



TEACHERS' ATTITUDES TOWARDS THE "DYNED" IN PRIMARY EDUCATION IN TURKEY

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Abstract

In Turkey, the Ministry of National Education made the DynEd compulsory in state primary education from the 4th to 8th grades in 2007. This study investigated EFL teachers' attitudes towards the "DynEd" in primary education in Turkey. This article is part of a descriptive study which was conducted in 2010 with 121 teachers of English working at different primary schools and using DynEd in their lessons in 10 different cities in Turkey. Data for this study were collected through a questionnaire which was used to find out participants' attitudes. The questionnaire was analyzed by using SPSS v11.5 program. Statistical methods including frequencies, percentages, mean, and regression analysis were used to analyze the data. The results of this study revealed that teachers' attitudes towards the DynEd were mildly positive. The results of the regression analysis showed that 10 factors were found statistically significant which affect teachers' attitudes towards the DynEd.

Key Words: DynEd, CALL, Teacher's Attitudes.

INTRODUCTION

Foreign/second language learning is part of modern education systems. Computers are widely used in the field of language learning. "Computer assisted language learning (CALL) is an emerging force in language education. Despite its awkward beginning and the on-going resistance of many in the language teaching community, it is maturing and showing that it can be a powerful tool in the hands of experienced teachers" (Knowles, 2004, p. 1).

In Turkey, looking at the projects conducted by Turkish Ministry of National Education for the use of computers in education one can see that there has been a serious progress in attempts to switch to computer assisted education in recent years. The clearest example of this is the DynEd application. As English has become very important in Turkey, The Ministry of National Education (MNE) tries to do its best to teach English to students. In this sense: "Within the scope of "100% Support to the Education" Campaign, the DynEd English Language Education Software products have been donated to our Ministry by Sanko Holding Inc" (MEB, 2007).

The positive or negative attitudes of teachers play an important role in the successful application of the DynEd in schools. Determining the reasons for such attitudes might be the first step in this necessary but manageable stage of adopting the DynEd. Understanding the attitudes of teachers towards the use of the DynEd might help develop ways for teachers to cope with the problems that they might encounter in teaching. Also, it should be borne in mind that with the lack of positive feelings, teachers cannot be effective while using the DynEd.

Since attitudes play an important role in teaching strategies, this study focuses on the attitudes of teachers towards the DynEd. Understanding teacher attitudes will help the Ministry of National Education to understand better the needs of teachers and to take decisions about the use of the DynEd in Turkey.

The purpose of this study is to find out about the attitudes of teachers towards the DynEd. To this end, this study sought for the answer to the following question.

- What are the attitudes of teachers towards the DynEd?



DynEd

The Turkish Ministry of National Education decided in 2007 to use the DynEd in primary education in the 4-8th grades. And since the 2008-2009 educational year, DynEd has been used in all primary education in Turkey. Before we proceed, it would be useful to explain what DynEd is.

“DynEd was founded in 1987 by Lance Knowles, and a team of engineers. DynEd’s founders created the world’s first interactive multimedia language learning software in 1988 and received a U.S. patent for this invention in 1991” (Knowles, 2004). Also DynEd is a four-level introductory course ranging from the stages of novice-mid to intermediate-high students. Emphasis is placed on building the receptive skill of listening and the productive skill of speaking that are necessary for basic communication in English (Marimuthu, Soon, 2005).

First English is an award-winning, research-based, English language learning course for beginners. It has been designed specifically to help students succeed in a school setting. It starts from the beginning and systematically helps students comprehend, practice, internalize and build the basic framework of English necessary for long-term success. DynEd's innovative use of visuals and comprehension exercises engage the learner in ways that a text-based approach cannot. Based on neuroscientific research, First English builds listening, speaking, vocabulary, grammar, and reading skills in an effective sequence that takes advantage of the learning synergies between each skill (First English, 2010).

English For Success is another award-winning, research-based, English language learning course for students who need to use English in school, including content areas like maths, science, geography and history. It teaches the language of classroom presentations, explanations, questions, homework and tests. Its multisensory, interactive approach has significant advantages over text-based presentations. With increased English language proficiency, your students will show test gains in all subject areas (English for Success, 2010).

The implementation of DynEd in the World and in Turkey

In recent years, some countries such as China, France, Argentina, Malaysia, Korea, Myanmar, and Turkey are using DynEd software. In these countries, this software is used in a way in which it assists English language teaching process in schools (Baş, 2010). For example in China, DynEd's training partners in China have succeeded with the MBA students at Peking University's Guanghua School of Management, one of the top business schools in China. Also in Italy one of Italy's largest government agencies uses DynEd's programs. DynEd is installed on over 200 networks deployed across Italy to support 2000 employees. In addition to these in Argentina Since 2003 Universidad Tecnológica Nacional has built a successful extension program around DynEd programs (Success Stories, 2010).

On the other hand in order to solve the problem in foreign language instruction in Turkey the Turkish Ministry of National Education decided to use the DynEd in 2007. But why was DynEd necessary in Turkey? To answer this question many studies have indicated. For instance, in their article Tıfarioğlu and Öztürk (2007) state foreign language teaching/learning has been a failure in Turkey for many years although nearly everyone believes that speaking at least one foreign language is essential today.

Also the answer of “Why was DynEd preferred in Turkey?” is as below. Designed by a team of language educators, computer programmers, neurologists and artists, DynEd is a multimedia language teaching program, which is the most effective and the best in the world. DynEd is an educational system that carries language education onto computers and that enables individuals to learn English on their own. The use of the DynEd will help students to learn English easily. Learning will be permanent and meaningful with the use of this kind of software that calls upon many sense organs of students with different learning styles within the frame of multiple intelligence theory (DynEd İngilizce Dil Eğitim Sistemi, 2010).

Attitudes of teachers

The term “attitude” has been defined by Zimbardo & Leippe (1991, p. 31) as “an evaluative disposition toward some object based upon cognition, affective reactions, behavioural intensions, and past behaviours”. In the Longman Dictionary of Applied Linguistics (1992, p. 199) ‘language attitudes’ are defined as follows: The



attitude which speakers of different languages or language varieties have towards each others' languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language.

The relationship between attitude and language teaching is another important point. Identifying teacher attitudes is important on two levels: the individual classroom level and the larger program level. On the classroom level, teacher attitudes affect teaching and students. Research shows that teachers' attitudes influence both their expectations for their students and their behaviour toward them. These attitudes, expectations, and behaviours influence both student self-image and academic performance (Alexander and Strain 1978). In Turkey the Ministry of National Education aims that with help of the DynEd at first teachers and then students will have positive attitudes towards teaching and learning English.

METHODOLOGY

Deriving from the purpose of the research, the study is an attempt to describe teachers' attitudes towards the DynEd. Therefore, this research is descriptive and developmental in nature. Also this study contains elements of survey research, e.g. sampling and questionnaire.

Research Setting

The main aim of the study is to investigate teachers' attitudes toward the DynEd which is used in the primary education in Turkey. Therefore, a major component of the study was to review the current context in the application of the DynEd in all primary education in Turkey. Accordingly, 10 cities were selected as the focus of this investigation. Given the resource constraints and limitations of the study, the present researcher decided to carry out an investigation of only 10 cities (Istanbul, Manisa, Antalya, Amasya, Sivas, Gaziantep, Bingöl, Ağrı, Trabzon, and Rize). For concerns of representation, the cities were chosen from different geographical locations. The researcher tried to choose a city from every region. The main concern in choosing cities from different regions was that of representation. This study was carried out in 2010.

Sampling of the Study

The nature of the techniques employed to gather data required that convenience sampling technique be applied to sample selection. The target population of this study is teachers of English. Accordingly, samples were selected in order to represent the population. The size of the teacher sample was determined as 15 from each city, making a total of 150 (N=150). Teacher samples in all cities were selected by using the convenience-sampling method. This is a non-probability sampling method. The reason for using the convenience sampling was time constraints and, not all teachers were available at the time of the administration of questionnaires. Thus, the questionnaire was distributed to those who were willing and available to participate in the study at the time.

Research Instrument

In order to gather data, the study employed a questionnaire and the results of this questionnaire were analyzed quantitatively to understand teachers' attitudes towards the DynEd.

A questionnaire was constructed to elicit data for the research question. The researcher had reviewed questionnaire construction guidelines from the educational research literature. With the help of the research literature on questionnaire design, the data needed was determined and as many items as possible were created before the construction of the questionnaire. Especially after an analysis of Özerol's (2009) questionnaire, the researcher decided to partly utilize her questionnaire. In order to develop the questionnaire the present researcher got necessary permission from Özerol to partly utilize her questionnaire. In her study Özerol states that she adapted her questionnaire from Braul, Omar Ali, Albirini and Levy's studies which are highly reliable and valid. Instructions and items were revised several times to ensure reliability and validity before the pilot work. The researcher made necessary adaptations in accordance with the purpose of the study. The developed questionnaire consists of 3 parts.



After the questionnaire was developed, it was translated into Turkish by an expert. The reason for this is that the present researcher thought that while filling in the questionnaire, teachers would feel more confident with their mother tongue.

The questionnaire also contained a cover page which included a letter to the respondents describing the subject, aims and importance of the inquiry. A statement of confidentiality was also included in cover letter. It took nearly two months to construct the questionnaire.

The questionnaire was divided into two parts. Part A of the questionnaire was aimed at eliciting teachers' DynEd contexts of use. Part B of the questionnaire was aimed at eliciting teachers' attitudes towards the DynEd.

The pilot study was administered to four experts and six teachers of English. Four experts were from different universities and the six teachers were from different cities. The researcher sent the questionnaires via e-mail. After they had analyzed it, they phoned the researcher to tell their ideas about the questionnaire or sent e-mail to the researcher which explained their ideas about the questionnaire. Necessary changes were made to the questionnaire according to the feedback taken from these people. There were some unnecessary items and some unclear points. The researcher fixed them. Also it was found that nearly 15-20 minutes was enough to fill out the questionnaire.

After necessary modifications, the questionnaire was considered to be appropriate for the study. Four experts confirmed that the questionnaire was valid. So the questionnaire was ready to be used.

Data collection Procedures

In order to collect the necessary data, the presents study employed a questionnaire. 150 questionnaires were distributed in the second week of February, 2010. The data collection took three weeks. As mentioned before, the researcher chose 10 different cities and tried to choose cities from every region.

Having selected the cities, the researcher contacted a colleague in these cities through telephone. They were informed of the study and were asked whether or not they could help the researcher. In every city, the researcher chose one responsible teacher from the colleagues who accepted to participate in the study. These teachers were responsible for the distribution and collection of the questionnaires in their cities. The questionnaires were mailed either by a delivery service or by e-mail. The volunteer responsible teachers that received the questionnaires were requested to collect and send the questionnaires back via cash-on-delivery method. Also permission was obtained from the Ministry of National Education (MNE) before the administration of the questionnaire. In addition, permission of headmasters of each school was also obtained to conduct the study in their schools and a copy of the permission of the MNE letter was given to the mentors.

The responsible teachers were asked to hand out the questionnaires to the other teachers of English and to collect them. A total of 150 questionnaires were sent to those cities. 15 questionnaires were sent to every city and 121 of 150 questionnaires returned. The return rate was found to be 80,66%.

This questionnaire was conducted in the spring semester of 2010. The questionnaires were administered in the second, third and fourth weeks of February. The participants were teachers of English, who work in primary education.

Data Analysis

All the items in the questionnaire were analyzed by using the Statistical Package for Social Sciences (SPSS v.11.5). Items in the Likert scales and close-ended items were designed with numeric items; therefore the researcher entered them into SPSS without problem. Frequency calculations and percentages of each item (i.e. how many teachers selected each answer) were used to produce central tendency statistics that were used to present an overall picture of the teachers' attitudes towards the DynEd. Also, with the purpose of revealing the factors that affect teachers' attitudes towards the DynEd, regression analysis was employed for each subscale.



FINDINGS

The Use of the DynEd

Part A of the questionnaire contained six questions and elicited data about the use of the DynEd. In order to elicit the data, the following questions were asked. The first question of Part A asked the participants whether they use the DynEd in teaching English at school. 64,5% of the teachers indicated that they used DynEd at school while 35,5% of the teachers responded that they did not use the DynEd at school.

The second question of Part A in the questionnaire asked the participants whether they had enough facilities (e.g. computer lab) to use the DynEd. Teachers' responses showed that 73,6% of them had enough facilities (e.g. computer lab) to use the DynEd while 26,4% did not. It is clear that most of the participants have enough facilities to use the DynEd in their schools.

The third question asked the participants whether the DynEd can be effectively used by students in their schools. According to the findings 89,3% of the teachers think that their students cannot use the DynEd effectively in their schools whereas only 10,7% of the teachers think that they can use the DynEd effectively in their schools.

The fourth question asked teachers whether they had ever attended a seminar or training program related to the use of the DynEd. Findings showed that 82,6% of them had attended a seminar or training program related to the use of the DynEd. 17,4% of the participants had never attended a seminar or training program related to use of the DynEd.

The fifth question asked teachers whether they monitor and follow the website of the ministry, and other pages on the internet related to the DynEd. The findings show that 53,7% of the teachers monitor and follow the website of the ministry and other pages on the internet related to the DynEd, whereas 46,3% teachers do not.

The sixth question asked teachers whether they followed the progresses of their students on the DynEd. 48,8% of the teachers stated that they follow the progress of their students on the DynEd while 51,2% of the teachers do not.

In conclusion, the finding of Part A of the questionnaire show that 35,5% of the teachers do not use the DynEd. The researcher thinks that the percentage is high. One of the reasons why the teachers do not use the DynEd is that 26,4% of the participants do not have computer labs in their schools. Also 89,3% of the participants stated that their students cannot use the DynEd efficiently because of some technical and equipment problems, such as lack of enough computers, and problems about the internet connection and server problems. An interesting finding is that although 82,6% of the teachers previously attended a seminar or training program related to the use of the DynEd, more than half of the participants (51,2%) do not follow the progress of their students on the DynEd and nearly half of the teachers (46,3%) do not monitor and follow the website of the ministry and other pages on the internet related to the DynEd.

Attitudes towards the DynEd

Part B of the questionnaire asked participants to respond to 12 Likert-type statements in order to elicit the general attitudes of teachers towards the DynEd. Table 1 shows the frequencies, percentages and means of responses to the 12-item scale.

General attitudes of the participants towards DynEd are mainly neutral with a total mean score of 3.2883. The majority of the respondents (75,2%) agreed that they like using the DynEd in teaching English. 47,1% of the teachers agreed that the use of the DynEd increases English learning speed of students. Most of the respondents (54,6%) agreed that DynEd increases students' self-confidence in using English inside and outside the classroom. A large number of teachers (59,5%) agreed that DynEd motivates students to learn English. 35,5% of the teachers agreed that they are able to follow their students' level with DynEd all the time whereas

33,9% of the teachers disagreed that are able to follow their students' level with DynEd all the time. The majority of the respondents (58,7%) agreed that when they compare language learning with the DynEd in a laboratory environment to a traditional class environment, they think that their students are having more fun with the DynEd. While 43,8% of the teachers agreed that their students who use the DynEd have improved their reading skill in English, 48,7% of the teachers agreed that their students who use DynEd have improved their English listening skill. On the other hand, 43,8% of the teachers remained neutral to "the students who use DynEd have improved their speaking skill". Also 46,3% of the respondents remained neutral to "the students who use the DynEd have improved their writing skill". 40,5% of the teachers agreed that computer use with the DynEd has made it easy for the students to learn English. Finally, most of the teachers (38,8%) remained neutral to "exercises included in DynEd improve students' critical thinking qualifications."

The mean scores of each item were also calculated to reveal general attitudes of the teachers towards the DynEd. Mean scores were between 3.65 and 2.92. According to the mean scores, a large number of teachers agreed that when they compare language learning with the DynEd in a laboratory environment to a traditional class environment, they think that their students are having more fun with the DynEd (mean=3.65). Most of the teachers remained neutral to "students who use the DynEd have improved their English writing skill" (mean=2.92).

Table 1: General Attitudes of Teachers towards DynEd

| Items | Frequencies and Percentages | | | | | | Mean |
|---|-----------------------------|------------|------------|------------|----------------|------|------|
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | | |
| 1. I like using DynEd in teaching English. | %4,1 (5) | %3,3 (4) | %17,4 (21) | %44,6 (54) | %30,6 (37) | 3,64 | |
| 2. The use of DynEd increases English learning speed of students. | %6,6 (8) | %17,4 (21) | %28,9 (35) | %33,1 (40) | %14,0 (17) | 3,31 | |
| 3. DynEd increases students' self-confidence in using English inside and outside the classroom. | %4,1 (5) | %11,6 (14) | %29,8 (36) | %36,4 (44) | %18,2 (22) | 3,53 | |
| 4. DynEd motivates students to learn English. | %5,0 (6) | %11,6 (14) | %24,0 (29) | %40,5 (49) | %19,0 (23) | 3,57 | |
| 5. I am able to follow my students' level with DynEd at all time. | %11,6 (14) | %22,3 (27) | %30,6 (37) | %24,8 (30) | %10,7 (13) | 3,01 | |
| 6. When I compare language learning with DynEd in a laboratory environment to a traditional class environment, I think that my students are having more fun with DynEd. | %5,0 (6) | %10,7 (13) | %25,6 (31) | %31,4 (38) | %27,3 (33) | 3,65 | |
| 7. My students who use DynEd have improved their English reading skill. | %6,6 (8) | %17,4 (21) | %32,2 (39) | %36,4 (44) | %7,4 (9) | 3,21 | |
| 8. My students who use DynEd have improved their English listening skill. | %5,0 (6) | %12,4 (15) | %33,9 (41) | %38,0 (46) | %10,7 (13) | 3,37 | |
| 9. My students who use DynEd have improved their English speaking skill. | %6,6 (8) | %16,5 (20) | %43,8 (53) | %25,6 (31) | %7,4 (9) | 3,11 | |
| 10. My students who use DynEd have improved their English writing skill. | %6,6 (8) | %24,0 (29) | %46,3 (56) | %17,4 (21) | %5,8 (7) | 2,92 | |
| 11. Computer use with DynEd has made it easy for the students to learn English. | %6,6 (8) | %13,2 (16) | %39,7 (48) | %33,1 (40) | %7,4 (9) | 3,21 | |
| 12. Exercises included in DynEd improve students' critical thinking qualifications. | %8,3 (10) | %24,0 (29) | %38,8 (47) | %24,0 (29) | %5,0 (6) | 2,93 | |

It is clear that the general attitudes of teachers towards the DynEd are neutral but in some items such as the first, third, fourth and sixth, the number of teachers who have positive attitudes towards the DynEd is not low.

The researcher thinks that attitudes of the teachers can be positive if school administrations or Ministry of National Education solve the problems.

Factors That Affect the Attitudes of Teachers towards the DynEd

Regression analysis was also used to learn which factors affect teachers' attitudes towards the DynEd. Table 2 shows the regression analysis of teachers' attitudes towards the DynEd based on the factors that affect the attitudes of teachers towards the DynEd.

The results show that only 10 out of 34 factors were found statistically significant. Also 7 out of 10 factors were found positively statistically significant. Factors that were found statistically significant are in table 2.

As Table 2 shows, teaching experience of teachers represent a statistically significant difference in teachers' attitudes towards the DynEd (B=0,194). That is, the more teaching experience teachers have, the more positive attitudes they hold towards the DynEd.

The regression analysis showed that teachers' competence on selecting, evaluating and using an educational software had a significant effect on teachers' attitudes towards the DynEd (B=0,383). This means that when a teacher believes that he/she has competence on selecting, evaluating and using educational software; he/she will hold a positive attitude towards the DynEd. This was an expected result by the researcher.

The analysis of the data showed that teachers' ideas about "computers would motivate students to study more" had a statistically significant effect on teachers' attitudes towards the DynEd (B=0,263). This means that when teachers think "computers would motivate students to study English more," this provides more positive attitudes towards the DynEd.

Table 2: Regression Analysis of Teachers' Attitudes Towards DynEd Based on the Factors That Affect Attitudes of Teachers towards DynEd.

| Model Summary | | | | |
|---|-------------------|------------|-------------------|----------------------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | ,721 ^a | ,520 | ,331 | ,685 |
| Unstandardized Coefficients | | | | |
| Model | B | Std. Error | t | Sig. (P) |
| 1 (Constant) | 1,974 | ,688 | 2,868 | ,005* |
| Teaching Experience | ,194 | ,100 | 1,952 | ,054* |
| Teachers' competence on selecting, evaluating and using educational software. | ,383 | ,117 | 3,259 | ,002* |
| Computers save time and effort in EFL lessons. | -,166 | ,099 | -1,680 | ,097* |
| Computers would motivate students to study English more. | ,263 | ,121 | 2,173 | ,033* |
| Teachers' opinion about computers improveS students' level of language learning. | -,254 | ,147 | -1,731 | ,087* |
| Using computer technology within classes makes the subject more entertaining. | ,320 | ,103 | 3,109 | ,003* |
| In general, teachers think that they need the computer in their own classes. | ,281 | ,106 | 2,640 | ,010* |
| Monitor and follow the website of the ministry, other pages on the internet related to the DynEd. | ,492 | ,177 | 2,786 | ,007* |
| The teachers aren't familiar with DynEd program. | -,318 | ,180 | -1,764 | ,081* |
| School administrations did not support DynEd application. | ,457 | ,212 | 2,152 | ,034* |

*On the level %10 (P<0,1) statistically significant

The next factor is teachers' ideas about "computers save time and effort in EFL lessons." According to the regression analysis model, the result is an unexpected one. There are statistically significant differences in teachers' attitudes towards the DynEd. But this is a negative one (B=-0,166). The researcher thinks that the reason for this result may be the old computers in the schools, internet connection problems and inadequate

servers of the Ministry of National Education in Ankara. When teachers were asked to indicate why they could not use the DynEd in their schools, most of the teachers stated that the internet connections in the schools were very problematic. Also teachers indicated that the servers in the ministry of national education are not enough for all primary education students to use them at the same time. They stated that when they tried to connect to the DynEd servers, they could not achieve this because the servers were very busy, and they had to wait for a long time to connect. Therefore, this is a very demotivating factor for teachers.

Another unexpected result of the analysis is that there were statistically significant differences in teachers' attitudes towards the DynEd in terms of teachers' opinion about "computers improve students' level of language learning". But this is a negative one ($B=-0,254$). The researcher thinks that this results from the inefficient use of the DynEd. But the main reason may be that due to the technical problems and insufficient equipment (number of computers, microphones, headphones, etc.), teachers cannot use the DynEd efficiently. Therefore, although they believe that computers improve students' level of language learning, their attitudes towards the DynEd are negative.

Another finding that the regression analysis showed is that there was a statistically significant difference and positive relationship between teachers' ideas about "using computer technology in the classes makes the subject more entertaining" and teachers' attitudes towards the DynEd ($B=0.320$). According to this finding, teachers who think "using computer technology in the classes makes the subject more entertaining" have positive attitudes towards the DynEd. The reason for this finding may be that there are a lot of visual and auditory elements in the DynEd; also DynEd contains a lot of games for teaching English. All these help teachers to organize an entertaining environment in classes.

The findings show that teachers' ideas about "we need computers in our own classes" had a statistically significant positive effect on their attitudes towards the DynEd ($B=0,281$). This means that teachers who think that they need the computer in their classes have more positive attitudes towards the DynEd. This is an expected result.

As Table 2 shows, there is a positive relationship between teachers who monitor and follow the website of the ministry, and other pages on the internet related to the DynEd and their attitudes towards the DynEd ($B=0,492$). This shows that teachers who monitor and follow the website of the ministry and other pages on the internet related to the DynEd have more positive attitudes towards the DynEd. For when the teachers monitor and follow the website of the ministry, and other pages on the internet related to the DynEd, they learn more about the DynEd and this affects their attitudes towards the DynEd positively. For these web sites have news about the DynEd, updates of the DynEd, solutions to the problems that are faced in using the DynEd and, the telephone numbers of the relevant people. Even in discussion sections of these web sites, there are some videos about how to use the DynEd, about creating classes on DynEd, and about importing and exporting students' name. Hence, with the help of these web sites, teachers learn more about the DynEd and find solutions to their problems with the DynEd. Also they feel more comfortable and they have more positive attitudes towards the DynEd with the help of these web sites.

The results indicate that there are statistically significant differences between teachers' attitudes towards the DynEd and the teachers' ideas about the "teachers aren't familiar with the DynEd program." But this is a negative one ($B=-0,318$). This is also an unexpected result. The regression analysis shows that teachers who do not think that this option is not important have more positive attitudes towards the DynEd. This may arise from the fact that most of the participants are young. They may be eager to learn new things. They may adapt themselves to new implementations easily.

Moreover, the regression analysis model shows that there is a statistically significant difference and positive relationship between teachers who think "school administrations do not support the DynEd application" and teachers' attitudes towards the DynEd ($B=0,457$). According to these findings, teachers who think that "school administrations do not support the DynEd application" have positive attitudes towards the DynEd. For, generally, teachers who have more positive attitudes towards the DynEd generally try to use the DynEd in their schools. However, sometimes school administrations need to make some changes in the order of the schedule



of computer labs. This affects the whole order of the schedule in the school. Therefore, some school administrations do not want to spend time for these changes. For this reason, they do not support the DynEd. Of course, this is the idea of the teachers who have positive attitudes towards the DynEd. Yet the attitudes of school administrations towards the DynEd do not directly affect teachers' attitudes towards the DynEd. It means that even though school administrations do not support the DynEd, teachers may still have positive attitudes towards the DynEd under different circumstances.

Table 2 shows the regression analysis of teachers' attitudes towards the DynEd based on the factors that affect attitudes of teachers towards the DynEd. From these findings, it can be concluded that of the 34 different factors, only 10 factors were found to be statistically significant. Except for the 10 factors which were explained above in detail, none of them were found to be statistically significant. These 10 factors directly affect teachers' attitudes towards the DynEd either positively or negatively.

DISCUSSION AND CONCLUSION

Teachers of English in primary education showed, though with a less degree, satisfactory attitudes toward the use of the DynEd ($M=3.2883$).

With regard to the research question, the results indicated that more than half of the participants (64,5%) used the DynEd in their schools. Nearly three-quarters of the respondents (73,6%) stated that they had enough facilities (computer labs) to use the DynEd. Also 82,6% of the participants reported that they previously attended a seminar or training program related to the use of the DynEd. Slightly more than half of the teachers (53,7%) indicated that they monitored and followed the website of the ministry, and other pages on the internet related to the DynEd and slightly less than half of the respondents (48,8%) followed the progresses of their students on the DynEd. But a large number of the teachers (89,3%) indicated that their students could not use the DynEd effectively in their schools because of such factors as insufficient equipment (number of computers, microphones, headphones, etc.) in their schools, internet connection problems, intensive syllabus and crowded classes.

In this study, teachers' responses to the 12-item Likert scale showed that the general attitudes of the teachers towards the DynEd are mainly neutral with a total mean score of 3.2883. Regarding the results of this Likert scale, it can be concluded that the majority of the respondents agreed that they like using the DynEd in teaching English. Slightly less than half of the respondents agreed that the use of the DynEd increases English learning speed of students. Most of the respondents agreed that DynEd increases students' self-confidence in using English inside and outside the classroom. A large number of teachers agreed that DynEd motivates students to learn English. 35,5% of the teachers agreed that they are able to follow their students' level with the DynEd all the time where as 33,9% of the teachers disagreed that are able to follow their students' level with DynEd all the time. The majority of the respondents agreed that when they compare language learning with the DynEd in a laboratory environment to a traditional class environment, they think that their students are having more fun with the DynEd. While 43,8% of the teachers agreed that their students who use the DynEd have improved their reading skill in English, 48,7% of the teachers agreed that their students who use DynEd have improved their English listening skill. On the other hand a considerable number of the teachers remained neutral to "the students who use the DynEd have improved their English speaking skill". Also slightly less than half of the respondents remained neutral to "the students who use the DynEd have improved their English writing skill". 40,5% of the teachers agreed that "computer use with the DynEd has made it easy for the students to learn English". Finally, most of the teachers remained neutral to "exercises included in DynEd improve students' critical thinking abilities."

A regression analysis was made to determine the factors that affect teachers' attitudes towards the DynEd. The results of this analysis show that only 10 out of 34 factors were found statistically significant.

The findings of this study comply with the findings of Başı's (2010) study. He states that teachers consider the DynEd courses as important and they believe in the positive, useful and beneficial aspects of the DynEd program. Teachers think that DynEd courses contribute positively to the development of students in English.



Teachers have positive observations in the duration of the DynEd courses since students have great fun as well as they have the opportunity to practise their learning and language skills such as listening and speaking in the English lessons. On the other hand, the DynEd considers students' different learning styles.

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