



**UTILIZING ICT ON EXTENSIVE READING PRACTICES
OF EFL LEARNERS: TEACHERS' VIEWS, PRACTICES,
AND ISSUES CONCERNING THE IMPLEMENTATION**

Yüksek Lisans Tezi

Özge Su ÖZALP

Eskişehir 2023

**UTILIZING ICT ON EXTENSIVE READING PRACTICES OF EFL
LEARNERS: TEACHERS' VIEWS, PRACTICES, AND ISSUES CONCERNING
THE IMPLEMENTATION**

Özge Su ÖZALP

MA THESIS

Department of Foreign Language Education

MA in English Language Teaching Program

Advisor: Assoc. Prof. Dr. Ali MERÇ

Eskişehir

Anadolu University

Graduate School of Educational Sciences

April 2023

JÜRİ VE ENSTİTÜ ONAYI

JÜRİ VE ENSTİTÜ ONAYI

Özge Su ÖZALP'in "UTILIZING ICT ON EXTENSIVE READING PRACTICES OF EFL LEARNERS: TEACHERS' VIEWS, PRACTICES, AND ISSUES CONCERNING THE IMPLEMENTATION" başlıklı tezi 10.04.2023 tarihinde, aşağıda belirtilen jüri üyeleri tarafından "Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliği"nin ilgili maddeleri uyarınca, Yabancı Diller Eğitimi Anabilim Dalı İngilizce Eğitimi Programında, Yüksek Lisans tezi olarak kabul edilmiştir.

Unvanı-Adı Soyadı

İmza

Üye (Tez Danışmanı)

: Doç. Dr. Ali MERÇ

.....

Üye

: Prof. Dr. Özgür YILDIRIM

.....

Üye

: Doç. Dr. Mustafa CANER

.....

Prof. Dr.  İŞİL KABAĞCI YURDAKUL
Anadolu Üniversitesi
Eğitim Bilimleri Enstitü Müdürü

ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRENENLERİN KAPSAMLI OKUMA UYGULAMALARINDA BİT KULLANIMI: ÖĞRETMENLERİN GÖRÜŞLERİ, UYGULAMALARI VE UYGULAMAYA İLİŞKİN SORUNLARI

Özge Su ÖZALP

Yabancı Diller Eğitimi Anabilim Dalı

İngilizce Öğretmenliği Programı

Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü, Nisan 2023

Danışman: Doç. Dr. Ali MERÇ

Bu çalışma, karma yöntem yaklaşımıyla, İngilizce Hazırlık Okulu öğretmenlerinin Bilgi ve İletişim Teknolojileri (BİT) araçlarıyla kapsamlı okuma uygulamasına ilişkin görüşlerini, uygulamalarını ve yaşadıkları sorunları incelemiştir. 86 öğretmen çalışmaya katıldı ve BİT araçlarıyla kapsamlı okuma konusundaki görüşleri ve uygulamalarına ilişkin bir anketi yanıtladı. Bunun yanı sıra, dokuz gönüllü öğretmenle yarı yapılandırılmış görüşmeler yapıldı. Nicel veriler tanımlayıcı istatistikler kullanılarak analiz edildi, ve nitel veriler içerik analizi kullanılarak analiz edildi. Son aşamada ise nicel ve nitel bulgular karıştırılarak sonuçlar birleştirildi. Bulgular, öğretmenlerin BİT araçlarıyla kapsamlı okuma uygulaması hakkında olumlu görüşlere sahip olduklarını ortaya koymuştur. Başlıca avantajların, genel dil yeterliliği ve okuma becerilerini geliştirme, dikkat çekme, motivasyon ve özerkliği artırma, çeşitli materyaller sağlama, esneklik ve kolay erişim ile ilgili olduğu keşfedildi. Sınırlılıklar, zihinsel ve fiziksel hasar, dikkat dağınıklığı, bağlantı ve güvenlik sorunları ile ilişkilendirildi. Bulgular ayrıca, bazı öğretmenlerin BİT araçlarıyla ilgili yetersiz bilgi ve deneyime sahip olmaları nedeniyle BİT araçlarıyla kapsamlı okuma uygulaması yapmadığını, diğer öğretmenlerin ise çeşitli uygulamalarla süreci yönettiklerini gösterdi. Sorunlar, öğrenci kaynaklı, öğretmen kaynaklı ve uygulama kaynaklı olmak üzere üç kategoriye ayrıldı. Bu çalışmanın bulguları, eğitim yetkilileri ve okul yönetimleri için öğretmenlerin görüşlerini ve uygulamalarını anlamak ve kapsamlı okumayı BİT araçları ile destekleme açısından yararlı olabilir.

Anahtar Sözcükler: Bilgi ve iletişim teknolojileri, Kapsamlı okuma, Öğretmen görüşleri ve uygulamaları, İngilizce hazırlık okulu

ABSTRACT

UTILIZING ICT ON EXTENSIVE READING PRACTICES OF EFL LEARNERS: TEACHERS' VIEWS, PRACTICES, AND ISSUES CONCERNING THE IMPLEMENTATION

Özge Su ÖZALP

Department of Foreign Language Education

MA in English Language Teaching Program

Anadolu University, Graduate School of Educational Sciences, April 2023

Advisor: Assoc. Prof. Dr. Ali MERÇ

This study examined English Preparatory School (EPS) teachers' views, practices, and challenges regarding extensive reading (ER) practice with Information and Communication Technologies (ICT) tools through a mixed-methods approach. 86 teachers participated in the study and answered a questionnaire on their views and practices on ER with ICT tools. Besides, semi-structured interviews were conducted with nine volunteer teachers. The quantitative data were analyzed through descriptive statistics, and the qualitative data were analyzed via content analysis. In the final phase, the quantitative and qualitative findings were mixed, and the outcomes were merged. The findings revealed that teachers viewed ER practice with ICT tools positively. The primary advantages were related to improving general language proficiency and reading skills, attracting attention, increasing motivation and autonomy, providing a variety of materials, flexibility, and easy access. The limitations were associated with mental and physical damage, distraction, connection problems, and security issues. The findings also demonstrated that while some teachers did not practice ER via ICT tools due to insufficient knowledge about and experience with ICT tools, others managed the process with various practices. The problems were divided into three categories: Student-based, teacher-based, and implementation-based. The findings of this study could be useful for education authorities and school managements to understand teachers' views and practices and to support ER with ICT tools.

Keywords: ICT, Extensive reading, Teacher views and practices, English preparatory school

ACKNOWLEDGEMENT

I have finally come to the end of the road. An ending that opens to new beginnings. During the process of writing this thesis, there were valuable heroes in the background. Without their support, this moment would not have been possible. Begin with, I would like to express my deepest thankfulness to my advisor, Assoc. Prof. Dr. Ali MERÇ, for his constant encouragement and support. It was invaluable to have an advisor I could run to whenever I was in trouble during the process. I would like to thank him very much for clarifying every issue I had in mind and giving me instant feedback by taking his valuable time. He has always guided me and contributed to my academic development with his vast knowledge.

I would like to extend my sincere thanks to my thesis committee: Prof. Dr. Özgür YILDIRIM and Assoc. Prof. Dr. Mustafa CANER for their valuable comments and suggestions for my study.

Also, I want to express my sincere gratitude to Assoc. Prof. Dr. Gökhan ÖZTÜRK and Prof. Dr. İlknur İSTİFÇİ for their precious feedback on the study's data collection instruments.

I would also like to express my gratitude to Lecturer Zekiye Yeşim SEİS for her help and support. I would like to thank her for her belief in me in terms of the thesis process and our personal communication moments.

I am also grateful to the participants of the study, the EFL teachers of Anadolu University School of Foreign Languages. This thesis would not have been possible without their participation and valuable contributions.

Most importantly, I would like to express my deepest, most heartfelt, and endless thanks to the heroes of my life, my family, my mother Gülhan ÖZALP and my father Asım ÖZALP, who never left me without support on this path, who motivated me every time I was depressed and tired. I am grateful to them for never giving up on me, always believing in me, and always being behind me as I pursued my dreams. I could not have undertaken this journey without them. I am very lucky to have them.

And finally, I thank myself for being able to keep going despite all the hardships.

Özge Su ÖZALP

Eskişehir, 2023

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

14/04.2023

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan “bilimsel intihal tespit programı”yla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

Özge Su ÖZALP

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

1.4/04/2023

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Özge Su ÖZALP

TABLE OF CONTENTS

	<u>Page</u>
COVER PAGE	i
JÜRİ VE ENSTİTÜ ONAYI	ii
ÖZET	iii
ABSTRACT	iv
ACKNOWLEDGEMENT	v
ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ	vi
STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiii
1. INTRODUCTION	1
1.1. Background of the Research	1
1.2. Statement of the Problem	4
1.3. Purpose of the Study & Research Questions	7
1.4. Significance of the Study	7
2. LITERATURE REVIEW	10
2.1. Introduction	10
2.2. Reading	10
2.2.1. Extensive vs. intensive reading	12
2.2.1.1. <i>Definitions and theoretical rationale for extensive reading</i>	12
2.2.1.2. <i>Extensive reading materials</i>	14
2.2.1.3. <i>Successful integration of extensive reading into foreign language teaching</i>	15
2.2.1.4. <i>Studies on ER</i>	16
2.2.1.5. <i>Studies on teachers' views, attitudes, and practices about ER</i>	20
2.3. Information and Communication Technologies (ICT)	22

	<u>Page</u>
2.3.1. Studies on ICT	23
2.3.2. Studies on teachers' views, attitudes, and practices about ICT	26
2.4. Computer-Assisted Language Learning (CALL)	29
2.4.1. History of CALL	29
2.4.2. Studies on CALL	31
2.4.3. Studies on teachers' views, attitudes, and practices about CALL	33
2.5. Mobile-Assisted Language Learning (MALL)	35
2.5.1. Studies on MALL	36
2.5.2. Studies on teachers' views, attitudes, and practices about MALL	39
2.6. Online Extensive Reading (OER)	41
2.6.1. Studies on OER	42
2.7. Relevance of Related Literature to the Present Study	45
3. METHODOLOGY	47
3.1. Introduction	47
3.2. Research Design	47
3.3. Participants and Context	48
3.4. Instruments	49
3.4.1. The questionnaire	50
3.4.2. Semi-structured interviews	50
3.4.3. Reliability and validity	51
3.4.3.1. Reliability	51
3.4.3.2. Validity	51
3.5. Procedure	52
3.5.1. Implementation of the questionnaire	52
3.5.2. Interview process	53
3.6. Data Analysis Procedure	53
3.6.1. Quantitative data analysis	53
3.6.2. Qualitative data analysis	54
4. RESULTS	55
4.1. Quantitative Data Results	55

	<u>Page</u>
4.2. Qualitative Findings	65
4.2.1. Teachers’ practices	66
4.2.2. Teachers’ ICT tool preferences	69
4.2.3. Functionality of ICT tools for ER	71
4.2.4. Inadequacies of ICT tools for ER	73
4.2.5. Implementation restrictions	76
4.2.6. Teachers’ suggestions	79
5. DISCUSSION	80
5.1. Introduction	80
5.2. Views of English Preparatory School Teachers about ER Powered by ICT Tools	80
5.2.1. Teachers’ ICT tool preference for ER	81
5.2.2. Views of teachers regarding the advantages of ER practice with ICT tools	83
5.2.3. Views of teachers regarding the disadvantages of ER practice with ICT tools	91
5.2.4. Teachers’ views of different ER methods with graded readers	92
5.2.5. Teachers’ views on barriers to using ICT tools for ER	93
5.3. Teachers’ Practices for Using ICT Tools to Support ER	100
6. CONCLUSION	106
6.1. Summary of the Study	106
6.2. Implications	110
6.3. Limitations & Suggestions for Further Research	113
REFERENCES	115
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

	<u>Page</u>
Table 2.1. Ten implementation issues for ER	19
Table 3.1. Socio-demographic characteristics of the participants	48
Table 4.1. Descriptive results for teachers' answers to question 1	55
Table 4.2. Descriptive results for teachers' answers to question 2	56
Table 4.3. Descriptive results for teachers' answers to question 3	56
Table 4.4. Descriptive results for teachers' answers to question 4	57
Table 4.5. Descriptive results for teachers' answers to question 5	58
Table 4.6. Descriptive results for teachers' answers to question 6	59
Table 4.7. Descriptive results for teachers' answers to question 7	61
Table 4.8. Descriptive results of answers given to the view questions about ER practices using ICT tools	62

LIST OF FIGURES

	Page
Figure 4.1. The coding layout of the themes related to ICT tool utilization for ER	65



LIST OF ABBREVIATIONS

TOEIC	: Test of English for International Communication
SCALL	: Structural CALL
CCALL	: Communicative CALL
ICALL	: Integrative CALL
CALL	: Computer-Assisted Language Learning
MALL	: Mobile-Assisted Language Learning
TEFL	: Teaching English as a Foreign Language
ICT	: Information and Communication Technologies
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ER	: Extensive Reading
OER	: Online Extensive Reading
FVR	: Free Voluntary Reading
SFL	: School of Foreign Languages
EPS	: English Preparatory School
ILA	: International Literacy Association

1. INTRODUCTION

1.1. Background of the Research

In the 21st century world, rapid technological developments became integrated into all areas of life in line with society's expectations. With technology, a global order has been established, and countries integrate technology into society to keep up with developments and innovations. This is where the concept of Information and Communication Technologies (ICT) comes in. Kaware and Sain (2015) defined ICT as “a combination of technological tools and resources that are used to manipulate and communication the information” (p. 27). ICT is a broad category of written, audio and visual tools that enable both to create and access information. Through ICT, individuals access and collect information, store it, and share information with networks such as the Internet. Mobile phones, computers, tablets, and software programs are a few examples of ICT tools.

The field of education is also greatly affected by technology (Szymkowiak et al., 2021) because in this century, being able to access information and interact efficiently in a global setting is one of the fundamental necessities of people (Ateş Çobanoğlu & Yücel, 2017). The process of incorporating technology into learning programs is now significantly assisted by ICT (Kaware & Sain, 2015). Research from the past to the present offer some support for the benefits of ICT use on learning (Azmi, 2017; Çakıcı, 2016; Hashemi & Kew, 2020; Salehi & Salehi, 2011; Sharndama, 2013; Warschauer, 1996; Yunus et al., 2013). Today, with the promotion of technology, traditional education materials such as textbooks, and blackboards have been replaced by materials compatible with the contemporary world like interactive whiteboards, computers, mobile phones, tablets, e-books, and online dictionaries. In connection with this, the classroom ceased to be the only area where learning took place, and the learners have begun to continue their studies outside the classroom (Wu, 2016).

Just as other areas of education have been affected by technology, foreign language teaching has also been affected. The process of teaching a foreign language necessitates incorporating techniques that are effective and appealing to students (Söğüt, 2019). Besides, using the appropriate materials and techniques fit for the learners' interests and levels is required to increase learner motivation. Considering the young people, for whom

technology occupies a great place in their lives today, it can be thought that technology-based techniques and materials can support their foreign language learning process.

During the language learning process, students are expected to improve themselves in different language skills. Reading is among the most fundamental skills that are directly related to learning. According to the *Reading Hypothesis*, which is a specific case of the *Input Hypothesis*, reading provides comprehensible input that aids language learning (Krashen, 1991). As language learners read, they store information for future use. Although reading is a valuable source of input and a skill that facilitates language learning, teachers may encounter some problems in practice. These problems may include students' lack of knowledge and use of reading strategies, finding reading dull and a difficult task, the texts in the books are not appropriate for students' level, lack of motivation due to lack of vocabulary and grammar knowledge, lack of efficacy, anxiety, and limited time (Sadeghi & Izadpanah, 2018; Setiyadi, 2016).

If used appropriately, Extensive Reading (ER) is an approach that could be advantageous to both students and teachers to solve mentioned problems. It is an independent type of reading and it provides students with flexibility in their extracurricular reading in line with their level and interests (Grabe & Stoller, 2002; Nation & Waring, 2020). ER can be integrated into foreign language education to motivate students, empower them to read autonomously, and support them in becoming active readers. As a result of the increase in studies on ER in the literature, ER has proven to be effective in different areas such as improving reading comprehension (Al-Nafisah, 2015; Endris, 2018; Sheu, 2003; Yılmaz et al., 2020), learning reading strategies (Nishino, 2007), increasing reading rate (Beglar et al., 2012; Bell, 2001; Iwahori, 2008), improving reading fluency (Ateek, 2021; McLean & Rouault, 2017), changing attitudes toward reading positively (Asraf & Ahmad, 2003; Cho & Krashen, 1994; Endris, 2018; Sheu, 2003), improving overall language proficiency (Bell, 2001; Iwahori, 2008; Sheu, 2003), promoting vocabulary retention (Ateek, 2021; Boutorwick et al., 2019; Cho & Krashen, 1994; Horst, 2005; Iwata, 2022; Liu & Zhang, 2018), and increasing motivation (Cho & Krashen, 1994; Nishino, 2007). As it is understood from the studies, ER can be an effective method to solve the reading practice problems mentioned above.

As stated before, the new generation is intertwined with technology. Considering their living standards, expectations, and interests, language learners might be encouraged to use ICT for ER practices. Thanks to the many websites and apps that provide digital

reading materials on the Internet (Dao, 2014; Sun, 2003), ER with ICT tools can effectively attract students' attention and enable them to be active outside the classroom in terms of reading (Lai & Zhao, 2005; Ni'mah & Umamah, 2020). When ICT tools are considered, computers and mobile phones are the first tools that come to mind and the most accessible tools today. Approaches to the use of these two tools in foreign language teaching have emerged. One of these is Computer-Assisted Language Learning (CALL), which refers to the use of computers, and the other is Mobile-Assisted Language Learning (MALL), which refers to the use of mobile devices in language learning. The contributions of CALL (Alshehri, 2018; Dina & Ciornei, 2013; Farivar & Rahimi, 2015; Lai & Kritsonis, 2006) and MALL (Ahn & Lee, 2016; Burston, 2014; Corbeil & Valdes-Corbeil, 2007; Elola & Oskoz, 2017; Hazaea & Alzubi, 2016) to language learning have been researched by different studies and significant contributions have emerged. In general, it is observed that most, if not all, of the students have personal mobile phones and computers. Therefore, the use of computers and mobile phones for ER may be encouraged. Although there are not many studies on Online Extensive Reading (OER) in the literature and it is a topic that is only recently coming into the limelight compared to other topics, some studies have underlined the contributions of OER to the learning process (Arnold, 2009; Bui & Macalister, 2021; Chen et al., 2013; Cote & Milliner, 2015; Howarth & Bollen, 2019; Ni'mah & Umamah, 2020; Zhou & Day, 2021).

Integrating ICT into foreign language teaching, specifically ER practice, can have positive results. On the other hand, there is a fact that should not be ignored: Teachers have a key role in integrating technology into educational practices. Teachers need to be aware of the global issues posed by technological developments in terms of the requirements of educational materials, in this way, they can accommodate students' demands to assist them in becoming graduates who are capable of overcoming the difficulties imposed by the global contention (Khusniyah, 2021).

Teachers' use of various ICT tools has grown dramatically throughout the history of English Language Teaching (ELT) (Al-Kadi, 2018). They follow innovations to ensure that students develop in the best way according to their needs and expectations, and they should integrate these innovations into education in a beneficial way (Dinçer, 2014). They offer students many different channels that can be useful in the learning process. Schools may be equipped with the necessary technical equipment, but students will struggle to fully utilize ICT tools if teachers are not in control and involved in the process because

they act as learning guides and facilitators, and they assist learners in selecting and connecting the learning materials to real life, and learners construct knowledge (Domingo & Garganté, 2016; Durdu & Özden, 2019; Irgatoğlu, 2021). Warschauer and Meskill (2000) explained the importance of the teacher factor in the effective use of technology as follows: “the key to successful use of technology in language teaching lies not in hardware or software but in ‘humanware’ - our human capacity as teachers to plan, design, and implement effective educational activity” (p. 316). Besides, teachers' views, attitudes, and beliefs play a significant role in determining the successful usage of technology in the classroom (Chen, 2008).

The primary emphasis of the current research is the use of ICT tools for ER, therefore, it is critical to investigate teachers' views and practices on this topic. One reason is that teachers are the main characters integrating technology into educational practices. The other reason is that their technological views and practices have the potential to influence their future ER practices with ICT tools. This is because the views that teachers already have govern their practices. Moreover, their practices and the positive and negative things they experience in practice also affect their views.

Examining what teachers think about ER with ICT tools, the challenges they experience, and their practices is one of the most significant steps in disseminating ER practices through the use of ICT tools in the Teaching English as a Foreign Language (TEFL) context. Therefore, in this study, teachers' views on ICT-supported ER, their practices, and the problems they encounter in practice will be presented, discussed, and contributed to the relevant literature on the subject.

1.2. Statement of the Problem

Reading plays a significant role in learning a foreign language. While reading is important for learning foreign languages, the reading amount is not the same in every country. Based on previous research, Odabaş, Odabaş, and Polat (2008) stated that a significant part of Turkish people do not have a continuous reading habit. Moreover, during the period of their research, they stated that no significant progress had been made in the development of reading culture in Türkiye. In this context, various studies are carried out to make improvements, and some innovations required by the current era have begun to be taken into consideration. With the rise of technology's use in 21st educational

settings, technology and its employment in reading has become an area worth investigating.

According to the Turkey Trends Quantitative Research Report (Aydin et al., 2021), the rate of non-readers in Türkiye was 59.1% in 2020 and 59.5% in 2021. As can be seen from the results, the rate of reading books in Türkiye has decreased over the years, and the non-reading segment in the society occupies a very critical place. In addition, it was observed that the rate of those who do not read newspapers increased by 48.4% in 2019, 56.6% in 2020, and 58.6% in 2021. It is notable from the study's findings that the percentage of people who read the newspaper online has grown over time, 62.9% in 2020 and 72.6% in 2021. At this point, the effect of technology on reading habits draws attention. Although the reading rate decreased, the rate of online reading increased significantly. Similar to these findings, according to Acarturk (2012), utilization of mobile devices increased significantly, and digital resources such as e-books started to replace printed books.

International Literacy Association (ILA) annually solicits feedback on the “hot topics” in reading from reading instructors. According to the ILA’s report (2020) prepared based on the responses of 1,443 participants from 65 countries, one of the top five most critical issues was “providing access to high-quality, diverse books and content” (p. 6). Another important finding was that teachers wanted more professional development in using digital resources in literacy education. By looking at these two important findings, it can be inferred that, in literacy education, instructors need more and better quality resources, and perhaps they think that one way to achieve this is to use digital resources.

The decrease in the amount of reading in Türkiye over the years plays a significant role in encouraging studies on how to boost reading practice, which has an important place in foreign language learning because people who do not read in their native language are very likely to have a low rate of reading in a foreign language. This idea has been supported by some studies. For example, Milliner (2021) discovered that avid extensive readers (students who read much more than the course's vocabulary goals) are also avid readers in their L1. Although curricular reading takes place in schools, students may not be active in reading outside of school. Ortaş (2008) highlighted the fact that extracurricular reading is crucial because consciousness and knowledge cannot be acquired solely through a textbook. In addition, the majority of the texts cover academic

topics. After a point, reading becomes a boring activity as the content does not fit the students' interests (Safaeia & Bulca, 2013). For this reason, it is essential to encourage students to read for their interests and foreign language levels without creating grade anxiety or placing restrictions on where and when they can read. ER can be integrated into foreign language education for this purpose. Furthermore, technological tools can be used as alternative support for students' ER practices based on the increase in the rate of using technology to read among the active reader group (Aydin et al., 2021). Likewise, previously mentioned findings in ILA's report (2020) support the idea that more resources are needed to support students' reading practices, and this is likely to be resolved through digital resources.

ER requires reading a large amount of materials. The digital environment can provide language learners with a large number of resources. On this basis, these two situations can be intertwined and pave the way for a new approach to support and encourage reading in foreign language education. As a result of technological advancements, teachers are expected to possess the necessary skills to incorporate ICT tools into the classroom (Genc, 2011). However, teachers must first have positive views and attitudes to use technology in their teaching actively because their positive views and attitudes toward the utilization of ICT tools directly affect the use. The same applies to the use of ICT tools in ER practice. Besides, in countries where English is taught as a foreign language, teachers' views on integrating ICT tools such as computers and mobile phones into education, as well as their practice, are important because through these tools, students can access a large number of authentic reading materials and improve their foreign language. In this context, it is useful as a first step to examine the general lines of the issue in question. It is critical to first examine teachers' views, practices, and the problems they face since the first encouragement and assistance in supporting students' ER practices with ICT tools comes from teachers. Although there are separate studies on the use of ICT tools and ER in the Türkiye context, there is no study on English Preparatory School (EPS) teachers' views, practices, and the problems they experience regarding the use of ICT tools to support EFL learners' ER practices. This gap in the literature paved the way for this study.

1.3. Purpose of the Study & Research Questions

This study aims to investigate the views, practices, and practical issues of EPS teachers working in a state university in Eskişehir, Türkiye, regarding the integration of ICT tools to support ER. The ultimate aim of the study is to contribute to the more effective use of ICT tools to support reading skills in ELT, especially in English preparatory classes, by revealing the views and practices of EPS teachers on the use of ICT tools in ER practice. Within the framework of the research, this study will seek answers to the following research questions:

- 1) What are the views of EPS teachers about extensive reading powered by ICT tools?
- 2) What are their practices for using ICT tools to support extensive reading?

1.4. Significance of the Study

Today's students are representative of the generation that grew up with new technology. They have been exposed to and actively used technological tools throughout their lives. In terms of communication, interaction, and enjoyment, these technological tools play a significant role in their lives. Prensky (2001) identified these students as by using the metaphor *Digital Natives*. At the same time, people who are not born into technology, such as the teachers of these students, are defined as with the methaphor *Digital Immigrants*. Prensky (2001) stated that teachers should stop resisting innovations and speak students' language. To do this, it is important to develop a methodology that fits the students' style and teach both legacy (traditional curriculum) and future (technological) content by taking into account the demands and styles of the students.

With the change in the student profile, foreign language learning and teaching are significantly affected by technological advancements. Today, ICT tools play an important role in foreign language education. ICT tools are seen by language scholars as motivating and helpful instruments (Al-Kadi, 2018). In connection with the great place technology occupies in their lives, language learners are accustomed to using ICT tools in their learning processes. They can study outside the classroom with the help of these tools, rather than limiting their study only inside the classroom. On the other hand, the widespread use of technology in foreign language education has not led to the active and innovative use of technology in every context. There have been some studies that have come up with findings that support this situation. For example, in a study, Turkish higher

education institutions' English teaching programs were examined, and attempts were made to highlight the fields in which students and teachers excel as well as the challenges they confront (TEPAV & British Council, 2015). The findings of the research revealed that teachers rely heavily on interactive whiteboard materials provided by the publishers of the textbooks. It was stated that this situation does not prevent the meeting of course needs, but restricts the freedom and creativity of teachers and the intrinsic motivation of students. It was also suggested to create educational programs that concentrate on supporting technological equipment, such as the use of mobile phones by students, regarding the use of technology in English teaching classes.

ICT tools can be used to develop and support learners' different foreign language skills. One of the implementations is for students to use ICT tools to do ER. ER with ICT tools might help support extracurricular reading activities for pleasure, providing students with lots of authentic materials, increasing student autonomy, reducing the cost spent on printed materials, etc. There are various studies on ER and OER in the literature, but there is a lack of studies on teacher views, practices, and issues that are significant in practice regarding the use of ICT tools to support ER. The need for the current study is supported by this gap in the literature.

Within the scope of this research, ICT tools were determined as the computers and mobile phones that students and teachers have the most common access to. Since teachers are the primary individuals who integrate technological tools into foreign language lessons in a purposeful way, one of the most important steps to disseminate ER practices using ICT tools in Türkiye is to examine teachers' views and practices. Preparatory schools play a significant role in teaching English in Turkish higher education institutions. For this reason, it is worth examining the views, practices, and problems faced by EPS teachers regarding the use of ICT tools for ER. The results of this study will further reveal the views and practices of EPS teachers about ER via ICT tools. Moreover, practical issues and problems in this context will be revealed.

The findings will pave the way for applied research that can be done on this subject as a result of revealing the views and practices of EPS teachers on using computers and mobile phones for ER. As it is well known, teachers' views, beliefs, perceptions, and attitudes directly influence their practice. Therefore, the best approach is to explore their views of ICT-supported ER before measuring whether this practice will be effective in increasing reading-related issues such as reading amount, comprehension, reading

attitude, etc. Teachers' views are crucial for curriculum developers to properly incorporate ICT tools into future lessons. With the help of this study, it is hoped to provide guidance for future actions by revealing EPS teachers' views, practices, and problems they face regarding ER practice with ICT tools.



2. LITERATURE REVIEW

2.1. Introduction

This chapter presents the definitions and explanations for reading, ER, ICT, CALL, MALL, and OER. In addition to the definitions and explanations, relevant global and local studies in the literature are reviewed.

2.2. Reading

In the process of learning a language, reading is an important skill. Reading is a language skill that requires comprehending the meaning, and understanding what is written. It requires recognizing words for comprehension to occur. In addition, it is a useful opportunity to increase the level of pronunciation and fluency in speaking (Nuttall, 1996), writing (Krashen & Terrel, 1998), grammar, spelling, and vocabulary (Krashen, 2004). It also affects cognitive development, that is, people who read more become more successful in literature and other related fields (Krashen, 2004). Furthermore, reading is a valuable activity for enhancing cultural awareness and knowledge.

In terms of communication and reading, there is a sender who aims to encode the message in her mind to transmit it to the other party, and a receiver who decodes it (Nuttall, 1996). According to Ur (1996), it is feasible to read and comprehend texts without decoding individual letters. This is supported by having background knowledge of the context. Lack of previous knowledge may cause learners to decode letters to understand words. To understand a text, a student must have the necessary knowledge of vocabulary and grammar. Additionally, cultural awareness, previous knowledge about the subject, and extra-linguistic information have an important place in reading comprehension (Krashen, 1982; Liman Kaban, 2020). On the whole, the reader's main goal is to understand what he or she reads. The process of reading and constructing meaning requires active interaction between the text, the reader, and the reading context (Wixson et al., 1987). Besides, Anderson (2003) added fluency and reading strategies to the components of reading.

When it comes to interacting with oneself and the outside world, reading plays a significant role. Reading is regarded as being crucial to a person's overall growth as well as to his or her awareness of own experiences and the outside world (Freire, 1983). It has a significant role in learning and academic achievement (Anderson, 2003). Correct

exposure to language components such as vocabulary and grammar while reading is effective in the learning process, which in turn promotes academic success. According to Slavin et al. (2008), low-reading-level students struggle to comprehend complicated and challenging reading materials that they come across in academic life, which causes them to be unable to grasp the topics related to their course. As a consequence, it prevents them from succeeding academically. Thus, it is crucial to assist them in acquiring appropriate reading strategies, increasing their reading habits, and supporting their reading practices for their success in their social life, academic and future careers.

Krashen (2004) mentioned a term named *flow* which was introduced by Csikszentmihalyi (1990). In its simplest form, *flow* can be described as a state that occurs when a person engages in an activity deeply but without any effort. In the *flow* state, factors such as time, place, and daily matter are set aside, while only the activity or experience is in the foreground. According to Csikszentmihalyi (1990), although there are many intellectual activities, reading “is currently perhaps the most often mentioned flow activity around the world” (p. 117). Considering the term *flow*, supporting students to read according to their mental conditions, pleasures, and interests in or out of the classroom, may reduce the students’ low motivation and prejudice against reading. Furthermore, it can provide students with an enjoyable experience and help lessen the stress level of students experiencing foreign language learning anxiety.

The purpose of every reading is not the same. Sometimes reading is done to access certain information, on the other hand, sometimes it can be done purely in line with personal pleasures and interests. Nuttall (1996) stated that reading outside of the scope of foreign language learning is usually neither for pronunciation nor grammar rules. These readings are for getting a specific message like facts, feelings, or thoughts. When it comes to reading in foreign language learning, a problem arises for teachers. To clarify, reading is seen as an activity that is just for classroom purposes for some teachers and students. As a result, a motivation decrease in language learners can be observed. To prevent this crucial problem, one way is to make reading interesting. Apart from this, it is important to make reading a purposeful activity. This will make instruction more goal-directed and make the classroom more lively.

The role of teachers in the development of reading comprehension is undeniable. Being passionate about teaching reading is a critical supporter of the process. Anderson (2003) asserted that educators should think of themselves as facilitators. It is essential to

assist each learner to find what works best for them in the reading development process, such as a reading strategy or finding appropriate materials. Teachers must master the nature of reading and students' reading psychology. In this way, all of the internal and external factors that influence the reading process will be under the teachers' control, and they can understand students' attitudes toward reading, and also take steps to encourage students to read in line with these.

2.2.1. Extensive vs. intensive reading

The purpose of reading may differ from person to person. One person may read to gain knowledge on a particular subject, while the other may read for pleasure. The same is valid for foreign language classrooms. Some learners only read under the supervision of their teachers, while others do so to prepare for exams or just because they enjoy reading. There are two types of reading: Intensive and extensive reading (Harmer, 2007). Intensive reading generally takes place in the classroom, students read more challenging foreign language texts for a specific reason and to learn certain information with the guidance of the teacher. In intensive reading, a short reading text is accompanied by textbook exercises to help students improve their reading comprehension (Anderson, 2003). On the other hand, without an emphasis on in-class activities that can assess comprehension abilities, ER entails reading numerous reading materials. Nation and Waring (2020) defined ER as a type of reading that “involves each learner independently and silently reading lots of books which are at the right level for them” (p. 5). ER is usually done for enjoyment and general understanding outside of the classroom. Reading is fast, silent, and individual (Day & Bamford, 2004). The primary purpose of ER is to promote incidental learning (Krashen, 1989), and it is an effective method to activate learners' automatic word recognition skills (Harmer, 2001). Besides, it enables learners to have a wider range of reading resources to choose from. Learners can benefit from “novels, web pages, newspaper, magazines, or any other reference material” to practice ER (Harmer, 2007, p. 99).

2.2.1.1. Definitions and theoretical rationale for extensive reading

Researchers made definitions for ER in the literature. Grabe and Stoller (2002) defined ER as an “approach to the teaching and learning of reading in which learners read large quantities of material that is within their linguistic competence” (p. 259). According

to Nation (2001), reading extensively entails pleasure, takes into account the text's meaning, and increases the desire for continuing reading. This type of reading was mentioned by Krashen (2004, p. 2) under the title of Free Voluntary Reading (FVR). FVR has three types: Self-selected reading, sustained silent reading, and extensive reading. Paulson (2006) defined self-selected reading for enjoyment as “reading for the sake of reading” (p. 52). In self-selected reading, teachers and students discuss what was read during free reading in sessions. Sustained silent reading is “a period of uninterrupted silent reading” (Siah & Kwok, 2010, p. 168). It requires both teachers and students to read freely for short periods. There are no requirements such as finishing the selected material to read, writing a summary after reading, doing homework, or grading. In ER, the main goal is to develop reading skills by reading simple materials for pleasure. It does not require specific learning, accordingly, it does not require specific assignments, tasks, or grading. Some non-compulsory activities can be done after reading, for instance, students could provide a brief summary of what they read. Although all these three reading approaches differ in practice, the common feature is that students freely read materials suitable for their level for pleasure.

The Input (Comprehension) Hypothesis (Krashen, 1982) provides a theoretical rationale for ER. Krashen (2003) stated that “we acquire language in only one way: when we understand messages; that is when we obtain ‘comprehensible input’” (p. 4). To clarify, for learners to acquire the language, it is essential for them to understand what they hear or read. According to the argument for the *Input Hypothesis*, understanding means that the learner concentrates on the meaning rather than the form. Another argument for the *Input Hypothesis* is that the input should be interesting and learners should be in the flow and unconsciously acquire language while reading. Besides, ER has a strong connection with implicit learning. Implicit learning is a process of acquiring information without being aware of it. Learners need to be exposed to a large number of inputs over a long period for implicit learning to affect reading improvement (Grabe, 2009). From all these perspectives, the fact that ER requires students to read materials that are at or slightly above their foreign language level using extra-linguistic knowledge, provides learners with plenty of comprehensible input, enables unconscious learning, and helps students to read according to their interests illuminates the theoretical connections.

Krashen's “i+1” input formula was reformulated as “i-1” by Day and Bamford (2002). They emphasized the value of simple reading to improve fluency and sustain enjoyment. Ten principles were presented for ER:

1. The reading material is easy.
2. A variety of reading material on a wide range of topics must be available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. The purpose of reading is usually related to pleasure, information and general understanding.
6. Reading is its own reward.
7. Reading speed is usually faster rather than slower.
8. Reading is individual and silent.
9. Teachers orient and guide their students.
10. The teacher is a role model of a reader. (Day & Bamford, 2002, p. 137-140)

2.2.1.2. Extensive reading materials

Texts that are engaging and appropriate to students' levels should be used in ER. It should be noted that to support students' ER practice, teachers need to make sure that the materials students read are not too high above their language level. Otherwise, students may delay their reading practice or not do it at all because they do not understand what they read. In this respect, graded readers might be helpful (Harmer, 2007). A graded reader is a reading material that is evaluated meticulously to prevent learners from being exposed to challenging vocabulary or sounds that were not encountered previously (Anderson, 2003). According to Howarth and Bollen (2019), thanks to the high-frequency vocabulary and simple grammar of graded readers, readers can focus on meaning more effectively instead of focusing on the structure or unknown words. Graded readers offer great circumstances for incidental vocabulary acquisition and support pleasurable reading (Nation & Waring, 2020). They also help learners to increase their reading speed since reading does not seem like a difficult activity to them, as a result, it becomes easier to concentrate on meaning (Nation, 2009).

Emphasizing the necessity of material diversity to encourage students and increase their desire to read, Day and Bamford (2002) exemplified the materials that can be used as follows: “Books, magazines, newspapers, fiction, non-fiction, texts that inform, texts that entertain, general, specialized, light, serious” (p. 137). There are several ways to access ER materials. While Jacobs (2014) stated that the materials can be accessed from

libraries and bookstores, he also stated that materials can be provided to students with the help and donations of certain institutions. Apart from these, he drew attention to online materials because they are becoming more and more accessible, and also stressed the need for dependable internet connection and hardware to access online resources. Similarly, Day (2013) stated that the Internet is a valuable resource for accessing reading materials.

2.2.1.3. Successful integration of extensive reading into foreign language teaching

In the traditional education system in countries where English is taught as a foreign language, students practice reading with specific material selected for the lesson rather than authentic reading passages. ER can be integrated into foreign language teaching to encourage and motivate students to read rather than to put pressure on them due to grade concerns. The aim here, of course, is not to ignore their academic achievements. The main purpose is to support the reading practice by drawing students' attention and having fun without creating pressure to finish the reading material, and in this way to enable them to improve their foreign language.

Just telling students to read a lot is an inadequate approach to increase the reading amount and make students love reading. As a more effective approach, the teacher's role is important in promoting reading by giving students the necessary directions and providing them with appropriate material (Day & Bamford, 2002). For successful ER, a teacher's responsibility is to suggest or provide students with material suitable for their level because when foreign language learners do not understand what they are reading, for example, they will put a lot of emphasis on the meanings of words, but that is not the purpose of ER. In ER, it is important to read as much material as quickly and in large numbers as possible. Another important task of teachers is to inform students about the benefits of ER (Harmer, 2001). Students generally do not tend to read on their own, as they see reading as a mandatory action depending on grades, therefore, it is critical to encourage them by raising awareness about ER.

Abundant reading materials on a variety of topics should be made available to students in ER programs. Teachers can create a library in the classroom for ER. In this library, it can be useful to divide the books according to their genres and levels and encourage students to choose and read what they want. Harmer (2001) stated that establishing the library can be costly and that the authorized persons at the institute can be asked for help to provide the necessary support for this. With today's technology, it

may be less costly to set up these libraries digitally. By making agreements with publishing houses, the students of the school can access the reading materials electronically whenever and wherever they want.

2.2.1.4. Studies on ER

Many studies have been conducted to explore the competencies and limitations of ER in the context of language teaching and learning. Several types of learning have been proven to occur as a result of ER (Nation & Waring, 2020). As mentioned before, input plays an important role in language learning. Since ER necessitates reading a large amount of materials, it exposes students to a great deal of input (Nation, 2009). As a result, it can be described as a rich input source which is quite important in the language learning process.

ER is an effective way for learners to improve their language skills, and it is thought that if it is regular and continuous, it would provide success to students in other fields as well as reading comprehension skills (Asraf & Ahmad, 2003; Grabe, 2009). To give an example, in addition to reading comprehension (Al-Nafisah, 2015; Endris, 2018; Sheu, 2003; Tanaka & Stapleton, 2007; Yılmaz et al., 2020), it was emphasized in previous studies that ER is effective in learning reading strategies (Nishino, 2007). Developing reading strategies is important for reading comprehension. The contribution of ER to comprehension and reading strategies, which are closely related to each other, is very useful in the reading process. The benefits of ER are not limited to these. Some studies suggested that the ER also affects reading fluency (Ateek, 2021; Iwahori, 2008; Iwata, 2022). The study of McLean and Rouault (2017) is one of the important studies on this subject. According to this study's findings, ER is a useful method for improving reading fluency. Besides, it is possible to deduce that improvements in reading fluency are also related to reading comprehension. Previous studies also indicated that ER affects reading speed (Bell, 2001), and reading rate (Beglar et al., 2012; Iwahori, 2008; Iwata, 2022). Increasing students' reading rate is critical because it is directly linked to reading fluency. Relatedly, Day (2010) noted that better readers are fluent ones.

Studies were conducted also revealed the positive effect of ER in terms of other language skills such as writing (Janopoulos, 1986; Yılmaz et al., 2020), vocabulary (Ateek, 2021; Boutorwick et al., 2019; Iwata, 2022; Liu & Zhang, 2018; Nation, 1997), grammar (Pigada & Schmitt, 2006), and speaking and listening (Cho & Krashen, 1994).

Day (2010) mentioned two possible factors in how ER leads to improvement in other areas of language learning. The first factor is vocabulary because one of the most important aspects of learning a language is expanding one's vocabulary. As learners acquire new words, they also progress in other language skills. Otherwise, progress is not possible unless they learn vocabulary. The second factor is the contribution to positive effects. To be more precise, this can be explained as students' motivation and attitudes toward language learning are positively affected by ER. Connectedly, some studies revealed the positive effect of ER on motivation (Nishino, 2007; Ro, 2016).

Mason and Krashen (1997) used an ER program to investigate unsuccessful English learners' motivation. They explored that reading extensively had a positive impact on how students learned. In addition, it was found that learners developed strong language learning motivation, and they were engaged in ER practices more. Similarly, according to Nation (1997), the learners' motivation increases because ER is a flexible personal activity connected to their interests in a free form.

Besides students' motivation, ER also positively affects their attitudes toward reading (Asraf & Ahmad, 2003; Elley, 1991; Endris, 2018; Sheu, 2003). The positive change in reading attitude is largely related to the fact that students have access to many materials and choose the material they want. In the study of Ni'mah and Umamah (2020), it was discovered that students had a positive attitude toward ER. Students stated that ER contributed to their efficient use of their spare time, learning new words and spelling, increasing their reading speed, improving language skills (e.g. writing), and loving reading.

ER has not been widely adopted in educational systems despite mounting proof of its advantages in TEFL settings (Ateek, 2021). This may be due to various limitations and circumstances. Teachers' views and resistance are important factors. Teachers may show resistance to ER, which may lead to no implementation or negative results (Green, 2005). The reasons for the resistance were defined as the fatigue of the teachers with the duties imposed on them and the fact that a small number of teachers receive training in ER practice. In Williams' (2007) study, the fact that teachers did not receive adequate training on this subject took its place among the limitations of ER practices. Other reasons include the cost of the ER library, the difficulty of adding ER to the already dense curriculum, the teachers' adherence to traditional methods, and the belief that reading should come after speaking skills (Brown, 2009; Day, 2013).

It is more difficult to monitor students in ER than in intensive reading because there is no formal assessment. However, this does not appear to be an unsolvable problem. By enabling students to exchange information about the books they read, teachers can both make ER interactive and observe whether students are reading or not. This action can be carried out in the classroom, as well as outside the classroom by using some platforms on the web, thanks to the development of technology and the active use of it by students. Additionally, *MReader*, a website that provides quizzes for ER books, can be used to monitor and evaluate ER (Day, 2013).

Renandya et al. (2021) addressed ten implementation issues for the ER. A compiled tabular summary of the issues that were highlighted by Renandya et al. (2021) and explanations for each issue are presented in Table 2.1.

Table 2.1. *Ten implementation issues for ER*

No.	Issue	Explanation
1	Time limit	Although teachers value reading and are aware that ER is beneficial, they think that ER practice will take their time due to the excess of tasks imposed on them. Curriculum density is directly related to this.
2	Lack of materials	Schools do not have enough ER materials and cannot provide them to students due to cost.
3	Delayed effect	Teachers want to see the effects of ER immediately, but unfortunately, it is not a technique that provides immediate results. They should keep in mind that the impact is delayed rather than instantaneous.
4	Legitimacy	The requirements of traditional education conflict with ER. In the traditional framework, teaching is teacher-centered rather than student-centered. ER, on the other hand, is a more student-oriented approach because students choose the materials they read and receive as little directive from the teacher as possible. This aspect of ER can cause teachers to feel inadequate, students to think they are not getting enough education, and administrators to believe that teaching time should not be spent on ER.
5	Inadequate support from administrators	They might be unaware of ER's positive effects on students' reading development and want to see more solid facts confirming that ER has a good impact on raising students' test scores.
6	Limited understanding of ER	Although there are websites, articles, workshops, and webinars that provide information about ER, many teachers appear to know little to nothing about ER or perhaps have misconceptions about it.
7	No experience with ER	Teachers do not have experience with ER practice in their own lives. When they encounter implementation obstacles, their motivation decreases and they tend to finish the practice.
8	Insufficient motivation	A lot of teachers assert that their students lack reading interest. ER demands continuous motivation but students are less likely to do reading on a regular basis over a period of time.
9	Limited opportunity for professional development	Teachers must constantly advance their knowledge and abilities. However, not every institution can provide adequate training opportunities to their teachers.
10	ER principles	ER principles offered by Day and Bamford (2002) are difficult to implement. The authors noted that teachers specifically had concerns about "Reading is its own reward".

As Table 2.1. signifies, implementation problems related to ER are caused by both internal and external factors. On the whole, time constraints, insufficient management support, inadequate ER materials, some conflicts between ER and traditional education, teachers' lack of experience and knowledge about ER, lack of student motivation, and the possibility that some ER principles may cause difficulties when put into practice have emerged as important problems in ER implementation.

As the review of the relevant literature on ER practices suggests, ER has many benefits for the language learning process (Al-Nafisah, 2015; Asraf & Ahmad, 2003; Ateek, 2021; Beglar et al., 2012; Bell, 2001; Boutorwick et al., 2019; Cho & Krashen, 1994; Elley, 1991; Endris, 2018; Grabe, 2009; Iwahori, 2008; Iwata, 2022; Liu & Zhang, 2018; Mason & Krashen, 1997; McLean & Rouault, 2017; Nation & Waring, 2020; Ni'mah & Umamah, 2020; Nishino, 2007; Pigada & Schmitt, 2006; Ro, 2016; Sheu, 2003; Tanaka & Stapleton, 2007; Yılmaz et al., 2020). In addition to the advantages of ER practices, some studies have also found out the shortcomings of ER and the problems encountered during its implementation. Teachers are one of the most important figures in terms of integrating ER into foreign language education. Therefore, teachers' views, attitudes, and practices about ER are also worthy of attention. In the next section, studies conducted in this context will be addressed.

2.2.1.5. Studies on teachers' views, attitudes, and practices about ER

Since this study is based on teacher views and practices on ER with ICT tools, it is useful to refer to the studies on teachers' ER views, attitudes, and practices. Although there is not plenty of research in the literature about teachers' views, attitudes, and practices regarding ER, especially in Türkiye, some relevant studies could be mentioned.

Previous studies investigating teachers' views on ER found that teachers think that ER supports learning gains. For example, Tezdiker (2007) found that teachers believed that ER aids students in developing their research skills, vocabulary, fluency, and reading comprehension. In another study, Macalister (2010) discovered that the majority of teachers believed that ER is beneficial for language learning, and they encourage students to read extensively. However, despite the encouragement, some teachers did not include ER in their teaching. The two primary reasons were that ER was inappropriate for their programs and they lacked a system for tracking students' reading outside of class. Similarly, Chang and Renandya (2017) investigated 119 L2 instructors' perceptions of

ER, and they found that regarding ER's ability to increase learners' overall language proficiency, teachers had optimistic views. They also discovered that teachers believed that reading a variety of materials was more efficient than narrow reading. Likewise, Sun (2020) found that teachers believed that ER was beneficial and essential for language learning. Moreover, they discovered that all teachers believed that ER promotes students' reading and vocabulary skills. In Fawzia and Salwa's (2016) and Wang and Ho's (2019) studies, it was discovered that teachers had positive views on the advantages of ER. There are also studies revealing that teachers think that ER leads to an increase in motivation and self-confidence, which are important factors in the language learning process (Tezdiker, 2007).

Teachers' attitudes and practices have a significant impact on the teaching and learning process and how students learn. The same applies to the ER implementation. Previous studies found that teachers' ER practices affect students' motivation and reading amounts (Ro, 2016). Furthermore, teachers' guidance, surveillance, and support were found to be effective in terms of ER implementation (Hedge, 2001; Sun, 2020).

In some studies, it was explored that teachers were motivated to advance themselves to use ER (Wang & Ho, 2019). Although teachers had positive views and motivation, some studies found that they did not have sufficient ER training (Fawzia & Salwa, 2016; Sun, 2020). In order to maintain the positive opinions of the teachers and to ensure success in practice, they should receive the necessary ER training and their awareness of ER should be increased (Macalister, 2010). Based on these studies, it is clear that necessary support should be provided to maintain teachers' positive views and motivation about ER.

In the studies based on teachers' opinions about ER, students' lack of knowledge, reluctance, unfavorable attitudes, and monitoring difficulties were identified as the prominent points among the implementation restrictions. Teachers who participated in Fawzia and Salwa's (2016) study stated that students were reluctant to do ER and had negative attitudes. Similarly, Chang and Renandya (2017) discovered that unfamiliarity with independent reading, unwillingness to read voluntarily, and insufficient interest were student-related issues. It was also revealed that monitoring the amount and genres of books that learners read was the main challenge for the teachers. Sun (2020) found that teachers regarded students' insufficient vocabulary knowledge as one of the biggest problems.

In the previous studies, teachers' views, perceptions, attitudes, and practices regarding ER were examined. In some studies, the importance of the teacher factor for ER was emphasized. In some of them, factors that inhibit ER were presented. These studies are significant for understanding ER in terms of teachers. And since this study is also teacher-based, they make valuable contributions.

2.3. Information and Communication Technologies (ICT)

In the modern age, with the development of technology and the increasing need for information dissemination, ICT has become popular in many areas of people's lives. Alkamel and Chouthaiwale (2018) defined ICT as “a different set of technological tools and resources that used to communicate, create, spread, and manage information” (p. 30). More briefly, ICT enables people to interact in the digital world by means of the Internet, applications, and devices such as mobile phones, computers, television, and radio (Pratt, 2019; Tinio, 2003). Although television and radio have a long history of integrating into education since the 1920s and 1950s, nowadays, mobile phones and computers are the most widely used ICT tools.

According to OECD (2001), there are three key justifications for incorporating ICT. The first one is economic, being equipped with the necessary ICT skills in the 21st century is important for employability. The second one is social, the ability to use ICT became a requirement for engagement in society. The third one is pedagogical, ICT is viewed as beneficial for enhancing the scope and depth of learning. In addition, it can aid in the growth of higher-order thinking skills.

ICT has been recognized as strong improvement and change instruments in the field of education. It significantly contributes to facilitating the educational process (Hashemi & Kew, 2020). Roblyer and Edwards (2000) mentioned five reasons to integrate ICT into education. The primary factor is motivation, it is crucial to attract students' attention, boost their levels of self-control, and raise their productivity in the educational process. The second factor is encouragement for innovative teaching methods. The current era of humanity, which is rapidly digitalizing and making it almost mandatory to keep up with these developments, also necessitates innovation in education. These innovations encompass the variables used in education from material to teaching method. Therefore, it is crucial for problem-solving skills, critical thinking, collaborative learning, and information sharing. The third factor is increased teacher productivity. With the help of

ICT tools, teachers have the opportunity to access and produce a large number of educational materials, and quickly convey information to students. The next factor is unique teaching abilities. These make it simpler for students to access informational and educational resources. Students may also perceive issues and solutions and teachers have the chance to monitor students' development. The last factor is the required skills for an information age. One of the most important steps for the development of society is to give the necessary importance to education and to carry out improvement studies accordingly. Today, the merging of education with technology is inevitable. Therefore, it is important that both teachers and students develop their skills in using technology in their teaching and learning processes.

ICT can be integrated into foreign language education for different purposes. Çakıcı (2016) stated that “introducing ICT into language classroom has great implications for curriculum reform, classroom teaching and student learning” (p. 74). It can assist in increasing the accessibility of education, and transforming teaching and learning into an active, fun process based on real life when used properly. ICT tools make important contributions to the improvement of education in order for learning to take place regardless of time and place (Tinio, 2003). Furthermore, videoconferencing and teleconferencing technologies, for example, allow for the delivery of instruction to students who are physically distant. Under favour of the ICT tools, foreign language learners may have the chance to interact and communicate with other language users all over the world, this leads them to learn about different cultures and values, and as a result, it increases their global awareness.

Undoubtedly, the successful incorporation of ICT in language instruction greatly depends on teachers' preparedness and technological skills. Therefore, in order to integrate technology into language education, teachers must have strong ICT skills and self-confidence (bin Noordan & Yunus, 2022).

2.3.1. Studies on ICT

The incorporation of ICT into language teaching has been the subject of numerous research in the literature. Some of these studies have discussed some of the pros and cons of ICT in the context of language teaching and learning. Previous research showed that ICT tools enable EFL learners to develop their language skills (Bal, 2019; Dinçer, 2014; Mioduser et al., 2000; Naba'h et al., 2009; Shang, 2007; Sherine et al., 2020; Voogt &

McKenney, 2007), and students can access many resources such as applications, websites, videos, blogs, wikis that can be used while learning a foreign language. With the various resources it provides, ICT offers foreign language learners a timeless learning opportunity. In this way, students have the opportunity to improve their language skills even outside the classroom. At this point, ICT's help in making students autonomous (Vurdién & Puranen, 2018) can be mentioned because instead of just improving their foreign language in a classroom that has a teacher-centered environment, they can carry out their studies outside the classroom in an autonomous student profile (Çakıcı, 2016, Tinio, 2003). Furthermore, learners have the option of focusing on specific linguistic elements that correspond to their learning styles and strategies, this also contributes to their autonomy.

Thanks to ICT, students and teachers move away from being dependent on printed materials that they can only reach in the physical environment. Moreover, ICT provides students with the opportunity to learn a foreign language in an authentic, communicative and collaborative (Sharndama, 2013), relaxing (Çakıcı, 2016; Salehi & Salehi, 2011; Yunus, Nordin, Salehi, Sun, & Embi, 2013), and enjoyable classroom environment. It also provides innovation, interactiveness, and flexibility (Bhattacharjee & Deb, 2016; Harper & Milman, 2016). Moreover, ICT tools help to increase learners' engagement and motivation (Tinio, 2003) and develop their language awareness (Altun, 2015). By providing real-life situations, they enable students to analyze and construct the information. Relatedly, it can be stated that ICT enables students to explore rather than just listen and repeat or memorize. Furthermore, ICT lessens language learning anxiety and due to the fact that being digital natives, it motivates students to take risks in terms of using the language (bin Noordan & Yunus, 2022). These may lead students to develop positive attitudes toward foreign language learning.

ICT is also helpful in improving teacher training (Bhattacharjee & Deb, 2016; Haddad & Jurich, 2002). In the past, some countries like China, India, and South Korea took some actions to support teachers' training by means of ICT tools. ICT provides some benefits to teachers apart from their own training. It enables teachers to quickly and easily create and store teaching materials. There are various resources on the Internet for teachers to directly use or adapt in the classes. From this point of view, the time-saving feature of ICT tools stands out.

Although there are advantages to using ICT tools in foreign language education, studies have suggested that there are some obstacles to their use. These obstacles may be caused by the school authorities and/or teachers. One of the obstacles is the abstention of educational institutions in the use of ICT tools. This situation may arise due to the fact that institutions are not physically and financially viable (Irgatoğlu, 2021), and that the necessary gap in the curriculum is not created for the active use of ICT tools (Ekberg & Gao, 2018). Studies have also shown that repressive behaviors and attitudes of school authorities affect teachers' use of ICT (Wikan & Molster, 2011). School authorities' support of teachers in this regard is significant in the effective use of ICT (Ekberg & Gao, 2018; Kale & Goh, 2014; Rabah, 2015). In previous studies, it was also emphasized that more pedagogical and technical support should be provided for ICT integration (Ekberg & Gao, 2018).

Among the factors that hinder the use of ICT are the teachers themselves. One of the biggest obstacles is the teachers' lack of knowledge about the use of ICT tools, or rather how to integrate these tools into education. The reason for this may be that teachers do not receive adequate training on the use of ICT (Basak & Govender, 2015; Ekberg & Gao, 2018; Gunter, 2001; Schrum, 1999), encounter obstacles in practice, and subsequently, experience a decrease in motivation. Previous research emphasized that the lack of effective training of teachers in ICT would create difficulties in integrating ICT into language education and that teachers should receive the necessary training to improve their teaching processes (Gilakjani et al., 2015; Khodabandelou et al., 2016; Rabah, 2015). Furthermore, some pre-service teachers may not be knowledgeable about ICT tools even before they take university courses. They may have negative attitudes toward technology or may not be exposed due to financial reasons. It was also noted in previous studies that teachers did not have a sufficient understanding of the benefits of ICT rather than its use (Mirzajani et al., 2016). In connection with this, it has been suggested that when teachers do not understand the benefits of ICT, they will be less motivated to use it in education (Ekberg & Gao, 2018).

Being too indexed to traditional teaching methods is another reason because some teachers have difficulties in adapting to the developing technology and the changes that these developments create in education. Relatedly, some studies highlighted teacher resistance in terms of change and negative attitudes toward technology (Basak & Govender, 2015; Orlando, 2013). Studies indicated that teachers' insufficient self-

confidence is another hindering factor (Basak & Govender, 2015; Ekberg & Gao, 2018; Laabidi & Laabidi, 2016; Lin et al., 2014; Wikan & Molster, 2011). In a systematic review of the barriers to the use of ICT in ELT, Hashemi and Kew (2021) found that effective ICT education leads to teacher self-confidence.

According to previous studies, infrastructural (Pelgrum, 2001) and technical problems (Ekberg & Gao, 2018), and insufficient tech support (Schrum, 1995) can also negatively affect the integration of ICT into language education. Apart from these, further challenges include insufficient time (Gilakjani et al., 2015; Vrasidas et al., 2010) and inadequate hardware and software in institutions (Gilakjani et al., 2015; Mumtaz, 2000; Schrum, 1995).

As it can be understood from the studies, ICT has a significant active role today, especially in the field of education. Considering many different dimensions, previous studies revealed both positive and negative aspects of ICT in language teaching. Of course, since teachers are the primary experiencers of these positive and negative aspects, it is useful to examine studies based on their views, practices, and the problems they face regarding ICT use. For this reason, some studies in this context will be addressed in the next section.

2.3.2. Studies on teachers' views, attitudes, and practices about ICT

In the literature, there are studies that explored teachers' beliefs, views, attitudes, and practices regarding the use of ICT tools in education, and the place of ICT. Since this study is based on teacher views and practices on ER with ICT tools, it is useful to refer to the studies on teachers' ICT views, attitudes, and practices.

According to earlier research, teachers have favorable attitudes and perspectives on ICT (Albirini, 2006; Ateş Çobanoğlu & Yücel, 2017; Genc, 2011; Irgatoğlu, 2021). Besides, some studies found that ICT awareness and use among teachers was at a high level (Genc, 2011). In Albirini's (2006) study, the majority of teachers saw computers as an effective teaching tool with the potential to change how their classrooms operate. Silviyanti and Yusuf (2015) found that some of the teachers were highly motivated to use ICT because they believed that ICT improves the effectiveness, fun, and enjoyment of learning. In Irgatoğlu's (2021) research, it was revealed that the most important motivating factor for teachers was that ICT presented many authentic materials. On the other hand, some studies found that teachers had negative attitudes toward ICT.

Hismanoglu (2012) found that the majority of EFL teachers displayed unfavorable attitudes regarding ICT integration. Some of the reasons underlying teachers' negative perspectives about the use of ICT were as follows: Exam-based education, absence of chances to try ICT, not having experienced lessons created with ICT tools, the requirement to practice in a technology lab, and unavailability of tech instructors. Despite their negative perceptions, teachers saw ICT as an aid to learning something new. Teachers' willingness, positive views, and motivation are critical for ICT use. Because, if teachers have positive views about ICT, are willing to use it, and have high motivation, their ICT use will tend to increase. Relatedly, Albirini (2006) found that teachers were willing to learn to use computers and use them in their future teaching practices. On the other hand, although teachers are more willing to use technology, uncertainty appears to be a significant obstacle affecting their views and attitudes (Chen, 2008).

Teachers' ICT use varies. Some teachers use ICT to support interactive lessons, while others use it only to prepare materials, or they can also use ICT for a specific language skill. Examples of this situation were also found in previous studies. Yildirim (2007) discovered that instead of using ICT to support higher order cognition and critical thinking, teachers primarily used it to prepare materials like tests. Chen (2008) found that most of the EFL teachers used the Internet in language teaching. Furthermore, it was revealed that teachers use the internet more in reading and listening lessons. Ateş Çobanoğlu and Yücel (2017) explored that teachers used ICT when planning and teaching lessons, and they also regularly utilized the Internet in their day-to-day activities. Moreover, in Irgatoğlu's study (2021), it was revealed that ICT was used for exercises, and the presentation of new information and works.

In some studies in the literature, barriers to teachers' use of ICT have emerged. These barriers included both intrinsic and extrinsic factors. Extrinsic barriers contained crowded classes, inadequate pedagogical and technical support, financial support, lack of resources, insufficient ICTs and internet services, time and curriculum restrictions, student assessment, exam pressure, professional development, lack of incentives, and poor leadership (Ateş Çobanoğlu & Yücel, 2017; Chen, 2008; Chen et al., 2012; Ertmer et al., 1999; Finger & Houguet, 2009; Irgatoğlu, 2021; Silviyanti & Yusuf, 2015; Yildirim, 2007). On the other hand, intrinsic barriers included belief, attitude, confidence, professional competence, perceived capability, lack of teacher cooperation, and classroom organization (Chen, 2008; Ertmer et al., 1999; Finger & Houguet, 2009;

Yildirim, 2007). Although there is a possibility that both types of barriers can be overcome, there is also a possibility that intrinsic barriers may persist.

In addition to the issues outlined above, one barrier should be highlighted in particular when earlier studies are reviewed which is teacher training. Teacher training can be examined from both extrinsic and intrinsic perspectives. Extrinsic aspects of teacher education include pre-service technology training and training provided by institutions for working teachers. On the other hand, it can be mentioned that teachers train themselves on technology from an intrinsic point of view (e.g. attending training about technology integration voluntarily). In any case, teachers need to receive the necessary training to increase their technological knowledge, confidence, and awareness to practice effectively. Previous studies showed that inadequate teacher training is a major problem. Yildirim (2007) found that insufficient teacher training was one of the most harmful aspects for effective technology integration. Similarly, in Chen's (2008) study, teacher training emerged as the most dominant factor among the factors affecting the use of the Internet in foreign language teaching. The researcher emphasized that when teachers receive the necessary training for technology use, their views and attitudes may change, they can be more open to innovations, and accordingly, they can increase their use of the Internet and computers in their lessons. Hismanoglu (2012) discovered that what teachers care about in general was the establishment of computer laboratories and receiving training on the use of ICT, so it could be easier to overcome the anxiety they experience while using ICT and to boost self-efficacy. In another study (Alkan & Durmuş, 2013), it was revealed that teachers did not consider themselves sufficient in using *Information Technologies* and that teachers' knowledge and opportunities were inadequate, and that the advancements in the technologies that can be utilized were not constantly followed by them. In connection with these, it was emphasized that teachers should be trained and encouraged in order to develop themselves professionally. Moreover, Silviyanti and Yusuf (2015) found that a lack of adequate training on ICT use decreased teachers' motivation. Ateş Çobanoğlu and Yücel (2017) noted that teachers still lacked sufficient expertise with digital tools.

In order for teachers to overcome both extrinsic and intrinsic barriers, steps can be taken such as acquiring a broader vision of integrating technology into education, providing access to different teaching resources in the process of change, collaborating to create discussions and dwell on these discussions (Ertmer et al., 1999). Moreover, in

order not to ignore the positive attitudes of teachers and to increase the use of ICT tools in education, steps can be taken such as making efforts to include the use of ICT in the curriculum by curriculum developers, providing all necessary incentives such as training on the use of ICT to teachers, increasing accessible ICT resources in schools and providing the necessary technical support.

Previous studies addressed teachers' views and practices about ICT. They provided different reasons for the positive and negative dimensions. Since the ICT tools identified in the current study are mobile phones and computers, studies related to these two tools will be presented in the following sections.

2.4. Computer-Assisted Language Learning (CALL)

2.4.1. History of CALL

Technological developments paved the way for educational technologies to arise. Computers, one of the educational technologies, first appeared in schools in the late 1950s (Gündüz, 2005), and they continued to develop technically and aesthetically over the years. Although traditional methods and materials are still utilized in some countries, the use of CALL in foreign language education is increasingly prevalent, particularly in developing and developed countries.

CALL emerged in the last quarter of the 20th century. It is the utilization of computers in the language learning and teaching process (Levy, 1997). In terms of language education, CALL covers every facet of computer-assisted instruction in relation to language teaching and learning, even testing. It is a complex, active, and rapidly changing field. In addition, it encompasses different contexts, methodologies, and activities (Singh, 2021). In the early 1980s, utilizing computers to learn languages was common in both Europe and America. Researchers have so far tracked the development of CALL and identified its various typologies.

Warschauer (1996) categorized CALL into three phases: Structural CALL (SCALL), Communicative CALL (CCALL), and Integrative CALL (ICALL). The first phase, formerly *Behavioristic CALL*, is named *Structural CALL*. The 1960s were the time of its conception, while the 1970s and 1980s were its closure (Singh, 2021). SCALL was mainly based on *Grammar-Translation* and *Audio-Lingual Method* and behaviorist theories (e.g. Operant conditioning). In this model, learners were exposed to repetitive

drills and practice. The computer was more of a “tutor” than a “tool”. Warschauer (1996) mentioned the reasons behind these characteristics of SCALL as follows: (1) Exposure to the same material repeatedly is necessary for learning to take place, (2) Computers are convenient for the practice of repeated drills in terms of presenting the same material repeatedly without getting bored and giving instant non-judgmental feedback to the students, (3) By enabling individualization, computers can enable students to study at their own pace, save time and make room for other activities that can be done in the classroom. Two critical factors hampered SCALL. First, theoretically and pedagogically, behavioristic models of language learning were discredited. Second, new possibilities began to be considered when the microcomputer was launched (Warschauer, 1996).

The second phase is the *Communicative CALL (CCALL)*. The communicative approach, which gained popularity in the 1970s and 1980s, served as the foundation for CCALL. The communicative approach is used to present real-world situations to the learners. CCALL was in line with cognitive theories that saw learning as “a process of discovery, expression, and development” (Warschauer & Healey, 1998, p. 57). As mentioned earlier, repetitive drills and practice are crucial for SCALL. However, it was suggested that approaches that focus on drills, repetitions, and practices do not enable enough real conversation (Warschauer, 1996). Furthermore, the role of the learner changed from passive receiver to communicator. At the same time, the teacher moved to the coordinator role. While accuracy is important in SCALL, fluency is at the forefront in CCALL. Computers were used for some activities such as speed reading, vocabulary games, simulation, etc. (Singh, 2021). According to Stevens (1989), CALL materials and exercises should promote interaction between learners as well as between learners and computers and support intrinsic motivation. Some of the premises that were suggested by Underwood (1984) for CCALL can be sorted as: (1) The focus is primarily on how to use forms, and drills are not included, (2) Learners can create their own unique statements instead of just making use of the readymade language, (3) Nothing that a book can achieve is attempted by CCALL, (4) Grammar is implicitly taught, (5) It is open to a range of student replies and refrains from correcting learners, (6) It only employs the target language and promotes an atmosphere in which utilizing the target language comes natural, (7) It does not attempt to criticize and assess everything, (8) There is not a reward system providing “congratulatory messages, lights, bells, whistles”, (9) It enables the learner to explore the topic (p. 52).

Communicative activity programs in various CALL models or roles can be referred to using three key phrases. The first one is the *computer as a tutor* model. In this model, although many programs provided skill practice, they did not adhere to a drill format. The computer served as the “knower-of-the-right-answer” (Taylor & Perez, 1989, p. 3). The second one is the *computer as a stimulus* model. In this model, the objective is to inspire learners' writing, critical thinking, and discussion. The third one is the *computer as a tool* model. In this case, the computer is not in the teacher's role. The programs assist the student to understand the language. The primary objective is not to supply language materials.

The third phase is *Integrative CALL*. The Internet and multimedia computers provide the foundation of integrative approaches to CALL. At the beginning of the 90s, CCALL began to lose its popularity because it was taught to be operating below its capacity since the computer was used disconnectedly. Perspective on language shifted from cognitive to socio-cognitive, supporting language development in an authentic social setting. Learners require as many opportunities as possible for real-world social engagement in terms of both exposure to communication practices that they benefit from outside the classroom and comprehensible input. At this point, content-oriented approaches such as *task-based*, *content-based*, and *project-based* draw attention because these approaches allow learners to interact, collaborate, and learn the content while performing authentic tasks (Singh, 2021). All these factors contributed to the emergence of the ICALL. It seeks to enhance the integration of technology and language skills into language teaching and learning. With multimedia, a user can access a variety of media including audio, animation, texts, video, and graphics simultaneously (Warschauer, 1996). In this phase, the computer's role changed from *stimulus* to *tool for communication*. In addition, the teacher's role changed from *coordinator* to *facilitator*, and the student became “autonomous, creative, and active” (Singh, 2021, p. 31).

2.4.2. Studies on CALL

Previous studies examined the various facets, contributions, limitations, and challenges of CALL. According to Gündüz (2005), computers can be used as “the mainstay of a course, or back up, revision, reinforcement, extension” (p. 197). Since the computer is a human-made tool, it plays a “teaching aid” role in education, not a “tutor” directly. Lee (2000) provided some advantage-based reasons for using CALL. It (1)

enables students to explore a vast array of human experiences, (2) increases students' motivation and sense of independence, (3) positively influences learning attitudes, improves language skills, fosters self-confidence, (4) provides authentic materials with 24-hour access anywhere at a reasonable cost, (5) increases interaction chance and provides instant feedback, (6) focuses on individualization, (7) provides independence from a single information source, and (8) increases global understanding.

CALL provides the opportunity to carry out a number of educational activities that are crucial for student creativity and evaluation (Dina & Ciornei, 2013). Computers provide students with communication opportunities by displaying visuals such as images, videos, texts, and audio such as music. They also enhance knowledge acquisition by promoting learners' attention, demanding active engagement, and fostering critical thinking (Alshehri, 2018).

CALL occupies a valuable position in providing students with limitless learning resources. Reasons such as access to many resources, learning to take place at one's own pace, variety of entertaining interactive activities, the flexibility of time and place, repeated lessons, and reduction in learning anxiety (Lai & Kritsonis, 2006) can increase student motivation (Alshehri, 2018) and autonomy (Farivar & Rahimi, 2015).

Apart from these, CALL offers advantages such as interacting with other language learners and receiving instant feedback (Yaman & Ekmekçi, 2016). Furthermore, some studies suggested that the use of computers can facilitate language exchange between teachers and students (Dina & Ciornei, 2013). It has also been claimed that once adopted, CALL will be much less expensive than traditional classroom instruction (Lai & Kritsonis, 2006).

There are some drawbacks to CALL as well. The literature regularly refers to financial obstacles. Some students may not have computer and internet access outside of school. This creates inequality of opportunity in terms of CALL implementation. This problem is not only related to students, some studies revealed that computer access for educational purposes is problematic in some schools (Saeed, 2015). In addition to this, the fact that there is no sanction or incentive for the effective use of computers in schools by the government also has a negative effect on CALL implementation. Lee (2000) mentioned "the cost of hardware, software, maintenance (particular of the most advanced equipment), and extend to some staff development" regarding the financial obstacles (p. 4). Software and hardware compatibility is a major issue. In scenarios where access to

them is restricted, implementations will be interrupted. Apart from the problems mentioned, distracting factors may arise in computer-based work. These factors include advertisements, technical glitches in the app or website, eye strain, and the user's intentional or unintentional switching between various web pages.

The decrease in the role of the teacher in the learning process was seen as a limitation (Dina & Ciornei, 2013). Although CALL provides immediate feedback, it may raise questions about how efficient it is, because the feedback given by a computer may not be as satisfactory and sufficient as the one given by the teacher. In line with this, the learning experience in the computer environment can create an artificial perception away from reality in the learner. The teachers' role in integrating technology into education should not be underestimated because the teacher is the primary person who prepares the educational material (Gündüz, 2005).

Insufficient training provided to teachers on the effective use of computers in education may also have negative consequences. While there are teachers who follow the innovations in technology and integrate these innovations into their teaching life, some teachers may resist the CALL approach in foreign language teaching (Yaman & Ekmekçi, 2016). Among the reasons for this situation, it can be shown that teachers do not have sufficient knowledge and training about computer use in education (Lee, 2000; Saeed, 2015), they do not want to deviate from traditional methods, and they see technology as a threat to their position. Previous studies indicated that teachers did not have sufficient self-confidence due to their fear of technology (Saeed, 2015).

In previous studies, CALL was reviewed with its positive and negative aspects. Since teachers are the individuals who integrate CALL into education, it is useful to focus on studies based on their ideas and practices. These studies will be addressed in the next section.

2.4.3. Studies on teachers' views, attitudes, and practices about CALL

Since this study is based on teacher views and practices on ER with ICT tools and since one of the ICT tools identified in the current study is the computer, it is beneficial to refer to the studies on teachers' CALL views, attitudes, and practices. There are various studies in the literature that focus on teachers' views, attitudes, and practices on the use of computers in foreign language teaching.

Some studies in the literature found that teachers have positive views and attitudes about CALL (Akcaoglu, 2008; Alshehri, 2018; Aydin, 2013; Hismanoglu, 2010; Karakaya, 2010; Park & Son, 2009; Saeed, 2015; Tuzcuoğlu, 2000). Teachers' positive views and attitudes stem from different reasons. In Akcaoglu's (2008) study, it was discovered that teachers claimed that lessons can become more student-centered with the use of technology. Park and Son's (2009) study revealed that teachers thought that the computer provides students with a language learning experience in an authentic environment and exposes them to various language inputs. Hismanoglu (2010) found that teachers recognized the Internet's potential in language teaching, and they believed that the Internet could be more effective than conventional methods. In Alshehri's (2018) study, it was revealed that the majority of teachers believed that CALL encourages individualization and makes it easier for students to access authentic resources. Additionally, it was reported that CALL improves learning environments by grabbing students' attention and promoting concentration. Teachers also noted that CALL helps improving students' speaking and listening skills.

Studies suggested that there are internal and external factors that affect teachers' computer use. Internal factors like teachers' beliefs, inhibiting attitudes, lack of computer and software knowledge and skills, lack of awareness, lack of energy, inexperience, anxiety, and difficulty in controlling students appeared to have a substantial impact on teachers' usage of computers (Akcaoglu, 2008; Aydin, 2013; Hedayati & Marandi, 2014; Hismanoglu, 2010; Karakaya, 2010; Park & Son, 2009; Tuzcuoğlu, 2000). Likewise, external factors such as strict curriculum, time constraints, insufficient institutional support, lack of support from stakeholders, lack of technical assistance, and inadequate resources and computer equipment were also effective in this case (Alshehri, 2018; Aydin, 2013; Hedayati & Marandi, 2014; Hismanoglu, 2010; Park & Son, 2009).

It was observed that teacher training is a problem encountered in most studies in the literature in terms of CALL integration. Tuzcuoğlu (2000) found that teachers used computers for purposes such as researching and preparing materials, but they did not use them in their teaching. This was not because the teachers did not know CALL, but because they did not know how to apply it. It was revealed that teachers need training on integrating CALL into education rather than using computers. Similarly, in Akcaoglu's (2008) study teachers reported technological proficiency and a high level of computer use beyond school hours. However, it was revealed that there was a lack of awareness among

teachers on how to use ICT to properly incorporate technology into language teaching, and there is a need for training. Karakaya (2010) and Aydin (2013) also discovered that teachers lacked training in using technology in education. Hedayati and Marandi (2014) indicated that the ability to incorporate technology into the classroom was lacking among teachers. According to researchers, this may be a result of a lack of training, which also contributes to a lack of digital literacy, not being comfortable or familiar with technology, and a lack of understanding of the advantages of using technology. Saeed (2015) found that the majority of teachers lacked the necessary training to effectively use computers in the educational setting. The researcher emphasized that it is important to persuade teachers of the value and advantages of computers in boosting teaching and learning. He added that teachers need good direction, training, and support for incorporating computers into language teaching. Importantly, the teachers in Alshehri's (2018) study thought that CALL pushes them to increase their familiarity and proficiency with the Internet and computers.

In order to prevent negative internal or external factors from hindering teachers' use of computers and to maintain teachers' positive attitudes, institutions should provide the necessary support, computer facilities in schools should be improved, and technical support should be provided. In addition, necessary training should be given to teachers to integrate technology into teaching. Curriculum and programs for teaching EFL should be revised in light of recent advancements in CALL. CALL can offer teachers many opportunities to use in teaching, but the most important task is how teachers will evaluate it. Of course, appropriate support should be given to boost teachers' motivation.

2.5. Mobile-Assisted Language Learning (MALL)

There have been changes over time in the approaches and definitions specific to the use of computers in education. The emergence of new perspectives in education has led to the emergence of a new trend called Mobile-Assisted Language Learning (MALL) (Yaman & Ekmekçi, 2016). Besides the new perspectives, the transmission of computer functions to other devices like smartphones paved the way for this new approach.

MALL is an approach that promotes the premise that learning can be improved using mobile technology and it combines mobile learning with CALL (Bezircilioğlu, 2016; Zengin & Meral, 2017). MALL technologies include mobile phones, electronic dictionaries, tablets, personal digital assistants (PDAs), and MP3 or MP4 players

(Kukulska-Hulme & Shield, 2008; Stockwell, 2010; Zengin & Meral, 2017). In a review study, it was found that the first commonly used device is the mobile phone, the second is personal digital assistants (PDAs), and the third is personal listening devices (Pęcherzewska & Knot, 2007). With the development of the features of mobile phones in the 21st century, mobile phones became popular with their “features of mobility and space-restricted touch screens” (Al-Kadi, 2018, p. 10).

In terms of its portability with the vehicles it covers, MALL is different from CALL. Previous studies demonstrated that MALL provides teachers and students with a wider range of opportunities to use the target language wherever and whenever they want (Aygül, 2019; Bezircilioğlu, 2016; Geddes, 2004). This allows inferring that mobile phones may be more advantageous in terms of being more portable than computers. In the past, the limited or no access to the Internet by MALL tools such as MP3 was not as efficient in terms of implementation as it is today. The development of MALL accelerated significantly with the introduction of mobile phones and interactive mobile 2.0 services.

2.5.1. Studies on MALL

MALL is an approach to language learning that has recently attracted attention in educational research. Previous research has revealed many positive aspects of MALL. Studies have found that MALL positively influences learning gains (Chen et al., 2019; Demouy & Kukulska-Hulme, 2010; Gyehtasi et al., 2015; Hazaea & Alzubi, 2016; Khubyari & Narafshan, 2016; Loweven et al., 2020; Lys, 2013; Nasab & Taki, 2016; Plana et al., 2016; Sato et al., 2020; Shraim, 2014; Taj et al., 2017; Valizadeh, 2022; Wang, 2017; Xodabande & Atai, 2020). Furthermore, MALL assists with overcoming numerous restrictions and challenges in a traditional EFL classroom (Ahn & Lee, 2016; Corbeil & Valdes-Corbeil, 2007). Today, the majority of individuals use mobile devices, therefore learning can take place outside of a traditional classroom setting (Wu, 2016). Previous studies indicated that information can be accessed at any time and anywhere with mobile devices (Kartal, 2020; Traxler, 2009). This is related to the portability and flexibility that MALL provides (Shraim, 2014; Thomas et al., 2013). Mobile phones’ practicality, accessibility, mobility, user-friendliness, and portability make them ideal for facilitating learning and teaching practices for both students and teachers (Bezircilioğlu, 2016; Demouy & Kukulska-Hulme, 2010; Kukulska-Hulme, 2009; Shraim, 2014;

Valizadeh, 2022). They are also useful in terms of immediate feedback for quizzes, exercises, and surveys (Chartrand, 2016).

MALL is also effective in fostering interaction both amongst students and between teachers and students (Aygül, 2019; Khan et al., 2018; Levy & Kennedy, 2005; Shraim, 2014). Students can benefit from social networking sites to share opinions and information on different topics (Chartrand, 2016). It may help to create an authentic (Shraim, 2014) and student-centered classroom environment, improve students' enthusiasm to study foreign languages, foster student engagement, and make the learning environment autonomous and dynamic (Cakir, 2015). According to certain research, MALL has a tremendous deal of potential to increase students' engagement and accomplishments (Burston, 2014; Elola & Oskoz, 2017). Besides, MALL contributes to the individualization of the learning process (Sun & Yang, 2013). Gikas and Grant (2013) mentioned mobile devices' advantages as quick information access, increased interaction, and collaboration thanks to constant communication, various forms of interaction with the course content, and interaction in a situated context with the course content and other students. Thomas et al. (2014) indicated that mobile phones' other benefits include the use of various features, Internet access, text messaging, audio/video recorders, and camera. Moreover, according to Valizadeh (2022), MALL assists teachers in preparing appealing and motivating materials.

However, the teacher factor influences the contribution that MALL can make to language learning. Gikas and Grant (2013) discovered that students complained about their teachers' reluctance to use technology. Among the possible reasons for this situation, teachers' lack of knowledge about technology use and generational differences were shown. Similarly, Lys (2013) indicated that many teachers are hesitant to incorporate mobile devices into language instruction because they do not fully grasp the advantages.

Pros and cons of MALL in terms of psychological, pedagogical, and technical aspects have been revealed in previous studies. In fact, almost all of the CALL advantages and disadvantages mentioned in the previous section also apply to MALL. However, it is feasible to mention a few different points. Some studies showed that mobile phones are smaller in size than computers and their portability is an advantage (Yaman & Ekmekçi, 2016). For instance, mobile phones are more suitable for a student to study or read while traveling or to look up the meaning of a word he or she does not know in the classroom. On the other hand, some researchers stated that students are not accustomed to reading

from a small screen (Smith & Wang, 2013). Although mobile phone manufacturers have increased the screen size over the years, this enlargement has been and will be up to a certain point. Even with larger screens, it is difficult to read from a screen that is smaller than a computer (Chartrand, 2016), and it may cause eye strain (Huang, 2013). Apart from this, in general, mobile phones do not offer users as much storage space as computers. Therefore, students may have trouble storing educational materials on their mobile phones. Additionally, the limitation of movement on the mobile phone also lags behind the computer in terms of interaction.

Some research suggested that students' use of mobile devices can be distracting (Anshari et al., 2017; Chartrand, 2016; Gikas & Grant, 2013; Gyehtasi et al., 2015). Examples of this are that students do not focus on the lesson because they spend time on social networking sites, texting, and surfing the Internet (Tindell & Bohlander, 2012). In previous studies, decreased physical activity was also seen as a cause for concern (Gyehtasi et al., 2015). Apart from these, factors such as the widespread use of mobile phones especially among young people today, and the high time spent on social media may cause learners to have difficulty seeing mobile phones as a tool in formal education. There may be a perception of interfering with personal space (Shudong & Higgins, 2005; Smith & Wang, 2013), this can be described as a problem that arises as students' unwillingness to use their mobile phones for academic purposes (Stockwell, 2008). Another issue is security. For example, clicking on a virus-containing link will have negative consequences for the user and therefore may cause a negative driving force in use. The usage of mobile phones by students to cheat is another issue (Thomas et al., 2014). In addition, while the absence of time and place restrictions in MALL is presented as an advantage, not being able to follow the learning outcomes of the students can be a problem that comes with this feature (Shudong & Higgins, 2005). Even more, since students are not fully supervised in the mobile environment, there may be problems in terms of testing. Additionally, the cost of mobile devices can deter some students and teachers from making frequent use of them (Stockwell, 2008). Besides these, there can be some technical issues like network problems (Chartrand, 2016). In this scenario, the teacher must solve the problems, and guide the students in solving the problems, which can lead to disruptions and wasted time.

As seen above, there are many studies in the literature on the benefits, challenges, and limitations of MALL. Since the current study is based on teachers' views and

practices, it is useful to review studies that address MALL from this perspective. These studies will be discussed in the next section.

2.5.2. Studies on teachers' views, attitudes, and practices about MALL

Since this study is based on teacher views and practices on ER with ICT tools and since one of the ICT tools identified in the study is the mobile phone, it is beneficial to refer to the studies on teachers' MALL views, attitudes, and practices. Although studies on the views, attitudes, and practices of teachers regarding the use of mobile phones in foreign language teaching have been discussed in the literature, not many studies have been found on this subject. However, a few studies in this context can be mentioned.

Some studies approaching MALL from a teacher perspective showed that teachers have positive views and attitudes toward MALL. Thomas et al. (2013) discovered that the vast majority of teachers were in favor of permitting cell phones in the classroom. However, few teachers indicated utilizing cell phones for planning, doing research for classwork, keeping track of student work, grading, and assigning and collecting work. In another study, it was explored that teachers believe laptops may be more effective than mobile phones (Şad & Göktaş, 2014). Though not tremendously positive, attitudes regarding utilizing laptops were much better than those toward mobile phones. Ozdamli and Uzunboylu (2015) found that to supplement conventional education, teachers desired to utilize mobile learning applications. Domingo and Garganté's (2016) study revealed that mobile technology makes information more accessible and makes learning more engaging. In another study by Khan et al. (2018), themes such as "portability, learning opportunities, multimedia functions, accessibility, scaffolding, availability and connectivity of data, ubiquitous form of learning and time-efficiency" emerged as a justification for the positive attitude (p. 43). Besides, most of the teachers stated that fast Internet connectivity is an advantage for integrating mobile phones into the classroom. Bozorgian (2018) found that teachers considered MALL as effective for enhancing learners' motivation. It was also revealed that the benefits included "up-to-date information, authentic materials, and accessibility for all students, time and energy efficiency" (p. 10). Moreover, it was discovered that teachers tended towards mobile learning activities such as communicating with learners and sharing knowledge outside of the classroom, utilizing electronic dictionaries to look up and learn new vocabulary, and sending materials for students to read. Likewise, according to teachers in

Nikolopoulou's (2020) study, the advantages included ease of access to information, students being active and familiar with technology, effect on motivation, interactivity, and enjoyable lessons. On the other hand, some studies found that teachers had a low or moderate perception and knowledge of mobile learning (Ozdamli & Uzunboyly, 2015; Serin, 2012; Thomas & O'Bannon, 2013; Thomas et al., 2014). Serin (2012) discovered that teachers who stated that they were knowledgeable about mobile learning actually had the wrong information and thought that mobile learning would reduce effective communication. Relatedly, some studies suggested that teachers' awareness of mobile learning and particularly learning with mobile phones should be increased (Şad & Göktaş, 2014).

Some studies illuminated teachers' views about the barriers to MALL integration. In a study by Thomas et al. (2013), it was revealed that common challenges included training, access, and cost. According to Thomas et al. (2014), teachers were concerned about the use of mobile phones to cheat, to access improper content, engage in cyberbullying, or interrupt lessons. They were also concerned about access issues, the detrimental effects of texting, and sexting. Khan et al. (2018) found that the main obstacles to MALL integration, according to the majority of EFL instructors, were students' non-academic and ineffective use of mobile phones, and the teachers' lack of knowledge and skills in integrating MALL. Bozorgian (2018) discovered that the majority of teachers agreed that the main academic websites were inaccessible, and insufficient Internet skills, Internet connection speed, inexperience in important academic webpages, institutions' insufficient Internet capabilities were the main challenges of MALL implementation. Furthermore, Nikolopoulou's (2020) study revealed that the lack of instruments, the existing regulations on the usage of tablets and mobile phones, students' inappropriate behavior and the trouble in managing them, and the distraction factor were among the challenges.

Attitudes and perspectives of teachers on technology should be taken into account by institutions, and attempts should be made to align educators' views of the necessity of integrating technology. In order to avoid the drawbacks, impediments such as learners' inadequate use of mobile phones for academic purposes should be considered and necessary actions should be taken (Khan et al., 2018). To effectively integrate technology, educators must have a positive view and attitude, and sufficient technology skills. Besides, instead of merely employing traditional methods, authorities should embrace the

most recent technological advancements in education and apply professional mentorship (Bozorgian, 2018).

2.6. Online Extensive Reading (OER)

In terms of both incidental and intentional learning, the opportunities provided by the input have an important place (Ellis & Shintani, 2014). It is significant to be exposed to as many inputs as possible in the language learning process. Students may be exposed to input from different sources such as coursebooks, teachers, and classmates. Reading is also a valuable source of input. It provides language learners with information on different areas of the language such as vocabulary and syntax (Guo, 2012), grammar, and language use. In addition, it helps learners to develop other language skills.

Another source of input from which students perform a range of tasks outside the classroom is ER. ER is regarded as expensive since it necessitates a huge number of printed materials. Nevertheless, with the emergence of computers and mobile technologies, ER is no longer a costly practice (Dao, 2014). Learners can use their personal electronic gadgets to access the web. One of the purposes of integrating ICT into foreign language courses may be to support students' ER practices. In terms of input, ICT has the feature of providing many authentic resources to students compared to traditional methods and materials. Relatedly, previous studies emphasized that ER materials must be adapted to students' demands and the digital era (Khusniyah, 2021; Pop, 2015). However, Zhao and Day (2021) stated that most of the ER programs utilized printed resources, and this may be because online materials are authentic and these materials are often for first-language readers. Their reason for suggesting this was that the reading material should be easy for the learner. Nonetheless, with the increase in digital reading today and predicting that it will increase gradually in the future, it can be assumed that this situation will no longer be a problem because even now there are various websites that provide online graded readers for foreign language learners.

With today's technological developments, digital literacy has come to the fore more. Instead of using traditional methods such as reading with textbooks or other printed materials, with the guidance of their teachers, students can improve their foreign languages by reading about their interests outside the classroom. Simply practicing reading based on textbooks might limit the learning process, ICT prevents this by providing students with many interesting and authentic resources (Dao, 2014). With the

help of ICT, the materials (e.g. E-books) to be read become more accessible and do not burden students and teachers financially as much as printed books (Yılmaz, 2014). Digital reading provides “practicality, easiness, portability, and affordances” (Ni'mah & Umamah, 2020, p. 41). Moreover, students can access online materials at any time and begin reading whenever they want.

Huang and Liou (2007) stated that OER is pedagogically and technically practical. Previous studies suggested that supporting ER practices with technology may help to raise students' awareness, and improve learner contentment (Huang & Liou, 2007). In addition, ICT helps to attract learners' attention, helps to lower their affective filter (Lai & Zhao, 2005), supports the teaching process, and aids students to learn new vocabulary during their reading practices (Huang & Liou, 2007; Yunus et al., 2013). Furthermore, ICT helps learners become autonomous by allowing them to choose what they want to read, for how long they want to read it, and when they want to read it (Lee & Mallinder, 2011). According to Pino-Silva (2009), with the help of OER, students:

(a) capitalize on the opportunity to gain access and read from the vast amount of information available on the web, (b) ensure access to updated and varied information, (c) develop discipline in the use of their own time, and take the necessary risks to explore, evaluate and make their own decisions on what to read now and what to postpone for later. (p. 94)

In addition to the benefits of digital reading, some studies have also revealed its disadvantages. For instance, Arnold (2009) highlighted the problems of unstable sources and insufficient quality control. Milliner and Cote (2015) argued that reading for long periods of time on electronic screens can be distracting and exhausting. Moreover, according to Huang's (2013) research, reading long passages via a mobile phone causes eye strain. Similarly, in another study, students complained that digital reading caused eye strain (Ni'mah & Umamah, 2020).

2.6.1. Studies on OER

In addition to the studies carried out within the scope of ER, studies on doing ER online are also included in the literature. Although there is not enough research in the literature on ER with ICT support, it is possible to mention a few studies. Sun (2003) conducted a study that aimed to create and apply an online reading laboratory that assists students and instructors while teaching or reading online. Another aim of the study was to explore students' perceptions of the system's efficacy. The system provided learners with an endless supply of authentic reading materials, supported long-dated reading

interest, and promoted autonomy. In addition, learners were exposed to various language use. It also fostered metacognitive skills and interaction. The results demonstrated that learners generally had positive attitudes toward the system. It was also revealed that learners who utilized the reading program thought their English skills had improved.

Arnold (2009) conducted a study to assess an OER program in German. The OER program was found to enhance students' reading skills, promoted their motivation to read, boosted their confidence in terms of understanding L2 materials, and motivated them to read for enjoyment. Moreover, the program was found beneficial in terms of promoting learner autonomy, and understanding of the various text-difficulty. In addition, it was stated that students' challenging themselves to read more difficult texts could be a sign of self-efficacy and intrinsic motivation improvement. Furthermore, it was found that students had a high level of awareness when it came to dictionary usage and reading strategies.

Guo (2012) conducted a study to explore the impact of OER on learners' attitudes toward ER and their language competence. The findings showed that a significant connection exists between vocabulary growth and ER. It was also found that students' motivation increased. In addition, according to the students, ER improved their knowledge and English proficiency in general.

Chen et al. (2013) examined the impact of extensive e-book reading on learners' vocabulary, reading attitudes, and comprehension. After working with a traditional curriculum and an e-book ER program, they discovered that the experimental group had much better reading attitudes, vocabulary, and reading comprehension than the control group.

Lin (2014) examined the impact of utilizing mobile tablet PCs on students' reading skills, online activities, and perceptions. The results demonstrated that students utilizing mobile tablet PCs outperformed PC users in terms of linguistic and affective performance. They also had more favorable attitudes than the students who used PC for OER.

Cote and Milliner (2014) provided information about the early phases of a pilot test of a website (X-Reading). They discovered that students' perceptions of ER and reading were not wholly positive, and they seemed to be uncertain about the advantages of ER. Moreover, it was revealed that most of the students used their mobile phones actively in their daily lives but not for reading e-books. When students were given the option of reading a graded reader via printed book, mobile phone, and computer, printed material

was the most preferred. In the comparison of mobile phones and computers, it was observed that students were more inclined to read e-books on their mobile phones. Researchers also found that reading an e-book on a computer or mobile phone had no negative impact on the students' ability to comprehend what they were reading.

In another study (Cote & Milliner, 2015), a website (X-Reading) with a large number of graded readers was used. 95 university students participated in the study. Through a mobile device, students were required to read outside of the classroom. Data were collected with an online questionnaire, each participant's data on the website, and scores on the Test of English for International Communication (TOEIC) exam. The findings demonstrated that the majority of students had positive perceptions of OER. They also valued the accessibility and simplicity of receiving feedback on their reading development. Improvements in reading skills and interest in the ER were demonstrated by an enhancement in the participants' reading capacity and speed. In addition, there were some favorable improvements in language learning. Lastly, an increase was observed in the TOEIC scores of students who read more and whose reading speed increased.

In another study, Howarth and Bollen (2019) examined students' perceptions of a website that provides a large number of graded readers digitally. 730 university students participated in the study. The findings showed that participants believed ER was a beneficial practice to assist them developing their language, especially in terms of reading speed and general reading skills. Moreover, learners thought using the website was a proper method to access appropriate reading resources. However, they did not seem to strongly favor digital materials over printed materials.

Ni'mah and Umamah (2020) carried out a study to discover how students perceive digital ER practice. The findings indicated that the students' attitudes toward digital ER were positive. In addition, it was stated that the students benefited from ER in terms of cultivating a reading habit. It was asserted that ER aids students in developing other language skills, and it is helpful for students to learn to enjoy reading.

Zhou and Day (2021) researched the impact of OER with a website previously used by other studies (Cote & Milliner, 2015; Howarth & Bollen, 2019) on students' academic reading, general English competence, attitudes toward reading, and teachers' reaction to the website. 57 students and their instructors participated in the study. The results demonstrated that students' attitudes toward reading improved greatly. In addition, students thought that their writing, vocabulary, reading comprehension and rates, and

speaking were developed. It was also revealed that the teachers had favorable attitudes toward OER. The researchers attributed this to teachers' communication with their students since they were more willing to support students when they listened to their opinions on the procedure. In this regard, frequent collection of student opinions about ER is essential. It is also crucial for teachers to discuss the importance and the advantages of ER with their students. Regarding the difficulties, the teachers pointed out the technical problems and inadequacy of graded readers with adult content. Apart from this, from the teachers' point of view, reading frequency and enjoyment both enhanced, but the students' perspectives were not exactly the same.

Bui and Macalister (2021) investigated how OER affected EFL learners' attitudes toward reading as well as their ability to read fluently. The results showed that OER had a positive effect on learners' fluency. In addition, it was revealed that learners' attitudes toward ER and OER changed positively. Learners had the chance to select a variety of reading resources that are both compatible with their interests and language levels under favour of OER. They found OER beneficial for their vocabulary, comprehension, fluency, and pragmatic language utilization. According to the majority of learners, OER encouraged them to develop a regular reading routine. OER's motivating factors were stated as "the satisfaction gained after finishing a book, the personal realization that their language proficiency was improving, and the easy accessibility" (p. 24).

As seen in the studies, OER is an approach that has attracted attention, especially in recent years. Studies have addressed OER in different dimensions. Since the current study is based on teachers' views and practices about ER with ICT tools, these studies are important for the research context.

2.7. Relevance of Related Literature to the Present Study

Reading is widely recognized as being crucial to the process of learning a foreign language. For this reason, a great number of studies have been conducted on reading skills from different perspectives. Research was conducted on improving students' reading skills, increasing their reading amounts and motivation, and supporting them to develop positive attitudes toward reading. Different reading methods have been proposed for these purposes. In the studies conducted, ER was proved to be one of the prominent methods with its contribution to many fields, especially reading.

With the increasing use of technology today, ICT tools are used to support the learning process in language teaching, and their positive and negative aspects are discussed in the literature. It has been argued in previous studies that technological developments have paved the way for various new approaches to language learning such as CALL and MALL. The significant contributions of language learning processes using these approaches have also been discussed in the literature. It can be inferred from the literature that the use of technological tools for reading, more specifically for ER, is also a practice that has recently attracted interest. Although the number of studies is still limited, it has been proven that ER supported by technological tools leads to significant gains.

Since the main aim of the study was to explore teachers' views, practices, and challenges regarding the use of ICT tools for ER, studies addressing this issue in the literature were also examined. Studies have shown that teachers and students have positive views of OER. In the literature, many beneficial aspects of OER have been mentioned in terms of motivation, autonomy, self-efficacy, enjoyment, interaction, development of foreign language skills, and providing a wide range of materials.

The current study's foundation is made up of all the studies reported in the literature that include both theory-based and experimental ones.

3. METHODOLOGY

3.1. Introduction

This chapter seeks to represent detailed information about the research design, participants and context, instruments, procedure, and data analysis process of the study.

3.2. Research Design

Using a mixed-methods design, the purpose of this study was to identify English Preparatory School (EPS) teachers' views and practices regarding the use of ICT tools to support language learners' ER practices, as well as issues related to implementation. A mixed-methods design is described as a research design in which at least one quantitative and at least one qualitative component are incorporated and combined in a single study (Bergman, 2008, p. 1). To better comprehend the research problems (Creswell & Plano Clark, 2007) and to find more precise and thorough answers to the research questions (Johnson & Onwuegbuzie, 2004), the mixed method was preferred. Due to the fact that this study is based on teachers' views and practices, it was deemed appropriate to collect both quantitative and qualitative data in terms of the course of the research in order to avoid missing important points by using a single method and to collect extra information.

Convergent parallel design, one of the mixed-method research types, was chosen for this study. Creswell (2012) explained the rationale for this design as “one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data” (p. 540). To answer the presented research questions, quantitative data were collected through a questionnaire, and qualitative data through semi-structured interviews. In keeping with the ideology of the mixed method, quantitative and qualitative data were mixed and the results were combined.

In mixed research, it is crucial to decide which of the quantitative and qualitative methods will take precedence and dominate, but in some studies, both methods may be of equal priority (Creswell, 2012). In this study, both quantitative and qualitative data are of equal value, so there is no dominance. Namely, the data from the interviews is just as crucial as the data from the questionnaire.

3.3. Participants and Context

The current study was conducted at the School of Foreign Languages (SFL) at Anadolu University. There were some reasons for conducting this study at Anadolu University SFL. SFL aims to provide preparatory students with core language skills and strategies in different languages so that they can continue their education in their departments. Considering the students from many different departments it contains, it was thought that researching the views and practices of the EPS teachers teaching these students would be useful in addressing the problems of the research. Having young adult students from many different backgrounds in the institution where the teaching takes place can enable teachers to have a broader perspective. Considering the groups that are most intertwined with technology today, adolescents and young adults are the most prominent, so it can contribute to the examination of the problems of the study. Besides, SFL was deemed appropriate for this study, since comprehensive training in foreign language skills was provided in preparatory schools and these skills were assessed separately. To be more precise, the development of language skills is tested in the proficiency exams in connection with the courses taught in line with the curriculum. Since ER was one of the main focuses of the study, it was assumed that teachers in this context could provide more detailed views and practices.

In this study, convenient sampling method (Cresswell, 2012) was used, and participants were selected considering their accessibility, suitability, and representation of the target group's characteristics. The participants in this study were 86 Turkish EPS teachers. Their demographic information is shown in Table 3.1.

Table 3.1. *Socio-demographic characteristics of the participants*

Socio-demographic characteristics		N	%
Gender	Female	65	75,6
	Male	21	24,4
Age	20-30	3	3,5
	31-40	38	44,2
	41-50	37	43,0
	50+	8	9,3
Education	Bachelor's Degree	35	40,7
	Master's Degree	41	47,7
	Doctorate Degree	10	11,6
Experience	1-10 years	11	12,8

Table 3.1. (Continued) *Socio-demographic characteristics of the participants*

Socio-demographic characteristics		N	%
Experience	11-20 years	42	48,8
	21 years and above	33	38,4
Total		86	100

As seen in Table 3.1., 75,6% of the 86 EPS teachers included in the study were female and 24,4% were male. When the ages of the EPS teachers participating in the study were examined, it was found that 3,5% were 20-30 years old, 44,2% were 31-40 years old, 43% were 41-50 years old, and 9,3% were 50 years old and above. Considering their education level, it was found that 40,7% of them had a Bachelor's Degree, 47,7% had a Master's Degree, and 11,6% had a Doctorate Degree. When the years of experience are examined, it was observed that 12,8% had 1-10 years, 48,8% had 11-20 years, and 38,4% had 21 years and above of experience.

Nine volunteer teachers participated in the semi-structured interviews. Five of the interview participants were female and four were male. Five of the participants were in the 31-40 age range, three were in the 41-50 age range, and one was in the 20-30 age range. Five of them had a Master's Degree, three had a Bachelor's Degree, and one had a Ph.D. Degree. Considering the years of experience in teaching, five teachers had 11-20 years of experience, two teachers had 21 years and above of experience, and two teachers had 1-10 years of experience.

Before participating in the interview, a consent form was given to the participants in order to inform them about their rights, and that their participation in the study was on a voluntary basis, their identities would be kept confidential, and the collected data would be used only for scientific purposes. Apart from the voluntary participation form for the interview, participants were given a consent form informing them that the interviews would be digitally recorded for data collection and storage.

3.4. Instruments

The major goal of this study was to gain a deeper knowledge of the views and practices of the EPS teachers regarding ER via ICT tools. Therefore, to address the research questions presented, different instruments were used. A questionnaire was used

to collect data about teachers' demographic profiles, views, and practices on the utilization of ICT tools to support ER. Semi-structured interviews were used to obtain deeper information about teachers' views and practices on the same subject.

3.4.1. The questionnaire

A questionnaire (see Appendix 1) was used to collect quantitative data according to the purposes of the research. The questionnaire consists of three main parts. In the first part of the questionnaire, there are questions about the participants' demographic information including age, gender, education level, and years of experience.

With permission from the authors, Chang and Renandya's (2017) *Extensive Reading Questionnaire* was used to create the second part of the questionnaire. In this part, there are seven questions about teachers' views and practices on ER powered by ICT tools. Five of the questions are multiple-response questions. Only the sixth question is designed for teachers who do not direct students to use ICT tools in ER practice. In this question, it is aimed to reveal why teachers do not make this practice.

In the third part of the questionnaire, there are thirteen statements about teachers' views on supporting EFL learners' ER practices with ICT tools. The questions in this section were formed based on the existing literature and the second part of the questionnaire in order to gain a deeper understanding of teachers' views on the use of ICT tools in ER practice. In this section, the questions are in 5-point Likert type. Participants chose the most suitable one among the "strongly disagree, disagree, not sure, agree, strongly agree" options. 1 point indicated *Strongly Disagree*, 2 points indicated *Disagree*, 3 points indicated *Not Sure*, 4 points indicated *Agree*, and 5 points indicated *Strongly Agree*. As the number increases from 1 to 5, the positive view about the given statement increases.

The questionnaire was translated from English to Turkish in collaboration with an expert in Translation and Interpreting.

3.4.2. Semi-structured interviews

Semi-structured interviews were applied to collect qualitative data. Interviews were conducted with the purpose of further analyzing and explaining quantitative findings. Interview questions were developed in accordance with the research questions. According to Merriam (1998), semi-structured interviews are "guided by a list of questions or issues

to be explored, but neither the exact wording nor the order of the questions is determined ahead of time” (p. 74). A particular group of volunteer teachers participating in the study was interviewed through different channels (face-to-face and video chat) appropriate to the conditions.

3.4.3. Reliability and validity

3.4.3.1. Reliability

In any type of educational research, one of the most sought technical qualifications is reliability. According to Oluwatayo (2012), a study must show that if it were conducted on an equivalent sample of participants in a similar setting, identical results would be attained in order for it to be considered reliable. To ensure reliability, researchers take various actions using different methods appropriate to the research’s design, instruments, etc.

To ensure the reliability of the third part of the questionnaire, Cronbach’s Alpha value was calculated. It was found to be 0.91 which indicates that the mentioned part has high reliability in terms of internal consistency (George & Mallery, 2003).

Efforts were made to ensure the reliability of the qualitative instrument. One of the ways to ensure reliability is to evaluate inter-rater reliability. Evaluating inter-rater reliability is often included in quantitative research processes. However, some researchers have argued that inter-rater reliability measurement is required for qualitative research to be rigorous (Armstrong et al., 1997). In order to eliminate any possible personal biases toward the data, and to provide inter-rater reliability, a second-rater with expertise in qualitative analysis, who is a Ph.D. student at Anadolu University and holds BA and MA degrees in ELT, coded the data in an independent manner. Having different coders work on the same data is quite common (McAlister et al., 2017). Inter-rater reliability was calculated with a formula that was provided by Miles and Huberman (1994), and it was found .93 which shows a high degree of interrater agreement. Besides, discussions were held to resolve any discrepancies that arose during the analysis.

3.4.3.2. Validity

Another important point in scientific research is to ensure validity. To ensure the validity of the instruments in the present study, the questionnaire and interview questions were sent to the opinions of two experts in order to test the face and content validity. The

experts were an associate professor and a professor working in the field of ELT at Anadolu University. The purpose of the study was explained to two experts, and data collection instruments were delivered to them. They were asked to examine both the questionnaire and interview items to ensure that they were relevant, clear, and acceptable. After carefully examining them, experts expressed their thoughts and recommendations. The necessary adjustments were performed on the instruments accordingly.

In the first part of the questionnaire, some words and age ranges were changed. In addition, in the second part of the questionnaire, changes were made in terms of both content and wording. To avoid confusion, the questions were made clearer, and one question was omitted from the second part because it was deemed unnecessary.

To ensure the validity of the second part of the questionnaire, some of the multiple-response questions in the second part had an Other option, which allowed teachers to state their additional opinions. Teachers who chose this option wrote their own ideas. It is crucial to ensure the validity of the questionnaire so that teachers have the option to express their own opinions. Additional ideas of the teachers were presented verbatim in the results section by keeping the real names of the teachers confidential and referring to them as P1, P2.

In the interview questions, a few words were changed to make the questions clearer. There were eight questions in the first phase, but one of them was eliminated from the interview questions because, according to expert judgments, it was biased. Seven questions were chosen for the interview at the very end (see Appendix 2).

After necessary arrangements were made for the questionnaire and interview questions, the final form was reached and sent to Anadolu University Ethics Committee in Social Sciences for ethics committee approval. According to the ethics committee approval (see Appendix 3), both data collection tools were examined and accepted for implementation.

3.5. Procedure

3.5.1. Implementation of the questionnaire

After obtaining the approval of the ethics committee, permission was obtained from the Anadolu University Rectorate to administer the questionnaires and interviews at the Anadolu University SFL (see Appendix 4). Before participating in the questionnaire, a

consent form was given to the participants in order to inform them about their rights, and that their participation in the study was on a voluntary basis, their identities would be kept confidential, and the collected data would be used only for scientific purposes.

In order to collect valid and reliable data, first of all, the necessary information was given to the participants before the questionnaire. The questionnaire was administered face-to-face in order to avoid mistakes in answering the questions and to intervene as soon as the participants were confused. The questionnaires were hand-delivered by the researcher and collected by the researcher herself. A total of 103 questionnaires were distributed, of which only 86 were returned.

3.5.2. Interview process

The nine interviews and the collection of quantitative data were done concurrently. Volunteer participants were reached through email and requested to schedule a time to meet. Seven questions were asked to the participants as part of the semi-structured interviews. At the beginning of the interviews, the researcher gave the participants information about the overall purpose of the study and the details of the interviews. The duration of the interviews varied around 15-25 minutes. The choice of conducting the interviews face-to-face or online was left to the participants. While three of the interviews were conducted face-to-face and digitally recorded, six of them were conducted online (via Zoom) and recorded digitally. The interviews were conducted in Turkish. For this reason, the results are presented with the translation of the researcher and an expert in the field. In order to ensure the reliability and validity of the study, help was received from an educator who is an expert in the field of Translation and Interpreting.

3.6. Data Analysis Procedure

The data analysis phase included two steps. First, quantitative and qualitative data were analyzed. Second, to get thorough and in-depth answers to the research questions, quantitative and qualitative data were combined.

3.6.1. Quantitative data analysis

Statistical Package for the Social Sciences (SPSS) was used to analyze the questionnaire responses. The socio-demographic characteristics of the participants were calculated as frequency and percentages. The answers to the first six questions in the second part of the questionnaire were analyzed using descriptive statistics and presented

as frequency and percentages. Frequency, minimum, and maximum values are presented for the answers to the seventh question.

The answers given to the 5-point Likert-type questions in the third part of the questionnaire were analyzed using descriptive statistics. The results from this part were computed only to learn teachers' views of ER practice with ICT tools. Frequency and percentage values are given for all options of each question. In addition, the mean value of each question is presented. To interpret the results, the previously mentioned point system was used (1 point = Strongly Disagree, 2 points = Disagree, 3 points = Not Sure, 4 points = Agree, 5 points = Strongly Agree). Namely, the mean values of the answers given were interpreted by looking at the point system. For example, while the mean value of close to 1 and/or 2 indicated disagreement, the mean value of close to 3 indicated moderate agreement. The mean value of close to 4 showed agreement, and the mean value of close to 5 showed strong agreement.

3.6.2. Qualitative data analysis

In this research, semi-structured interviews served as the main basis of qualitative data. The examination of qualitative data was performed by using content analysis. Krippendorff (2019) defined content analysis as “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (p. 24). After the interviews were conducted and recorded, first the digitally recorded data were meticulously transcribed. Since academic studies necessitate formality, *edited transcription* was employed as the transcription type. Transcripts were modified for improved readability. Adjustments were made for grammar and sentence structures. Then, they were translated carefully with the help of an expert in the field of Translation and Interpreting. Second, the researcher read the transcriptions multiple times. Third, the researcher highlighted and coded main concepts, and formed themes by using the connections between the codes regarding the participants' answers to the interview questions. Qualitative coding was used to strengthen the validity of the research because with the help of it, the data becomes more organized, and as a result, it is simpler to analyze it meticulously. Besides, since this study is an academic one, it was adopted to make it possible for other scholars to systematically evaluate the findings. Moreover, in order not to reveal the identity of the participants in the research, the interviewees were coded as T1, T2, T3, T4, T5, T6, T7, T8, and T9.

4. RESULTS

In this chapter, the results of the data analyses are reported. First, the results of the analysis of quantitative data are shown. Second, the findings from the qualitative data are presented. The general findings that emerged after combining the quantitative and qualitative data will be presented and discussed in the discussion section. In the light of quantitative and qualitative data, this study sought to answer the following research questions:

1. What are the views of EPS teachers about extensive reading powered by ICT tools?
2. What are their practices for using ICT tools to support extensive reading?

4.1. Quantitative Data Results

This section presents the results of the quantitative data. In this context, the results of descriptive analyzes that were conducted to examine the views, practices, and challenges of teachers regarding the use of ICT tools for ER practice are presented.

The answers given by the EPS teachers to the question “Do you want your students to read any material that is not required in the prescribed reading curriculum extensively using ICT tools?” are shown in Table 4.1. This question is intended to demonstrate how frequently teachers lead their students to practice ER using ICT tools.

Table 4.1. *Descriptive results for teachers' answers to question 1*

Category	Frequency	Percentage (%)
Always	10	11,6
Often	20	23,3
Sometimes	29	33,7
Rarely	7	8,1
Never	3	3,5
I do not have enough knowledge about ICT tools.	8	9,3
I did not have the opportunity to use ICT tools.	9	10,5
Total	86	100

When the percentages of the answers given are examined, it was found that 11,6% of teachers answered *always*, 23,3% *often*, 33,7% *sometimes*, 8,1% *rarely*, 3,5% *never*, 9,3% *I do not have enough knowledge about ICT tools*, and 10,5% of them answered *I did not have the opportunity to use ICT tools*.

The answers given by the EPS teachers to the question “How many years have you been asking students to read extensively using ICT tools?” are shown in Table 4.2. The purpose of this question is to determine how many years the teachers who support their students to do ER with ICT tools have been doing this practice.

Table 4.2. *Descriptive results for teachers’ answers to question 2*

Category	Frequency	Percentage (%)
1-2 years	8	12,1
3-4 years	10	15,2
5-6 years	18	27,3
7-8 years	10	15,2
9-10 years	6	9,1
10 years and above	14	21,2
Total	66	100

When the percentages of answers given were analyzed, it was found that 12,1% of EPS teachers asked students to do ER using ICT tools for 1-2 years, 15,2% for 3-4 years, 27,3% for 5-6 years, 15,2% for 7-8 years, 9,1% for 9-10 years, and 21,2% for 10 years and above. As can be seen from the results, teachers with the highest percentage have been practicing for 5-6 years. They are followed by teachers who have been practicing for 10 years and above. The percentages of teachers who have been practicing for 3-4 and 7-8 years are equal. Lastly, those with a relatively lower percentage than the others are teachers who have been practicing for 1-2 and 9-10 years.

The answers given by the EPS teachers to the question “When you ask students to do extensive reading using ICT tools, what forms/ways of reading would you recommend to your students?” are shown in Table 4.3. The purpose of this multiple-response question is to reveal teachers' practices for using graded readers for ER with ICT tools. Depending on this purpose, different graded reader options were presented to the teachers, and information was gathered about which ones they recommend to their students.

Table 4.3. *Descriptive results for teachers’ answers to question 3*

Category	Frequency	Percentage (%)
Reading a wide range of graded readers	48	57,8
Reading many graded readers written by the same author.	5	6,0
Reading many graded readers of the same genre.	19	22,9

Table 4.3. (Continued) *Descriptive results for teachers' answers to question 3*

Category	Frequency	Percentage (%)
Reading many graded readers in the same title, written at different levels	11	13,3
Total	83	100

When the percentages of answers given were examined, it was seen that 57,8% of EPS teachers recommend reading a wide range of graded readers, 6% recommend reading many graded readers written by the same author, 22,9% recommend reading many graded readers of the same genre, and 13,3% recommend reading many graded readers in the same title, written at different levels.

The answers given by the EPS teachers to the question “When you ask students to do extensive reading using ICT tools, what are your main reasons for doing this?” are presented in Table 4.4. The purpose of this multiple-response question is to shed light on teachers' views about ER using ICT tools, and their reasons for supporting students in this regard.

Table 4.4. *Descriptive results for teachers' answers to question 4*

Category	Frequency	Percentage (%)
Online extensive reading is important to improve overall language competence.	49	29,7
It is a part of our curriculum.	8	4,8
Reading is a pleasure.	31	18,8
Reading competence will be tested in the joint examinations.	29	17,6
Online extensive reading is an effective way to develop reading competence.	43	26,1
Others	5	3,0
Total	165	100,0

When the percentages of the answers given are examined, it is apparent that 29,7% of teachers support the statement that *OER is important to improve overall language competence*. While 4,8% support the statement that *It is a part of our curriculum*, 18,8% support the statement that *Reading is a pleasure*. 17,6% support the statement that *Reading competence will be tested in the joint examinations*, 26,1% support the statement that *OER is an effective way to develop reading competence*. Apart from these statements,

there was also an open-ended option, named *Others*, where participants could express their own opinions. 3% of the participants (N=7) expressed their opinion by selecting the *Others* option. Additional ideas of the participants were as follows:

- P1: Regardless of testing, reading comprehension in a foreign language is an important gain. Resource diversity may also be a major reason.
- P2: It is a requirement of the era we live in.
- P3: It is a method that appeals more to students.
- P4: The ease of access to current topics and the fact that the student is 'digital native' increase motivation.
- P5: Practicality+environmentally friendly.
- P6: As they are familiar with technological tools, Web 2.0 tools, their motivation increases.
- P7: Although it is thought that language development takes place gradually, grammar and vocabulary are related to the richness of experience.

The answers given by the EPS teachers to the question “What are the main difficulties you experience when you ask students to do ER using ICT tools?” are shown in Table 4.5. The purpose of this multiple-response question is to identify what challenges teachers face in ER practice with ICT tools.

Table 4.5. *Descriptive results for teachers' answers to question 5*

Category	Frequency	Percentage (%)
Students are not interested in reading.	52	23,2
Reading independently is difficult for students.	25	11,2
Students have no time for extra readings.	3	1,3
The curriculum has a fixed schedule (ER is not included in the curriculum.)	25	11,2
It is difficult to get students to read the materials that will not be assessed.	51	22,8
It is difficult to monitor whether students actually read or not.	36	16,1
It is difficult to assess what students actually learn from reading.	13	5,8
The institute does not have necessary conditions (technological tools, internet connection, computer lab, technical support, etc.).	0	0,0
It is difficult to find suitable online reading materials.	4	1,8
There is not enough training for teachers to use ICT tools (especially to integrate it into extensive reading practice).	4	1,8
Lack of time.	10	4,5
Others	1	0,4
Total	224	100,0

When the percentages of the responses were evaluated, it was discovered that 23,2% of teachers support the statement “Students are not interested in reading”. 22,8% support the statement “It is difficult to get students to read the materials that will not be assessed”. 16,1% support the statement “It is difficult to monitor whether students actually read or not”. 11,2% support the statement “Reading independently is difficult for students”. 11,2% support the statement “The curriculum has a fixed schedule”. 5,8% support the statement “It is difficult to assess what students actually learn from reading”. 4,5% identified lack of time as a difficulty. Further analysis showed that 1,8% of teachers support the statement “It is difficult to find suitable online reading materials”. 1,3% stated that students have no time for extra readings. The percentage of teachers agreeing with the statement “The institute does not have necessary conditions (technological tools, internet connection, computer lab, technical support, etc)” is 0%. 0,4% of the participants (N=1) expressed personal opinions by selecting *Others* option. The additional idea of the participant was as follows:

P1: Students do not have a reading habit in their native language (except for some). It is difficult to identify the material they are interested in.

The answers given by the EPS teachers to the question “If you have never asked students to read extensively using ICT tools, what are the main reasons you have not asked your students to do so?” are presented in Table 4.6. Only teachers who do not use ICT tools for ER answered this question. The purpose of this multiple-response question is to find out why teachers do not use ICT tools for ER.

Table 4.6. *Descriptive results for teachers’ answers to question 6*

Category	Frequency	Percentage (%)
Students are not interested in reading.	8	14,8
Students will encounter many difficulties when reading independently.	1	1,9
It is difficult to ask students to read online materials other than textbooks.	6	11,1
Online extensive reading is not included in the curriculum.	9	16,7
It is difficult to get students to read the materials that will not be assessed.	12	22,2
It is difficult to monitor whether students actually read or not.	4	7,4
It is difficult to assess what students actually learn from reading.	0	0,0
The institute does not have the necessary conditions to do extensive reading online.	1	1,9
It is difficult to find suitable online reading materials.	2	3,7

Table 4.6. (Continued) *Descriptive results for teachers' answers to question 6*

Category	Frequency	Percentage (%)
I do not have any knowledge about the use of ICT tools.	8	14,8
I did not have the opportunity to use ICT tools.	2	3,7
Others	1	1,9
Total	54	100

According to the results, 14,8% of teachers support the statement “Students are not interested in reading”, 1,9% support the statement “Students will encounter many difficulties when reading independently”, and 11,1% supported the statement “It is difficult to ask students to read online materials other than textbooks”. As can be seen from the table, 16,7% of teachers support the statement that “OER is not included in the curriculum”, and %22,2 support the statement “It is difficult to get students to read the materials that will not be assessed”. 7,4% support the statement “It is difficult to monitor whether students actually read or not”. Only one teacher supports the statement “The institute does not have the necessary conditions to do OER”. 3,7% supported the statement “It is difficult to find suitable online reading materials”. Furthermore, results demonstrated that 14,8% of teachers (N=8) stated that they do not have any knowledge about the use of ICT tools, and 3,7% (N=2) stated that they did not have the opportunity to use ICT tools. 1,9% of the participants (N=1) expressed personal opinions by selecting the *Others* option. The additional idea of the participant is as follows:

P8: Since I think it is more meaningful, I direct interested students to take books from the reading room.

The answers given by the EPS teachers to the question “Based on your teaching experience, to what degree do you think beginning or low-level EFL students would benefit from the following way(s) of reading?” are presented in Table 4.7. The purpose of this multiple-response question is to reveal teachers' practices for using graded readers for ER with ICT tools with groups of beginner or low-level students. Depending on this purpose, different methods were presented to the teachers. For each method, the teachers were required to give a score on a scale of 1 to 10.

Table 4.7. *Descriptive results for teachers' answers to question 7*

Statements	<i>f</i>	Min.	Max.
Reading many graded readers written by the <u>same author</u> .	57	1,00	10,00
Reading many graded readers of the <u>same genre</u> .	61	2,00	10,00
Reading many the <u>same title</u> graded readers written at different levels.	58	1,00	10,00
Reading a <u>wide range</u> of readers regardless of author, genre, or title.	77	4,00	10,00

As shown in Table 4.7., the frequency of the answers given by the teachers to the statement of reading many graded readers written by the same author is 57. The findings showed that the frequency of the answers given by the teachers to the statement of reading many graded readers of the same genre is 61. The frequency of the teachers' responses to the statement "Reading many the same title graded readers written at different levels" is 58. The frequency of the answers to the statement "Reading a wide range of readers regardless of author, genre, or title" is 77.

In the third part of the questionnaire, there were 13 questions for EPS teachers to express their views of ER practice using ICT tools. These questions were of the 5-point Likert type. Frequencies, percentages, and mean values of the answers given to the questions about ER practices using ICT tools are shown in Table 4.8.

Table 4.8. Descriptive results of answers given to the view questions about ER practices using ICT tools

Item	N	Strongly Disagree		Disagree		Not Sure		Agree		Strongly Agree		$\bar{X}$
		f	%	f	%	f	%	f	%	f	%	
1. ER with ICT tools is easy to implement.	84	0	0	7	8,1	33	38,4	44	36,0	13	15,1	3,60
2. ER practice supported by ICT tools does not force teachers and students financially.	86	1	1,2	10	11,6	27	31,4	30	34,9	18	20,9	3,63
3. ER practice supported by ICT tools can be as beneficial as traditional methods.	86	0	0	7	8,1	19	22,1	44	51,2	16	18,6	3,80
4. ER practice supported by ICT tools offers students a more flexible reading experience.	86	2	2,3	1	1,2	10	11,6	44	51,2	29	33,7	4,13
5. ICT tools offer many authentic materials for students' ER practice.	85	1	1,2	1	1,2	10	11,6	43	50,0	30	34,9	4,18
6. ER practice supported by ICT tools improves students' reading skills.	86	1	1,2	2	2,3	8	9,3	45	52,3	30	34,9	4,17
7. ER practice supported by ICT tools motivates students to read outside of class for pleasure.	86	1	1,2	3	3,5	23	26,7	39	45,3	20	23,3	3,86
8. ER practice supported by ICT tools can be interesting for students.	86	1	1,2	3	3,5	20	23,3	44	51,2	18	20,9	3,87
9. ER practice supported by ICT tools can make students autonomous.	86	1	1,2	4	4,7	17	19,8	45	52,3	19	22,1	3,90
10. ER practice supported by ICT tools lowers students' affective filters.	86	5	5,8	9	10,5	45	52,3	22	25,6	5	5,8	3,15
11. ER practice supported by ICT tools raises students' confidence.	86	0	0	7	8,1	33	38,4	37	43,0	9	10,5	3,56
12. ER practice supported by ICT tools can be motivating for students.	86	2	2,3	1	1,2	16	18,6	53	61,6	14	16,3	3,88
13. ER practice supported by ICT tools can be fun for students.	86	1	1,2	3	3,5	12	14,0	55	64,0	15	17,4	3,93
Total												3,81

The analysis revealed that the mean score of the answers given by the EPS teachers to the questions about ER practice using ICT tools was 3,81. This finding shows that teachers have positive views about ER practice using ICT tools. The mean value of the answers given to the first question (M=3,60) was below the mean value of all the questions (M=3,81). However, this does not show that teachers have a completely negative view of the statement that it is easy to implement ER with ICT tools. While a majority of the teachers chose the *not sure* option (38,4%), the other majority chose the *agree* option (36%). It can be mentioned, in general, that teachers have a positive view, although they have hesitations about this issue.

The mean value of the answers given to the second question (M=3,63) was below the mean value of all the questions (M=3,81). Nevertheless, this does not prove that teachers have a wholly unfavorable view of the statement that ER using ICT tools does not subject teachers and students to financial pressure. While a majority of teachers chose the *agree* option (34,9%), the distribution of other options was as follows: *not sure* (31,4%), *strongly agree* (20,9%), *disagree* (11,6%), and *strongly disagree* (1,2%).

The mean value of the answers given to the third question (M=3,80) is very close to the mean value of all the questions (M=3,81). It is seen that the majority of teachers have positive views about the expression that ER practice supported by ICT tools can be as beneficial as traditional methods. 51,2% of the teachers chose the *agree* option, while 22,1% chose *not sure*, and 18,6% chose *strongly agree*.

The mean value of the answers given to the fourth question (M=4,13) is higher than the mean value of all the questions (M=3,81). It can be observed that the majority of teachers agree that ER using ICT tools provides students with a more flexible reading experience. The majority of teachers chose the *agree* (51,2%) and *strongly agree* (33,7%) options. Although there are teachers who do not agree with the statement and are not sure, it is possible to assume that the majority have positive opinions.

The fifth question had the highest mean value (M=4,18). Teachers who chose the *agree* (50%) and *strongly agree* (34,9%) options were in the majority. These findings demonstrated teachers find ICT tools useful in terms of providing a large number of authentic materials. The sixth question is the second highest scoring one (M=4,17). 52,3% of the teachers chose the *agree* option, and 34,9% chose *strongly agree*. It can be inferred that teachers believe that doing ER using ICT tools is beneficial in terms of improving reading skills.

The mean value of the answers given to the seventh question ($M=3,86$) is higher than the mean value of all the questions ($M=3,81$). It can be inferred that most teachers believe that ER using ICT tools motivates students to read for pleasure outside of class. The majority of teachers chose the *agree* (45,3%) option. Besides, 26,7% expressed their indecision, and 23,3% strongly agreed with the statement.

The mean value of the answers given to the eighth question ($M=3,87$) is higher than the mean value of all the questions ($M=3,81$). 51,2% chose *agree*, 20,9% chose *strongly agree*, and 23,3% chose *not sure*. It can be assumed that most teachers think that ER with ICT tools can be of interest to students, although some are undecided and others have a negative opinion.

The mean value of the answers given to the ninth question ($M=3,90$) is higher than the mean value of all the questions ($M=3,81$). 52,3% chose *agree*, 22,1% chose *strongly agree*, and 19,8% chose *not sure*. The results demonstrate that teachers with positive views have a greater proportion than teachers with indecisive and negative views. It is evident that the majority of teachers have positive opinions that ER practice with ICT tools can make students autonomous.

It was observed that the mean value of the answers given to the tenth question was 3,15. In addition, the mean value of the answers to this question is clearly far lower than the general mean score ($M=3,81$). Most of the answers given are *not sure* option (52,3%).

The mean value of the answers given to the eleventh question ($M=3,56$) was below the mean value of all the questions ($M=3,81$). However, this does not show that teachers have a completely negative view of the statement that ER with ICT tools raises students' confidence because only 8,1% of the teachers selected the option that expressed a negative view. Of the rest, 38,4% chose *not sure*, 43% *agree*, and 10,5% *strongly agree*. It can be said that teachers tend to be indecisive rather than having negative views regarding this issue.

The mean value of the answers given to the twelfth question ($M=3,88$) is higher than the mean value of all the questions ($M=3,81$). While a few of the participants have negative views, 18,6% are undecided. On the other hand, 61,6% chose *agree*, and 16,3% chose *strongly agree*.

The mean value of the answers given to the thirteenth question ($M=3,93$) is higher than the mean value of all the questions ($M=3,81$). According to the results, a few participants have negative views, and 14% are undecided. 64% of the teachers chose

agree, and 17,4% chose *strongly agree*. This suggests that the vast majority of teachers think that ER with ICT tools can be fun for students.

4.2. Qualitative Findings

Qualitative data findings from the semi-structured interviews are presented in this section. Nine volunteers (five females, and four males) participated in the interviews. Seven questions were posed to the EPS teachers throughout the interviews to unveil their views and practices regarding ER practice with ICT tools and the problems they faced. Analysis of the interviews revealed five main themes (Figure 4.1.).

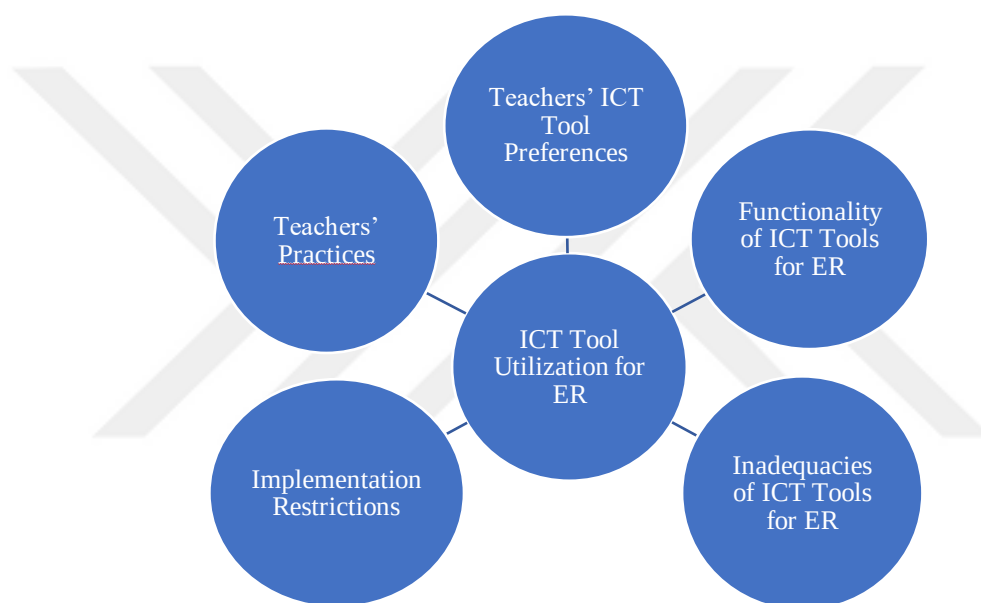


Figure 4.1. The coding layout of the themes related to ICT tool utilization for ER

As Figure 4.1. presents, five different themes emerged, representing teachers' views, practices, and challenges about ER with ICT tools. The theme of *Teachers' Practices* included findings on how and with which resources (e.g. websites, apps) teachers supported ER practice with ICT tools, the process of providing information to students before the practice, and whether they sought students' opinions about the practice. The theme of *Teachers' ICT Tool Preferences* included findings on which of the ICT tools (computers vs. mobile phones) teachers preferred for ER and why. The theme *Functionality of ICT Tools for ER* included findings of teachers' views on the advantages of practicing ER with ICT tools. The theme *Inadequacies of ICT Tools for ER* contained findings of teachers' views on the downsides of practicing ER with ICT tools. Finally,

the theme *Implementation Restrictions* contained findings describing the challenges and problems teachers face in implementing ER with ICT tools.

4.2.1. Teachers' practices

The first interview question investigated how teachers use ICT tools for ER, and specific apps and/or websites they use for this purpose. The second interview question examined teachers' practice regarding instruction for ER and ICT tools prior to implementation. The third question explored teachers' practices in terms of seeking students' opinions on the use of ICT tools for ER. The answers given by the participants to these three questions paved the way for the formation of the *Teachers' Practice* theme, which included teachers' practices for using ICT tools for ER.

The answers to the first question revealed how often teachers had students do ER using ICT tools. According to the findings, it was revealed that six teachers (T1, T2, T6, T7, T8, T9) practiced non-systematically, and three teachers (T3, T4, T5) practiced constantly. Regarding the utilization of resources in the digital environment, various resources were mentioned by the teachers. While some teachers stated that students benefited from links in the curriculum, others stated that they recommended links, books, websites, and applications to students through different digital channels. The following excerpts demonstrate their practices:

T1: There are links in the syllabus, at least five or six links related to every topic they can go to [...] Outside of the classroom, I do not have such a thing for myself. There are already as many links as they do not want in the syllabus. They can click and go to any topic.

T4: There are two websites, News in Levels and Breaking News English. I think there are questions and activities in Breaking News English, but there are only texts in News in Levels, I use these two.

T5: I open Google Classroom to every class. For the last two or three years, I have been sharing files from there every semester [...] I am sharing websites.

T7: If they are high-level learners, intermediate and above, I recommend the BBC News site. I recommend the Guardian site [...] There is an app called "Ewa". I have recommended it to several of my students. What it does here is that if any unknown word is clicked in any text, it immediately translates the meaning of that word through voiceover in the text, without directing you to a different place with another link. The students, at least the few people I recommended, said it was helpful. Why is this useful? There is no need to use a dictionary. There is no obligation to leave the page and enter another page and access an online dictionary again. Everything is included in the application.

As can be seen from the excerpts, teachers supported students' ER practices in a variety of ways by utilizing ICT tools. It turned out that some teachers only used the links in the curriculum, while others provided additional resources to support students in doing ER using ICT tools outside of the classroom.

The teachers were asked whether they gave information about the ICT tools and ER to the students before the implementation. The underlying reason for this question was to determine whether teachers measure students' knowledge of ER and whether they take any action to guide students on how to practice ER using ICT tools. While most of the teachers stated that they provided information in some way, some stated that they did not need it. Teachers agreed that the new generation was quite familiar with ICT tools. However, most of them found it necessary to inform students about the importance of reading and ER. The following excerpts demonstrate their practices regarding giving information to students before the implementation:

T3: When the semester starts, we are trying to establish a library in a classroom while meeting the students. Of course, I provide this with hardcopy books and graded readers. This is how I introduce students to it [...] There are various graders of Oxford and Penguin. I direct students to them. They all already have apps on their phones. I also open examples of them during and before the lesson. They can download the application immediately on their mobile phone, and most of them are already available for free.

T4: I think that reading actually supports the language learning process a little more than any other skill. That's why we talk a lot about the importance of reading [...] We look at the sample texts together in the class, we examine them, I give some information about how they should approach the text.

T6: They were born into technology, they have been together with mobile phones and computers since middle school. Therefore, I think it is "learn on the job". That's why I did not make any explanation, any instruction or direction. I do not think they need it either.

T8: I am talking about the importance of reading [...] They can change the people or pages they follow on Instagram and Twitter. Because they always have mobile phones in their hands before the computer. I inform them about it and often remind them that they should be able to identify their areas of interest and direct themselves to those websites or blog posts.

According to the answers given by the teachers, it was understood that they generally tried to instill the importance of reading skill to the students. On the other hand, T6 thought that students generally did not need to be informed about the implementation. In addition, depending on the generation, teachers believed that students were familiar with ICT tools, so they did not think that they needed any information about ICT tools. Since students always spent time with their mobile phones, it was also offered as a

suggestion to change the audiences they follow on social media. According to the teachers' views, although students had knowledge of ICT tools, they had insufficient knowledge of ER.

The teachers were asked whether they got students' opinions about the implementation. The main goal of this question was to discover whether teachers received opinions and/or feedback from students regarding their ER practice using ICT tools. Responses from teachers revealed some points about both teachers' practices and students' attitudes. For example, T2 stated that she received opinions from the students verbally, but the students' approach was negative as there was no obligation in practice. Nevertheless, not all teachers stated that students' attitudes were negative. T7 and T8 stated that they received positive feedback from students. Additionally, T9 stated that she got the students' opinions verbally and that they had no trouble using ICT tools to read extensively. The following excerpts clarify the differences in this regard:

T2: In the past, after talking about the platform, I was saying "Is it something you can do, what do you think?", and they were saying "There is no obligation teacher, it is not worth doing it anyway".

T7: They say that they go to different websites and read on different subjects, especially while using public transportation. And they think they are happy too.

T8: In general, students say "It is difficult" at first, or there are some who cannot use it effectively, but they say that they improve when they are a little curious and go into it, so I usually always get positive feedback [...] They all say that it works very well in terms of proficiency or for their exam or level of English, they both make a revision and learn different words.

T9: I shared PDFs like this again. This time I shared more. I shared them via WhatsApp group. I also asked the students, "I am sharing them on WhatsApp, I am sharing them as PDF, can you read them like this? Will this be a problem for you? Reading from the screen, from the phone screen. Or would you rather go and read a book?", they said, "Teacher, we can read like this, send it to us".

Apart from this, it was also seen that the practice of getting students' opinions both in writing and verbally was done. For instance, T3 stated that he got the opinions of the students both in writing and verbally, and benefited from an online platform:

T3: After we deal with what we read and write, there is a platform named Socrative. I immediately get my daily feedback on it. Did you like the text you read? Would you like to read more such texts? Do you want more extracurricular activities? I get the answers to these questions digitally through Socrative at the time of the lesson. [...] Since we are in constant communication with the students during the lesson, when my students give feedback such as

“Teacher, I did not like this, I could not do it”, we immediately communicate verbally as well.

The statements above demonstrate that some teachers systematically used ICT tools for students' ER practice, while others did not use them systematically. It was observed that they benefited from different sources such as books, and newspaper reports in the digital environment to support the implementation. It was seen that they shared these resources with the students through different channels like *WhatsApp* and *Google Classroom*. In terms of informing students about the implementation, it was revealed that some of the teachers gave information about the importance of reading skill and ER, while others did not. There was no requirement for informing about ICT tools as students were already familiar with them. Furthermore, it was discovered that teachers had been getting students' opinions in both written and verbal form about ER with ICT tools. It was also revealed that there were teachers who used online platforms to receive ideas and feedback. It was found that they received both negative and positive feedback from the students.

4.2.2. Teachers' ICT tool preferences

Within the scope of the research, ICT tools were determined as mobile phones and computers. In connection with this, the fourth interview question aimed to reveal which ICT tool the teachers preferred in practice and the reasons for their preference. In response to the fourth question, a range of responses was elicited. The answers given by the teachers showed that seven teachers preferred mobile phones and one teacher preferred computers. Interestingly, one teacher chose tablets for the ER practice, rather than choosing between a computer and a mobile phone.

The number of teachers who preferred mobile phones was in the majority and they made statements supporting the reasons for their preference. Some codes emerged as dominant in terms of mobile phone preference for ER. Aspects such as portability, easy access, practicality, body comfort, and naturalness were emphasized by the teachers. For example, T1, T3, and T5 supported the accessibility and portability features as follows:

T1: It is portable and easily accessible. You connect to Wi-Fi very easily. The computer can cause a lot of problems. It can cause technical malfunctions. Mobile phone is much more user-friendly.

T3: Students have more access to the mobile phone. [...] Mobile phone is always in the hands of students, they can download every application instantly. While sitting on the bus, even while standing, they can read something and improve themselves from there.

T5: The mobile phone is always at hand, it is very easy to reach.

Additionally, T9 linked the mobile phone's portability feature to body comfort and naturalness:

T9: My preference would be the mobile phone because it is something I can hold in my hand, where I can hold my head in a comfortable position. So let's say for body comfort. My second reason is to be able to move it comfortably in my hand. Even if it's a light laptop, you will not be able to hold it in your hand. You put it down and sit across from it. [...] The idea of reading a book on the computer does not come naturally to me. We do a lot of reading on the computer. We read the news, we read a lot of blogs, but reading a book is another case. It is for enjoyment.

T5 and T7 discussed the factors impacting mobile phone use in addition to the accessibility feature of it. Apart from the fact that the mobile phone is easily accessible, it was revealed that they thought that features such as screen size and mobile phone quality were also important. The comments below illustrate their opinions in this regard:

T5: There are features that vary from phone to phone. For example, there are phones with large screens and small ones. I think reading on small phones is a bit more difficult activity. It is up to the person as well. Some people are not very tech-savvy.

T7: If the mobile phone is good, that is, if they use a high-end phone and have a large screen, it is something that can be done without any problems. Additional books can be downloaded. Most articles are already available for download on the Internet. There is almost nothing that cannot be downloaded when entered with the link of the school. For this reason, if their mobile phones are good, I think the mobile phone can easily meet that need.

The fact that the new generation is more skilled on small screens and the practicality of the mobile phone was expressed by T4 and T7 as follows:

T4: Because the new generation of students are successful on small screens, they have more control over them, they are more skillful. [...] The mobile phone already has everything in it, they can also access websites. Students do not carry a computer, they carry mobile phones with them, it is more practical for them.

T7: By practicality, I mean that it is much easier to open an application if certain features of the phone are fixed. Today, even mid-range mobile phones can do a lot of things.

Apart from seven teachers who preferred mobile phones, one teacher (T8) stated that she preferred the computer for the ER practice. The reasons for preference emerged as practicality and ease of use. Comparing the mobile phone with the computer, she stated

that she did not prefer the mobile phone, especially for long readings, as this caused eye strain and she experienced distraction while reading. She commented:

T8: I am more of a computer person. If I am reading something for a long time, it is easier and more practical to use. The mobile phone is tiring for me although the screen is large. It does not give me the comfort of a computer screen. My eyes are very tired from a mobile phone. The texts are in a very small format. I am lost there.

As mentioned earlier, in her answer to the fourth question, one of the teachers (T6) stated that she preferred neither a mobile phone nor a computer, but a tablet instead. The reasons for preference emerged as portability, practicality, screen size, battery time, and interactive reading. Although teachers who preferred mobile phones mentioned the portability feature, T6 stresses that the tablet had a large screen and was lighter than a computer. Moreover, she thought that in case of a power cut, the problem could be overcome thanks to its long charging time feature. She attributed the practicality feature especially to the use of the screen. Apart from these, it was discovered that T6 thought the tablet provided interactive reading. Commenting on these issues, T6 said:

T6: Because both the screens of the tablets are quite large, wider than the mobile phone, but lighter and more portable than the computer, I can read the materials in a way that I can enjoy. [...] I guess it will increase my reading time and desire. [...] I do not want to read on a mobile phone, especially for pleasure. Because the screen is small. Its battery runs out very quickly. It gets too hot in the sun.

4.2.3. Functionality of ICT tools for ER

The fifth interview question aimed to reveal teachers' views on the advantages of ICT tools for ER practice. A variety of answers were given in response to the fifth question. Although some teachers stated that they were more inclined towards printed materials, they mentioned some advantages of ICT tools. As two interviewees said:

T1: I like printed books more. Reading printed material sounds better, but with ICT tools, they can access any source they want whenever they want. [...] Accessibility and flexibility, this is absolutely essential. [...] We can also call it material richness.

T3: Since they love the mobile phone anyway, students may think "I can do it from here, I do not need to carry a thousand-page book all the time".

At this point, the benefits of ICT tools for ER practice emerged as easy access to materials at any time and place by students and material diversity. Apart from these advantages, the advantage of practicality in terms of portability was also highlighted by some teachers. To be more precise, it was emphasized that the use of ICT tools provided an advantage in terms of carrying materials. Instead of carrying many printed books,

storing the resources in a device such as a mobile phone or computer and accessing them at the desired place and time emerged as an important plus.

The advantage of practicality in terms of cost and accessibility was emphasized by some participants. According to teachers, it is easier to access reading materials in today's conditions thanks to ICT tools. They considered it an advantage to access most materials for free or at low cost. Furthermore, it was stated that storage tools were economical in terms of storing a large number of materials. The following excerpts show their opinions:

T4: It has an advantage in terms of cost, without paying any fee. It is a very practical thing. Rather than buying and reading any newspaper, it can be read from the news sites I mentioned. [...] It is very up to date.

T6: In a financial sense, storage tools are economical, especially with clouds or Gmail. [...] More affordable for our budget. Therefore, they are quite accessible financially.

T7: Cheap of course. When you buy e-books, you pay much less. There are also loads of resources that allow you to download them free of charge.

T9: The book you physically carry is something that has a weight, but it can be stored on a mobile phone or computer in an almost unlimited number of times.

The advantage of practicality in terms of switching between applications and websites was mentioned by some teachers. The advantage implied here is that when it is desired to use a dictionary while reading or to access an information source related to the subject being read, this is easily achieved thanks to ICT tools. In addition, even without switching between pages, with the pop-up dictionary feature of some applications, students can access the meaning of the unknown word and how it is pronounced. One teacher commented:

T9: If we think of it as extensive reading in a foreign language, it has the function to look at the unknown word. It would be quite a convenience. Otherwise, there are a lot of things like leaving the book, picking up the dictionary, returning to the book, not finding the place where she left off, etc. But with a mobile phone or computer, this problem also disappears. Even when you click on it while reading, the definition of the word can appear immediately.

The positive contribution of ER with ICT tools to various foreign language skills such as vocabulary, reading, and grammar was mentioned. Within the scope of the research, the positive effect on these three skills was of great importance as they were strongly related to each other. The main problem that the study focused on was the low rate of reading, the potential of ER practice using ICT tools to make students like reading and increase their performance was emphasized by T3, T4, and T8:

T3: The student reads it and says that he has improved himself. "I learned a new word today" he says. For example, he can come to me and tell me that he used the word in the paragraph

or essay he wrote the next day. It has such an advantage and it can also make people, namely students, like reading. [...] We can observe their performance in the classroom one by one, whether it is the essay they wrote or the homework they gave.

T4: The advantage is that students' reading skills increase, not only their reading skills, but also their vocabulary. They also benefit from grammatical accuracy. In fact, they unwittingly learn the correct structures by reading.

T8: The participation and progress of the students who develop themselves in this way are very different. It is much more comfortable for students to develop ideas, contribute to the lesson, approach the materials I give, or follow up on their own progress. In other words, students realize it in the lesson.

It was stated by some teachers that doing ER using ICT tools could be motivating and enjoyable. They attributed the advantage of being motivating and enjoyable to the abundance of resources, technical features, students' ability to choose according to their own interests, and noticing the information they learned in a foreign language while practicing:

T5: For someone who loves technology, reading on the mobile phone is enjoyable because there are thousands of applications and thousands of information resources. You can reach them all at once, so what more could you ask for a person trying to learn something?

T8: I think the fact that they can choose such material and areas of interest outside the classroom has a positive effect on them. Plus, being able to see and understand the language structures and vocabulary they learned there also increases their motivation.

4.2.4. Inadequacies of ICT tools for ER

The sixth interview question sought to learn teachers' views on the downsides of ICT tools for ER. Physical and mental damage was the problem that was most frequently brought up in the teachers' responses to the question regarding the disadvantages. Teachers emphasized that ER with ICT tools has disadvantages such as exposure to radiation and eyestrain. Besides, it was stated by a teacher that this practice could also affect thinking capacity. However, responses in the interviews showed that not every teacher saw these disadvantages as a major or insoluble problem. Talking about this issue two interviewees said:

T7: Sitting in front of the computer all the time or being on the phone all the time turns a person into a being that cannot think or perceive at some point. Eyes begin to water and ache. The situation we call "brain fog" emerges. When inactivity is involved, there is also physical harm. But of course, these are things that can be overcome if you ask me. Besides the advantages, I do not see these disadvantages as big problems. Not having to sit in a library doing research is a good enough advantage.

T9: The tendency to read books is different from looking at Twitter. So you need to give more time. Screen time is increasing. We know that screen time also has a lot of damage in physical dimensions. Because you are looking at a bright screen. We call it blue filter, we say use it low so that it does not tire your eyes. It is said to emit radiation. [...] Eyestrain, dry eyes...

Another disadvantage was stated as paid memberships. Teachers pointed out that some websites and applications required paid access. They stated that this could negatively affect students' reading practices and cause a decrease in motivation. The following excerpts demonstrate their views:

T3: It does not provide free access to everything. There is Oxford Reading Club but only two books are free. You need to buy others. Or you need to be a member of some platforms. These are monthly. So there is an expense for students after all.

T8: Maybe things that can be reached after determining an area of interest may require a paid membership after a while. You know, they can read three or five times, but when they ask for a fee, this time it actually demotivates the student. They say "I used to like to read it, but I cannot read anymore".

One disadvantage mentioned by some participants was that using ICT tools for ER could be distracting. According to teachers, notifications from social networks were distracting, since students were constantly intertwined with especially their mobile phones. Since reading is an activity that requires attention, this situation was emerged as a disadvantage. Although some teachers agreed on this disadvantage, they stated that they did not see it as an unsolvable problem because students could turn off the notifications. Teachers commented:

T3: I think the biggest disadvantage here is that it distracts the students a lot. Since the students are constantly on social media, when a message comes, all their reading is gone. Before they finish a sentence or two that needs careful attention, they turn to the message directly.

T7: Constant notifications are annoying, of course, but it is also something that can be turned off.

Another disadvantage noted by teachers was internet connection problems. It was argued that students' having connection problems in their homes or dormitories creates negativity. In particular, it was stated that students living in dormitories often had internet connection problems. For this reason, it was emphasized that this negative situation would have a detrimental impact on students' ER practices and thus affect their motivation. As one interviewee said:

T7: It appears to be related to the connection problem in general. If they do not have a proper internet connection, they will always get nervous while trying to do something.

Economic problems were also among the disadvantages in the interviews. Some teachers pointed out that not every student had the same opportunities and was not economically viable. It was stated that there were students from middle-income families in general at the school, and there were also low-income students. For this reason, the possibility that some students would not have access to ICT tools or that the tools they have would not be enough emerged as a disadvantage in terms of the practice. As one teacher put it:

T5: The number of students is 20-25, and our school is a public school, not a private school. There are students who usually come from middle-income families. There are also students from low-income families. As a matter of fact, it is very natural that 1-2 people do not have these opportunities. [...] You do not have a chance to force or recommend this to students who are not economically strong. There can be a student without a mobile phone, or it can be an old one.

The disadvantages mentioned above were the most mentioned by teachers. Apart from these, other disadvantages were also highlighted. For instance, one of the teachers talked about the difficulty of monitoring students in the process of ER practice with ICT tools. The teacher claimed that it was challenging to monitor the student's reading practice and that, consequently, if the student did not read, his or her proficiency in a foreign language would not advance. The following excerpt shows his view:

T4: There is a problem in terms of observing the student's state or success in this process. It is difficult to monitor. We give a free reading, it is completely at the mercy of the student, he can read, but if he does not read, it is wasted. Language skills will not improve either.

One of the teachers mentioned security problems as a disadvantage. The teacher emphasized the danger of being vulnerable to cyber attacks while accessing any material on the internet. On the other hand, another teacher stated that students have to continue studying in public Wi-Fi areas because they have connection problems, and these may cause security problems, but this problem can be solved in different ways. They commented:

T6: Especially in the electronic environment, security problems are quite high. I think I am likely to be vulnerable to cyber attacks on things I want to download as PDFs or otherwise.

T7: If the connection is not very good in their own home or the service provided by the service provider on the mobile phone is not sufficient, they may experience difficulties. They will have to perform their work in places with Wi-Fi. Of course, this can be stressful. Public Wi-Fi service can also pose security risks, but these can now be fixed by using a VPN or

other firewall-enabled stuff if needed. In other words, since every problem has a solution, I am not in a position to accept any excuse from the student.

4.2.5. Implementation restrictions

The seventh interview question aimed to reveal the problems teachers face in their practice of using ICT tools for ER. Various answers were received from the teachers regarding the question. Students' reluctance and low motivation emerged as one of the most common problems faced by teachers. Teachers complained that they did not receive positive feedback from students and that they withdrew themselves. The following excerpts demonstrate teachers' views:

T3: Student reluctance when I say "Let's read this, let's do this" or "Do this while sitting at home in the evening" is one of the things that makes me take a step back.

T8: Not getting any answers from students when I share it with them. Their unresponsiveness, their unwillingness.

T9: Even if you say extensive reading is beneficial, it is difficult to overcome that barrier. This is what comes first. Desire, willingness. [...] Their unwillingness is the biggest obstacle.

In addition to the above teacher comments, T6 emphasized the effect of the capitalist world and social media platforms on students' ER habits. According to the teacher, rather than seeing the Internet as a tool for learning, students saw it as a communication network to gain fame and followers. For this reason, they saw ER as an option that did not serve their purpose. This caused their intrinsic motivation to be low. Apart from this, T6 mentioned students' low external motivation. She attributed this to the fact that students were not graded in return for this practice. The reason for this was that students did not consider it worthwhile to complete a task without grades. The following excerpt reflects some of the teacher's views on this issue:

T6: There are those who think "I watch videos on TikTok or make videos instead". Not all, but most of them care about being the person everyone talks about for two weeks or three weeks, being famous, and being an influencer. Because they are concerned about this while reading extensively, it is not for the purpose of both having fun and learning or just emptying their minds or resting their souls, but definitely, in the capitalist order I mentioned, they would ask "What will I get from this? What will this bring me? Will I gain fame? Will I become an influencer? Will my followers increase?". Since they do not get the answers they want, I think their intrinsic motivation will be almost zero accordingly.

Regarding the active use of social media and communication networks by students, one teacher stated that students resisted reading extensively using ICT tools. The fact that students spent most of their time on social media and use their mobile phones more for

sharing or communication caused students not to see mobile phones as a learning tool. He put it:

T3: Students are showing resistance. Because my guess is that they do not like the lesson. They always base their mobile phone on social media and sharing messages. That's why they do not want to carry mobile phones in class. Or you may think that they do not want to move the lesson to the mobile phone.

Another problem encountered was the students' attitudes toward reading. In general, teachers stated that students did not read. They claimed that the students did not read in their native language or in a foreign language, using or not using ICT tools. It was stated that even though it was easier to access reading materials with ICT tools, students did not prefer it. It was emphasized that reading was an activity that required attention and the attention span of today's young people was very limited. The excerpts below show the teachers' views and comments on this subject:

T3: They do not like to read. Although they can easily access it by mobile phones, they do not prefer this. Because reading requires a little more attention.

T6: Today's teenagers have such low focus thresholds that they cannot even focus for fifteen minutes because everything is based on being consumed too quickly.

T9: We observe that students have already moved a little further away from reading books.

One of the teachers stated that there was a difference between the levels in terms of reading desire. According to her, while low-level students were more willing to read, high-level students generally did not show a desire. The following excerpt shows her opinion:

T9: I have observed and practiced over the years that there is much more interest in the extensive reading activity at low levels. But whenever I ask at high levels, "Shall we read?

Let's have an hour of silent reading. Shall we go to the library?", it is always negative. [...]

Maybe the students are more convinced of the benefits of reading a book at low levels.

Another problem encountered was the unwillingness and low motivation of teachers. One reason for this problem was based on student reluctance. In other words, when a teacher notices a student's reluctance, his or her motivation, and desire decline. Another reason for this was attributed to the age of teachers or, in other words, the generation gap. It was stated that younger teachers were more prone to use ICT tools. In addition, T3 underlined that it was wrong to blame only the student for the problems that arise in practice, and that the teacher had a great responsibility in this regard. The excerpts below show the teachers' views on this issue:

T3: Our teachers, who are younger and have just started their profession, can act a little more willingly in this regard. They grew up with technology. A professor who is in his twentieth or thirtieth year in the profession is just getting used to such things. Thoughts like “Should I learn this? We are already doing our job with video and hardcopy books.” can be one of the obstacles. So we shouldn't just throw everything at the student. In other words, it is not because they do not want it anyway, but a teacher who will implement it is also needed in the classroom.

T8: If they do not want it, my energy goes to a certain point. [...] I do not have a magic wand, at that point I do not try to bring the student back anymore. But with students willing to keep going, I keep going until the end.

Another issue that became a problem in practice was that students did not know themselves, did not know how to read, and had insufficient knowledge about accessing information. T2 stated that the students were lost between the dictionary and the material while they were reading in the digital environment, and this was because they did not know how to read. She claimed that students abused the quick tab-switching provided by ICT tools. T5 emphasized that although students were constantly using their mobile phones, they generally used social media applications, and they were inadequate in accessing information. T8 said that students had a constant expectation from the teacher, that they did not know what to do or read when they were alone. She pointed out that the reason for this was the possibility that the students had not yet found their interests, since they had just graduated from high school. She added that it was quite challenging to direct a student who had not identified a field of interest to online platforms for ER.

Financial issues emerged as another problem. In addition to being in the age of technology, the limited access of students to technological tools such as mobile phones or computers was shown as a problem. It was highlighted that students who did not have the opportunity could not participate in the compulsory activities in the curriculum, and this might apply to ER practice as well. Besides, it was noteworthy that teachers mentioned paid access again under the title of issues related to practice, as in their answers to the question covering the disadvantages. Teachers approached the paid membership more moderately because they stated that with the school's facilities, most of the students could somehow access the material. On the other hand, it can be deduced that limited access to ICT tools is a more complex problem. Teachers commented:

T3: How much can you feed the student? They will pay a monthly fee. When they get involved in the financial aspect, they take another step back. Well, when you see this, you also take a step back, and unfortunately, you can never meet in the middle.

T6: Unfortunately, even though we say that we are in the age of technology, we realized that many of our students' access to technological devices was very limited. [...] I think it applies to extensive reading as well. Our students who cannot participate in curricular activities will not be able to do extracurricular things.

4.2.6. Teachers' suggestions

In addition to the answers given to the interview questions, some suggestions came from teachers for ER practice with ICT tools. For instance, T3 stated that the institution had a huge library, but agreements could be made with publishing houses to support students' online ER practices:

T3: As Anadolu University, we actually have a huge library. We are talking about publishing houses like Oxford, and Penguin. Everything is digital now. There are interactive versions of their books. Agreements can be made with these publishers through the library and school. These can be made available to every student. We will take the lead with these studies. And authorities will say “Yes, let's do that”. In fact, we are waiting for it to be taken to the next step.

T9 stated that although there were books in the school library, it would be beneficial to increase the number of books due to the large number of students. In addition, she said that it would be beneficial for the school to provide books that students could read in the digital environment to encourage them. She commented:

T9: What can the school do? For example, buying readers that the student can read on their mobile phone. [...] The number of books in our library is at an average level. It may even be considered inadequate because we have too many students. First of all, the number of books has to increase physically. The books that will be transferred to the digital platform should be purchased with copyright, whatever the license is, and it will always stay there. [...] It would be great if the school provides an opportunity to encourage this.

T5 mentioned the economic side of the issue. As indicated before, not every student has the same economic opportunity. The teacher underlined the need analysis for students and taking necessary actions. In addition, he emphasized that trainings could be organized in order to prevent the problem of students' inadequacy in accessing information:

T5: The economic problem needs to be solved. With the scholarships provided, maybe students can be identified and the gaps can be closed. It is necessary to analyze the incoming students one by one each semester, who needs what. [...] Maybe trainings can be organized at the beginning of the term. Of course, without wasting most people's time, analysis can be made only for those who need it.

5. DISCUSSION

5.1. Introduction

In this section, a summary of the findings obtained in connection with the research questions is presented. The findings are discussed in light of the existing literature. Examining EPS teachers' views, practices, and practical issues regarding the use of ICT tools to support ER is the main goal of the study. Concordantly, the research questions will be discussed in this section in order to assess the results that were previously presented.

5.2. Views of English Preparatory School Teachers about ER Powered by ICT Tools

In response to the first research question, findings revealed that although ER practice with ICT tools is not integrated into the curriculum as a compulsory practice in most institutions and only a small proportion of the present study's respondents (4,8%) stated that it was compulsory in the curriculum, the majority of teachers generally had a positive view of it. This finding is consistent with that of Zhou and Day (2021) who discovered that the teachers had positive attitudes toward ER with ICT tools.

This result may also appeal to the results of studies on teachers' views on ICT and ER. Because a teacher who has a negative attitude toward technological tools is unlikely to use these tools for ER as well. Likewise, a teacher who has a negative attitude regarding ER is unlikely to use any tool to support this practice. As seen in the results, it can be assumed that the teachers who participated in the present study generally had positive views on both ICT and ER, based on the fact that teachers had positive views on supporting ER practice with ICT tools.

Previous studies evaluating teachers' views of ER observed that teachers were motivated to advance themselves to use ER and had positive attitudes toward ER (Fawzia & Salwa, 2016; Wang & Ho, 2019), and thought that ER is beneficial for language development (Chang & Renandya, 2017; Macalister, 2010). On the other side, former studies investigating teachers' views of ICT showed that teachers had positive attitudes toward ICT (Albirini, 2006; Ateş Çobanoğlu & Yücel, 2017; Genc, 2011; Irgatoğlu, 2021), and they have a high rate of ICT use and awareness (Genc, 2011). It was revealed that teachers with positive views actively use ICT tools in their daily lives and teaching processes and are open to learning more about ICT (Albirini, 2006; Ateş Çobanoğlu &

Yücel, 2017; Chen, 2008; Irgatoğlu, 2001). On the other hand, positive views did not apply to all studies. For example, Hismanoglu (2012) found that teachers had negative attitudes toward ICT due to some factors. Since the focus of this study is computer and mobile phone use for ER practices, it is appropriate not to be limited to ICT and to examine teachers' views in terms of CALL and MALL separately. Previous studies examining teachers' views of CALL and MALL revealed that teachers had positive attitudes toward CALL (Akcaoglu, 2008; Aydin, 2013; Hismanoglu, 2010; Karakaya, 2010; Park & Son, 2009; Saeed, 2015; Tuzcuoğlu, 2010) and MALL (Bozorgian, 2018; Khan et al., 2018; Ozdamli & Uzunboyu, 2015; Thomas et al., 2013).

The present study's conclusion revealed various factors that contributed to the positive views of teachers. Each of the factors will be discussed one by one while being described with references to existing literature. In order to compare the findings of the study, the cited studies will not be limited to ICT and OER, CALL and MALL studies will be included as the tools identified in the study are mobile phones and computers, and separate studies on ER will also be included.

5.2.1. Teachers' ICT tool preference for ER

In the interviews held within the scope of the research, which ICT tool EPS teachers prefer for ER practice and the reasons behind these preferences were examined. According to the results, most of the interviewees preferred mobile phones. This finding is similar with that of Cote and Milliner (2014) who discovered that students were more inclined to read e-books on their mobile phones rather than computers. Considering the intensity of today's technology use, it is seen that almost everyone has their own mobile phones. Teachers stated that especially young people always had their phones in their hands. The possibility of not having a computer for every student was seen as one of the reasons that led teachers to prefer mobile phones. The mobile phone was thought to be more accessible. This result is in accord with previous studies indicating that the accessibility feature of mobile phones makes them ideal for education processes (Bezircilioğlu, 2016; Bozorgian, 2018; Demouy & Kukulska-Hulme, 2010; Khan et al., 2018; Kukulska-Hulme, 2009). It was noted that even if not all students have high-technology mobile phones, most of them have smartphones with basic competence. In the literature, no study was found on the possible effects of mobile phone quality on ER practices, so this issue is open to discussion.

Moreover, it was mentioned that the portability of the mobile phone makes it practical and that, for instance, students can instantly download an application anywhere they wish. Previous research has also highlighted this feature of mobile phones (Demouy & Kukulska-Hulme, 2010; Khan et al., 2018; Kukulska-Hulme, 2009; Shraim, 2014; Thomas et al., 2013; Valizadeh, 2022). It was an interesting finding that reading with a mobile phone rather than a computer was thought to be closer to the natural reading experience. It was emphasized that since the mobile phone can be easily moved in the hand, those who like to read with printed books can feel more comfortable. Because reading in front of a computer was discovered to be tiring, this aspect was also related to body comfort. It was argued that this is not preferable, especially for ER. However, in some studies, it was found that decreased physical activity was a cause for concern (Gyehtasi et al., 2015). Furthermore, it was emphasized by the teachers that the downloads and website accesses can be done by mobile phone without the need to carry a computer. In previous studies, it was stated that the portability feature enabled teachers to have positive thoughts about MALL (Khan et al., 2018).

The screen size was mentioned by the teachers as a crucial factor regarding mobile phone use for ER. On the one hand, it was stated that reading on small screens can force people who are not tech-savvy, on the other hand, it was stated that the new generation is more used to reading on small screens. In general, mobile phones were found useful by teachers in terms of accessibility, portability, and practicality. Relatedly, some studies emphasized the practicality feature of MALL (Bezircilioğlu, 2016). Teachers, according to Alkan and Durmuş (2013), consider computers to be the main information technology, this differs from the result presented here. The reason for this difference may be the year factor. In recent years, the use of mobile phones has become widespread and mobile phones have begun to meet almost all computer functions. Therefore, the mobile phone may have been preferred more by the participants of the present study.

Only one of the teachers who participated in the interviews stated that she preferred the computer for ER practice. This teacher suggested the practicality and ease of use of the computer as the reason for preference. Since ICT tools were chosen as computers and mobile phones within the scope of the study, the teacher made a comparison between the two tools. From this point of view, she stated that mobile phone was not suitable for long readings, that eye strain might be experienced from looking at small texts, and that attention might be distracted after a certain degree, which may be negative for ER

practice. Similarly, in Şad and Göktaş's (2014) study, teachers believed laptop computers would be more useful than mobile phones.

Although the ICT tools within the scope of the research were mobile phones and computers, one of the teachers stated that she preferred a tablet for ER practice. This is an interesting result because it was not expected that teachers would focus heavily on an ICT tool other than mobile phones and computers in ER practice. Similar to other teachers' reasons for preference, portability and practicality were mentioned for the tablet. This result is in agreement with Lin's (2014) findings which showed that with the mobility provided by iPad Mini, students learned something new whenever they wanted. The real distinction emerged in the fact that the screen of the tablet is larger than the mobile phone and that it is more portable than the computer. Moreover, it was stated that the tablet is ahead of other ICT tools due to its long battery time. Battery time may vary from tablet to tablet, so it would not be right to make a definitive judgment that tablets have a longer battery time. The fact that screen usage is more useful than a mobile phone has emerged as another justification for preference.

Teachers' ICT tool preferences for ER were questioned, but the number of participants in the interviews was not high. These results, therefore, need to be interpreted with caution. Although qualified answers were received from the teachers, it would not be a correct approach to generalize the results here to the entire population. In a study with a larger sample, the preferred ICT tool may change, and new approaches to the reasons for preference may be obtained.

5.2.2. Views of teachers regarding the advantages of ER practice with ICT tools

It has been mentioned in the literature that OER is practical both technically and pedagogically (Huang & Liou, 2007; Ni'mah & Umamah, 2020). The use of ICT in ER practice can be attributed to the pedagogical need to use ICT because it is seen as useful for facilitating and improving learning (Hashemi & Kew, 2020; OECD, 2001). The teachers who took part in the study agreed and discussed the practicality and benefits of using ICT tools in ER practice in different dimensions.

Findings revealed that the vast majority of EPS teachers consider ER practice with ICT tools to be an important method for improving general language proficiency. Similarly, Chang and Renandya (2017) indicated that teachers believe that ER may enhance learners' general language proficiency. In addition, it was stated in other studies

that ER can cause several types of learning (Nation & Waring, 2020). One reason may be that learners are exposed to a variety of language uses (Sun, 2003). Day (2010) declared that vocabulary acquisition is one of the most important aspects of ER's contribution to the development of general language proficiency. It was claimed that students' general language skills can improve due to exposure to numerous new vocabulary with ER. In addition, ICT helps students to learn new words while reading (Huang & Liou, 2007; Yunus et al., 2013) with the help of online dictionaries (Maduabuchi & Emechebe, 2016). Related to the subject, the teachers in this study stated that it is practical to access the dictionary and the relevant information needed at the time of reading since it is easy to switch between applications while reading extensively with ICT tools. A related finding in this regard is that one of the teachers participating in the present study stated that grammar and vocabulary depend on the wealth of experience. It is also encouraging to compare this finding with previous studies, which discovered that students claimed ER improved their knowledge and overall English proficiency (Cote & Milliner, 2015; Guo, 2012; Howarth & Bollen, 2019; Ni'mah & Umamah, 2020; Sun, 2003; Zhou & Day, 2021). This result ties well with previous studies showing that students' language skills such as vocabulary (Ateek, 2021; Boutorwick et al., 2019; Bui & Macalister, 2021; Chen et al., 2013; Guo, 2012; Iwata, 2022; Liu & Zhang, 2018; Nation, 1997; Ni'mah & Umamah, 2020), grammar (Pigada & Schmitt, 2006), pragmatic language utilization (Bui & Macalister, 2021), listening (Cho & Krashen, 1994), writing and speaking (Cho & Krashen, 1994; Janopoulos, 1986; Ni'mah & Umamah, 2020; Wang & Ho, 2019; Yilmaz et al., 2020; Zhou & Day, 2021) improved. As the studies show, ER is not only beneficial in improving reading skills but also contributes to the development of other language skills. Likewise, the benefit of ER practice with ICT tools for the development of foreign language skills is quite predictable because previous studies also discovered that ICT is effective on different language skills (Alshehri, 2018; Bal, 2019; Dinçer, 2014; Mioduser et al., 2000; Naba'h et al., 2009; Shang, 2007; Sherine et al., 2020; Voogt & McKenney, 2007). Previous studies have also indicated that MALL has positive effects on different learning gains (Chen et al., 2019; Demouy & Kukulska-Hulme, 2010; Gyehtasi et al., 2015; Hazaea & Alzubi, 2016; Khubyari & Narafshan, 2016; Loweven et al., 2020; Lys, 2013; Nasab & Taki, 2016; Plana et al., 2016; Sato et al., 2020; Shraim, 2014; Taj et al., 2017; Valizadeh, 2022; Wang, 2017; Xodabande & Atai, 2022). At this juncture, it can

be mentioned that combining ICT tools and ER in the TEFL context can provide useful outputs in terms of improving language proficiency.

While the ER with ICT tools is found to be useful for improving general language proficiency, the main focus of the present study is reading skills. According to a significant portion of this study's participants, this is a useful method for increasing reading proficiency. It is noteworthy to compare this finding with that found by Arnold (2009) who found that OER improved students' reading skills. This finding also supports the argument that ICT can improve students' reading comprehension (Greenland, 2019). In accordance with the present finding, previous studies showed that ER with or without ICT tools helps students to improve their reading comprehension (Al-Nafisah, 2015; Asraf & Ahmad, 2003; Bui & Macalister, 2021; Chen et al., 2013; Endris, 2018; Grabe, 2009; Sheu, 2003; Tanaka & Stapleton, 2007; Tezdiker, 2007; Yilmaz et al., 2020; Zhou & Day, 2021), reading capacity and speed (Bell, 2001; Cote & Milliner, 2015; Howarth & Bollen, 2019; Ni'mah & Umamah, 2020; Tanaka & Stapleton, 2007), reading rate (Beglar et al., 2012; Bell, 2001; Iwahori, 2008; Zhou & Day, 2021), and reading fluency (Ateek, 2021; Bui & Macalister, 2021; Day & Bamford, 2002; Iwahori, 2008; Iwata, 2022; McLean & Rouault, 2017; Tezdiker, 2007). The increase in reading fluency can be attributed to the increased reading rate (Day, 2010; Iwata, 2022) and the automatic word recognition skill provided by ER (Harmer, 2001). Besides, according to earlier studies, ER using or not ICT tools may assist students to develop a positive attitude and interest in reading and ER (Asraf & Ahmad, 2003; Bui & Macalister, 2015; Chen et al., 2013; Cote & Milliner, 2015; Elley, 1991; Endris, 2018; Sheu, 2003; Sun, 2003; Zhou & Day, 2021), learning to enjoy reading (Day & Bamford, 2002; Nation, 2001; Ni'mah & Umamah, 2020), learning reading strategies (Nishino, 2007) and forming regular reading habits (Bui & Macalister, 2015; Nation, 2001; Ni'mah & Umamah, 2020; Wang & Ho, 2019). Previous studies have also found that MALL also has positive effects on reading skills (Gyehtasi et al., 2015; Hazaea & Alzubi, 2016; Khubyari & Narafshan, 2016; Nasab & Taki, 2016; Plana et al., 2016; Taj et al., 2017; Valizadeh, 2022; Wang, 2017). It is worth noting that ER with ICT tools is highly beneficial for recovering gradually decreasing reading habits and students' apathy toward reading. It is essential to instill in students the habit of regular reading and to provide strategies that will help them enjoy reading because reading plays a significant role in learning foreign languages.

The fact that teachers find reading enjoyable and believe their students will feel the same way is another major justification for ER practice with ICT tools. A similar result was reached by Chang and Renandya (2017). Although teachers find reading to be pleasurable, this does not guarantee that students will have the same perspective. A study in the literature actually revealed this fact. Zhou and Day (2021) found that while teachers thought the enjoyment increased, students' perspective was not the same. This result, therefore, needs to be interpreted with caution. In conjunction with the enjoyment issue, it was also found that most of the teachers thought that ER practice with ICT tools could be fun for students. This result confirms the association between learner contentment and ER practice with ICT tools (Huang & Liou, 2007), because it is a predictable result that as the fun and enjoyment rate of the students increase, their satisfaction rate in the language learning process can also increase. At the same time, it was indicated that ICT (Lai & Zhao, 2005; Maduabuchi & Emechebe, 2016) and CALL (Alshehri, 2018) are effective in attracting students' attention. Based on this, it can be deduced that teachers can benefit from the advantage of ICT tools to attract students' attention to positively support ER practice. Silviyanti and Yusuf (2015) discovered that teachers were quite motivated to adopt ICT because it would make learning more fun and enjoyable. Similarly, some studies showed that teachers believed that mobile technologies made lessons more enjoyable (Nikolopoulou, 2020). Moreover, some studies indicated that MALL provides enjoyment (Ahn & Lee, 2016). Therefore, it can be stated that practicing ER using ICT tools can attract students' attention and increase their fun.

The primary purpose of ER is to promote incidental learning (Krashen, 1989). For implicit learning to have an impact on the development of reading skills, learners must be exposed to a variety of inputs over an extended length of time (Ellis & Shintani, 2014; Grabe, 2009; Nation, 2009). Diverse reading material promotes reading and flexible reading approach (Day & Bamford, 2002). The current study found that one of the reasons why teachers had a positive opinion about ER practice with ICT tools was the variety of materials. This finding supports previous studies indicating that OER programs provide a wealth of materials to students (Arnold, 2009). With ICT, students have the opportunity to access an endless supply of authentic and appropriate - in terms of interest and language levels - reading materials (Bui & Macalister, 2021; Howarth & Bollen, 2019; Irgatoğlu, 2021; Maduabuchi & Emechebe, 2016; Pino-Silva, 2009; Sun, 2003). In the interviews, teachers underlined the expensiveness of printed books in today's conditions and argued

that electronic materials are easier to access and more affordable, and there are many materials in the digital environment. Bozorgian (2018) asserted that one of the benefits of MALL is that it provides authentic materials. Alshehri (2018) indicated that CALL makes it easier for students to access authentic resources. Likewise, Park and Son (2009) found that teachers felt that CALL provided students with a variety of language inputs and an authentic language learning experience. ICT offers students interesting and real-world content to avoid limiting the learning process because reading just from textbooks can be restrictive (Dao, 2014; Lee, 2000). Day (2013) also found the Internet a useful tool for finding reading materials. In addition to the fact that the ICT tools provide a lot of material to the students, the teachers argued that the storage tools (e.g. Google Drive) are quite economical. In these respects, it is fair to mention that the fact that ICT provides a large number of authentic materials for ER and allows for the economical storage of the materials provided drives positive views of teachers.

EPS teachers who participated in the study also agreed that ER practice with ICT tools offers students a flexible reading experience. Thanks to ICT, students can read as extensively as they want, regardless of time and place factors. Therefore, it can be stated that ICT offers flexibility (Harper & Milman, 2016). 24/7 access to authentic reading materials and the possibility to read wherever there is an internet connection support this. ICT tools play a significant role in enhancing education so that learning can occur anywhere and at any time (Tinio, 2003). Material diversity and flexibility are actually combined in the accessibility feature of the ER practice with ICT tools. Materials become more accessible with ICT (Arnold, 2009; Greenland, 2019; Roblyer & Edwards, 2000; Yılmaz, 2014). In addition, thanks to OER, students' access to relevant materials increases even more (Pino-Silva, 2009). Students can use any device they choose to access the materials they want, whenever and wherever they like (Chang & Renandya, 2017). Depending on the flexibility feature, portability can also be mentioned. Teachers reported that they appreciated the portability feature of ICT tools. They argued that students can store as many reading materials as they want on mobile phones and computers, and in this way, they would not have to carry printed materials. In this way, they underlined that it can be beneficial for them to have access to the materials at any time and place. The portability feature of mobile phones has been underlined in the literature as making them optimal for facilitating teaching and learning processes (Kukulska-Hulme, 2009; Thomas et al., 2013). Earlier research emphasized that information can be accessed at any time

and anywhere with mobile devices (Aygül, 2019; Kartal, 2020; Traxler, 2009). Relatedly, the portability benefit of digital reading has also been explored in previous studies (Ni'mah & Umamah, 2020).

One of the main reasons for integrating ICT into education is motivation because it is critical to get students' attention and make them productive (Roblyer & Edwards, 2000). The results of the present study revealed that teachers generally had a positive view that ER practice with ICT tools could be interesting for students and motivate them. In the interviews, technical features, abundance of material, being able to choose reading material according to the field of interest, and noticing the knowledge they learned while practicing ER with ICT tools were shown among the motivating factors by the teachers. The positive views of the teachers are supported by some studies in the literature. Arnold (2009) and Guo (2012) asserted that students' motivation increased with OER. In the study of Bui and Macalister (2021), some motivating factors for OER were revealed. These factors included easy access, the gratification felt after reading a book, and students' awareness of their own language development progress. One of the teachers participating in the present study also mentioned the possibility of increasing students' motivation because they are familiar with technological tools. Another teacher stated that this practice can be effective in increasing motivation because students are digital natives. Mason and Krashen (1997) declared that with the help of an ER program, students' engagement in ER practices and motivation increased. Similarly, Nation (1997) indicated that the motivation of students grew because ER is a flexible activity based on students' interests. Tezdiker (2007) found that teachers think ER motivates students to read more. Nishino (2007) and Ro (2016) observed that ER improves students' motivation to read. The increase in motivation is not only limited to reading and ER but also appears as a general motivation for language learning and a positive attitude toward language learning. It has been suggested that ER has a positive effect on students' attitudes and motivations for language learning (Day, 2010). It is encouraging to compare the participants' ideas with Tinio's (2003) statement which suggested that ICT increases learner motivation and engagement. Similarly, ICT (Greenland, 2019), CALL (Alshehri, 2018; Lee, 2000), and MALL (Bozorgian, 2018; Nikolopoulou, 2020) were found to be beneficial in terms of enhancing students' motivation. Reading outside the field of interest tends to cease to be an engaging and motivating activity for every individual. Students do curricular readings at school. These readings, of course, contribute to the development of their foreign

language skills. However, in order to increase their reading amount and motivate them to read, it may be more beneficial to encourage them to read according to their interests and without being tied to a strict order. ER with ICT tools is an advantageous method in this regard.

EPS teachers expressed a positive opinion that the use of ICT tools in ER practice can make students autonomous. This result accords with earlier observations, which showed that OER promotes students' autonomy (Arnold, 2009; Pino-Silva, 2009; Sun, 2003). In accordance with the present result, Lee and Mallinder (2011) stated that ICT gives students the freedom to select the books they wish to read. It helps students not only in this subject but also in how long and when they will read. Thanks to ICT, students move away from being dependent only on teacher directives, they select and read according to their interests. Moreover, they learn how to manage their time effectively and explore by taking the required risks (Pino-Silva, 2009). This result is also in agreement with Çakıcı's (2016) and Vurdien and Puranen's (2018) findings which showed that ICT makes students autonomous because it allows them to continue their studies outside of the teacher-centered classroom. Moreover, Akcaoglu (2008) found that teachers believe that technology could make courses more student-centered. Similarly, Tinio (2003) alleged that the proper use of ICT may support student-centered and lifelong learning. This finding is also consistent with studies reporting that MALL (Bezircilioğlu, 2016; Cakir, 2015) and CALL (Farivar & Rahimi, 2015; Lee, 2000; Singh, 2021) promote autonomy.

It is apparent that mobile or other technological devices have replaced traditional tools as a result of the digital age (Chartrand, 2016). Along with this change, education began to go beyond traditional methods and technology took its place in education. Results found evidence that although there was an undecided section among teachers, it was revealed that the majority had a positive opinion that ER practice with ICT tools could be as beneficial as traditional methods. For the context of this research, the traditional method can be exemplified as reading and/or ER with only printed materials in the classroom. This result corroborates the findings of Hismanoglu (2010), who stated that teachers thought that the Internet has the potential to be more effective than traditional techniques. Again on this subject, Marzban (2011) discovered that students receiving instruction through CALL outperformed those receiving instruction through traditional methods. Likewise, Gözükcük and Günbaş (2020) stated that students who

practiced reading using computer-based materials showed greater gains in reading comprehension than those who used traditional reading methods. Besides, some studies reported that MALL can help overcome the challenges and limitations of traditional education (Ahn & Lee, 2016; Corbeil & Valdes-Corbeil, 2007). Valizadeh (2022) claimed that using a mobile device for vocabulary and reading improvement is more efficient than using conventional sources. Although there are studies indicating that education with technology can be as effective as traditional methods, this issue still seems controversial. Therefore, clearer conclusions should be reached by addressing the issue from many aspects and by conducting more research.

According to teachers, the assessment of reading skills in joint exams is another important reason for performing ER practice with ICT tools. In preparatory schools, students are tested in joint exams in terms of foreign language skills such as reading, writing, listening, speaking, grammar, and vocabulary. By looking at the results, it can be deduced that teachers think that this practice will provide success for reading skills in joint exams. This finding is in line with Cote and Milliner's (2015) study in which it was discovered that the TOEIC test results of students who read more and faster also increased. There are limited studies on this subject in the literature, so it is not the right approach to make a general judgment. The impact of ER practice with ICT tools on joint exams can be explored more deeply by the further study on the subject.

The current study found that teachers are undecided about ER practice with ICT tools to reduce students' affective filter. This result is contrary to previous studies which have suggested that ICT helps to lower students' affective filter (Lai & Zhao, 2005). bin Noordan and Yunus (2022) claimed that ICT is beneficial in lowering language learning anxiety and encouraging students to take risks because they are digital natives. Similarly, Lai and Kritsonis (2006) and Marzban (2011) asserted that CALL can reduce anxiety. An example of how the affective filter can be reduced can be given from a previous study. In Tuncok's (2010) study it was found that the learners believe that they are more at ease with computers than face-to-face interactions. The students claimed that CALL provides flexibility and allows them to progress at their own pace. However, in this study, teachers' views on reducing students' affective filters through ER practice using ICT tools are not highly positive. Furthermore, although more than half of the study's participants claimed that using ICT tools in ER practice boosts students' self-confidence, the proportion of these participants was insufficient for a generalization to be made. In previous studies, it

was suggested that ER is helpful in terms of increasing students' confidence in learning (Wang & Ho, 2019) and reading English (Tezdiker, 2007). Moreover, CALL was found to be helpful in terms of increasing students' self-confidence (Lee, 2000). However, for the teachers in this study, this is not exactly the case. More studies are needed to reach a general conclusion on this subject.

5.2.3. Views of teachers regarding the disadvantages of ER practice with ICT tools

The results of the study revealed EPS teachers' different views on the disadvantages of ER practice with ICT tools. One of the disadvantages was found to be physical and mental damage. Examples included eyestrain, radiation exposure to the body, and detrimental impacts on thinking ability. ER can take long minutes, sometimes even hours, as the reader reads for pleasure. Teachers stated that looking at a mobile phone or computer screen for a long time can cause eye strain. The findings of earlier investigations are supported by this result (Huang, 2013; Milliner & Cote, 2015; Ni'mah & Umamah, 2020). One of the participants especially discussed that this problem can adversely affect physical and mental health. On the other hand, another participant stated that spending long hours with a computer and mobile phone may cause problems in perception, and associated this with brain fog.

Teachers suggested that ER practice with ICT tools could be distracting for students as another disadvantage. It is an undeniable fact that today's youth are intertwined with technology and social networking sites. The constant notifications, according to teachers, might be a distraction in ER practice. A possible explanation for this might be that reading is an activity that requires constant attention, therefore, it was emphasized that the student's attention could be distracted, which can negatively affect the reading. As students spend more time texting, browsing the web, and using social networking sites, concentration problems may arise (Tindell & Bohlander, 2012). This result was also reported by Milliner and Cote (2015). Similarly, Gaille (2018) also stated that technology can be a distraction in education. Likewise, some studies argued that mobile devices can cause distractions (Anshari et al., 2017; Chartrand, 2016; Gikas & Grant, 2013; Gyehtasi et al., 2015; Nikolopoulou, 2020). This issue is of interest to both the student and the teacher because sufficiently motivated and directed students can turn off their notifications to do their ER practice without any focus problems. Based on this, some teachers in this study stated that this is not an unsolvable problem.

The Internet connection problem was highlighted by teachers as one of the drawbacks. Teachers stated that some students had not an Internet connection and some had a bad connection at home or dormitory. It was suggested that this situation might have a negative effect on students' motivation. Previous studies emphasized technical problems among the barriers to ICT integration (Ekberg & Gao, 2018). This result is consistent with that of Chartrand (2016) who cited the network problem among the technical problems. The integration of MALL has been proven to be significantly influenced by Internet speed in prior research (Bozorgian, 2018; Khan et al., 2018). In addition, it was underlined that the problems experienced by teachers with Internet access caused them to not be able to use enough Internet-based materials (Ateş Çobanoğlu & Yücel, 2017). Based on these, measures should be taken, both governmental and institutional, to make improvements in Internet access and ICT. In this way, the use of technology in education and the motivation of both teachers and students would be supported.

Another disadvantage in ER practice with ICT tools was discovered as security issues. One of the teachers stated that students are open to cyber-attacks while trying to access materials on the Internet. At the same time, it was asserted that students who have to practice in public Wi-Fi areas may encounter security problems. Relatedly, Gaille (2018) stated that advanced technology could endanger students' privacy. However, one of the teachers involved in this study argued that this is no longer such a big deal because, with various firewalls, users can avoid negative effects. Students should be made aware of how to use technology safely (Nikolopoulou, 2020). In this regard, institutions and teachers should provide students with the necessary training.

5.2.4. Teachers' views of different ER methods with graded readers

Researchers have mentioned many types of materials for ER practice with printed or digital materials (Day & Bamford, 2002). Looking at the literature, it was discovered that the most frequently mentioned material type is graded readers, as it contains high-frequency vocabulary and simple grammar, helps to increase reading speed and to focus on meaning rather than form (Anderson, 2003; Howarth & Bollen, 2019; Nation, 2009; Webb, 2008). For this reason, it is worth investigating which method teachers think is more useful with graded readers in ER practice with ICT tools. Not only the views of the teachers, but also their practices were investigated, but the findings regarding this issue

will be mentioned in the section where the practices of the teachers are presented. Returning to the subject, the results demonstrated that teachers found reading a wide variety of materials to be much more beneficial when compared to reading graded readers of the same authors, genres, and titles. Reading graded readers of the same genre was deemed to be more effective than graded readers with the same titles or authors. These findings are in agreement with Chang and Renandya's (2017) findings. Furthermore, the method of reading graded readers written by the same author emerged as the method with the lowest score by the teachers. This outcome is slightly contrary to that of Chang and Renandya (2017) because the least scoring method appeared as graded readers with the same title in their study. However, they asserted that reading materials with the same title and author revealed no significant difference. It has been suggested by some studies in the literature that reading relevant materials - same genre, same author, same title - has positive effects in terms of vocabulary retention (Cho, Ahn, & Krashen, 2005; Cho & Krashen, 1994) and motivation (Cho et al., 2005). Nevertheless, the results of the present study confirm that teachers think that reading a variety of graded readers is much more beneficial. This result can be attributed to the teachers' inexperience in practicing ER with graded readers of the same title, author, or genre, and their inability to acquire sufficient knowledge on these issues. In addition, teachers may find it easier to use graded readers regardless of factors such as genre, title, and author than to direct students to a specific method.

5.2.5. Teachers' views on barriers to using ICT tools for ER

This study revealed some findings about the main challenges teachers face in ER practice with ICT tools. The challenges were split into two, both from a practical and personal point of view. Findings revealed some of the dominant factors in terms of teachers' views on the main difficulties. One of the most striking of these is that teachers thought that students had no interest in reading. Similarly, Cote and Milliner (2014) explored that students' perceptions of ER and reading were not entirely favorable, and they appeared unsure of the advantages of ER. The current study's participants asserted that regardless of whether they use ICT tools or not, students are unable to read in either their native language or a foreign language. This is a worrisome finding because reading has long been recognized as a valuable activity. It is especially concerning for young people who will play significant roles in society in the future. This outcome also supports

the research's major issue. The decline in society's reading amount is a significant issue. Integrating ER and ICT tools into foreign language education was thought as one of the solutions to increase reading amount. In fact, previous studies found that learners have positive perceptions and attitudes toward ER with ICT tools (Cote & Milliner, 2015; Guo, 2012; Howarth & Bollen, 2019; Lin, 2014; Ni'mah & Umamah, 2020; Sun, 2003; Wang & Ho, 2019). However, considering this study's result, students' lack of interest in reading emerged as a problem for teachers, even in ER practice with ICT tools. In the research, the views of teachers who have never practiced ER with ICT tools, who do not have enough knowledge about ICT tools, and who do not have the opportunity to use ICT tools, also supported the students' lack of interest in reading. In support of this result of the study, Odabaş et al. (2008) found that a significant portion of university students has low reading habits. In addition, it was found that almost half of the students spend most of their time using computers, listening to music, and watching television. The time devoted to reading is less than the time allocated to these activities. According to Takase (2007), one of the main concerns is the lack of reading desire among readers. In the interviews, one of the participants stated that there is a difference between low and high-level students in terms of reading desire, and low-level students have more desire to read. This result also corroborates the findings of Chang and Renandya (2017), who pointed to students' unwillingness and apathy as student-related problems. Renandya et al. (2021) stated that many teachers claim that their students are uninterested in reading. Moreover, they added that ER requires constant motivation, but students do not have it, and that teachers should motivate students and be good role models. Apart from constant motivation, it was emphasized by the participants of this study that reading is an activity that requires attention, but the attention span of the young people of this period is quite limited. The teachers in the study also pointed to the students' reluctance, low motivation, and inability to receive positive feedback from the students about the practice and, on the contrary, withdrawing themselves as a problem. The current study's findings also revealed that teachers thought that independent reading was difficult for students. Some studies showed that students' unfamiliarity with independent reading as one of the problems experienced in ER practice (Chang & Renandya, 2017). Students may have difficulties in independent reading, as they generally do curriculum-based readings. In this regard, although the internal motivation of students is important, teachers' and institutions' assistance and support are equally significant.

Another issue highlighted was teachers' low motivation and unwillingness. In the learning and teaching process, factors such as teachers' opinions, attitudes, practices, perceptions, and awareness play a significant role. The same applies to the integration of ICT into any educational activity (Chen, 2008; Finger & Houguet, 2009). The present study revealed that teachers' willingness and motivation are actually influenced by students. Because, as long as the students showed reluctance in practice, they stated that they could progress to a certain extent even if they were willing. However, one of the teachers argued that it is not right to put all the blame on the students and that the teacher has a significant role in coping with the problems that arise. Other than that, it was suggested that one of the reasons for teachers' reluctance and low motivation to practice ER with ICT tools may be the generation gap. Teachers stated that young teachers are more willing and active in the use of ICT tools. This may be because many of the young teachers grew up with cell phones and computers. They stated that older teachers sometimes show resistance in this regard. This finding broadly concurs with previous research associating the generation gap and teacher reluctance (Gikas & Grant, 2013). Getting out of their existing comfort zone can be difficult for some teachers who adhere to traditional methods. Nevertheless, it would not be the right approach to make this judgment on all older teachers. Senior teachers may also be following developments in technology closely and may be enthusiastic about integrating these innovations into their teaching lives. This result seems to be consistent with other research which found that older teachers felt more nervous and less supportive about technology integration (O'bannon & Thomas, 2014). On the other side, some studies in the literature have shown the opposite of this claim, namely that older teachers use technology more than younger ones (Lau & Sim, 2008). In future studies, it may be useful to examine the generation gap in terms of teachers' views and practices regarding ER with ICT tools.

It is a well-known fact that today's students are very intertwined with technology, and the teachers who participated in the current study also underlined this fact. Actively using technology can be advantageous in a variety of ways. Teachers, however, pointed out the negative aspects of this situation within the scope of the research. Teachers stated that students use social media platforms and online communication channels very actively. They underlined that this caused students to show resistance to ER practice with ICT tools. To be more precise, it turned out that teachers think that the fact that students interact with online platforms frequently causes them not to see mobile phones as a

learning tool in particular. This finding accords with that of Cote and Milliner (2014) who found that students used their mobile phones actively in their daily lives but not for reading e-books. This result is also consistent with Bezircilioğlu's (2016) findings which demonstrated that most students use mobile devices for social purposes rather than to develop their language. This result further supports the idea that students may think that their personal space is being interfered with by using technological tools for educational purposes (Shudong & Higgins, 2005; Smith & Wang, 2013). This idea may cause students to show reluctance to use technological tools such as mobile phones in an academic context (Stockwell, 2008). Khan et al. (2018) pointed out that students do not use their mobile phones for academic purposes as one of the major obstacles to MALL integration. This finding is contrary to previous studies which have suggested that students can use social networking sites to share information (Chartrand, 2016) because the students seem far from this idea. One of the teachers specifically mentioned how social media and the capitalist world have an effect on students' ER practices. The teacher asserted that with the increasing role of social media in people's lives, young people use these platforms only to gain followers and fame. For this reason, it was stated that students do not see technology and the Internet as a tool for education. It was suggested that ER practice with ICT tools also poses a problem in terms of practice and students' intrinsic motivation since it does not serve these purposes of the students.

The findings indicated that students' lack of self-awareness, reading proficiency, and information access knowledge is another problem. One of the teachers described it as a problem that students constantly expect guidance from the teacher about what to read. She stated that the students could not define their own interests, so they had problems with their OER practices. It may be wrong to blame students entirely here because it is unrealistic to expect students who are not educated in a student-centered learning environment to focus entirely on their own interests and seamlessly select appropriate online reading materials. In order for this to happen, curriculum designers, school administrators, and teachers need to adopt a more constructivist approach. It was stated in previous studies that constructivist thinking is an effective factor in teachers' use of ICT (Chen, 2008). The constructivist approach can be beneficial for OER as it takes into account the students' goals and expectations and supports the autonomous learning process (Rüschhoff & Ritter, 2001). Besides, some studies suggested that utilizing technology to assist ER may boost students' self-awareness (Huang & Liou, 2007). The

insufficient reading skills of students are yet another issue in OER practice. One of the benefits of ICT tools is that they give easy access to both reading materials and a dictionary at the same time. Unfortunately, students may use this feature in an unhelpful and sometimes harmful way because they are not proficient in reading. For instance, while reading an article, the student can look up the meaning of each unfamiliar word by using easy dictionary access, which will impair reading comprehension. This finding is consistent with Büyükyazı (2007) who stated that because access is easier, students who read with the Internet use more dictionaries, which can divide fluent reading. Another problem that was emphasized is that although the students are digital natives, they are insufficient in using ICT. Students who are proficient in social media and communication channels seem to be weak in using ICT tools academically. Their ignorance in accessing information was cited as an example of this.

The findings indicated that the majority of teachers found it challenging to make students read the materials that will not be evaluated. This result is in conflict with the core purpose of the ER because the main purpose of ER is not grading, but to ensure that students do a lot of reading with pleasure according to their interests. There is no post-reading evaluation among the ER principles put forward by Day and Bamford (2002). Teachers may have expressed this view because students depend on education that is focused on grades and exams. Relatedly, in Hismanoglu's (2012) study, it was found that teachers attributed their negative views on ICT integration to the education that is test-driven and only study for what is to be assessed. Moreover, in Finger and Houguet's (2009) study, it was revealed that one of the implementation barriers of ICT was student assessment. In the same vein, Irgatoğlu (2021) emphasized exam pressure among the factors that hinder the use of ICT. This situation has been exemplified and explained in some studies in the literature. For example, Robb (2002) stated that students read in order to complete a course obligation rather than for personal enjoyment. Connectedly, one of the participants of the present study stated that the students' external motivation was low because they would not receive any grades after ER practice with ICT tools. Renandya et al. (2021) stated that the requirements of traditional education conflict with ER because in traditional education the learning outcomes are assessed by teachers. They also stated that teachers may feel inadequate in ER practices in this respect. Perhaps the teachers who took part in the current study also felt this way. Moreover, addressing this problem, they suggested that ER could be integrated into textbooks. A similar problem was posed

for CALL. The declining involvement of the teacher in the educational process was considered as a drawback of CALL integration (Dina & Ciornei, 2013). There are different opinions about whether any assessment should be made after reading in ER practice. Here, some practices can be made for the process of accustoming students to not being evaluated based on the material read. For example, Sun (2020) claimed that keeping a journal can motivate students to do ER and support the student-teacher relationship.

The results showed that teachers found it difficult to keep track of whether students were actually reading. Teachers may think this way because ER practice with ICT tools generally is done outside of the classroom. It seems easier to control student activities in the classroom. However, since ER is reading for pleasure, it may not be necessary to follow the process strictly because students are already doing the curricular reading. This finding is consistent with that of Chang and Renandya (2017) who reported that keeping track of how many and what kinds of books the students read was the key problem. Relatedly, Renandya et al. (2021) stated that teachers had problems with the principle of "Reading is its own reward" presented by Day and Bamford (2002, p. 138) because it could be a problem to check whether students actually read and learn. However, with the innovative teaching methods that ICT provides, teachers can have the chance to monitor students (Roblyer & Edwards, 2000). Some e-learning platforms (e.g. Moodle, Mreader) provide teachers with features such as evaluation, content control, as well as the ability to monitor students (Costa et al., 2012). At this point, the advantage of doing ER with ICT tools emerges because with many useful features they provide, ICT tools increase the chance of teachers to monitor students' ER practices. On the other side, despite being a minority, some teachers reported that it was difficult to assess what students actually learned from reading. This result reflects those of Shudong and Higgins (2005) who asserted that the absence of time and place limits could make it difficult to pursue the learning outcomes.

The results showed that one of the problems faced by teachers in implementing ER practice with ICT tools is the strict curriculum and/or its absence from the curriculum. Some teachers in the study, both in their responses to the questionnaire and in the semi-structured interviews, stated that the curriculum was strict, so it was difficult to devote time to ER practice with ICT tools, but there were links in the curriculum that led students to different reading materials. This finding is consistent with that of Renandya et al. (2021) who stated that although teachers value reading and ER, they think that ER

implementation will take time due to curriculum density and time constraints. Moreover, in previous studies, it was stated that the necessary gap was not created in the curriculum for ICT integration (Chen et al., 2012; Ekberg & Gao, 2018; Finger & Houguet, 2009; Yildirim, 2007). This study confirms that the integration of ICT into language education is associated with insufficient time (Chen et al., 2012; Finger & Houguet, 2009; Gilakjani et al., 2015; Mumtaz, 2000; Vrasidas et al., 2010). The aforementioned finding is consistent with that of Park and Son (2009) who indicated that teachers' computer use is negatively affected by external factors such as lack of time and strict curriculum. Likewise, Hismanoglu (2010) cited the inability of teachers to integrate technology into the curriculum sufficiently and the lack of time among the factors that hinder effective use. On the other hand, it was suggested that students' inadequate exposure to educational activities based on time constraints could be prevented by the use of mobile devices (Bezircilioğlu, 2016). In this respect, this issue is still controversial.

Because ER requires reading lots of materials, the possibility that teachers and students may face financial difficulties should be considered. Reading materials can be presented to students in different ways, as a large number of materials are required for ER. A library can be set up at school with printed materials, but this requires financial adequacy. Previous studies pointed out that digital libraries can be used because they are less costly and access is widespread (Harmer, 2001; Jacobs, 2014; Renandya et al., 2021). It has been claimed that ER is no longer an expensive practice due to the development of computer and mobile technologies (Dao, 2014; Yılmaz, 2014). Moreover, Lai and Kritsonis (2006) asserted that CALL would be cheaper than traditional education. On the other hand, due to the cost of mobile devices (Thomas et al., 2013), it has been noted in previous studies that some students and teachers may avoid using them frequently (Stockwell, 2008). Similarly, it was suggested in some studies that the cost dimension is a factor that reduces motivation in teachers' use of ICT (Silviyanti & Yusuf, 2015). In the quantitative results related to the financial dimensions of ER practice with ICT tools, it was seen that some of the teachers were undecided on the opinion that this practice would not force teachers and students financially, while more than half of the teachers had a positive opinion. Looking at the qualitative data, it was discovered that teachers observed that some students had difficulties in accessing technological tools, despite being in the age of technology. Since the institution they work at is a state university, teachers claimed that the majority of students come from middle-income families, and some even from

low-income families. It was stated that students who do not have access to technological tools could not even participate in compulsory activities, so they might have difficulties in ER practice with ICT tools. In addition to access to technological tools, the participants mentioned that websites and applications that require payment can also be an obstacle. Similarly, teachers in Bozorgian's (2018) study stated that there was no access to the main academic websites. Teachers argued that this problem could reduce students' motivation. However, websites and applications that require paid access seem to be a smaller problem than technological tool access, because teachers stated that free access to websites that require paid access is possible thanks to the school's facilities.

5.3. Teachers' Practices for Using ICT Tools to Support ER

Within the scope of the research, it was examined whether teachers supported ER practice by using ICT tools, and if so, how often they did it. The results revealed that the majority of the participants supported students' ER practices with ICT tools with different frequencies. Along with the teachers' frequency of practice, how many years they have been practicing was also examined. There was not much difference between the groups in terms of the implementation year. From a general perspective, teachers who have been practicing for 5-6 years seem to be dominant among the groups. In a way, this may be related to the growth of technology in human life in recent years.

Within the scope of the teachers' practices, it was investigated which method(s) they suggested when they asked their students to do ER using ICT tools. The method most recommended by the teachers turned out to be reading a wide range of graded readers. At this point, teachers' practices matched their views mentioned in the previous section. This finding is crucial because the practice that stays at the point of thinking, no matter how useful, would not be beneficial. Therefore, teachers should integrate the practices they find useful into education to see their benefits or harms. In fact, this finding confirms the aforementioned fact that teachers' views affect their practices. If teachers did not find reading a wide range of graded readers helpful, they would not be integrating it into their practice.

It was also aimed to examine in depth how teachers support ER practice with ICT tools. That is, teachers were questioned in terms of the materials, websites, and applications they used. In this context, it was discovered that teachers had different practices. Participants noted that there were links in the curriculum that direct students to

different reading resources. While some teachers found these links sufficient, others stated that they made extra support attempts. Teachers' lack of knowledge and experience in ER practice with ICT tools, as well as the strictness of the curriculum and their inability to find time for extracurricular activities, may be the reasons why they felt the links in the curriculum were sufficient. On the other side, it was discovered that teachers who were not content with the links in the curriculum directed students to various websites (e.g. News in Levels). Relatedly, Day (2013) underlined that news sites with easy English such as *New York Times* and *BBC* can be used for ER. In addition, it was found that some teachers share various ER materials like articles and books with students using online platforms (e.g. Edmodo, Google Classroom, WhatsApp). Similarly, it was discovered that teachers in Bozorgian's (2018) study used MALL to share materials and information with students outside the classroom. This finding actually confirmed studies indicating that OER (Sun, 2003), MALL (Gikas & Grant, 2013; Khan et al., 2018; Levy & Kennedy, 2005), and CALL (Lee, 2000) increase interaction. Online platforms allow for greater interaction between teachers and students, particularly outside of the classroom, as well as greater interaction amongst students based on information sharing and cooperation. In ER practice, teacher assistance is crucial. Day and Bamford (2002) mentioned the importance of teacher guidance and suggesting or providing appropriate materials to students in promoting reading. Besides, teacher practice was found to have an impact on students' motivation and reading rate in earlier studies (Ro, 2016). Therefore, until students practice OER in a largely autonomous profile, it is significant to direct them to their areas of interest and to direct them to the materials taking into account their foreign language levels.

Another purpose was to explore whether teachers were informing students about ER practice with ICT tools. Students are familiar with ICT tools because of their age, but it is important to inform them about how to support their ER practice with these tools. Besides, it should also be taken into account whether students know what ER is. It was considered important for teachers to inform students about ER and its benefits (Cote & Milliner, 2014; Day, 2013; Harmer, 2001; Zhou & Day, 2021). In the same vein, it was stated by some studies that teacher observation and support are also important for the success of ER practice (Sun, 2020). The results revealed that some teachers provided information, while others did not see it as necessary. It was discovered that teachers did not see the need for students to be informed about ICT tools as they were born and raised

in the age of technology. On the other hand, it turned out that some of the teachers found reading very valuable and even encountered many benefits of reading while they were learning a foreign language, and therefore they informed students about the importance of reading. Regarding ER, teachers stated that most of the students did not know what ER was, while some teachers stated that they informed their students about ER and its benefits. To give an example, one of the teachers stated that a library was established at the beginning of the year, and in this way, he introduced ER to students with printed graded readers. He also underlined that students have the chance to access materials in the digital environment, as there are applications that include the readers.

Within the scope of teacher practices, it was investigated whether teachers received students' opinions about the practice. Although it is important to guide students, it is also crucial to get their opinions on educational practices. Teachers can be guides and facilitators, but in some cases, the practices can become better with feedback from the students. In addition, learning the approach of the students, whether they find the practice useful or not, and being in contact with them constantly can create positive effects. Zhou and Day (2021) asserted that when teachers get student opinions, they are more willing to support the practice and it is significant to receive continuous student feedback. Some of the teachers stated that they received feedback from students about ER practice with ICT tools. In general, it was determined that these feedbacks were received verbally, but also in written form via an online platform. One of the teachers stated that he got the opinions of the students through an online platform (Socrative) with the help of mobile phones with a few questions. This confirms Chartrand's (2016) statement that mobile phones are useful for surveys. While there were teachers who received negative feedback from students, there were also others who received positive feedback. The fact that there was no obligation in practice and some students preferred printed materials to digital materials were among the factors that caused negative feedback. Among the factors that caused positive feedback were the students' ability to access different websites, especially in public transport, and practice ER, in other words, to experience flexible reading. Other reasons for positive feedback were stated as students' thinking that ER practice with ICT tools had a positive effect on their exams, vocabulary learning, and foreign language proficiency.

The results revealed that 20 of the 86 EPS teachers who participated in the present inquiry did not support ER practice with ICT tools. Teachers, of course, may have

different reasons for this circumstance. One of the prominent and important reasons is that teachers do not have knowledge about ICT tools, while another reason is that teachers did not have the opportunity to use ICT tools. Similar to this result of the study, some studies showed that teachers' mobile learning knowledge and perception were low (Khan et al., 2018; Serin, 2012; Thomas et al., 2013; Thomas & O'Bannon, 2013). Likewise, some studies revealed that teachers do not frequently follow technological advancements, have insufficient opportunities to use ICT, and feel inadequate to use ICT (Alkan & Durmuş, 2013; Hismanoglu, 2012). At this point, it can be mentioned that internal factors come into play because Park and Son (2009) stated that teachers' insufficient computer knowledge and skills affect their use. Teachers' inexperience (Hismanoglu, 2010), insufficient expertise (Ateş Çobanoğlu & Yücel, 2017; Lee, 2000), and lack of professional development (Finger & Houguet, 2009) may be factors that prevent the effective use of technology. In addition, low ICT awareness among teachers might be another factor (Akcaoglu, 2008; Mirzajani et al., 2016). Teachers' awareness needs to be raised in terms of the benefits of technology integration into language teaching because if they are not aware of the benefits, their motivation will also be low (Ekberg & Gao, 2018; Saeed, 2015; Şad & Göktaş, 2014). Even if teachers have positive views, they may have problems understanding and using ICT (Aydin, 2013; Lozano & Izquierdo, 2019). Previous studies suggested that insufficient knowledge about technology use also leads to teacher reluctance (Gikas & Grant, 2013). In order to remove this situation from being a problem, necessary technical and pedagogical support should be given by school authorities to support teachers' use of technology, to increase their awareness and motivation (Ekberg & Gao, 2018; Kale & Goh, 2014; Saeed, 2015; Rabah, 2015). The incentive to teachers is critical, as previous studies also identified a lack of incentives as one of the major barriers to the use of ICT (Irgatoğlu, 2021; Yildirim, 2007). An example of this support is the training of teachers on the use of technology in education (Khodabandelou et al., 2016). In the literature, it was mentioned as an important problem that teachers do not receive adequate training on the use of ICT (Basak & Govender, 2015; Chen, 2008; Ekberg & Gao, 2018; Gilakjani et al., 2015; Gunter, 2001; Hedayati & Marandi, 2014; Khodabandelou et al., 2016; Rabah, 2015; Saeed, 2015; Schrum, 1999; Yildirim, 2007). Supportedly, although not all teachers, it was observed in some studies that a group worthy of attention did not receive adequate training in the use of technology in education (Aydin, 2013; Karakaya, 2010). In some studies, some additional harms of

lack of training other than the implementation issue were mentioned. It was claimed that a lack of teacher training contributes to a lack of digital literacy, not being comfortable or familiar with technology, and a lack of understanding of the advantages of using technology (Hedayati & Marandi, 2014). Moreover, some studies reported that teachers found it valuable to receive ICT training in order to increase self-efficacy and overcome anxiety in the use of ICT (Hismanoglu, 2012). According to Merç (2015), although schools are equipped with technological equipment, without enough knowledge of the various facets of ICT, CALL, and MALL, teachers may not be competent in the integration of technology into education. In previous studies, teachers' lack of self-confidence was seen as a major problem for technology integration (Basak & Govender, 2015; Ekberg & Gao, 2018; Finger & Houguet, 2009; Laabidi & Laabidi, 2016; Lin et al., 2014; Saeed, 2015; Wikan & Molster, 2011). For successful ICT integration, it is critical to boost teachers' self-confidence and ICT skills (bin Noordan & Yunus, 2022). Therefore, to ensure that teachers are able to employ modern technology in a successful and motivated way within the context of their pedagogical practices, necessary initiatives should be taken in terms of teacher training (Alkan & Durmuş, 2013; Lozano & Izquierdo, 2019; Saeed, 2015; Silviyanti & Yusuf, 2015; Thomas et al., 2014; Tuzcuoğlu, 2000). In addition, ICT was found to be helpful in teacher training (Bhattacharjee & Deb, 2016). Likewise, the teachers in Alshehri's (2018) study thought that CALL pushes them to increase their familiarity and proficiency with the Internet and computers. If teachers receive the necessary training, their perspectives and approaches can change positively, they may be more receptive to innovations, and they may use ICT more successfully in their lessons (Chen, 2008).

One reason why teachers do not support ER practice using ICT tools may be teacher resistance. One of the teachers who did not support the practice with ICT tools stated that it makes more sense to direct students to the reading room. From this, it can be inferred that some teachers show resistance. Not only in terms of ICT tools but also teachers who resisted ER practice were mentioned in the literature. Among the reasons for this were the lack of adequate ER training and teachers' weariness due to the workload (Green, 2005). However, the main problem in this study is not resistance to the ER. In accordance with the present result, previous studies suggested that teachers could resist ICT (Basak & Govender, 2015; Orlando, 2013) and CALL (Yaman & Ekmekçi, 2016). Bozorgian (2018) stated that it is necessary to adopt advances in technology, rather than just

traditional methods. Teachers may value ER and support it in traditional ways, but it can be useful to take into account the needs of the epoch.

Conclusively, this study sought to discover the views, practices, and challenges that EPS teachers face with regard to ER practice using ICT tools at a Turkish state university. Teachers generally had positive views and it was evident that both positive and negative factors had an impact on their views and practices. Consequently, the present study paved the way to explore EPS teachers' views and practices regarding ER with ICT tools and provide a comprehensive framework on this subject.



6. CONCLUSION

6.1. Summary of the Study

The purpose of the study was to investigate how EPS teachers use ICT tools for ER, their views on it, and the obstacles that impede them from using ICT tools in ER practices. 86 EPS teachers participated in the study. To find the answers to the research questions, a mixed methods research design was adopted. Quantitative and qualitative data findings were combined to provide comprehensive answers to research questions.

The first research question of this study was to explore the views of EPS teachers on the implementation of ER with ICT tools. In this context, teachers' general views of ER practice with ICT tools were examined. It was found that teachers generally had a positive view of ER practice with ICT tools. There were different reasons behind their positive views. According to teachers' views, the reasons are as follows:

1. ER via ICT tools contributes to general language proficiency and especially reading skills.
2. ER via ICT tools can be fun for students and it can attract their attention.
3. ICT tools have the potential to supply endless authentic materials more affordably.
4. Digital storage tools provide students with the opportunity to store many materials that they access and want to keep for reading later.
5. ER via ICT tools offers a flexible reading experience. This benefit is associated mostly with the opportunity to read anywhere and at any time, brought by the portability of ICT tools.
6. ER via ICT tools can be interesting for students and increase their motivation.
7. ER via ICT tools can make students autonomous by enabling them to choose the materials they want to read according to their interests and to read at any time and for the length they want, and by providing a student-centered environment.
8. ER via ICT tools can be as beneficial as traditional methods.
9. ER via ICT tools can be beneficial in terms of reading skills for joint exams.

Teachers reported some disadvantages of ER practice with ICT tools. While it was stated that some of these disadvantages were preventable, it was noted that some teachers

thought that these were not problems that could not be solved. The disadvantages are as follows:

1. Teachers argued that ER practice with ICT tools could be physically and mentally harmful. Physically, effects such as eye strain and exposure to radiation came to the fore. Mentally, the detrimental impact on thinking capacity became evident.
2. Distraction was stated as another disadvantage because it was argued that reading is an activity that requires regular attention, and students might be disconnected from practice, especially due to incoming notifications.
3. It was claimed that having a poor or no Internet connection could decrease students' motivation to read.
4. It was suggested that students might encounter dangers such as cyber-attacks and violation of privacy while accessing reading materials on the Internet.

Since the ICT tools determined within the scope of the research were mobile phones and computers, which ICT tool some teachers preferred for ER practice was examined together with the reasons. Considering that more detailed information would be collected during the interviews, only the opinions of the interviewees were taken in this context. It was found that seven of the interviewees preferred the mobile phone mainly in terms of accessibility and portability. While the screen size was also the subject of discussion, it was underlined that the new generation students might not have difficulty reading from small screens. One of the interviewees preferred the computer for its practicality, ease of use, and more suitable for long readings. Since the tool would be used for ER practice, it was emphasized that reading small texts for a long time can be distracting and tiring. Interestingly, one of the interviewees preferred the tablet for ER practice. The tablet was not within the scope of the research, but the teacher's views on this subject are valuable. The reasons for choosing the tablet included being more portable than a computer, practicality, having a larger screen than a mobile phone, long charging time, and ease of use of the screen.

As the most common materials for ER in the literature are seen as graded readers, it was considered important to explore which of the different methods teachers prefer to practice ER via ICT tools. The results revealed that teachers thought that beginner or low-level language learners would most benefit from reading multiple graded readers,

regardless of author, genre, or title. This was followed by reading graded readers of the same genre, reading different levels of graded readers with the same title, and reading graded readers written by the same author. These opinions of the teachers were based on their inexperience in ER practice with graded readers with the same title, author, and genre, and the possibility of not making progress in this regard. Also, it may be more difficult for teachers to direct students to the specific methods mentioned.

The current study also aimed to find out the challenges that teachers encounter regarding ER via ICT tools. It was discovered that teachers faced some difficulties in ER practice with ICT tools. The challenges are as follows:

1. Students' lack of reading in their native language and foreign languages.
2. Students' difficulty in independent reading because they are used to curriculum-based reading.
3. Students' resistance to ER via ICT tools as they do not use ICT tools for academic purposes.
4. Students' low self-awareness. They are weak in discovering their own areas of interest and constantly expect guidance from the teacher.
5. Students' inadequate reading skills.
6. Students' inability to access information.
7. The difficulty of getting students to read materials that would not be assessed as they are accustomed to the exam-based education system and they are unfamiliar with independent reading.
8. The difficulty of monitoring whether students actually read.
9. The difficulty of deciding what is actually learned from reading as there is no obligation to make any post-practice assessments.
10. Teachers' reluctance and low motivation caused by student reluctance, generation gap, and strict adherence to traditional methods.
11. Strict curricula and lack of time.
12. Financial problems in accessing the ICT tools and paid applications and websites.

The second research question of this study was to discover the practices of EPS teachers in the implementation of ER via ICT tools. It was found that 66 teachers participating in the study supported ER practice with ICT tools, while 20 teachers did not. Relatedly, the practices of teachers were analyzed by year. Although there were no major

differences between the groups with different practice durations, it was discovered that the majority of them directed their students to ER practice with ICT tools for 5-6 years.

As for how teachers use graded readers in ER practice with ICT tools, it was discovered that the vast majority of them recommend their students to practice with multiple graded readers. The same finding was found in the section where teachers' views were included, so teachers' views and practices matched. Besides the graded reader issue, other materials, websites, and applications that teachers use for ER practice with ICT tools were examined. It was discovered that some teachers supplied additional material to the students in addition to the teachers who claimed there were links in the school curriculum. Some teachers were found to direct students to various websites and apps to do ER based on their interests. It was discovered that some teachers also shared different ER materials with students through online platforms. At this juncture, the importance of teacher guidance and the fact that online platforms increase teacher-student interaction were supported.

It was also investigated whether teachers inform students about ER practice with ICT tools. It was an outstanding finding that some teachers stated that students did not know what ER was, while students were thought to have sufficient knowledge of ICT tools. Some teachers were found to instill the importance of reading and ER in students, while others did not. Relatedly, it was questioned whether teachers received student opinions about ER practice with ICT tools after or during the informing and implementation phase. As important as guiding students is for the teacher in education, it is equally valuable to get feedback from students in order to create a student-centered environment based on the constructivist approach. It was determined that some, but not all, teachers received student feedback in oral and written forms on online platforms. Within the scope of the feedback received, it was found that some teachers received negative feedback and some received positive feedback. It turned out that the positive feedback was affected by the flexible reading experience and positive developments in students' foreign language proficiency and exams. On the other hand, it was revealed that some students preferred printed materials and that the practice was not compulsory was effective in negative feedback.

Within the scope of the research, the reasons of the teachers who did not support ER practices with ICT tools were examined. Differing from the difficulties mentioned by teachers who supported ER practice with ICT tools, two important factors emerged

among the reasons why teachers did not support ER practice with ICT tools. One of them was found to be teachers' lack of knowledge about ICT tools. The other was that teachers did not have the opportunity to use ICT tools. It is a significant issue that teachers lack understanding of and expertise with ICT tools in today's world where technology plays a significant role in human life. Therefore, this finding is one of the prominent and controversial findings of the present study. Apart from these, teacher resistance also emerged as a factor. Resistance was observed for ICT tools, not for ER. Teachers may support ER, but the current study discovered that some teachers found it more meaningful to practice ER with printed materials rather than ICT tools.

6.2. Implications

The findings of the present research may be helpful in formulating pedagogical suggestions for the teaching of foreign languages. Furthermore, this study may help to draw some implications for stakeholders. Considering the significant impact of technology in every aspect of life, teachers should integrate ICT tools into their foreign language lessons. As it is known, a successful practice is greatly influenced by the views of the teachers. Therefore, exploring teachers' views is extremely important. The finding that teachers have positive views about ER via ICT tools is quite valuable. Considering the benefits of ICT tools such as being interesting and entertaining, providing many authentic materials, providing material storage, being portable, and providing a flexible reading experience, it is critical to ensure the continuation of teachers' positive views. Actions should be taken by public authorities, institutes, and administrators as there will be a regression in practice at the point where positive views are not supported and fed.

EPS teachers' view that ER via ICT tools contributes to the development of students' general language proficiency and reading skills should be taken into account. It would be valuable for curriculum developers and authorities to consider teachers' positive views in this regard. For the development of foreign language skills, especially reading, which has been seen as one of the most important skills since earlier times, ER via ICT tools can be integrated into curricula, or activities supporting this practice can be included in the textbooks used. Apart from these, it is noteworthy that EPS teachers support ER practice with ICT tools, as they think that it will be useful in joint exams. Therefore, the aforementioned curriculum and textbook regulations again draw attention.

Student motivation in the teaching and learning process is significant because no matter what practice or method is used, if student motivation is low, it is possible to encounter negative situations in education. In this context, it is significant that teachers think that ER via ICT tools is interesting and has a good impact on students' motivation. It may be useful to consider this issue in future actions and to examine it in future studies.

Education usually continues in a formal way in the classroom. However, even in the past, it was predicted that future developments would change the educational environment. Accordingly, education has the potential to continue outside the classroom. Today, these assumptions have been confirmed, especially by means of technological developments. ER via ICT tools allows education to continue outside the classroom. The fact that the teachers in this study thought that ER via ICT tools could be as beneficial as traditional methods may be a sign of possible reforms in education. An example of a traditional reading method is the implementation of ER in the classroom with printed materials (e.g. graded readers) available in the school library. ER via ICT tools goes beyond traditional methods as it provides reading practice with digital materials outside the classroom.

By looking at the history of foreign language teaching, it can be observed that there has been a transition from teacher-centered approaches to student-centered approaches over time. In this respect, it is crucial to raise autonomous students who actively participate in the learning process, and recognize themselves and their needs. ER practice with ICT tools allows to do this and has been accepted by EPS teachers in terms of making students autonomous. In the actions to be taken in the future, it can be examined whether students really become autonomous with this practice.

Although it was found that most of the teachers have positive views on ER with ICT tools and included it in their educational practices, some teachers were found to have insufficient or no practice. The lack of adequate ICT expertise and the lack of opportunity to use ICT tools were two significant factors. In times when technology is so intertwined with life, it is a problem that teachers lag behind in educational activities carried out with ICT tools. It is important to provide technological tools that teachers can benefit from, to provide necessary encouragement, to increase teachers' awareness, self-confidence, and motivation, and to train them on how to integrate these tools into education. In this way, the number of teachers who have negative views and do not support ER practice with ICT tools can be minimized. In this regard, teacher resistance also emerged as a factor for not

practicing. It will be useful to ensure that teachers perceive that ER practice can also be carried out with ICT tools. Moreover, it will be helpful to ensure that teachers are open to innovative approaches.

While investigating teacher practices, it was suggested by some teachers that students do not know what ER was. This is a significant problem. The main issue that creates the problem is that some teachers teach the value of reading and ER to their students, while others do not need it. Students are expected to be autonomous, but they may not be able to master every subject on their own. For this reason, it will be useful for teachers to inform students about reading, ER, and ER via ICT tools. Furthermore, teachers should value and take into account students' views and needs about ER practice with ICT tools.

Since one of the biggest reasons preventing ER practice with ICT tools in the research is that students are not interested in reading, some arrangements and improvements should be made for this problem. For this reason, it is important for teachers to show students that they value reading and that they read regularly because teachers are role models for students. Reading is often considered a difficult activity by students. Therefore, teaching reading strategies to students can also lead to an increase in reading amount. Being in constant interaction with students, guiding them to their own interests, and suggesting materials they might like to read can be another useful action.

Some actions should be taken so that students' being overly intertwined with social media and communication platforms does not negatively affect ER practice with ICT tools. Because it has been discovered that this situation causes students not to use ICT tools for educational purposes. For this, students can be advised to change the populace they follow on social media or to follow people and pages that can contribute to their educational purposes.

It is inevitable for students who study in the exam-based education system to expect a reward such as a grade after ER practice with ICT tools because they are used to the reward and punishment system such as high grades or low grades after their actions. In order to prevent this, some reforms in education are needed. Students should be provided with educational activities not only for grades but also for their own development. This, of course, will be provided by both the teachers and the authorities.

Since teachers see financial issues as an obstacle in ER practice with ICT tools, certain arrangements can be made in this regard as well. Some aid can be provided by the

government so that students can access technological tools, but to what extent this can be achieved is a controversial issue. Apart from this, universities should provide facilities to allow students to access paid websites and applications. Teachers stated that many websites can be accessed free of charge with school facilities, but students need to be enlightened on this issue because it has been determined that they are weak in accessing information.

To sum up, the present study attempted to fill a gap in the literature by providing an understanding of the views, practices, and difficulties faced by EPS teachers regarding ER practice via ICT tools in Türkiye. In today's world where low reading amount is a big problem, it is vital to increase the reading amount of students who are the light of the future, to read in a foreign language both for their personal development and to enable them to open the door to the world. Using technology, which has become indispensable in people's lives, for this purpose can bring certain benefits. Since teachers are the primary people who teach students how to use technology effectively in the learning process, it is important to explore their views, practices, and the problems they face. EPS teachers participating in this study provided highly valuable insights into the use of ICT tools for ER practice, which have the potential to guide future actions in ELT. It is hoped that the findings and implications of the study will be useful and guiding for future studies and actions to be taken.

6.3. Limitations & Suggestions for Further Research

When carrying out a study, a researcher should be aware that each study has its own set of limitations. In this respect, a single study cannot shed all the light on a subject. The current study's limitations will be addressed in this section. This study has some significant limitations that could be considered in future studies.

The fact that this study's participants were limited to 86 Turkish EPS teachers working in a state university in Eskişehir, Türkiye, is one of its drawbacks. The questionnaire used in this study or similar can be applied to a larger sample of teachers in future studies. Furthermore, since participation in the semi-structured interviews was voluntary, only nine teachers participated in the interviews and based on this, it may be useful to involve more teachers in future studies.

Moreover, the study was carried out in only one institution. A larger sample size is required to generalize the findings of the study to the whole population. Nevertheless, the

results represent a circumstance at a basic level and can add to the body of literature. In future studies, to reach even more general results all EPS teachers in Türkiye can be included or the EPS teachers selected to represent the seven regions of the country can be included. Furthermore, the participants in the study were only EPS teachers. Therefore, future research can involve teachers who work at different educational levels.

In this study, ICT tools were determined as computers and mobile phones only, but the tablet was suggested by a teacher while investigating EPS teachers' ICT tool preference for ER. Therefore, this study can be replicated by including tablets. Moreover, in order to reach more general conclusions, it is necessary to investigate the preferences of a larger number of teachers in this respect.

In future studies, in addition to teachers' views, students' views on ER practice with ICT tools can be analysed. In a further step, the effects of ER practice with ICT tools on students' foreign language learning processes can be investigated. Even more specifically, its effects on reading skills, reading amount, autonomy, motivation, attitude etc. can be examined.

REFERENCES

- Acarturk, C. (2012). *The use of barcode technology in education: An evaluation within the framework of cognitive science* [Paper presentation]. Academic Computing Conference 2012, Usak, Turkey.
- Ahn, T. Y., & Lee, S. M. (2016). User experience of a mobile speaking application with automatic speech recognition for EFL learning. *British Journal of Educational Technology*, 47(4), 778-786. <https://doi.org/10.1111/bjet.12354>
- Akcaoglu, M. (2008). *Exploring technology integration approaches and practices of pre-service and in-service English language teachers*. Unpublished Master's Thesis. Ankara: Middle East Technical University, The Graduate School of Social Sciences.
- Albirini, A. (2006). Teachers' attitudes toward information and communication technologies: The case of Syrian EFL teachers. *Computers & Education*, 47(4), 373-398. <https://doi.org/10.1016/j.compedu.2004.10.013>
- Al-Kadi, A. (2018). A review of technology integration in ELT: From CALL to MALL. *Language Teaching and Educational Research (LATER)*, 1(1), 1-12.
- Alkamel, M. A. A., & Chouthaiwale, S. S. (2018). The use of ICT tools in English language teaching and learning: A literature review. *Veda's Journal of English Language and Literature (JOELL)*, 5(2), 29-33.
- Alkan, A., & Durmuş, Ö. (2013). İngilizce öğretmenlerinin derslerinde bilişim teknolojilerini kullanma durumlarına ilişkin görüşleri. *Eğitim ve Öğretim Araştırmaları Dergisi*, 2(1), 110-116.
- Al-Nafisah, K. I. (2015). The effectiveness of an extensive reading programme in developing Saudi EFL university students' reading comprehension. *Arab World English Journal*, 6(2), 98–109. <https://dx.doi.org/10.24093/awej/vol6no2.8>
- Alshehri, H. (2018). *Perspectives of middle-school EFL teachers regarding computer-assisted language learning (CALL) in Saudi Arabia* (Publication No. 10839318) [Doctoral dissertation, Saint Louis University]. ProQuest Dissertations & Theses Global. Retrieved from <https://www.proquest.com/dissertations-theses/perspectives-middle-school-efl-teachers-regarding/docview/2115219125/se-2>

- Altun, M. (2015). The integration of technology into foreign language teaching. *International Journal on New Trends in Education and Their Implications*, 6(1), 22-27.
- Anderson, N. (2003). Reading. In D. Nunan (Ed.), *Practical English language teaching* (pp. 67-86). Singapore: McGraw-Hill.
- Anshari, M., Almunawar, M. N., Shahrill, M., Wicaksono, D. K., & Huda, M. (2017). Smartphone usage in the classrooms: Learning aid or interference? *Education and Information Technology*, 22, 3063-3079. <https://doi.org/10.1007/s10639-017-9572-7>
- Armstrong, D., Gosling, A., Weinman, J., & Marteau, T. (1997). The place of inter-rater reliability in qualitative research: An empirical study. *Sociology*, 31(3), 597-606. <https://doi.org/10.1177/0038038597031003015>
- Arnold, N. (2009). Online extensive reading for advanced foreign language learners: An evaluation study. *Foreign Language Annals*, 42(2), 340-366. <https://doi.org/10.1111/j.1944-9720.2009.01024.x>
- Asraf, R. M. & Ahmad, I. S. (2003). Promoting English language development and the reading habit among students in rural schools through the guided extensive reading program. *Reading in a Foreign Language*, 15(2), 83-102.
- Ateek, M. (2021). Extensive reading in an EFL classroom: Impact and learners' perceptions. *Eurasian Journal of Applied Linguistics*, 7(1), 109-131. <http://dx.doi.org/10.32601/ejal.911195>
- Ateş Çobanoğlu, A. & Yücel, Z. E. (2017). İngilizce okutmanlarının teknoloji kullanımları ve eğitimde Bilgi ve İletişim Teknolojilerine yönelik tutumları. *Yükseköğretim ve Bilim Dergisi*, 7(3), 453-461.
- Aydin, S. (2013). Teachers' perceptions about the use of computers in EFL teaching and learning: The case of Turkey. *Computer Assisted Language Learning*, 26(3), 214-233. <https://doi.org/10.1080/09588221.2012.654495>
- Aydin, M., Çelikpala, M., Yeldan, E., Güvenç, M., Zaim, O. Z., Hawks, B. B., Sokullu, E. C., Yıldırım, K., Ayhan, B., Çoban, M. K., Kaya, S. (2021). *Quantitative research report: Turkey trends 2021*. İstanbul: Kadir Has University Turkey Studies Group, Akademetre and Global Academy.

- Aygül, S. Ö. (2019). *Pre-service EFL teachers' current practices and perceptions of mobile assisted language learning*. Unpublished Doctoral Dissertation. Ankara: Middle East Technical University, The Graduate School of Social Sciences.
- Azmi, N. (2017). The benefits of using ICT in the EFL classroom: From perceived utility to potential challenges. *Journal of Educational and Social Research*, 7(1), 111-118.
- Bal, S. (2019). *The integration of ICT tools into listening skill classes to improve listening comprehension of efl learners* (Publication No. 28733819) [Master's thesis, Uludağ University]. ProQuest Dissertations & Theses Global. Retrieved from <https://www.proquest.com/dissertations-theses/integration-ict-tools-into-listening-skill/docview/2559454377/se-2?accountid=7181>
- Basak, S. K., & Govender, D. W. (2015). Development of a conceptual framework regarding the factors inhibiting teachers successful adoption and implementation of ICT in teaching and learning. *International Business & Economics Research Journal (IBER)*, 14(3), 431-438. <https://doi.org/10.19030/iber.v14i3.9208>
- Beglar, D., Hunt, A., & Kite, Y. (2012). The effect of pleasure reading on Japanese university EFL learners' reading rates. *Language Learning*, 62(3), 665-703. <https://doi.org/10.1111/j.1467-9922.2011.00651.x>
- Bell, T. (2001). Extensive reading: Speed and comprehension. *The Reading Matrix*, 1(1), 1-13.
- Bergman, M. M. (2008). Introduction: Whither mixed methods? In M. M. Bergman (Ed.), *Advances in mixed methods research* (pp. 1–7). London: SAGE.
- Bezircilioğlu, S. (2016). Mobile assisted language learning. *Journal of Educational & Instructional Studies in the World*, 6(1), 9-13.
- Bhattacharjee, B., & Deb, K. (2016). Role of ICT in 21st century's teacher education. *International Journal of Education and Information Studies*, 6(1), 1-6.
- bin Noordan, M. N. H., & Yunus, M. M. (2022). The Integration of ICT in Improving Reading Comprehension Skills: A Systematic Literature Review. *Creative Education*, 13(6), 2051-2069. <https://doi.org/10.4236/ce.2022.136127>
- Boutorwick, T. J., Macalister, J., & Elgort, I. (2019). Two approaches to extensive reading and their effects on L2 vocabulary development. *Reading in a Foreign Language*, 31(2), 150-172.
- Bozorgian, H. (2018). Teachers' attitudes towards the use of MALL instruction in Iranian EFL context. *The International Journal of Humanities*, 25(3), 1-18.

- Brown, H. D. (2009). Why and how textbooks should encourage extensive reading. *ELT Journal*, 63(3), 238-245. <https://doi.org/10.1093/elt/ccn041>
- Bui, T. N., & Macalister, J. (2021). Online extensive reading in an EFL context: Investigating reading fluency and perceptions. *Reading in a Foreign Language*, 33(1), 1-29.
- Burston, J. (2014). The reality of MALL: Still on the fringes. *CALICO Journal*, 31(1), 103-125. <https://10.11139/cj.31.1.103-125>
- Büyükyazı, M. (2007). *The effects of web-based reading activities as extensive reading on the L2 reading motivation and language proficiency*. Unpublished Doctoral Dissertation. İzmir: Dokuz Eylül University, Institute of Educational Sciences.
- Cakir, İ. (2015). Opinions and attitudes of prospective teachers for the use of mobile phones in foreign language learning. *Contemporary Educational Technology*, 6(3), 239-255.
- Chang, A. C., & Renandya, W. A. (2017). Current practice of extensive reading in Asia: Teachers' perceptions. *The Reading Matrix: An International Online Journal*, 17(1), 40-58.
- Chartrand, R. (2016). Advantages and disadvantages of using mobile devices in a university language classroom. *Bulletin of the Institute of Foreign Language Education Kurume University*, 23(1), 1-13.
- Chen, Y. L. (2008). A mixed-method study of EFL teachers' Internet use in language instruction. *Teaching and Teacher Education*, 24(4), 1015-1028. <https://doi.org/10.1016/j.tate.2007.07.002>
- Chen, W., Tan, A., & Lim, C. (2012). Extrinsic and intrinsic barriers in the use of ICT in teaching: A comparative case study in Singapore. In *Proceedings of ASCILITE- Australian Society for Computers in Learning in Tertiary Education Annual Conference, Wellington* (pp. 191-196).
- Chen, C., Chen, S., Chen, S., & Wey, S. (2013). The effect of extensive reading via e-books on tertiary level EFL students' perceptions of reading aptitude, reading comprehension and vocabulary. *The Turkish Journal of Educational Technology*, 12(2), 303-312.
- Chen, C. M., Liu, H., & Huang, H. B. (2019). Effects of a mobile game-based English vocabulary learning app on learners' perceptions and learning performance: A case

- study of Taiwanese EFL learners. *ReCALL*, 31(2), 170-188.
<https://doi.org/10.1017/S0958344018000228>
- Cho, K. S., Ahn, K. O., & Krashen, S. (2005). The effects of narrow reading of authentic texts on interest and reading ability in English as a foreign language. *Reading Improvement*, 42(1), 58-65.
- Cho, K., & Krashen, S. (1994). Acquisition of vocabulary from the Sweet Valley Kids series: Adult ESL Acquisition. *Journal of Reading*, 37(8), 662-667.
- Corbeil, J. R., & Valdes-Corbeil, M. E. (2007). Are you ready for mobile learning? *EDUCAUSE Quarterly*, 30(2), 51-58.
- Costa, C., Alvelos, H., & Teixeira, L. (2012). The use of Moodle e-learning platform: a study in a Portuguese University. *Procedia Technology*, 5, 334-343.
<https://doi.org/10.1016/j.protcy.2012.09.037>
- Cote, T., & Milliner, B. (2014). Extensive reading on mobile devices: Is it a worthwhile strategy? *Proceedings of the 12th International Asia TEFL Conference and 23rd MELTA International Conference 2014*.
http://repository.unika.ac.id/16878/1/58119982142014G1_EkaMD%20Proceeding%2012th%20Asia%20TEFL.pdf (Date of access: 05.03.2023)
- Cote, T., & Milliner, B. (2015). Implementing and managing online extensive reading: Student performance and perceptions. *IALLT Journal of Language Learning Technologies*, 45(1), 70-90. <https://doi.org/10.17161/iallt.v45i1.8550>
- Creswell, J., & Plano Clark, V. L. (2007). Understanding mixed methods research. In J. Creswell (Ed.), *Designing and conducting mixed methods research* (pp. 1-19). Thousand Oaks, CA: Sage.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. USA: HarperPerennial.
- Çakıcı, D. (2016). The use of ICT in teaching English as a foreign language. *Participatory educational research*, 4(2), 73-77.
- Dao, T. N. (2014). Using internet resources for extensive reading in an EFL context. *Hawaii Pacific University TESOL Working Paper Series*, 12, 72-95.
- Day, R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2), 136-141.

- Day, R., & Bamford, J. (2004). *Extensive reading activities for teaching language*. United Kingdom: Cambridge University Press.
- Day, R. R. (2010). *The benefits of extensive reading (ER)*. https://www.academia.edu/4898971/The_Benefits_of_Extensive_Reading_ER
- Day, R. R. (2013). Creating a successful extensive reading program. *TESL Reporter*, 46, 10-20.
- Demouy, V., & Kukulska-Hulme, A. (2010). On the spot: Using mobile devices for listening and speaking practice on a French language programme. *Open Learning: The Journal of Open, Distance and e-Learning*, 25(3), 217-232. <https://doi.org/10.1080/02680513.2010.511955>
- Dina, A. T., & Ciornei, S. I. (2013). The advantages and disadvantages of computer assisted language learning and teaching for foreign languages. *Procedia-Social and Behavioral Sciences*, 76, 248-252. <https://doi.org/10.1016/j.sbspro.2013.04.107>
- Dinçer, E. (2014). *The effects of media and technology-enhanced vocabulary teaching in a foreign language classroom*. Unpublished Master's Thesis. Muğla: Muğla Sıtkı Koçman University, Institute of Educational Sciences.
- Domingo, M. G., & Garganté, A. B. (2016). Exploring the use of educational technology in primary education: Teachers' perception of mobile technology learning impacts and applications' use in the classroom. *Computers in Human Behavior*, 56, 21-28. <https://doi.org/10.1016/j.chb.2015.11.023>
- Durdu, L., & Özden, M. Y. (2019). Utilizing an online learning environment: Main strategies and enablers. *Bolu Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 19(3), 936-955. <https://doi.org/10.17240/aibuefd.2019.19.49440-533649>
- Ekberg, S., & Gao, S. (2018). Understanding challenges of using ICT in secondary schools in Sweden from teachers' perspective. *The International Journal of Information and Learning Technology*, 35(1), 43-55. <https://10.1108/IJILT-01-2017-0007>
- Elley, W. B. (1991). Acquiring literacy in a second language: The effect of book-based programs. *Language Learning*, 41(3), 375-411. <https://doi.org/10.1111/j.1467-1770.1991.tb00611.x>
- Ellis, R., & Shintani, N. (2014). *Exploring language pedagogy through second language acquisition research*. London: Routledge.

- Elola, I., & Oskoz, A. (2017). Writing with 21st century social tools in the L2 classroom: New literacies, genres, and writing practices. *Journal of Second Language Writing*, 36, 52-60. <https://10.1016/j.jslw.2017.04.002>
- Endris, A. A. (2018). Effects of extensive reading on EFL learners' reading comprehension and attitudes. *International Journal of Research in English Education*, 3(4), 1-11.
- Ertmer, P. A., Addison, P., Lane, M., Ross, E., & Woods, D. (1999). Examining teacher beliefs about the role of technology in the elementary classroom. *Journal of Research on Computing in Education*, 32(1), 54-72. <https://doi.org/10.1080/08886504.1999.10782269>
- Farivar, A., & Rahimi, A. (2015). The impact of CALL on Iranian EFL learners' autonomy. *Procedia-Social and Behavioral Sciences*, 192, 644-649. <https://doi.org/10.1016/j.sbspro.2015.06.112>
- Fawzia, A. S., & Salwa, A. R. (2016). A closer look at extensive reading in Omani public schools: Current practices and teachers' perceptions. *English Language Teaching*, 9(8), 93-105. <http://dx.doi.org/10.5539/elt.v9n8p93>
- Finger, G., & Houguet, B. (2009). Insights into the intrinsic and extrinsic challenges for implementing technology education: Case studies of Queensland teachers. *International Journal of Technology and Design Education*, 19, 309-334. <https://10.1007/s10798-007-9044-2>
- Freire, P. (1983). The importance of the act of reading. *Journal of Education*, 165(1), 5-11. <https://doi.org/10.1177/002205748316500103>
- Gaille, B. (2018, Feb 9). 23 Advantages and Disadvantages of Technology in Education. Brandon Gaille. <https://brandongaille.com/23-advantages-disadvantages-technology-education/>
- Geddes, S. J. (2004). Mobile learning in the 21st century: benefit for learners. *Knowledge Tree E-journal*, 30(3), 214-228.
- Genc, H. (2011). Investigating in-service EFL teachers' attitudes towards integrating ICTs into instruction. In M. Koehler & P. Mishra (Eds.), *Proceedings of SITE 2011-Society for Information Technology & Teacher Education International Conference* (pp. 2465-2472). Association for the Advancement of Computing in Education (AACE). Retrieved August 29, 2022 from <https://www.learntechlib.org/primary/p/36680/>

- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference. 11.0 update* (4th ed.). Boston: Allyn & Bacon.
- Gikas, J., & Grant, M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *The Internet and Higher Education*, 19, 18-26. <https://doi.org/10.1016/j.iheduc.2013.06.002>
- Gilakjani, A. P., Sabouri, N. B., & Zabihniaemran, A. (2015). What are the barriers to the use of computer technology in EFL instruction? *Review of European Studies*, 7(11), 213–221. <https://doi.org/10.5539/res.v7n11p213>
- Gözüküçük, M., & Günbaş, N. (2020). Computer-based reading texts to support fourth-graders' reading comprehension. *GIST Education and Learning Research Journal*, 21, 47-68. <https://doi.org/10.26817/16925777.820>
- Grabe, W., & Stoller, F. (2002). *Teaching and researching reading*. New York: Pearson Education.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. USA: Cambridge University Press.
- Green, C. (2005). Integrating extensive reading in the task-based curriculum. *ELT Journal*, 59(4), 306-311. <https://doi.org/10.1093/elt/cci059>
- Greenland, A. R. (2019). *Teachers' perspectives on using information and communications technology (ICT) to improve reading comprehension: A qualitative study* (Publication No. 13809776) [Doctoral dissertation, Northcentral University]. ProQuest Dissertations & Theses Global. Retrieved from <https://www.proquest.com/pagepdf/2202887040?accountid=7181&parentSessionId=%2FEhdrhO6YpaRmnSfgpSOUbbKVGrpLu3FvThSK1P8vg8%3D>
- Gunter, G. A. (2001). Making a difference: Using emerging technologies and teaching strategies to restructure an undergraduate technology course for pre-service teachers. *Education Media International*, 38(1), 13–20. <https://doi.org/10.1080/09523980010021190>
- Guo, S. C. (2012). Using authentic materials for extensive reading to promote English proficiency. *English Language Teaching*, 5(8), 196-206. <http://dx.doi.org/10.5539/elt.v5n8p196>
- Gündüz, N. (2005). Computer assisted language learning. *Journal of Language and Linguistic Studies*, 1(2), 193-214.

- Gheytasi, M., Azizifar, A., & Gowhary, H. (2015). The effect of smartphone on the reading comprehension proficiency of Iranian EFL learners. *Procedia-Social and Behavioral Sciences*, 199, 225-230. <https://doi.org/10.1016/j.sbspro.2015.07.510>
- Haddad, W. D., & Jurich, S. (2002). ICT for education: Potential and potency. In W.D. Haddad & S. Jurich (Eds.), *Technologies for education: Potential, parameters and prospects* (pp. 28-40). Washington, DC: UNESCO and Academy for Educational Development.
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). UK: Longman.
- Harmer, J. (2007). *How to teach English* (2nd ed.). England: Pearson.
- Harper, B., & Milman, N. B. (2016). One-to-one technology in K-12 classrooms: A review of the literature from 2004 through 2014. *Journal of Research on Technology and Education*, 48, 1-14. <https://doi.org/10.1080/15391523.2016.1146564>
- Hashemi, A. & Kew, S. N. (2020). The effects of using blended learning in teaching and learning English: A review of literature. *The Eurasia Proceedings of Educational & Social Sciences (EPESS)*, 18(4), 173-179.
- Hashemi, A. & Kew, S. N. (2021). The barriers to the use of ICT in English language teaching: A systematic literature review. *Journal of Information and Communication Technologies*, 3(1), 77-88.
- Hazaea, A. N., & Alzubi, A. A. (2016). The effectiveness of using mobile on EFL learners' reading practices in Najran University. *English Language Teaching*, 9(5), 8-21. <http://dx.doi.org/10.5539/elt.v9n5p8>
- Hedayati, H. F., & Marandi, S. S. (2014). Iranian EFL teachers' perceptions of the difficulties of implementing CALL. *ReCALL*, 26(3), 298-314. <https://doi.org/10.1017/S0958344014000172>
- Hedge, T. (2001). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Hismanoglu, S. (2010). Telling tales out of school – Attitudes of L2 teachers towards internet-based foreign language teaching. *Procedia-Social And Behavioral Sciences*, 3, 106-111. <https://doi.org/10.1016/j.sbspro.2010.07.019>
- Hismanoglu, M. (2012). Prospective EFL teachers' perceptions of ICT integration: A study of distance higher education in Turkey. *Journal of Educational Technology & Society*, 15(1), 185-196.

- Horst, M. (2005). Learning L2 vocabulary through extensive reading: A measurement study. *Canadian Modern Language Review*, 61(3), 355-382. <https://10.1353/cml.2005.0018>
- Howarth, M., & Bollen, D. (2019). Student perceptions of an online extensive reading platform. *The Bulletin of Sojo University*, 44, 145-151.
- Huang, H. C. (2013). E-reading and e-discussion: EFL learners' perceptions of an e-book reading program. *Computer Assisted Language Learning*, 26(3), 258-281. <https://doi.org/10.1080/09588221.2012.656313>
- Huang, H. T., & Liou, H. C. (2007). Vocabulary learning in an automated graded reading program. *Language Learning & Technology*, 11(3), 64-82.
- International Literacy Association (2020). *2020 what's hot in literacy report*. https://www.literacyworldwide.org/docs/default-source/resource-documents/whatshotreport_2020_final.pdf
- Irgatoğlu, A. (2021). Existing ICT environment in EFL classes and EFL instructors' use of ICT. *Başkent University Journal of Education*, 8(1), 117-128.
- Iwahori, Y. (2008). Developing reading fluency: A study of extensive reading in EFL. *Reading in a Foreign Language*, 20(1), 70-91.
- Iwata, A. (2022). The effectiveness of extensive reading (ER) on the development of EFL learners' sight vocabulary size and reading fluency. *The Reading Matrix: An International Online Journal*, 22(2), 74-91.
- Jacobs, G. M. (2014). Selecting extensive reading materials. *Beyond Words*, 2(1), 116-131. <https://doi.org/10.33508/bw.v2i1.513>
- Janopoulos, M. (1986). The relationship of pleasure reading and second language writing proficiency. *TESOL Quarterly*, 20(4), 763-768. <https://doi.org/10.2307/3586526>
- Johnson, R. & Onwuegbuzie, A. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26. <https://doi.org/10.3102/0013189X033007014>
- Kale, U., & Goh, D. (2014). Teaching style, ICT experience and teachers' attitudes toward teaching with Web 2.0. *Education and Information Technologies*, 19, 41-60. <https://10.1007/s10639-012-9210-3>
- Karakaya, K. (2010). *An investigation of English language teachers' attitudes toward computer technology and their use of technology in language teaching*.

- Unpublished Master's Thesis. Ankara: Middle East Technical University, The Graduate School of Social Sciences.
- Kartal, G. (2020). An analysis of using technology in language learning in three flagship journals. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 53, 515-532. <https://10.21764/maeuefd.645551>
- Kaware, S. S., & Sain, S. K. (2015). ICT application in education: An overview. *International Journal of Multidisciplinary Approach & Studies*, 2(1), 25-32.
- Khan, R. M. I., Radzuan, N. R. M., Shahbaz, M., & Ibrahim, A. H. (2018). EFL instructors' perceptions on the integration and implementation of MALL in EFL classes. *International Journal of Language Education and Applied Linguistics*, 8(2), 39-50. <https://doi.org/10.15282/ijleal.v8.299>
- Khodabandelou, R., That, J. E. M., Ken, T. Y., Kewen, Z., Yan, Z., & Ning, T. Y. (2016). Exploring the main barriers of technology integration in the English language teaching classroom: A qualitative study. *International Journal of Education and Literacy Studies*, 4(1), 53-58. <http://dx.doi.org/10.7575/aiac.ijels.v.4n.1p.53>
- Khubyari, L., & Narafshan, M. H. (2016). A study on the impact of MALL (Mobile Assisted Language Learning) on EFL learners' reading comprehension. *International Journal of English Language Teaching*, 4(2), 58-69.
- Khusniyah, N. L. (2021). English extensive reading material needs in digital era. *Al-Ishlah: Jurnal Pendidikan*, 13(1), 763-768.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford, UK: Pergamon.
- Krashen, S. D. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The Modern Language Journal*, 73, 440-464. <https://doi.org/10.1111/j.1540-4781.1989.tb05325.x>
- Krashen, S. D. (1991). The input hypothesis: An update. In J. E. Alatis (Ed.), *Georgetown University Round Table on Languages and Linguistics* (pp. 409–431). Washington, DC: Georgetown University Press.
- Krashen, S. D. (2003). *Explorations in language acquisition and use*. U.S.: Heinemann.
- Krashen, S. D. (2004). *The power of reading: Insights from the research* (2nd ed.). London: Libraries Unlimited.
- Krashen, S. D., & Terrell, T. (1998). *The natural approach: Language acquisition in the classroom*. Hertfordshire: Prentice Hall Europe.

- Krippendorff, K. (2019). *Content analysis: An introduction to its methodology* (4th ed.). USA: SAGE Publications.
- Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, 20(3), 271-289. <https://doi.org/10.1017/S0958344008000335>
- Kukulska-Hulme, A. (2009). Will mobile learning change language learning? *ReCALL*, 21(2), 157-165. <https://doi.org/10.1017/S0958344009000202>
- Laabidi, Y., & Laabidi, H. (2016). Barriers affecting successful integration of ICT in Moroccan universities. *Journal of English Language Teaching and Linguistics*, 1(3), 203-214. <http://dx.doi.org/10.21462/jeltl.v1i3.29>
- Lai, C. C., & Kritsonis, W. A. (2006). The advantages and disadvantages of computer technology in second language acquisition. *Online Submission*, 3(1), 1-6.
- Lai, C. & Zhao, Y. (2005). Introduction: The essence of language education and technology integration. In Y. Zhao (Ed.). *Research in Technology and Second Language Education: Developments and Directions* (pp. 401-408). Greenwich, CT: Information Age Publishing.
- Lau, B. T., & Sim, C. H. (2008). Exploring the extent of ICT adoption among secondary school teachers in Malaysia. *International Journal of Computing and ICT Research*, 2(2), 19-36.
- Lee, K. W. (2000). English teachers' barriers to the use of computer-assisted language learning. *The Internet TESL Journal*, 6(12), 1-8.
- Lee, H. N., & Mallinder, M. (2011). Role of extensive reading in EFL vocabulary development: Review and recommendation. *The English Teacher*, 40, 145-163.
- Levy, M. (1997). *Computer-assisted language learning: Context and conceptualization*. New York: Oxford University Press.
- Levy, M. and Kennedy, C. (2005). Learning Italian via mobile SMS. In A. Kukulska-Hulme & J. Traxler (Eds.), *Mobile learning: A handbook for educators and trainers* (pp. 76-83). London: Taylor & Francis.
- Liman Kaban, A. (2020). *Exploring E-reading experiences and its impact on sixth grade EFL student's reading comprehension, motivation, reading time, and digital attitude levels*. Unpublished Doctoral Dissertation. İstanbul: Bahçeşehir University, Graduate School of Educational Sciences.

- Lin, C. C. (2014). Learning English reading in a mobile-assisted extensive reading program. *Computers & Education*, 78, 48-59. <https://doi.org/10.1016/j.compedu.2014.05.004>
- Lin, C. Y., Huang, C. K., & Chen, C. H. (2014). Barriers to the adoption of ICT in teaching Chinese as a foreign language in US universities. *ReCALL*, 26(1), 100-116. <https://doi.org/10.1017/S0958344013000268>
- Liu, J., & Zhang, J. (2018). The effects of extensive reading on English vocabulary learning: A meta-analysis. *English Language Teaching*, 11(6), 1-15. <http://doi.org/10.5539/elt.v11n6p1>
- Loewen, S., Crowther, D., Isbell, D. R., Kim, K. M., Maloney, J., Miller, Z. F., & Rawal, H. (2019). Mobile-assisted language learning: A Duolingo case study. *ReCALL*, 31(3), 293-311. <https://doi.org/10.1017/S0958344019000065>
- Lozano, A. A., & Izquierdo, J. (2019). Technology in second language education: Overcoming the digital divide. *Emerging Trends in Education*, 2(3), 52-70. <https://doi.org/10.19136/etie.a2n3.3250>
- Lys, F. (2013). The development of advanced learner oral proficiency using iPad. *Language Learning & Technology*, 17(3), 94-116.
- Maduabuchi, C. H., & Emechebe, V. I. (2016). ICT and the teaching of reading comprehension in English as a second language in secondary schools: Problems and prospects. *International Journal of Education and Literacy Studies*, 4(3), 18-23. <http://dx.doi.org/10.7575/aiac.ijels.v.4n.3p.18>
- Macalister, J. (2010). Investigating teacher attitudes to extensive reading practices in higher education: Why isn't everyone doing it? *RELC Journal*, 41(1), 59-75. <https://doi.org/10.1177/0033688210362609>
- Marzban, A. (2011). Improvement of reading comprehension through computer-assisted language learning in Iranian intermediate EFL students. *Procedia Computer Science*, 3, 3-10. <https://doi.org/10.1016/j.procs.2010.12.003>
- Mason, B., & Krashen, S. D. (1997). Can extensive reading help unmotivated students of EFL improve? *ITL-International Journal of Applied Linguistics*, 117(1), 79-84. <https://doi.org/10.1075/itl.117-118.04mas>
- McAlister, A. M., Lee, D. M., Ehler, K. M., Kajfez, R. L., Faber, C. J., & Kennedy, M. S. (2017, June). Qualitative coding: An approach to assess inter-rater reliability.

Paper presented at 2017 ASEE Annual Conference & Exposition.

<https://doi.org/10.18260/1-2--28777>

- Merç, A. (2015). Using technology in the classroom: A study with Turkish pre-service EFL teachers. *Turkish Online Journal of Educational Technology-TOJET*, 14(2), 229-240.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education* (2nd ed.). San Francisco: Jossey-Bass.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). USA: SAGE.
- Milliner, B. (2021). Stories of avid extensive readers in a university-level EFL course. *Journal of Extensive Reading*, 8, 1-16.
- Milliner, B., & Cote, T. (2015). Mobile-based extensive reading: An investigation into reluctant readers. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 5(4), 1-15. <https://10.4018/IJCALLT.2015100101>
- Mioduser, D., Tur-Kaspa, H., & Leitner, I. (2000). The learning value of computer-based instruction of early reading skills. *Journal of Computer Assisted Learning*, 16(1), 54-63. <https://doi.org/10.1046/j.1365-2729.2000.00115.x>
- Mirzajani, H., Mahmud, R., Fauzi Mohd Ayub, A., & Wong, S. L. (2016). Teachers' acceptance of ICT and its integration in the classroom. *Quality Assurance in Education*, 24(1), 26-40. <https://doi.org/10.1108/QAE-06-2014-0025>
- Mumtaz, S. (2000). Factors affecting teachers' use of Information and Communications Technology: A review of the literature. *Journal of Information Technology for Teacher Education*, 9(3), 319-342. <https://doi.org/10.1080/14759390000200096>
- Naba'h, A. A., Hussain, J., Al-Omari, A., & Shdeifat, S. (2009). The effect of computer assisted language learning in teaching English grammar on the achievement of secondary students in Jordan. *The International Arab Journal of Information Technology*, 6(4), 431-439.
- Nasab, H. S., & Taki, S. (2016). Effects of MALL in blended learning on Iranian EFL learners' reading comprehension. *Modern Journal of Language Teaching Methods*, 6(1), 854-869.
- Nation, I. S. P. (1997). The language learning benefits of extensive reading. *The Language Teacher*, 21(5), 13-16.

- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Edinburgh, UK: Cambridge University Press.
- Nation, I. S. P (2009). *Teaching ESL/EFL reading and writing*. Madison Ave, NY: Routledge.
- Nation, I. S. P., & Waring, R. (2020). *Teaching extensive reading in another language*. New York: Routledge.
- Nikolopoulou, K. (2020). Secondary education teachers' perceptions of mobile phone and tablet use in classrooms: Benefits, constraints and concerns. *Journal of Computers in Education*, 7(2), 257-275. <https://doi.org/10.1007/s40692-020-00156-7>
- Ni'mah, D., & Umamah, A. (2020). Mobile-assisted on extensive reading: Students' voices. *English Education: Journal of English Teaching and Research*, 5(1), 41-48. <https://doi.org/10.29407/jetar.v5i1.14367>
- Nishino, T. (2007). Beginning to read extensively: A case study with Mako and Fumi. *Reading in a Foreign Language*, 19(2), 76-105.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language* (2nd ed.). Hong Kong: Macmillan Heinemann.
- O'bannon, B. W., & Thomas, K. (2014). Teacher perceptions of using mobile phones in the classroom: Age matters! *Computers & Education*, 74, 15-25. <https://doi.org/10.1016/j.compedu.2014.01.006>
- Odabaş, H., Odabaş, Z. Y., & Polat, C. (2008). Üniversite öğrencilerinin okuma alışkanlığı: Ankara Üniversitesi örneği. *Bilgi Dünyası*, 9(2), 431-465. <https://doi.org/10.15612/BD.2008.313>
- OECD. (2001). *Learning to change: ICT in schools*. Paris: OECD Publications.
- Oluwatayo, J. A. (2012). Validity and reliability issues in educational research. *Journal of Educational and Social Research*, 2(2), 391-400. <https://10.5901/jesr.2012.v2n2.391>
- Orlando, J. (2013). ICT-mediated practice and constructivist practices: Is this still the best plan for teachers' uses of ICT? *Technology, Pedagogy and Education*, 22(2), 231-246. <https://doi.org/10.1080/1475939X.2013.782702>
- Ortaş, İ. (2014). Türkiye ve dünyada kitap okuma değerlerinin karşılaştırması ve sosyal yaşamımıza etkileri. *Türk Kütüphaneciliği*, 28(3), 323-337.

- Ozdamli, F., & Uzunboylu, H. (2015). M-learning adequacy and perceptions of students and teachers in secondary schools. *British Journal of Educational Technology*, 46(1), 159-172. <https://doi.org/10.1111/bjet.12136>
- Park, C. N., & Son, J. B. (2009). Implementing computer-assisted language learning in the EFL classroom: Teachers' perceptions and perspectives. *International Journal of Pedagogies and Learning*, 5(2), 80-101. <https://doi.org/10.5172/ijpl.5.2.80>
- Paulson, E. J. (2006). Self-selected reading for enjoyment as a college developmental reading approach. *Journal of College Reading and Learning*, 36(2), 51-58. <https://doi.org/10.1080/10790195.2006.10850187>
- Pęcherzewska, A. and Knot, S. (2007) Review of existing EU projects dedicated to dyslexia, gaming in education and m-learning. WR08 Report to CallDysc project. June 2007.
- Pelgrum, W. J. (2001). Obstacles to the integration of ICT in education: Results from a worldwide educational assessment. *Computers & Education*, 37(2), 163-178. [https://doi.org/10.1016/S0360-1315\(01\)00045-8](https://doi.org/10.1016/S0360-1315(01)00045-8)
- Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. *Reading in a Foreign Language*, 18(1), 1-27.
- Pino-Silva, J. (2009). Extensive reading through the Internet: Is it worth the while? *International Journal of English Studies*, 9(2), 81-96.
- Plana, M. G.-C., Gimeno, A., Appel, C., Hopkins, J., Escofet, M. I. G., & Figueras, I. T. (2016). Improving learners' reading skills through instant short messages: A sample study using WhatsApp. In A. Gimeno, M. Levy, F. Blin, & D. Barr (Eds.), *WorldCALL: Sustainability and Computer-Assisted Language Learning* (pp. 266–281). UK: Bloomsbury Publishing.
- Pop, M.-C. (2015). Course material design using the new technologies in language for specific purposes teaching and learning. *Procedia-Social and Behavioral Sciences*, 182, 325-330. <https://doi.org/10.1016/J.SBSPRO.2015.04.774>
- Pratt, M. K. (2019, July). *ICT (Information and communications technology, or technologies)*. Tech Target. <https://www.techtarget.com/searchcio/definition/ICT-information-and-communications-technology-or-technologies>
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6.

- Rabah, J. (2015). Benefits and challenges of Information and Communication Technologies (ICT) integration in Québec English schools. *Turkish Online Journal of Educational Technology-TOJET*, 14(2), 24-31.
- Renandya, W. A., Hidayati, M., & Ivone, F. M. (2021). Extensive reading: Top ten implementation issues. *JACET Journal*, 65, 11-21. https://doi.org/10.32234/jacetjournal.65.0_11
- Ro, E. (2016). Exploring teachers' practices and students' perceptions of the extensive reading approach in EAP reading classes. *Journal of English for Academic Purposes*, 22, 32-41. <https://doi.org/10.1016/j.jeap.2016.01.006>
- Robb, T. (2002). Extensive reading in an Asian context - An alternative view. *Reading in a Foreign Language*, 14(2), 146-147.
- Roblyer, M. D. & Edwards, J. (2000). *Integrating educational technology into teaching* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Rüschhoff, B., & Ritter, M. (2001). Technology-enhanced language learning: Construction of knowledge and template-based learning in the foreign language classroom. *Computer Assisted Language Learning*, 14(3-4), 219-232. <https://doi.org/10.1076/call.14.3.219.5789>
- Saeed, Y. B. M. (2015). The effect of using computer technology on English language teachers' performance. *SUST Journal of Humanities*, 16(1), 64-79.
- Sadeghi, M., & Izadpanah, S. (2018). Barriers in teaching reading to ELLs and ways of overcoming those obstacles. *Journal of Language Teaching and Research*, 9(2), 295-301. <http://dx.doi.org/10.17507/jltr.0902.10>
- Safaeia, L. A., & Bulca, M. (2013). Extensive reading and creative practices. *Procedia-Social and Behavioral Sciences*, 70, 592-597. <https://doi.org/10.1016/j.sbspro.2013.01.097>
- Salehi, H., & Salehi, Z. (2011). Washback effect of high-stakes tests on ICT usage: Teachers' perceptions. *Australian Journal of Basic and Applied Sciences*, 5(12), 1976-1984.
- Sato, T., Murase, F., & Burden, T. (2020). An empirical study on vocabulary recall and learner autonomy through mobile-assisted language learning in blended learning settings. *CALICO Journal*, 37(3), 254–276. <https://doi.org/10.1558/cj.40436>

- Schrum, L. (1995). Educators and the Internet: A case study of professional development. *Computers & Education*, 24(3), 221-228. [https://doi.org/10.1016/0360-1315\(95\)00012-B](https://doi.org/10.1016/0360-1315(95)00012-B)
- Schrum, L. (1999). Technology professional development for teachers. *Educational Technology Research and Development*, 47(4), 83-90. <https://doi.org/10.1007/BF02299599>
- Serin, O. (2012). Mobile learning perceptions of the prospective teachers (Turkish Republic of Northern Cyprus sampling). *Turkish Online Journal of Educational Technology-TOJET*, 11(3), 222-233.
- Setiyadi, A. (2016). How successful learners employ learning strategies in an EFL setting in the Indonesian context. *English Language Teaching*, 9(8), 28-38. <http://dx.doi.org/10.5539/elt.v9n8p28>
- Shang, H. F. (2007). An exploratory study of e-mail application on FL writing performance. *Computer Assisted Language Learning*, 20(1), 79-96. <https://doi.org/10.1080/09588220601118479>
- Sharndama, E. C. (2013). Application of ICTs in teaching and learning English (ELT) in large classes. *Journal of Arts and Humanities*, 2(6), 34-39. <https://doi.org/10.18533/journal.v2i6.148>
- Sherine, A., Sastry, M. M., & Seshagiri, A. V. S. (2020). Improving second language speaking and pronunciation through smartphones. *International Journal of Interactive Mobile Technologies*, 14(11), 280-287. <https://doi.org/10.3991/ijim.v14i11.13891>
- Sheu, S. P. H. (2003). Extensive reading with EFL learners at beginning level. *TESL Reporter*, 36, 8-26.
- Shraim, K. (2014) A case study of mobile technology-enabled English language learning: The Amazon kindle e-Reader initiative in Palestine. *International Journal of Interactive Mobile Technologies (iJIM)*, 8(3), 25-31. <https://doi.org/10.3991/ijim.v8i3.3770>
- Shudong, W., & Higgins, M. (2005, November). *Limitations of mobile phone learning* [Paper presentation]. IEEE International Workshop on Wireless and Mobile Technologies in Education, Tokushima, Japan. <https://doi.org/10.1109/WMTTE.2005.43>

- Siah, P. C., & Kwok, W. L. (2010). The value of reading and the effectiveness of sustained silent reading. *The Clearing House*, 83(5), 168-174. <https://doi.org/10.1080/00098650903505340>
- Silviyanti, T. M., & Yusuf, Y. Q. (2015). EFL teachers' perceptions on using ICT in their teaching: To use or to reject? *Teaching English with Technology*, 15(4), 29-43.
- Singh, M. X. P. (2021). The history and the current status of computer assisted language learning. *English Language Teachers' Association of India (ELTAI)*, 63(5), 25-35.
- Slavin, R. E., Cheung, A., Groff, C., & Lake, C. (2008). Effective reading programs for middle and high schools: A best-evidence synthesis. *Reading Research Quarterly*, 43(3), 290-322. <https://dx.doi.org/10.1598/RRQ.43.3.4>
- Smith, S., & Wang, S. (2013). Reading and grammar learning through mobile phones. *Language Learning & Technology*, 17(3), 117-134.
- Söğüt, Ü. (2019). *An investigation on high school English teachers' perceptions of using information and communication technologies in teaching language*. Unpublished Master's Thesis. Kayseri: Erciyes University, Institute of Social Sciences.
- Stevens, V. (1989). A direction for CALL: From behavioristic to humanistic courseware. In M. C. Pennington (Ed.), *Teaching languages with computers: The state of the art*, (pp. 31-43). La Jolla, CA, USA: Athelstan.
- Stockwell, G. (2008). Investigating learner preparedness for and usage patterns of mobile learning. *ReCALL*, 20(03), 253-270. <https://doi.org/10.1017/S0958344008000232>
- Stockwell, G. (2010). Using mobile phones for vocabulary activities: Examining the effect of the platform. *Language Learning & Technology*, 14(2), 95-110.
- Sun, Y. C. (2003). Extensive reading online: An overview and evaluation. *Journal of Computer Assisted Learning*, 19(4), 438-446. <https://doi.org/10.1046/j.0266-4909.2003.00048.x>
- Sun, Y. C., & Yang, F. Y. (2015). I help, therefore, I learn: Service learning on Web 2.0 in an EFL speaking class. *Computer Assisted Language Learning*, 28(3), 202-219. <https://doi.org/10.1080/09588221.2013.818555>
- Sun, X. (2020). An exploration of students' and teachers' perceptions of a two-year extensive reading program in a Chinese secondary school. *The Reading Matrix: An International Online Journal*, 20(1), 201-219.
- Szymkowiak, A., Melović, B., Dabić, M., Jeganathan, K., & Kundi, G. S. (2021). Information technology and gen Z: The role of teachers, the internet, and

- technology in the education of young people. *Technology in Society*, 65, 1-10. <https://doi.org/10.1016/j.techsoc.2021.101565>
- Şad, S. N., & Gökteş, Ö. (2014). Preservice teachers' perceptions about using mobile phones and laptops in education as mobile learning tools. *British Journal of Educational Technology*, 45(4), 606-618. <https://doi.org/10.1111/bjet.12064>
- Taj, I. H., Ali, F., Sipra, M. A., & Ahmad, W. (2017). Effect of technology enhanced language learning on EFL reading at tertiary level. *Arab World English Journal*, 8(1), 108-129. <https://dx.doi.org/10.24093/awej/vol8no1.9>
- Takase, A. (2007). Extensive reading in the Japanese high school setting. *The Language Teacher*, 31(5), 7-10.
- Tanaka, H., & Stapleton, P. (2007). Increasing reading input in Japanese high school EFL classrooms: An empirical study exploring the efficacy of extensive reading. *The Reading Matrix*, 7(1), 115-131.
- Taylor, M. B., & Perez, L. M. (1989). *Something to do on Monday*. La Jolla, CA: Athelstan.
- Tezdiker, F. (2007). *Extensive reading: An analysis of students' and teachers' perceptions of strengths, weaknesses, and goal attainment* (Publication No. 29048581) [Master's thesis, Bilkent University]. ProQuest Dissertations & Theses Global. Retrieved from <https://www.proquest.com/dissertations-theses/extensive-reading-analysis-students-teachers/docview/2652595475/se-2>
- Thomas, K., & O'Bannon, B. (2013). Cell phones in the classroom: Preservice teachers' perceptions. *Journal of Digital Learning in Teacher Education*, 30(1), 11-20. <https://doi.org/10.1080/21532974.2013.10784721>
- Thomas, K., O'Bannon, B., & Bolton, N. (2013). Cell phones in the classroom: Teachers' perspectives of inclusion, benefits, and barriers. *Computers in the Schools*, 30(4), 295-308. <https://doi.org/10.1080/07380569.2013.844637>
- Thomas, K. M., O'Bannon, B. W., & Britt, V. G. (2014). Standing in the schoolhouse door: Teacher perceptions of mobile phones in the classroom. *Journal of Research on Technology in Education*, 46(4), 373-395. <https://doi.org/10.1080/15391523.2014.925686>
- Tindell, D. R., & Bohlander, R. W. (2012). The use and abuse of cell phones and text messaging in the classroom: A survey of college students. *College Teaching*, 60(1), 1-9. <https://doi.org/10.1080/87567555.2011.604802>

- Tinio, V. L. (2003). *ICT in education*. ICT for Development, United Nations Development Programme, New York.
- Traxler, J. (2009). Current state of mobile learning. In M. Ally (Ed.), *Mobile learning: Transforming the delivery of education and training* (pp. 247-264). Canada: Athabasca Press.
- Tuncok, B. (2010). *A case study: students' attitudes towards computer assisted learning, computer assisted language learning and foreign language learning*. Unpublished master's thesis. Ankara: Middle East Technical University, The Graduate School of Social Sciences.
- Tuzcuoğlu, Ü. (2000). *Teachers' attitudes towards using computer assisted language learning (CALL) in the foreign languages department at Osmangazi University* (Publication No. 29049859) [Master's thesis, Bilkent University]. ProQuest Dissertations & Theses Global. Retrieved from <https://www.proquest.com/dissertations-theses/teachers-attitudes-towards-using-computer/docview/2665128927/se-2>
- Türkiye Ekonomi Politikaları Araştırma Vakfı (TEPAV), & British Council. (2015). *Türkiye'de yükseköğretim kurumlarındaki İngilizce eğitimi: Bir durum analizi*. Ankara: British Council.
- Underwood, J. H. (1984). *Linguistics, computers, and the language teacher. A communicative approach*. Rowley, MA: Newbury House Publishers.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. UK: Cambridge University Press.
- Valizadeh, M. (2022). Investigating the impacts of mobile assisted reading on EFL learners' vocabulary knowledge development. *Sakarya University Journal of Education*, 12(3), 573-590. <https://doi.org/10.19126/suje.1105559>
- Voogt, J., & McKenney, S. (2007). Using ICT to foster (pre) reading and writing skills in young children. *Computers in the Schools*, 24(3-4), 83-94. https://10.1300/J025v24n03_06
- Vrasidas, C., Pattis, I., Panaou, P., Antonaki, M., Aravi, C., Avraamidou, L., Theodoridou, K., & Zembylas, M. (2010, May 3-4). *Teacher use of ICT: challenges and opportunities* [Paper presentation]. Proceedings of the Seventh International Conference on Networked Learning 2010, Aalborg, Denmark.

- Vurdien, R., & Puranen, P. (2018). Enhancing students' intercultural competence and learner autonomy via Facebook telecollaboration. In B. Zou & M. Thomas (Eds.), *Handbook of research on integrating technology into contemporary language learning and teaching* (pp. 240-261). Hershey, PA: IGI Global.
- Wang, Y. H. (2017). Integrating self-paced mobile learning into language instruction: Impact on reading comprehension and learner satisfaction. *Interactive Learning Environments*, 25(3), 397-411. <https://doi.org/10.1080/10494820.2015.1131170>
- Wang, C., & Ho, C. T. (2019). Extensive reading for university EFL learners: Its effects and both teachers' and learners' views. *Journal of Language Teaching and Research*, 10(4), 692-701.
- Warschauer, M. (1996). Computer assisted language learning: An introduction. In S. Fotos (Ed.), *Multimedia language teaching* (pp. 3-20). Tokyo: Logos International.
- Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, 31(2), 57-71. <https://10.1017/S0261444800012970>
- Warschauer, M., & Meskill, C. (2000). Technology and second language learning. In J. Rosenthal (Ed.), *Handbook of undergraduate second language education* (pp. 303-318). Mahwah, NJ: Routledge.
- Wikan, G., & Molster, T. (2011). Norwegian secondary school teachers and ICT. *European Journal of Teacher Education*, 34(2), 209-218. <https://doi.org/10.1080/02619768.2010.543671>
- Williams, E. (2007). Extensive reading in Malawi: Inadequate implementation or inappropriate innovation? *Journal of Research in Reading*, 30(1), 59-79. <https://10.1111/j.1467-9817.2006.00328.x>
- Wixson, K. K., Peters, C. W., Weber, E. M., & Roeber, E. D. (1987). New directions in statewide reading assessment. *The Reading Teacher*, 40(8), 749-754.
- Wu, T. T. (2016). English reading e-book system integrating grouping and guided reading mechanisms based on the analysis of learning portfolios. *Journal of Internet Technology*, 17(2), 231-241.
- Xodabande, I., & Atai, M. R. (2020). Using mobile applications for self-directed learning of academic vocabulary among university students. *Open Learning: The Journal of Open, Distance and e-Learning*, 37(4), 330-347. <https://doi.org/10.1080/02680513.2020.1847061>

- Yaman, İ., & Ekmekçi, E. (2016). A shift from CALL to MALL? *Participatory Educational Research*, 4(2), 25-32.
- Yılmaz, M. (2014). *English as a foreign language learners perceptions of CALL and incidental vocabulary development via an online extensive reading program*. Unpublished Master's Thesis. Ankara: Middle East Technical University, The Graduate School of Social Sciences.
- Yılmaz, M., Atay, D., & Er, M. (2020). The effects of extensive reading on Turkish learners' L2 reading/writing performance and Foreign language self-concept. *The Journal of Asia TEFL*, 17(1), 53-69.
<http://dx.doi.org/10.18823/asiatefl.2020.17.1.4.53>
- Yildirim, S. (2007). Current utilization of ICT in Turkish basic education schools: A review of teacher's ICT use and barriers to integration. *International Journal of Instructional Media*, 34(2), 171-186.
- Yunus, M. M., Nordin, N., Salehi, H., Sun, C. H., & Embi, M. A. (2013). Pros and cons of using ICT in teaching ESL reading and writing. *International Education Studies*, 6(7), 119-130.
- Zengin, Ö., & Meral, A. K. S. U. (2017). A review study on the integration of technology into foreign language education in Turkey. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, 50(2), 79-104.
https://doi.org/10.1501/Egifak_0000001398
- Zhou, J., & Day, R. R. (2021). Online extensive reading in EAP courses. *Reading in a Foreign Language*, 33(1), 103-125.

APPENDICES

APPENDIX 1. Questionnaire

BÖLÜM 1

Bu bölüm hakkınızda bilgi edinmek için hazırlanmıştır. Lütfen uygun cevap veriniz.

Maddeler	
1. Cinsiyet	Kadın ☐ Erkek ☐
2. Yaş	20-30 ☐ 31-40 ☐ 41-50 ☐ 50+ ☐
3. Eğitim Bilgileri	Lisans ☐ Yüksek Lisans ☐ Doktora Derecesi ☐
4. Deneyim	1-10 ☐ 11-20 ☐ 21+ ☐

BÖLÜM 2

Bu bölüm, öğrencilerin BİT araçlarını kullanarak kapsamlı okuma uygulamalarını destekleme konusundaki görüşleriniz ve (varsa) uygulamalarınız hakkında bilgi almak için hazırlanmıştır. Lütfen talimatları izleyerek cevap veriniz. **Yıldız (*) olan maddeler için birden fazla cevap seçebilirsiniz.**

- Öğrencilerinizin, öngörülen okuma müfredatında zorunlu olmayan herhangi bir materyali BİT araçlarını kullanarak kapsamlı bir şekilde okumasını istiyor musunuz? **(Son üç seçenektan birini seçerseniz lütfen 6. soruya geçiniz.)**
☐ Her zaman ☐ Sıklıkla ☐ Bazen ☐ Nadiren
☐ Asla
☐ BİT araçları hakkında yeterli bilgiye sahip değilim.
☐ BİT araçlarını kullanmak için fırsatım olmadı.

APPENDIX 1. Questionnaire (Continued)

2. Kaç yıldır öğrencilerden BİT araçlarını kullanarak kapsamlı okuma yapmalarını istiyorsunuz?
- ☐ 1-2 ☐ 3-4 ☐ 5-6 ☐ 7-8 ☐ 9-10 ☐ 10+
3. *Öğrencilerden BİT araçlarını kullanarak kapsamlı okuma yapmalarını istediğinizde, öğrencilerinize hangi okuma biçimlerini/yollarını önerirsiniz?
- ☐ Çok sayıda dereceli okuyucu okumak.
- ☐ Aynı yazar tarafından yazılmış birçok dereceli okuyucuyu okumak.
- ☐ Aynı türden birçok dereceli okuyucuyu okumak.
- ☐ Aynı başlıkta, farklı seviyelerde yazılmış birçok dereceli okuyucu okumak.
4. *Öğrencilerden BİT araçlarını kullanarak kapsamlı okuma yapmalarını istediğinizde, bunu yapmanızın temel nedenleri nelerdir?
- ☐ Çevrimiçi kapsamlı okuma, genel dil yeterliliğini geliştirmek için önemlidir.
- ☐ Müfredatımızın bir parçasıdır.
- ☐ Okumak bir zevktir.
- ☐ Ortak sınavlarda okuma yeterliliği test edilecektir.
- ☐ Çevrimiçi kapsamlı okuma, okuma yeterliliğini geliştirmenin etkili bir yoludur.
- ☐ Diğer (Lütfen belirtiniz): _____
5. *Öğrencilerden BİT araçlarını kullanarak kapsamlı okuma yapmalarını istediğinizde yaşadığınız başlıca zorluklar nelerdir?
- ☐ Öğrenciler okumaya ilgi duymuyor.
- ☐ Bağımsız okumak öğrenciler için zordur.
- ☐ Öğrencilerin ekstra okumalar için zamanı yoktur.
- ☐ Müfredatın sabit bir programı vardır (Kapsamlı okuma müfredata dahil değildir).
- ☐ Değerlendirmeye alınmayacak materyalleri öğrencilere okutmak zordur.
- ☐ Öğrencilerin gerçekten okuyup okumadığını izlemek zordur.
- ☐ Öğrencilerin okumaktan gerçekte ne öğrendiklerini değerlendirmek zordur.
- ☐ Enstitünün gerekli şartları (teknolojik araçlar, internet bağlantısı, bilgisayar laboratuvarı, teknik destek vb.) bulunmamaktadır.
- ☐ Uygun çevrimiçi okuma materyalleri bulmak zordur.
- ☐ Öğretmenlerin BİT araçlarını kullanmaları (özellikle kapsamlı okuma uygulamalarına entegre etmeleri) için yeterli eğitim yoktur.
- ☐ Zaman yetersizliği.
- ☐ Diğer (Lütfen belirtiniz): _____

APPENDIX 1. Questionnaire (Continued)

6. *Öğrencilerinizden BİT araçlarını kullanarak kapsamlı okuma yapmalarını hiç istemediyseniz, öğrencilerinizden bunu yapmalarını istememenizin temel nedenleri nelerdir?

- ☐ Öğrenciler okumaya ilgi duymuyor.
- ☐ Öğrenciler bağımsız okurken birçok zorlukla karşılaşacaklardır.
- ☐ Öğrencilerden ders kitapları dışında çevrimiçi materyal okumalarını istemek zordur.
- ☐ Çevrimiçi kapsamlı okuma müfredata dahil değildir.
- ☐ Öğrencilere değerlendirilmeyecekleri materyalleri okutmak zordur.
- ☐ Öğrencilerin gerçekten okuyup okumadığını izlemek zordur.
- ☐ Öğrencilerin okumaktan gerçekte ne öğrendiklerini değerlendirmek zordur.
- ☐ Enstitü, çevrimiçi kapsamlı okuma yapmak için gerekli koşullara (teknolojik araçlar, internet bağlantısı, bilgisayar laboratuvarı, teknik destek vb.) sahip değildir.
- ☐ Uygun çevrimiçi okuma materyalleri bulmak zordur.
- ☐ BİT araçlarının kullanımı hakkında bilgi sahibi değilim.
- ☐ BİT araçlarını kullanmak için fırsatım olmadı.
- ☐ Diğer (Lütfen belirtiniz): _____

7. *Öğretim deneyiminize dayanarak, başlangıç seviyesindeki veya düşük seviyeli yabancı dil öğrencilerinin aşağıdaki okuma yöntemlerinden ne ölçüde yararlanacağını düşünüyorsunuz? Lütfen 1'den 10'a kadar bir sayı seçin ve kutuyu doldurun.

(En az faydalı) 1__2__3__4__5__6__7__8__9__10 (En faydalı)

- ☐ Aynı yazar tarafından yazılmış birçok dereceli okuyucuyu okumak.
- ☐ Aynı türden birçok dereceli okuyucuyu okumak.
- ☐ Aynı başlıkta farklı seviyelerde yazılmış birçok okuyucu okumak.
- ☐ Yazar, tür veya başlıktan bağımsız olarak çok sayıda dereceli okuyucu okumak.

APPENDIX 1. Questionnaire (Continued)

BÖLÜM 3

Bu bölüm, öğrencilerin BİT araçlarını kullanarak kapsamlı okuma uygulamalarını destekleme konusundaki görüşleriniz hakkında bilgi almak için hazırlanmıştır. Bu 5'li Likert tipi bölümde size en uygun seçeneği işaretleyiniz.

Maddeler	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1.BİT araçlarıyla kapsamlı okuma uygulaması kolaydır.					
2.BİT araçlarıyla desteklenen kapsamlı okuma uygulaması, öğretmenleri ve öğrencileri finansal olarak zorlamaz.					
3.BİT araçlarıyla desteklenen kapsamlı okuma uygulaması, geleneksel yöntemler kadar faydalı olabilir.					
4.BİT araçlarıyla desteklenen kapsamlı okuma uygulaması, öğrencilere daha esnek bir okuma deneyimi sunar.					
5.BİT araçları, öğrencilerin kapsamlı okuma uygulamaları için birçok özgün materyal sunar.					
6.BİT araçlarıyla desteklenen kapsamlı okuma uygulaması, öğrencilerin okuma becerilerini geliştirir.					
7.BİT araçlarıyla desteklenen kapsamlı okuma uygulaması, öğrencileri sınıf dışında zevk için okumaya motive eder.					
8.BİT araçlarıyla desteklenen kapsamlı okuma uygulaması öğrenciler için ilgi çekici olabilir.					
9.BİT araçlarıyla desteklenen kapsamlı okuma uygulaması, öğrencileri otonom hale getirebilir.					
10.BİT araçlarıyla desteklenen kapsamlı okuma uygulaması, öğrencilerin duygusal (afektif) filtrelerini düşürür.					
11.BİT araçlarıyla desteklenen kapsamlı okuma uygulaması, öğrencilerin kendine güvenini artırır.					
12.BİT araçlarıyla desteklenen kapsamlı okuma uygulaması, öğrenciler için motive edici olabilir.					
13.BİT araçlarıyla desteklenen kapsamlı okuma uygulaması, öğrenciler için eğlenceli olabilir.					

APPENDIX 2. Interview Questions

1. Öğrencilerin kapsamlı okuma etkinliklerini desteklemek için BİT araçlarını kullanıyor musunuz? Evet ise, nasıl? Özellikle kullandığınız web siteleri veya uygulamalar var mı?
2. Uygulama öncesinde öğrencilerinize kapsamlı okuma ve BİT araçları hakkında bilgilendirme yapıyor musunuz?
3. Kapsamlı okuma için BİT araçlarının kullanımı hakkında öğrencilerin görüşlerini alıyor musunuz? Evet ise, nasıl?
4. Kapsamlı okuma pratiğinde hangi BİT aracını kullanmayı tercih ediyorsunuz? Bilgisayar mı, cep telefonu mu? Sebebiyle birlikte açıklayınız?
5. BİT araçlarıyla desteklenen kapsamlı okumanın avantajları nelerdir?
6. BİT araçlarıyla desteklenen kapsamlı okumanın dezavantajları nelerdir?
7. BİT araçlarını kullanırken herhangi bir engelle karşılaştınız mı? Karşılaştıysanız bu engel nedir, detaylandırarak anlatır mısınız?

APPENDIX 3. Anadolu University Ethics Committee Approval

Evrak Kayıt Tarihi: 12.05.2022

Protokol No: 313940

Tarih: 25.05.2022



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	Utilizing ICT on Extensive Reading Practices of EFL Learners: Teachers' Views, Practices, and Issues Concerning the Implementation. Yabancı Dil Olarak İngilizce Öğrenenlerin Kapsamlı Okuma Uygulamalarında BİT Kullanımı: Öğretmenlerin Görüşleri, Uygulamaları ve Uygulamaya İlişkin Konular
PROJE/TEZ YÜRÜTÜCÜSÜ:	Doç. Dr. Ali MERÇ
TEZ YAZARI:	Özge Su ÖZALP
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu
Prof. Dr. Saime ÖNCE (Başkan-İkt. ve İdari Bil. Fak.)	
Prof. Dr. M. Erkan ÜYÜMEZ (Başkan Yardımcısı -İkt. ve İdari Bil. Fak.)	Prof. Dr. Fatime GÜNEŞ (Edebiyat Fak.)
Prof. Dr. Yıldız UZUNER (Eğitim Fak.)	Prof. Dr. İbrahim Cemil ULUKAN (Açıköğretim Fak.)
Prof. Dr. Handan DEVECİ (Eğitim Fak.)	Prof. Dr. Erkan YÜKSEL (İletişim Bil. Fak.)

APPENDIX 4. Anadolu University School of Foreign Languages Data

Collection Permission

Ana.Üni.: 09.06.2022-327166



T.C.
ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik
Yazı İşleri Müdürlüğü

09.06.2022

Sayı : E-63784619-605.01-327166
Konu : Özge Su ÖZALP'in Yüksek Lisans Tezi
Uygulama İzin Talebi

DAĞITIM YERLERİNE

İlgi : 08.06.2022 tarihli ve 326916 sayılı yazınız.

İlgi'de kayıtlı yazınızda belirtilen Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngilizce Eğitimi Tezli Yüksek Lisans Programı öğrencisi Özge Su ÖZALP'in, Doç. Dr. Ali MERÇ'in danışmanlığında hazırladığı "Yabancı Dil Olarak İngilizce Öğrenenlerin Kapsamlı Okuma Uygulamalarında BİT Kullanımı: Öğretmenlerin Görüşleri, Uygulamaları ve Uygulamaya İlişkin Konular" başlıklı yüksek lisans tez çalışmasını, Üniversitemiz Yabancı Diller Yüksekokulunda gerçekleştirmesi Rektörlüğümüzce uygun görülmüştür.

Bilgilerini rica ederim.

Prof. Dr. Süleyman SÖZEN
Rektör a.
Rektör Yardımcısı

Dağıtım:
Gereği:
Eğitim Bilimleri Enstitüsü Müdürlüğüne

Bilgi:
Yabancı Diller Yüksekokulu Müdürlüğüne

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BS58U123K6

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/anadolu-universitesi-ebys>

Yunus Emre Kampüsü Tepebaşı/Eskişehir
Telefon No :+90 222 335 05 80/1352-1353 Faks No :+90 222 335 36 16
e-Posta : gensek@anadolu.edu.tr İnternet Adresi : www.anadolu.edu.tr
Kep Adresi : anadoluniversitesi@hs03.kep.tr

Bilgi için: Bediha AKSAN
Büro Personeli
Telefon No: 1352-1318



Bu belge, 5070 sayılı Elektronik İmza Kanununa göre Güvenli Elektronik İmza ile imzalanmıştır

CURRICULUM VITAE

Name-Surname : Özge Su Özalp

Foreign Language : English

Educational Background:

- 2020, Anadolu University, Faculty of Education, English Language Teaching Department, Eskişehir

Work Experience:

- 2019, English Teacher, British Town Language School, Sakarya
- 2022, English Teacher, Milli İrade Primary School, Eskişehir
- 2022, English Teacher, Cahide Aydınürk Fevziye Demiray Belde Evi, Eskişehir
- 2022, English Teacher, Minidil, Eskişehir
- 2023, Ads Quality Rater, Welocalize, New York

Scientific Publications:

- Merç, A. & Özalp, Ö. S. (2022). The relationship between speaking anxiety and willingness to communicate: A quantitative inquiry. *Anadolu University Journal of Education Faculty (AUJEF)*, 6(3), 294-311.

Certificates:

- 2020, Cambridge Teaching Knowledge Test, Eskişehir