



TURKISH K-12 EFL TEACHERS' ATTITUDES TOWARD ICT INTEGRATION INTO LANGUAGE INSTRUCTION

Assoc. Prof. Dr. Murat Hismanoglu
Usak University
TURKEY
murat.hismanoglu@usak.edu.tr

Abstract

This study aims at revealing K-12 EFL teachers' attitudes toward ICT integration into language instruction and explicating the factors impeding their positive attitudes. One hundred and eighty five K-12 EFL teachers (45 males) from Turkish primary and secondary education involved in the study. The methodology deployed in the study is mixed-method, including both quantitative and qualitative approaches to gathering, analyzing, interpreting, and reporting data. The results of the study unearthed K-12 EFL teachers' fair ICT competence, their positive ICT attitudes, a number of barriers to and prominent suggestions for ICT integration into language education.

Key Words: Attitudes, language teachers, information and communication technology, foreign language teaching, ICT competence.