Exploring University English Preparatory School Students' ICT Usage for Regulating Self -Language Learning Processes

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Abstract: The aim of this study is to understand English preparatory school students' perceptions and preferences for self-regulated language learning with the aid of Information and Communication Technologies (ICT). The study was conducted with 85 prep-school language learners at Gaziantep University who got accepted to different majors. A questionnaire consisted of two parts including 5 Likert Scale questions measuring the participants' self-efficacy for self-regulating via ICT, language backgrounds and demographic information of the participants was sent to the participants through an email. The study was based on quantitative data collection and analysis. In the process of data analysis, not only descriptive analysis but also Mann-Whitney U-test and chi-square test were calculated to understand the relations between self-regulated learning strategies with ICT and demographic variables. The main finding in this study was that there are no significant differences between female and male participants and low and upper level participants as well in terms of their ICT use for self-language learning experience. According to the results, the participants mostly preferred to practice their listening and vocabulary skills through ICT tools. Additionally, the results also show that students need help to use ICT in their self-learning outside the classroom. More researches should be done to direct teachers how to facilitate their students' language learning process. For this reason, the other crucial point is that both teachers and students should be guided, trained and motivated to apply ICT tools in their language education process and students should be encouraged to manage their learning at their self-pace.

Key Words: ICT, self-regulated learning, technology-assisted language learning, English prep school language learners.

Introduction

 "There are two important dimensions to successful second language learning: what goes on inside the classroom and what goes on outside of the classroom" (Richards, 2015, p.1). In recent years, there has been growing interest in the use of information and communication technologies (ICT) for providing learners opportunities to regulate their learning experience outside the classroom and increasing their language learning achievement and motivation. The relationship between ICT and self-regulated learning has been studied by many authors. ICT use in second language learning has been studied extensively since especially last decade (Bloom, 2013; Çelik, 2012; Lai, 2011; Merç, 2015; Pun, 2014).

The constructs of 'self-paced learning', 'learner autonomy', 'self-determination', 'self-regulation' underline a theoretical framework focusing on learner-centred approach for the contexts of language learning and teaching (Çelik, 2012). In addition, these learning and teaching contexts can differentiate in terms of learners and teachers' autonomy levels and motives which are thought as key concepts regarding innovative and modern language learning pedagogy in 21st century (Lai, 2015). Previous studies have documented that contexts in which language learners study autonomously without being controlled by teachers directly are extremely significant to provide students gain self-confidence and take their learning responsibility independently (Zimmerman, 2011).

Several studies have shown that the understanding of 'focus on language' begin to turn into 'focus on learner'. What is known about the association between ICT use and self-regulated learning is largely based on contemporary pedagogical perspectives which recognise the vital links language success and autonomy (Chen, 2011; Stockwell,2013). What is more, awareness of students in the matter of autonomy give them chance to explore their needs, potentials, learning styles and strategies contributing their effective learning process.

Literature Review

Self-Regulated Learning

A few decades ago, learners' individual differences attracted considerable interest in the language teaching community (Brown & White, 2003). The motive of discovery about how a learner is qualified as good and proficient had one of the most focused purposes in language education to explore some attitudes and features accepted by language community (Çelik, 2012). The concept of individual learning brought about the notion of self-regulation which means managing your learning process. Hence, the concept of self-regulated learning (SRL) came out as a vital idea in the field of education (Boekaerts, 1999). Nowadays, this kind of responsibility given to students is considered a crucial point gaining success and increase potential (Pynoo, Devolder, Tondeur & Duyck, 2011). The focus placed upon self-regulated learning in the related literature is the capability of self-monitor 'cognitively, motivationally and behaviourally' of students in their own learning experience (Zimmerman, 2011). Winne (1995), Ertmer (1996), Chang & Wu (2003) had major summary definitions of comprehensive literature review of self-regulated learning. Bandura (2004) defines self-regulation as a way that learners try to practice for reaching their potential. On the other hand, Leaver, Ehrman and Shekhtman (2005) explain self-regulation not only self-practicing but also improving autonomy by the learner. The construct of self-regulating learning focuses on one's skills for controlling, monitoring and regulating which each represents strategy of learning (Zhang, 2012). These cognitive abilities students use as strategy in their learning process motivate them to enhance self-control and confidence and increase a belief they can learn autonomously.

According to Alexiou & Paraskeva (2013), considering language learning education, self-regulated learning is an effective process that students manage to control themselves, execute their learning, attempt to practice and feel their potential so as to succeed their learning purposes. These factors are vital and primary goals for language teachers. Relatively, as the effect of ICT on reinforcing learners to be autonomous and constructive is thought, technology has been identified as one of the

best ways supporting language learning and teaching environment by language researchers more recently (Proske &Narciss, 2011).

In order to expand the understanding of self-regulation, it can be stated that out of class learning is one of the major factors providing self-regulated learning (Lai &Gu, 2011). Reported studies related with out of class learning have demonstrated that there are various activities and environments outside the classroom learners can access and use in their language learning process (Mora, 2011; Sabzian, 2013). Bernacki et al., 2011 pointed out that some activities such as videos, TV, movies and radio applied outside the classroom have been explored to provide a positive effect on students' language identities and motivation. Furthermore, the facilities and resources supplied by out of classroom activities increase the ability of self-expression and improve self- understanding (Çelik, 2012). Nevertheless, there is still a lack of studies on out of class language learning reinforcing learners integrate technology use and self-regulation strategies.

Technology Enhanced Language Learning Outside Classroom

Depending on the development of the technology and the its great potential in the field of education technological tools and applications have been the focus in language learning community as well (Lai & Zimmerman, 2011). Çelik et al. (2012) reported that the innovations brought about technology give chance students to access enjoyable and multiple resources outside classroom. Hence, language learning education, technology and autonomy are integrated and increase learners' language ability. One of the most cited studies is that of Bernacki (2011) who sees technology as an important tool to enhance language learning. He identified that technology increases learners' self-confidence and self-regulated learning endeavour which are useful and effective in their language learning experience.

To further examine the role of ICT in self-regulated language learning, researchers carried out a series of studies. Sabzian et al. (2013) investigated the differential impact of with ICT and without ICT language learning and the effect on self-directed

learning. They found that technology enhanced language learning motivate and reinforce learners much more to manage their process independently and promote a full understanding about their language identity. In addition, some other researchers claim that online learning environments are extremely supportive so that learners can discover their learning styles, improve some strategies, reach various resources and foster self-regulated learning (Chen, 2013; Proske et al. 2011; Syamplee and Phil, 2012). So far, as previous researches are considered, there has been a more agreement on the effect of ICT use in self-regulated language learning process is a crucial point. Nevertheless, the rapid changes occurring in technology area are having serious effects on education policy. Some researchers have focused primarily on lack of knowledge of learners about new applications and software such as WEB 2.0, podcasts and programs. They declared that today's students aren't applying these innovative applications and do not have enough motivation to use them out of class (Winke & Goertler, 2012; Zhang, 2014). Surprisingly, although the importance of these applications has been extensively studied, they have still not been applied by students in their self-learning process since students do not know how to do it (Çelik, 2012; Lai & Gu, 2011). Previous studies have mostly concentrated on learners in the English language department rather than other departments. Additionally, there is still little convincing evidence that learners are aware of the significance of the role of self-regulation and ICT while learning language.

This study set out to explore the influence of use of ICT on self-regulated learning and develop a deeper understanding of the effect of their combination on language learning education. A secondary aim of this investigation is to discover which learning skills on which language environments students select to practice through ICT. Therefore, this study addresses the following research questions to collect data:

> 1. Is there any difference between male and female students concerning ICT preferences in the matter of their self-regulated language learning experience out of class?

2. Is there any difference between low and upper level students concerning ICT preferences in the matter of their self-regulated language learning experience out of class?

3. Which language learning skills are mostly preferred to practice through ICT for regulating self-language learning process outside the classroom?

4. What are the most preferred ICT learning environments accessed by the language learners for regulating self-language learning process outside the classroom?

5. How do students apply ICT tools for regulating their self-language learning process out of class?

Methodology

This study aims at revealing the ideas and opinions about ICT use of language learners for their self-paced language learning process. For this reason, quantitative data was collected from the participants through a questionnaire. In this section, detailed information was given including participants, instruments, procedures and data analysis.

Participants

The participants were 85 university students who were from different departments and were studying at English preparatory school at Gaziantep University. All the participants were Turkish. Additionally, the whole participants were young adults aged 17-19 and in their first year at the university. The participants of the present study consisted of 54 (60%) females and 31 (40%) male students. They were selected randomly and voluntarily from both low and upper levels. 57 (67.1%) of the participants were low level students and 28 (32.9%) of the participants were upper level students. All the participants were sent a questionnaire via email and asked they filled a Turkish version of the questionnaire (see Appendix B). They were also informed about that they should fill the questionnaire considering their own opinions and choose the options best describe their ideas about ICT.

Instruments

In this study, a survey retrieved from Çelik, S., Arkin, L. & Sabriler, D. (2012), adapted from Lai and Gu (2009) was conducted. Çelik, S. et al. (2012), in their adapted scale, conducted an exploratory factor analysis and observed six subcategories for the use of ICT in self-regulated language learning process. Additionally, they defined "Cronbach's Alpha value for the Likert-scale items was found out as .97." (Çelik, S. et al. (2012). The survey consisted of two sections: First section includes demographic information (gender, age, level) and language learning backgrounds (which language skills practiced via ICT and which language environments accessed for practicing). The following section comprises 28 questions with 5 Likert- scale (1= Strongly Disagree,2= Disagree, 3=Neutral, 4= Agree, 5= Strongly Agree) questions on how much ICT are integrated in the process of self-regulated language learning by language learners. A pilot study was done on 15 English preparatory school students at the same university to test the instrument, make sure each item of the survey was understandable and decide how much time needed to finish the survey. According to pilot study, the survey was conducted.

Procedure

At first, an informed consent was sent to the participants explaining that their responses are anonymous and no identifying information will be collected. The survey's Turkish version retrieved from Çelik, S et al. (2012) also was sent with informed consent to the participants through email since their major is not English, and they entered to different departments. As a result, 85 language learners completed the survey. The participants who completed the survey were sampled from low and upper level students and they were asked randomly and selected voluntarily to get information about the reasons behind why some of them use ICT and some do not use for language learning.

In this study, the participants needed around 10 minutes to complete the survey for deciding with the pilot study process. The participants were asked to rank each item by defining a point between 1 (less) and 5 (more). The scale was pointed to 1:

Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree with relation to the effectiveness of technology on second language learning in contributing to the students from different departments in the English prep school at Gaziantep University. After the data collection, student responses given to each item were analysed because the survey was collected with only quantitative data.

Data Analysis

In the analysis of data, SPSS 22.0 program was used. The percentages of the participants were counted. The mean, standard deviation for the descriptive characteristics of the subscales were calculated for 2 items with multiple responses. The Mann-Whitney-U test was used for nonparametric data to determine whether there was a significant difference between the scale total score averages according to sex and level of participants in the study. Finally, in terms of each level of the participant items in the questionnaire, the comparisons are calculated with chi-square.

Results

In this section, results of the present study show the findings of a detailed statistical data analysis. The results of this study will be presented with tables in quantitative form. The results show that social connection factors most used ones by the participants. The participants watch DVDs and videos and communicating with people in different learning environments to improve especially listening vocabulary and speaking skills.

Table 1. Mann Whitney U-test results of the participants regarding gender and language level

	N	Mean Rank	Sum of Ranks	U	p
Female Participants	51	46.89	2391.50	668,50	0.75
Male Participants	34	37.16	1263.50		
Low Level Participants	57	45.47	2592.00	657.00	0.19
Upper Level Participants	28	37.96	1063.00		

Mann-Whitney U-test analysis was performed to determine if there is any difference in the self-regulatory strategies of students surveyed according to gender characteristics and level status. The results are shown in table 1. According to MWU results, there was no significant difference between female and male participants (u = 668.50, p = 0.75) and according to language level status (u = 657.00, p = 0.19). Additionally, self-efficacy about using ICTs of the samples in the process of their language learning were investigated. The findings showed that male and low-level participants tend to apply ICTs in their free times and have some problem about using ICTs for learning language. On the other hand, female and upper level participants prefer to use ICTs for developing their second language learning skills more. The following table demonstrates participants' thoughts on the language skills they practice using ICTs for regulating their self-language learning process.

Table 2. Language learning skills preferred to practice applying ICT for regulating self-language learning process

Skills	N	Percent
Speaking	37	17,6%
Writing	33	15,7%
Reading	30	14,3%
Listening	57	27,1%
Vocabulary	38	18,1%
Grammar	15	7,1%
Total	285	.%100

As it is considered in terms of the language skills, the participants practiced listening, vocabulary and speaking skills most and grammar least through ICTs. Later, beside the language skills, the participants were also filled a list of uses of ICT learning environments and were asked to choose the ones they accessed regularly. They were informed they could choose more than one option. The following table gives

information about the percentages of the environments the participants mostly applied to improve their self-regulated language learning process via ICTs.

Table 3. Participants' access of different ICT environments for regulating self-language learning process

Items	N	Percent
Surfing the websites on Internet	35	12,3%
Using audio and video sharing websites, like YouTube	37	13,0%
Watching DVD movies (with subtitles in the foreign language)	33	11,6%
Watching DVD movies (with subtitles in your mother language)	39	13,7%
Watching TV programs in the foreign language	35	12,3%
Listening to music in the foreign language on music players, like iPod and mp3	34	11,9%
Communicating with people in the foreign language on social network sites, like Facebook and My Space	24	8,4%
Communicating with people in the foreign language by using chat programs, like MSN and Skype	35	12,3%
Reading books, magazines, newspapers, etc. in the foreign language	13	4,6%
Total	**285**	**100,0%**

It was observed that the most accessed ICT environment were 'watching DVD movies (with subtitles in your mother language)', 'using audio and video sharing web sites, like YouTube'. On the other hand, 'communicating with people in the foreign language by using chat programs, like MSN and Skype' was preferred least by the participants. As it is considered in terms of most used environments, it can be thought that listening and speaking skills are major one participants practice through audio, video web sites and movies while reading skill is least practiced.

ICT Preferences for Regulating Self-Language Learning Process

In this study, six sub categories developed by Lai and Gu (2011) for regulating self-learning was used to inquire their effects on participants self-study time. These categories involve "goal commitment, affective regulation, social connection regulation, resource regulation, metacognitive regulation and culture learning" (Lai and Gu, 2012). Considering the responses given by the participants for each item

belonged to these six factors, it was found that all these six categories made a positive effect on the participants mind. The following table (4) reports means and standard deviation of the factors evaluated by the participants from the most regulated to the least one through ICTs in their language learning process.

Table 4. How do students apply ICT tools for regulating their self-language learning process?

Type of regulation	N	Mean	SD
Goal commitment	85	11,16	2,48
Affective regulation	85	14,44	3,38
Social connection regulation	85	21,36	4,15
Resource regulation	85	18,74	3,48
Metacognitive regulation	85	28.79	5,93
Culture learning	85	11,60	2,14

As six factors were examined, it was observed that metacognitive regulation and social connection regulation were the most used factors via ICT tools positively by the participants in their learning process. However, goal commitment and culture learning were the least used factors through ICT tools and perceived less positive for language learning by the participants. The following table (5) gives more details about the responses.

Table 5. Chi-square test results of responses of the participants regarding the ICT use for regulating self-language learning process scale

Items	SA+A	Not Sure	DA+SD	
Goal Commitment Regulation				P
1. ICTs are important sources and tools to maintain my interest in achieving my language learning goal.	62	14	9	.000
2. I believe ICTs can help me continue in reaching my goal in learning the language.	57	14	14	.000
3. I believe ICTs can help me achieve my language learning goals more quickly and efficiently.	57	18	10	.000

Affective Regulation

4.When I feel bored with learning the language, I use ICTs to decrease the boredom and increase the enjoyment.	52	23	10	.000
5. I use ICTs to make the task of language learning more attractive to me.	50	19	16	.000
6. I feel ICTs effectively maintain my interest and enthusiasm in learning the language.	54	17	14	.000
7. When I start to resist learning the language, I use ICTs to help myself regain the interest and enthusiasm.	52	17	16	.000

Social Connection Regulation

8. ICTs help to make my language learning a relaxing process.	42	26	17	.003
9. ICTs make me enjoy learning the language more.	57	16	12	.000
10. I use ICTs to increase the time I spend on learning the language.	44	21	10	.001
11. I use ICTs to connect with native speakers of the language.	52	17	16	.000
12. I use ICTs to connect with other learners all over the world.	49	23	13	.000
13. I use ICTs to search for encouragement and support from other learners of the language.	52	20	13	.000

Resource Regulation

14. When I feel I need more learning resources in the language, I use ICTs to expand my resources.	59	17	9	.000
15. I use ICTs to increase my learning experience outside the language classroom.	60	14	11	.000
16. I use ICTs to create and increase opportunities to learn and use the language.	62	16	7	.000
17. I use ICTs to search for learning resources and opportunities to help achieve my goals.	63	13	9	.000
18. I search for attractive language learning materials and experience delivered by ICTs.	57	16	12	.000

Metacognitive Regulation

19. I know how to use ICTs to effectively monitor myself to achieve the learning goals at each stage.	51	20	14	.000
20. I plan learning tasks to do outside of school that involve the use of ICTs.	36	23	26	.195
21. I plan relevant materials to do outside of school that involve the use of ICTs.	46	28	11	.000
22. I adjust my language learning goals using ICTs.	47	23	11	.000
23. I am satisfied with the way I use ICTs to help myself continue in reaching my learning goals.	58	22	5	.000
24. I set sub-goals for the next stage of learning in the light of how much I can understand and produce when using ICTs to acquire information or communicate with others.	59	19	7	.000
25. For the areas that I am weak in, I know how to select and use appropriate ICTs to improve the areas.	55	18	12	.000

Culture Learning Regulation

26. I use ICTs to help myself to increase my ability to interact with the target culture.	64	16	5	.000
27. I use ICTs to help myself understand and appreciate the target culture better.	62	15	8	.000
28. I use ICTs to search for answers to my questions about the language and culture.	65	10	10	.000

Considering the chi-square results, it was conducted that no significant difference between dependent and independent variables which means collected data are consistent. As each item was examined, findings demonstrate that most of the participants use and give importance to connect with others through ICT tools and channels for their learning. Majority of the participants believe that ICT tools and environments are relaxing, enjoyable, communicative and provide many opportunities in their self-language learning experience outside the classroom. On the other hand, it was observed that there was a significant problem to prepare and manage tasks with ICT at self-pace by a considerable number of participants. They declared that they needed help to control and execute their learning alone with technology. In addition, many participants (65 students) agreed that resource regulation items had a huge effect and benefit to their language learning experience via ICT. The metacognitive regulation factor which involves seven items regarding ICT use for regulating self-learning is the most preferred by the participants. However, it is also obvious that most of the students do not know how to regulate their materials through ICT and apply them technologically, so they were not sure about this metacognitive regulation item's effectiveness in their learning process. It was surprising that considering the factors in general, culture learning had less importance rate while items were examined separately, all 3 items of culture learning category had much more scores than others. As a result, from this chi-square findings, it can be understood that the items participants desire to apply and the items they are not able to apply are consistent and have a positive correlation. The following section will discuss on the results of the present study comparing them with the related research in this subject area.

Discussion and Conclusion

The current study was executed to find out English prep school language learners' who were from different majors and different levels preferences of ICT for regulating their self-language learning experience. The theoretical framework of the present study was based on Self-regulated learning (SRL) and technology assisted learning in

the literature. (Bernacki, Aguilar, & Byrnes, 2011; Çelik, S. et al, 2012; Lai & Gu, 2011; Yusuf, 2011; Steffens, 2012). With the thought that ICT use is a need for self-regulation in foreign language learning process, Dabbagh and Kitsantas (2012) declares that self-regulated strategies should integrate into technology-assisted learning environments to explore how to develop learning skills through ICT. The findings of present study back up the related previous studies in the field (Hatlevik & Tomte, 2011; Lai & Gu, 2011; Valentin, 2013; Zhang, 2011). However, it was also observed that there were some differences in terms of the results compared with some other studies in the field (Çelik, S. et al.,2012; Mateos,2013) Such differences may result from cultural backgrounds, educational programs, opportunities, training systems and so on. These differences can be a reason why technology-assisted learning and self-regulated strategies are integrated by the students. The findings also revealed that though students desire to apply ICT and self-regulated strategies in their learning experience, they have some problems in terms of managing to use them and requiring proficiency. On the other hand, there is a fact that the sample size (85 student) of the current study is not enough big. Therefore, the findings are somewhat speculative. In addition, as the results are considered, it is obviously understood that there are no significant differences in terms of genders and levels of the participants' ICT preferences for self-language learning process.

In summary, the current study presented in this paper has reveals some basic conclusions. This section evaluates all findings and draws an overall perspective to the study by explaining some conclusions. What is new in our study is that this paper focused on the language learners from different departments rather than only EFL learners. The findings of the current study may have some new applications and ideas for further ones. First, the findings indicate that students are extremely willing to use ICT for regulating self-pace learning experience outside the classroom. This demonstrates that ICT is an effective tool for language learning and provide a great deal of interest for learners outside the classroom. Hence, the results of the study are consistent with the results of Lai and Gu (2011) paper. Regarding the responses, it has been found that participants mostly practice with ICT to improve their listening,

vocabulary and speaking skills. Grammar, reading and writing, on the other hand, was practiced least by the participants. However, although speaking skill has been one of the most practiced ones through technology by the participants, it has still least developed skill among Turkish learners surprisingly.

The other important issue in the study was it has been seen that the participants applying ICT tools to control their self-learning mostly need to manage some goals and tasks and increase their materials they can benefit from. That's why they find enjoyable, motivating and effective to enhance their self-experience with ICT. Additionally, the participants state that social networks such as YouTube, Skype and Facebook are the best communicative ways to connect with other people and develop their language skills as well. Considering all these cases and findings, an overall conclusion may be drawn attention. While participants really willing to use ICT for self-learning outside the school and have some regulation strategies, however they think and suffer that they need help and training about how to reach, create and use ICT tools for language learning. Furthermore, teachers also need support, training and guidance to encourage their learners and facilitate their jobs.

Limitation and Suggestion for Further Research

Considering the study executed by Lai and Gu (2011), the current study presents some suggestions for further researches and draws attention to some limitations. Firstly, teachers have a key role in facilitating and directing their students in a right way in terms of ICT use for regulating their self-language learning process outside the classroom. Language teachers should be qualified and equipped about technology tools used for enhancing language education. The more teachers have information about how to apply ICT the more their students gain success about how to reach the sources and use them at self-pace. Accordingly, Lai and Gu (2011) suggest that the critical issue is to reinforce and back up the students as a significant part of their language learning program to provide them reach the facilities of ICTs and self-regulation strategies to enhance their language learning experience. Some researchers suggest that both teachers and students should be aware of and adapt the

effectiveness and importance of ICT use for self-regulation and prepared in applying technology in learning and teaching settings (Lee & Chai, 2014; Rahimi &Bigdeli, 2014; Yastibas, 2015). Correspondingly, there are some studies which have a positive motive in the field for the access to various online training programs and resources to increase the efficacy of both teachers and learners (Ishikawa, 2015; Zanetti, 2016). However, more research is required in terms of how these training programs will be carried out and what kind of training is required according to cultural settings, number of learners and educational systems.

As the limitations are considered, the major limitation is that qualitative data is not collected from the participants to discover and get a deeper understanding about what they think, experience and what advantages and disadvantages of using ICT outside the classroom. Additionally, the study was executed with a small size samples, so the further research can include much more participants to have more reliable and valid data. Furthermore, the samples were chosen randomly and voluntarily. A more systematic approach can be used to choose the samples.

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Appendices

Appendix 1. Questionnaire of the Use of ICT and Self-Regulation in Second Language Learning

Dear Participant,

This research survey is being conducted to explore English preparatory school students' perceptions and preferences for self-regulated language learning with the aid of Information and Communication Technologies. The survey should take approximately 10 minutes to answer.

By completing this survey, you agree to participate in this study. **Your responses are anonymous** and no identifying information will be collected.

You will find a list of various self-regulation strategies that are used by foreign language learners.

For each item, **please, answer the questions according to your own opinions.**

Please mark the statement that most describe you.

Thank you for your time and effort.

1. Gender   Female ( ) Male ( )

2. Age   _____

3. What is your language level?

  - Elementary

  - Pre-intermediate

  - Intermediate

  - Advanced

4. So far, in your foreign language learning process, did you experience what language skills are most influential on the development of Information and Communication Technologies (ICT)? (You can select more than one option)

  - Speaking

  - Writing

  - Reading

  - Listening

  - Vocabulary

  - Grammar

5. Which of the following learning environment has a positive impact on your foreign language learning in your current foreign language learning process? (You can select more than one option)

  - Surfing the websites on Internet

  - Using audio and video sharing websites, like YouTube

  - Watching DVD movies (with subtitles in the foreign language)

  - Watching DVD movies (with subtitles in your mother language)

  - Watching TV programs in the foreign language

  - Listening to music in the foreign language on music players, like iPod and mp3

  - Communicating with people in the foreign language on social network sites, like Facebook, My space

  - Communicating with people in the foreign language by using chat programs, like MSN and Skype

  - Reading books, magazines, newspapers, etc. in the foreign language

Appendix 2. ICT Usage in Foreign Language Education

Yabancı Dilde Bilgi ve İletişim Teknoloji Kullanımı	Kesinlikle Katılmıyorum (1) Certainly disagree	Katılmıyorum (2) Disagree	Kararsızım (3) Undecided	Katılıyorum (4) Agree	Kesinlikle Katılıyorum (5) Certainly agree
Bilgi ve İletişim Teknolojileri (BİT), dil öğrenme hedefime ulaşmada öğrenmeye yönelik ilgimi korumamı sağlayan önemli bir kaynak ve araçtır.					
Bilgi ve İletişim Teknolojilerinin, dil öğrenme hedefime ulaşma kararlılığımı arttırdığını düşünüyorum.					
Bilgi ve İletişim Teknolojilerinin, dil öğrenme hedeflerime daha çabuk ve etkili bir şekilde ulaşmada bana yardımcı olduğuna inanıyorum.					
Dil öğrenmeye yönelik ders çalışırken sıkıldığım zamanlarda, sıkıntımı gidermek ve daha eğlenceli hale getirmek için Bilgi ve İletişim Teknolojilerini kullanırım.					
Dil öğrenme sürecini daha çekici hale getirmek için Bilgi ve İletişim Teknolojilerini kullanırım.					
Bilgi ve İletişim Teknolojilerinin, dil öğrenme sürecinde ilgi ve istek seviyemi yüksek tutmada etkili olduğunu düşünüyorum.					
Dil öğrenmeye yönelik ilgim azaldığında, ilgi ve isteğimi tekrar yükseltmek için Bilgi ve İletişim Teknolojilerini kullanıyorum.					
Dil öğrenimimi rahatlatıcı/ stressiz bir süreç haline getirmede Bilgi ve İletişim Teknolojileri bana yardımcı olur.					
Bilgi ve İletişim Teknolojileri dil öğrenimimi daha keyifli bir hale getirir.					
Dil öğrenimine ayırdığım süreyi artırmak için Bilgi ve İletişim Teknolojilerini kullanırım.					
Öğrenmekte olduğum dili anadili olarak konuşan insanlarla iletişim kurmak için Bilgi ve İletişim Teknolojilerini kullanırım.					
Benimle aynı dili öğrenmekte olan dünyadaki diğer insanlarla iletişim kurmak için Bilgi ve İletişim Teknolojilerini kullanırım.					
Benimle aynı dili öğrenmekte olan dünyadaki diğer insanlardan yardım ve destek almak için Bilgi ve İletişim Teknolojilerini kullanırım.					
Öğrenmekte olduğum dil ile ilgili daha fazla kaynağa ihtiyaç duyduğumda, öğrenim kaynaklarımı geliştirmek için Bilgi ve İletişim Teknolojilerini kullanırım.					
Dil öğrenimi deneyimimi sınıf dışında da sürdürmede Bilgi ve İletişim Teknolojilerini kullanırım.					
Dil öğrenmek ve öğrendiğim dili kullanmak için fırsatlar yaratmada ve artırmada Bilgi ve İletişim Teknolojilerini kullanırım.					
Dil öğrenimi hedeflerime ulaşmada, öğrenme kaynakları ve fırsatları aramada Bilgi ve İletişim Teknolojilerini kullanırım.					

Bilgi ve İletişim Teknolojileri aracılığıyla ulaşabileceğim *etkileşimli* öğrenme materyalleri ve deneyimleri ararım.					
Dil öğrenme hedefime ulaşırken, öğrenim sürecimin her aşamasında başarımı gözden geçirmede Bilgi ve İletişim Teknolojilerini etkili bir şekilde nasıl kullanacağımı biliyorum.					
Bilgi ve İletişim Teknolojilerini kullanarak, ders dışında çalışmak üzere dil öğrenme materyalleri tasarlayabilirim.					
Bilgi ve İletişim Teknolojilerini kullanarak, ders dışında çeşitli etkinlikler planlayabilirim.					
Bilgi ve İletişim Teknolojilerini kullanarak eriştiğim bilgilere göre dil öğrenme hedeflerimi gözden geçiririm.					
Bilgi ve İletişim Teknolojilerinin dil öğrenme hedefimi gerçekleştirme kararlılığımda bana yardımcı olmasından memnunum.					
Bilgi ve İletişim Teknolojilerini kullanarak elde ettiğim bilgi ve iletişim kurduğum diğer kişilerden aldığım edinimler doğrultusunda bir sonraki öğrenme aşamam için hedefler koyarım.					
Dil öğrenmede zayıf olduğum alanlarda kendimi geliştirmek için uygun Bilgi ve İletişim Teknolojilerini nasıl seçeceğimi ve kullanacağımı biliyorum.					
Öğrenmekte olduğum dilin kültürü ile etkileşim kurma becerilerimi artırmak için Bilgi ve İletişim Teknolojilerini kullanırım.					
Öğrenmekte olduğum dilin kültürünü daha iyi tanımada ve öğrenmede bana yardımcı olması için Bilgi ve İletişim Teknolojilerini kullanırım.					
Öğrenmekte olduğum dil ve kültürü hakkındaki sorularıma yanıt aramak için Bilgi ve İletişim Teknolojilerini kullanırım.					