & Bay, E. (2019). Analyzing the Usage of Educational Informatics Network (EIN) by ELT Teachers. *Journal of National Education*, 48(224), 327-351.
- Kvale, S. (1996). *Interviews An Introduction to Qualitative Research Interviewing*. Thousand Oaks, CA.: Sage Publications.
- Levy, M. (1997). CALL: Context and conceptualization. Oxford: Oxford University Press.
- Liu, P. (2016). Technology Integration in Elementary Classrooms: Teaching Practices of Student Teachers. *Australian Journal of Teacher Education*, 41(3).
- Maden, S, Önal, A. (2018). A Research on the Use of Secondary School Turkish Course Contents in Electronic Information Network. *Journal of Language Education and Research*, 4(2), 101-121.
- McNamara, C. (1999). *General Guidelines for Conducting Interviews*. (Ph.D. dissertation) Minnesota, United States.

- MoNE (2012). Information Technology Guidance Task. Retrieved 12/10/2019, from https://osmaniye.meb.gov.tr/meb_iys_dosyalar/2015_09/09072009_bt_rehberligi_gor_evi.pdf
- MoNE (2016). 2016 Activity Report. Retrieved 12/10/2019, from <http://sgb.meb.gov.tr/www/dokumanlar/icerik/30>
- MoNE (2018). Turkey's Education Vision 2023. Retrieved 12/10/2019, from <https://2023vizyonu.meb.gov.tr>
- MoNE (2019a). Yenilenen EBA Kullanımda. Retrieved 12/10/2019, from <https://www.meb.gov.tr/yenilenen-eba-kullanimda/haber/19289/tr>
- MoNE (2019b). Her Öğrenciye Özel e-Portfolyo. Retrieved 12/10/2019, from <http://www.meb.gov.tr/her-ogrenciye-ozel-e-portfolyo/haber/19538/tr>
- MoNE (2019c). EBA'dan Akıllı Öneri Sistemi. Retrieved 12/10/2019, from <https://www.meb.gov.tr/ebadan-akilli-oneri-sistemi/haber/19159/tr>
- MoNE (2019d). Turkey's 2023 Education Vision Document. Retrieved 12/10/2019, from <http://2023vizyonu.meb.gov.tr>
- Miangah, T. M., & Nazarat, A. (2012). Mobile-Assisted Language Learning. *International Journal of Distributed and Parallel Systems*, 3(1), 309-319.
- Neuendorf, K.A. (2002). *The Content Analysis Guidebook*. Thousand Oaks, CA: Sage Publications.
- OECD (2010). Inspired by Technology, Driven by Pedagogy A Systemic Approach to Technology-Based School Innovations. *Educational Research and Innovation*, OECD Publishing.
- Oliver, P., & Jupp, V. (2006). Purposive sampling. In V. Jupp (Ed.), *The SAGE Dictionary of Social Research Methods* (pp. 244–245). New Delhi: Sage Publications.
- Oral, B. (2003). An Investigation of the Learning Styles of Secondary School Students. *Educational Administration in Theory & Practice*, 35(35), 418-435.
- Pierson, M. (1999). "Technology practice as a function of pedagogical expertise." Arizona State University.
- Piotrowski, M. (2010). What is an e-learning platform?, in *Learning management system technologies and software solutions for online teaching: tools and applications*, I. Global, Editor.

- Pourhosein, A., Banou, N., & Zabihniaemran, A. (2015). What are the barriers in the use of computer technology in EFL instruction?. *Review of European Studies*, 7 (11): 213-221.
- Raja, R., & Nagasubramani, P. C. (2018). Impact of Modern Technology in Education. *Journal of Applied and Advanced Research*, 3(1), 33-35.
- Rouse, M. (2017). What is interactive whiteboard? - Definition from WhatIs.com. Retrieved 20/01/2020, from <https://whatis.techtarget.com/definition/interactive-whiteboard>
- Saklan H. & Unal C. (2018). Technology Friendly Science Teachers' Views of Educational Information Network (EBA), *Necatibey Faculty of Education Electronic Journal of Science and Mathematics Education*, 12(1), 493-526.
- Saklan, H., & Ünal, C. (2019). Opinions of Science Teachers on the Status of EBA among Digital Education Platforms. *Ondokuz Mayıs University Journal of Education Faculty*, 38(1), 19-34.
- Solak, E. (2018). An Administrative Overview of English Language Teacher Education Programs in Turkey. *International Journal of Language Academy*, 6(5), 70-76.
- Şahin, M, Erman, E. (2019). Investigation of History Course Teachers' Opinions on Educational Informatics Network (EBA). *Mehmet Akif Ersoy University Journal of Education Faculty*, 49, 256-275.
- Technology. (n.d.). In the Turkish Language Association's Contemporary Turkish Dictionary. Retrieved on 01/11/2019, from <https://sozluk.gov.tr>
- Techopedia (2016). What is Internet Access? - Definition from Techopedia. Retrieved 12/10/2019, from <https://www.techopedia.com/definition/7776/internet-access>
- Tel Amiel, & Thomas C. Reeves. (2008). Design-Based Research and Educational Technology: Rethinking Technology and the Research Agenda. *Journal of Educational Technology & Society*, 11(4), 29-40.
- Timur, B, Yılmaz, Ş, & İşseven, A. (2017). Secondary School Students' Opinion For Using the System of Educational Informatics Network (EBA). *Asian Journal of Instruction*, 5(1), 44-54.
- Tolu, H. (2014). The Politics of the ICT4ED (FATİH) Project in Turkey. *Policy Futures in Education*, 12(6), 832-849.

- Türker, A. & Güven, C. (2016). High School Teachers' Utilization Levels and Opinions on the Educational Informatics Network (EBA) Project. *Journal of Research in Education and Teaching* 5(1), 244-254.
- Warschauer, M. (2000). "CALL for the 21st Century" IATEFL and ESADE Conference, 2 July 2000, Barcelona, Spain.
- Yaman, İ., & Ekmekçi, E. (2016). A Shift from CALL to MALL?. *Participatory Educational Research (PER)*, 4(Special Issue), 25–21.
- Yıldırım, A. & Şimşek, H. (2013). *Qualitative Research Methods in The Social Sciences*. Ankara: Seckin Publishing.
- Yıldırım, A., & Şimşek, H. (2016). *Qualitative Research Methods in The Social Sciences* (10th ed.). Ankara: Seckin Publishing.
- Yıldız, T & Gündüz, Ş. (2019). Opinions of Secondary School Teachers About the EBA Course E-contents: A Qualitative Study. *Turkish Online Journal of Qualitative Inquiry*, 10 (2), 243-266.
- Yılmaz, N. P. (2011). Evaluation of the technology integration process in the Turkish education system. *Contemporary Education Technology*, 2(1), 37-54.

APPENDICES

Appendix 1. Questionnaire on the EFL Teachers' Opinions and Usage Levels of Educational Informatics Network (EBA)

Dear colleague,

This thesis questionnaire is carried out by the English teacher Ahmet Kurnaz who works in the Reyhanlı district of Hatay/Turkey in the context of Çukurova University ELT Graduate Program. This questionnaire aims to examine the EFL Teachers' opinions on the Educational Informatics Network (EBA) and the purpose of using EBA. The questionnaire consists of five parts, and participation is based on a voluntary contribution. Your responses to the questionnaire will be kept confidential and will not be shared with anyone other than the researchers. It is very important that you answer all the questionnaire questions and make sure that your answers are correct to ensure that the findings of the research are valid and consistent. I sincerely thank you for your time and for contributing to an academic study.

With my deepest regards.

1. Gender:

☐ Male ☐ Female

2. Age:

☐ 21-25 ☐ 26-30 ☐ 31-35 ☐ 36-40 ☐ 41 and more

3. Educational Status:

☐ Bachelor's Degree ☐ Postgraduate

4. Teaching Experience:

☐ 1-5 year(s) ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 20 years and more

5. Type of School

☐ Primary School ☐ Secondary School ☐ High School

6. Do you have internet connection at home?

☐ Yes ☐ No

7. Do you have interactive whiteboards in the classrooms of your school?

☐ Yes ☐ No

8. Do you have an internet connection in the interactive whiteboards?

☐ Yes ☐ No

9. Are you a registered user on EBA?

☐ Yes ☐ No

10. Do you have sufficient information about the FATİH Project?

☐ Yes ☐ No

11. Please, indicate your level of agreement with each of the following statements about EBA.

	LEVEL OF AGREEMENT				
	1 <u>Strongly</u> <u>Disagree</u>	2 <u>Disagree</u>	3 <u>Neither</u> <u>Agree nor</u> <u>Disagree</u>	4 <u>Agree</u>	5 <u>Strongly</u> <u>Agree</u>
a. EBA is the new teaching tool for teachers.					
b. Lessons are more enjoyable with EBA.					
c. Using EBA increases the interest in the lessons.					
d. I can gather my students' attention for a long time, thanks to EBA.					
e. Participation in the courses I use EBA is higher than traditional methods.					
f. EBA makes learning easier.					
g. I can easily access information thanks to EBA.					
h. I can find answers to my needs regarding course contents in EBA.					
i. Searching for the course contents in EBA causes loss of time					
j. I find the course contents shared in EBA suitable for student and grade levels.					
k. I think that EBA positively affects students' academic success in central exams (such as LGS, YKS).					

12. Below are statements about EBA usage level and adequacy. Please, indicate your frequency of use related to these statements.

	LEVEL OF FREQUENCY				
	1 (Never)	2 (Rarely)	3 (Sometimes)	4 (Often)	5 (Always)
a. I use audiovisual materials in EBA.					
b. I examine written sources such as magazines/books in EBA.					
c. I use video/animation materials in EBA.					
d. I use the questions in EBA during the assessment and evaluation phase of my lessons.					

e. I read news about current events in EBA.					
f. I share the video I recorded in EBA.					
g. I let students play educational game applications in EBA.					
h. I benefit from project research in EBA.					
i. I exchange information thanks to the social network structure of EBA.					
j. I share the course contents and materials I prepared in EBA.					
k. I update the ready-made course contents I downloaded from EBA and update them.					
l. I can develop courses contents for English lessons in EBA.					
m. I share information with other teachers of my branch in EBA.					
n. I encourage my students to use EBA.					

13. The following statements are about suggestions for improvement in education and teaching with EBA. Please, indicate your level of agreement with each of the statements.

	LEVEL OF AGREEMENT				
	1 <u>Strongly</u> <u>Disagree</u>	2 <u>Disagree</u>	3 <u>Neither</u> <u>Agree nor</u> <u>Disagree</u>	4 <u>Agree</u>	5 <u>Strongly</u> <u>Agree</u>
a. I think EBA can make a positive contribution to teaching problems.					
b. I believe EBA will contribute to the improvement and quality of education.					
c. I believe the EBA will be the solution to information pollution on the internet.					
d. With EBA, I think I will use technology not as a purpose, but as a tool.					
e. I think EBA will reduce my workload.					
f. I think EBA has a positive effect on teacher motivation.					
g. I think that EBA brings all the teachers together in a common ground and directs the education together.					

h. I think EBA appeals to students with different learning styles (verbal, auditory, visual, numerical, social, individual, etc.).					
i. I think that EBA should be placed in the curriculum.					

The questionnaire is over. Thank you very much for your valuable time and participation. We would like to conduct a face-to-face interview (or online interview via Skype) to obtain more detailed information about EBA from you within the scope of this thesis we are conducting. If you would like to participate in the interview, please note your email address below. (Participation in the interview is voluntary.)

I would like to give more details about EBA in a face-to-face interview. () Yes () No

If you responded “yes,” please, note your e-mail address: _____

APPENDIX 2. İngilizce Öğretmenlerinin Eğitim Bilişim Ağı (EBA) ve EBA'yı Kullanma Amacı ve Düzeyi Hakkındaki Görüşleri Anketi

Değerli meslektaşım,

Bu tez araştırması anketi, Hatay/Reyhanlı'da görev yapan İngilizce öğretmeni Ahmet Kurnaz tarafından Çukurova Üniversitesi ELT Yüksek Lisans Programı kapsamında yürütülmektedir. Bu anket, siz İngilizce öğretmenlerinin Eğitim Bilişim Ağı (EBA) ve EBA'yı kullanma amacı hakkındaki düşüncelerinizi incelemeyi amaçlamaktadır. Anket beş bölümden oluşmaktadır ve katılım tamamen gönüllülük esasına dayalıdır. Ankete verdiğiniz yanıtlar gizli tutulacak olup araştırmacı haricinde kimseyle paylaşılmayacaktır. Anket sorularının tamamına yanıt vermeniz ve yanıtlarınızın doğru olduğundan emin olmanız, araştırmanın bulgularının tutarlı olması açısından çok önemlidir. Vaktinizi ayırdığınız ve akademik bir çalışmaya katkı sunduğunuz için en içten dileklerle teşekkür ederim.

En derin saygılarımla.

1. Cinsiyetiniz:

() Erkek () Kadın

2. Yaşınız:

() 21-25 () 26-30 () 31-35 () 36-40 () 41 ve üzeri

3. Öğrenim Durumunuz:

() Lisans () Yüksek Lisans

4. Öğretmenlik Deneyiminiz:

() 1-5 Yıl () 6-10 Yıl () 11-15 Yıl () 16-20 Yıl () 20 Yıl ve üzeri

5. Çalıştığınız okul hangi düzeydedir?

() İlkokul () Ortaokul () Lise

6. Evinizde internet bağlantısı var mı?

() Evet () Hayır

7. Dersine girdiğiniz sınıflarınızda etkileşimli tahta var mı?

() Evet () Hayır

8. Etkileşimli tahtalarda internet bağlantısı var mı?

() Evet () Hayır

9. EBA'ya kayıtlı kullanıcı mısınız?

() Evet () Hayır

10. FATİH Projesi hakkında yeterli bilgiye sahip misiniz?

() Evet () Hayır

11. Aşağıdaki EBA hakkındaki ifadelere katılma düzeyinizi belirtiniz.

	KATILMA DÜZEYİ				
	1 <u>Kesinlikle</u> <u>Katılmıyo</u> <u>rum</u>	2 <u>Katılmıyo</u> <u>rum</u>	3 <u>Kararsız</u> <u>m</u>	4 <u>Katılıvoru</u> <u>m</u>	5 <u>Kesinlikle</u> <u>Katılıvoru</u> <u>m</u>
a. EBA, öğretmenlerin yeni ders araç gerecidir.					
b. EBA ile dersler daha zevkli geçiyor.					
c. EBA kullanımı derslere yönelik ilgiyi artırmaktadır.					
d. EBA sayesinde öğrencilerimin dikkatini uzun süre toplayabilmekteyim.					
e. EBA'yı kullandığım derslere katılım geleneksel yöntemlere göre daha fazla oluyor.					
f. EBA, öğrenmeyi kolaylaştırıyor.					
g. EBA sayesinde bilgiye kolay erişebiliyorum.					
h. EBA'da ders içerikleriyle ilgili ihtiyaçlarıma cevap bulabiliyorum.					
i. EBA'da aradığım içeriğe ulaşmak zaman kaybına neden olmaktadır.					
j. EBA'da paylaşılan içerikleri öğrenci ve sınıf seviyelerine uygun buluyorum.					
k. EBA'nın öğrencilerin merkezi sınavlardaki (LGS, YKS gibi) akademik başarısını olumlu etkilediğini düşünüyorum.					

12. Aşağıda EBA kullanım düzeyine ve yeterliliğine ilişkin ifadeler verilmiştir. Bunlarla ilgili kullanım sıklığınızı belirtiniz.

	KULLANIM SIKLIĞI				
	1 (Hiçbir Zaman)	2 (Nadiren)	3 (Bazen)	4 (Sıkça)	5 (Çok Sık)
a. EBA'da görsel ve işitsel materyallerden yararlanırım.					
b. EBA'da dergi/kitap gibi yazılı kaynakları incelerim.					
c. EBA'da video/animasyon materyallerinden faydalanırım.					

d. EBA’da yer alan soruları dersimin ölçme değerlendirme aşamasında kullanırım.					
e. EBA’da güncel olaylar hakkında haberler okurum.					
f. EBA’da çektiğim videoyu paylaşıyorum.					
g. EBA’da eğitsel oyun uygulamalarını oynatırım.					
h. EBA’da proje araştırmalarından faydalanırım.					
i. EBA sosyal ağ yapısıyla bilgi alışverişinde bulunurum.					
j. Hazırladığım ders içeriklerini ve materyallerini EBA’da paylaşıyorum.					
k. EBA’da aldığım hazır ders içeriklerini indirip üzerinde değişiklik yaparak güncellerim.					
l. EBA’da İngilizce dersine yönelik içerikler geliştirebilirim.					
m. EBA’da zümrem olan diğer öğretmenlerle bilgi paylaşımında bulunurum.					
n. Öğrencilerimi EBA’yı kullanmaları için özendiririm.					

13. EBA ile eğitim-öğretimde iyileştirmeye yönelik çözüm önerileri verilmiştir. Katılma düzeylerinizi belirtiniz.

	KATILMA DÜZEYİ				
	1 <u>Kesinlikle</u> <u>Katılmıyo</u> <u>rum</u>	2 <u>Katılmıyo</u> <u>rum</u>	3 <u>Kararsız</u> <u>m</u>	4 <u>Katılıvoru</u> <u>m</u>	5 <u>Kesinlikle</u> <u>Katılıvoru</u> <u>m</u>
a. Öğretim sorunlarına olumlu bir katkı sağlayabileceğini düşünüyorum.					
b. Eğitimin iyileşmesine ve kalitesine katkıda bulunacağına inanıyorum.					
c. İnternetteki bilgi kirliliğine EBA’nın çözüm olacağına inanıyorum.					
d. EBA ile teknolojiyi bir amaç olarak değil, bir araç olarak kullanacağımı düşünüyorum.					
e. EBA’nın iş yükümü azaltacağını düşünüyorum.					

f. EBA'nın öğretmen motivasyonuna olumlu etkisi olduğunu düşünüyorum.					
g. Bütün öğretmenleri ortak bir paydada buluşturarak eğitime el birliğiyle yön verdiğini düşünüyorum.					
h. Farklı öğrenme stillerine (sözel, işitsel, görsel, sayısal, sosyal, bireysel vb.) sahip öğrencilere hitap ettiğini düşünüyorum.					
i. Ders müfredatında EBA'nın kullanılması gerektiğini düşünüyorum.					

Anketimiz sona ermiştir. Değerli vaktinizi ayırıp katılım sağladığınız için çok teşekkür ederiz. Yürüttüğümüz bu tez araştırması kapsamında sizden EBA hakkında daha detaylı bilgi alabilmek için, yüz yüze görüşme (veya Skype üzerinden online görüşme) yapmak istemekteyiz. Eğer bu görüşmeye katılmak isterseniz, lütfen aşağıya e-posta adresinizi not ediniz. (Görüşmeye katılım gönüllük esasına bağlıdır)

EBA hakkında detaylı bilgi vermek için yüz yüze görüşmek istiyorum. () Evet () Hayır

Cevabınız “Evet” ise, e-posta adresiniz: _____

APPENDIX 3. Interview Form of the Suggestions of the EFL Teachers' for Educational Informatics Network (EBA)

Dear colleague,

First of all, thank you for your time and for attending the interview meeting. In addition to the questionnaire I conducted about EBA in my study within the scope of the Çukurova University ELT Master Program, I prepared the following interview questions. This interview consists of 7 questions, and it lasts around 20-30 minutes. The interview questions are aimed at collecting your suggestions to the problems experienced by the EFL teachers in the Educational Informatics Network - EBA. I kindly ask you to provide detailed answers/explanations to the questions. Your answers to the questions will be kept confidential, and nobody except for the researcher will be able to access them.

I sincerely thank you for your time and for contributing to an academic study.

IMPORTANT REMINDER BEFORE WE START: EBA has become a platform that is “more important due to current conditions,” especially in recent times due to distance education as a result of the coronavirus break. When answering the questions, I would like you to answer both this recent period and previous experiences in EBA, considering your usage levels and comment on the overall site, not only about EBA LIVE COURSE.

A: Personal Information

1. Gender:

() Male () Female

2. Age:

() 21-25 () 26-30 () 31-35 () 36-40 () 41 and more

3. Educational Status:

() Bachelor's Degree () Postgraduate

4. Teaching Experience:

() 1-5 year(s) () 6-10 years () 11-15 years () 16-20 years () 20 years and more

5. Type of School

() Primary School () Secondary School () High School

B: Interview Questions

1. What kind of problems do you have while using EBA?

a. What are your ways to deal with problems?

2. What aspects of EBA do you find insufficient?
 - a. What do you think could be the source of these deficiencies?
3. What do you suggest doing to develop these aspects that you find insufficient?
4. What do you think can be done to make EBA course contents more attractive for the “EFL teachers”?
 - a. Do you think that usage will increase in your school when these improvements are made?
5. What are your opinions about the necessity of EBA and its importance for English lessons?
 - a. Alternatively, which platforms or resources do you use?
 - b. Do you think that the usage of EBA will increase if the resources on the platforms you mentioned are integrated into EBA?
6. Do you think the activities at EBA motivate teachers and students in the same way?
7. What do you suggest doing in the future development and permanence of EBA?

APPENDIX 4. İngilizce Öğretmenlerinin Eğitim Bilişim Ağı'na (EBA) Yönelik Çözüm Önerileri Yarı Yapılandırılmış Görüşme Formu

Değerli hocam,

Öncelikle vaktinizi ayırıp görüşmeye katıldığınız için teşekkür ederim. Çukurova Üniversitesi ELT Yüksek Lisans Programı kapsamında tez çalışmamda EBA'yla ilgili daha önce yürüttüğüm ankete ek olarak aşağıdaki görüşme sorularını hazırladım. Bu görüşme 7 sorudan oluşmaktadır ve ortalama 20-30 dakika sürecektir. Görüşme soruları, İngilizce öğretmenlerinin Eğitim Bilişim Ağı - EBA'da yaşadığı sorunlara yönelik çözüm önerilerini toplamayı hedeflemektedir. Sorulara olabildiğince detaylı yanıtlar/açıklamalar yapmanızı rica ederim. Sorulara vereceğiniz yanıtlar gizli tutulacak olup araştırmacı haricinde kimse erişemeyecektir.

Vaktinizi ayırdığınız ve akademik bir çalışmaya katkı sunduğunuz için en içten dileklerimle teşekkür ederim.

BAŞLAMADAN ÖNCE ÖNEMLİ HATIRLATMA: EBA, özellikle son dönemdeki "mevcut şartlar gereği daha ön plana çıkan" bir platform haline gelmiştir. Sorulara cevap verirken hem bu son dönemi hem de daha önceki EBA'yı kullanım durumunuzu göz önünde bulundurarak yanıtlamanızı ve sadece EBA CANLI DERS ile ilgili değil sitenin geneli hakkında yorum yapmanızı rica ederim.

A: Kişisel Bilgiler

1. Cinsiyetiniz:

() Erkek () Kadın

2. Yaşınız:

() 21-25 () 26-30 () 31-35 () 36-40 () 41 ve üzeri

3. Öğrenim Durumunuz:

() Lisans () Yüksek Lisans

4. Öğretmenlik Deneyiminiz:

() 1-5 Yıl () 6-10 Yıl () 11-15 Yıl () 16-20 Yıl () 20 Yıl ve üzeri

5. Çalıştığınız okul hangi düzeydedir?

() İlkokul () Ortaokul () Lise

B: Görüşme Soruları

1. EBA'yı kullanırken ne tür sorunlarla karşılaşıyorsunuz?

a. Sorunlarla baş etme yöntemleriniz nelerdir?

2. EBA'nın yetersiz bulduğunuz yönleri nelerdir?

- a. Sizce bu yetersizliklerin kaynağı ne olabilir?
3. Yetersiz bulduğunuz bu yönlerin geliştirilmesi için neler yapılmasını önerirsiniz?
4. EBA içeriklerinin “İngilizce öğretmenleri” açısından daha cazip hale getirilmesi için sizce neler yapılabilir?
 - a. Bu çalışmalar yapıldığında okulunuzda kullanımın artacağını düşünüyor musunuz?
5. EBA'nın gerekliliği ve İngilizce dersi açısından önemi hakkında fikirleriniz nelerdir?
 - a. Alternatif olarak hangi platformları veya kaynakları kullanıyorsunuz?
 - b. Bahsettiğiniz platformlardaki kaynaklar EBA'ya entegre edilse EBA'nın kullanımın artacağını düşünüyor musunuz?
6. Sizce EBA'daki faaliyetler öğretmenleri ve öğrencileri aynı şekilde motive ediyor mu?
7. EBA'nın gelecekteki gelişimi ve kalıcılığı noktasında neler yapılmasını önerirsiniz?

APPENDIX 5. Permission from the Directorate of National Education

TC
REYHANLI KAYMAKAMLIĞI
İlçe Milli Eğitim Müdürlüğü

Sayı : 92942029-730.08.01-E.18791033
Konu : Ahmet KURNAZ'ın Dilekçesi

02.10.2019

MÜDÜRLÜK MAKAMINA

Müdürlüğümüze bağlı Reyhanlı Ortaokulunda İngilizce öğretmeni olarak görev yapan [REDACTED] T.C kimlik numaralı Ahmet KURNAZ'ın Çukurova Üniversitesi Sosyal Bilimler Enstitüsü İngilizce Dili Anabilim Dalı'nda Yüksek Lisans Öğrencisi olarak devam etmekte olup, Eğitimi kapsamında yürüttüğü EBA (Eğitim Bilişim Ağı) Bir Öğrenme Platformu olarak İngilizce dersleri ile ilgili anket düzenlemesi müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ve teklif ederim.

Abdulgani ŞANVERDİ
Şube Müdürü

OLUR
02.10.2019
Mehmet Ali ARSLAN
İlçe Milli Eğitim Müdürü

Eki: İlgi ve Ekleri

APPENDIX 6. Official Correspondence for Research Population





Size nasıl yardım edebiliriz?

 AHMET

Devlet Kapısı altyapısı üzerinden sunulmaktadır.

Başvuru Bilgileri

Başvuru Sayısı 2000178796

Başvuru Zamanı 20/01/2020 00:11:13

Başvuru Tipi Bilgi Edinme

Başvuru Durumu Başvuru Yapıldı

Başvuru Metni Sayın yetkili, ben halen Hatay/Reyhanlı ilçesinde Milli Eğitim Bakanlığı'na bağlı olarak İngilizce Öğretmeni olarak görev yapmaktayım. Aynı zamanda Çukurova Üniversitesi İngiliz Dili Eğitimi Anabilimdalı'nda yüksek lisans öğrencisiyim ve tez yazmaktayım. Tezimin konusu, Hatay'da çalışan İngilizce Öğretmenlerinin Eğitim Bilişim Ağı (EBA) kullanma durumlarını ve EBA hakkındaki fikirlerini incelemeyi amaçlıyor. Bu kapsamda çalışmamın evrenini belirlemek amacıyla Hatay ilinde Milli Eğitim Bakanlığı bünyesinde görev yapan ve İngilizce branşında İngilizce öğretmeni olarak çalışan kadrolu/sözleşmeli öğretmenlerin toplam sayısına ihtiyaç duymaktayım. Ücretli öğretmenlerin bu sayıya dahil edilmemesini talep etmekteyim. İlgili talebimin cevaplanmasını ve tarafıma toplam sayının bildirilmesini arz ederim.

Başvuru Yolu CIMER Sayfası

Cevaplar

Cevap Zamanı	Cevap	Kurum Birim Adı
04/02/2020 20:57:32	CIMER'e yaptığınız 2000178796 sayılı başvurunuz incelenmiştir. Mebbis kayıtlarının sorgulanması sonucunda ilimizde görev yapan Kadrolu/Sözleşmeli öğretmen olarak toplam 1818 İngilizce Öğretmeninin görev yaptığı anlaşıldığı Müdürlüğümüz ÖZLÜK Şubesinin 22.01.2020 tarihli ve 1638593 sayılı yazısıyla bildirilmiştir. Bilginize sunulur.	MILLİ EĞİTİM BAKANLIĞI (MEB) > İNSAN KAYNAKLARI YÖNETİMİ ŞUBE MÜDÜRLÜĞÜ

CURRICULUM VITAE

PERSONAL INFORMATION

Name & Surname : Ahmet KURNAZ
Date / Place of Birth : 1993 / İzmir
E-mail : kurnaz@live.co.uk

EDUCATIONAL BACKGROUND

2017 – 2020 : MA, Çukurova University, Institute of Social Sciences,
 Department of English Language Teaching
2011 – 2015 : BA, Middle East Technical University, Department of
 English Language Teaching

WORK EXPERIENCE

2018 – Present : English Teacher, Reyhanlı Secondary School
2016 – 2018 : English Teacher, Dört Yol Recep Atakaş High School
2016 – 2016 : English Teacher, Elbistan Secondary School

PUBLICATIONS

1. Kurnaz, A. & Kaya, E. (2019). *Using Educational Informatics Network (EIN) in High School English Lessons: Is It Possible Without the Internet?* Presented at the Fifth Çukurova International ELT Teachers (CUELT) Conference, Çukurova University, Adana, Turkey.

PARTICIPATION IN PROJECTS

1. CIVILOGUE Project - Active Participation of Civil Society in the EU Negotiation Process. June 15 - 19, 2015, Brussels, Belgium.
2. Erasmus+ Training Course: Key to Staircase of Success. Sharing good practices on entrepreneurship and social entrepreneurship. 22 - 29 April 2015, Kutina, Croatia.
3. EU Youth Program: Fit For the Future. Youth exchange on group management, adaptation in the intercultural environment, and establishing collaborations across borders. 13 - 21 July 2013, Zwickau, Germany