WEBINARS AS INSTRUCTIONAL TOOLS IN ENGLISH LANGUAGE TEACHING CONTEXT

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ABSTRACT

WEBINARS AS INSTRUCTIONAL TOOLS IN ENGLISH LANGUAGE TEACHING CONTEXT

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This study investigated the use of webinars as instructional tools in English language education. This study also examined the benefits and challenges of using webinars in ELT, the potential of webinars for language education, and pre-service teachers' beliefs about webinars in comparison with face-to-face education. Forty pre-service language teachers studying at a public university have participated in this study. Both qualitative and quantitative methodologies have been followed. Two questionnaires and one reflection report were administered in the data collection process. The participants were given a post-webinar questionnaire before they made acquaintance with the webinar tool. Following the introduction of the tool and an example webinar lecture, the participants submitted their reflection reports about their initial experience with webinar. The post-webinar questionnaire was utilized after the participants delivered their own webinar presentations. The results of the study showed that webinars can be effective tools for teaching and learning English, especially for listening and speaking skills. The most challenging aspects of webinars were technical and medium related difficulties such as managing the audience while the benefits of the tool were its use in distance education and practicality of the

webinar. The results also indicated that the participants believed that they could utilize webinars to teach English; however, the tool needed some improvements for better use. Based on the results of the study some implications have been drawn for webinar use in ELT.

Keywords: Use of webinars in ELT, benefits and challenges of webinars, technology in ELT, pre-service teacher education

ÖZ

İNGİLİZCE ÖĞRETİMİ BAĞLAMINDA ÖĞRETİM ARACI OLARAK AĞ SEMİNERLERİ

Başaran, Banu Çiçek

Yüksek Lisans, İngiliz Dili Öğretimi

Tez Danışmanı: Yrd. Doç. Dr. Perihan Savaş

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Bu çalışma İngilizce eğitiminde öğretim aracı olarak ağ seminerlerini incelemektedir. Ayrıca, İngilizce öğretiminde ağ semineri kullanımının faydaları ve ağ semineri kullanımı sırasında karşılaşılan zorluklar, aracın dil öğretimi açısından potansiyeli ve hizmet öncesi İngilizce öğretmenlerinin geleneksel (yüz yüze) eğitimle karşılaştırıldığında ağ semineri hakkındaki düşünceleri de bu çalışmada incelenmiştir. Çalışmada bir devlet üniversitesinde okumakta olan kırk hizmet öncesi İngilizce öğretmeni katılımcı olarak yer almıştır. Çalışmada hem nicel hem de nitel araştırma yöntemlerinden faydalanılmıştır. Veri toplama aracı olarak iki anket ve bir düşünce raporu kullanılmıştır. İlk anket, katılımcılara ağ semineri ile aşina olmadan önce uygulanmıştır. Ağ seminerinin katılımcılara tanıtılmasından ve örnek bir ağ semineri uygulamasından sonra, hizmet öncesi öğretmenlerin araçla olan ilk deneyimlerini incelemek için katılımcılara bir düşünce raporu uygulanmıştır. Son olarak, katılımcılar kendi ağ semineri sunumlarını gerçekleştirdikten sonra ikinci anket uygulanmıştır. Çalışmanın sonuçları, ağ seminerlerinin, özellikle dinleme ve konuşma becerilerinde, etkili İngilizce öğretim ve öğrenim araçları olabileceklerini göstermektedir. Ağ seminerlerinin belirtilen zorlukları arasında en sık belirtileni teknik ve dinleyicileri

idare etmek gibi araçtan kaynaklı problemlerdir. Ağ seminerinin en sık belirtilen faydaları ise uzaktan eğitimde kullanılabilmesi ve pratik olmasıdır. Sonuçlar aynı zamanda katılımcıların ağ seminerini dil öğretim aracı olarak kullanabileceklerini ancak aracın daha iyi kullanım için geliştirilmesi gerektiğini göstermektedir.

Anahtar Kelimeler: İngilizce dil öğretiminde ağ seminerleri, ağ seminerlerinin faydaları ve zorlukları, İngilizce dil öğretiminde teknoloji, hizmet öncesi öğretmen eğitimi

To my beloved family who has always been there for me

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LIST OF ABBREVIATIONS

CALL	Computer Assisted Language Learning
CMC	Computer Mediated Communication
EFL	English as a Foreign Language
ELT	English Language Teaching
ELT	English Language Teaching
ICT	Information and Communication Technologies
IT	Instructional Technology
MALL	Mobile Assisted Language Learning
METU	Middle East Technical University
NBLT	Network Based Language Teaching

CHAPTER 1

INTRODUCTION

1.0 Presentation

This chapter presents the introduction of the study with its background, statement of the purpose, research questions and significance.

1.1 Background to the Study

Thanks to the technological advancements, many technological tools are now an indispensable part of our lives. We can see technology everywhere in our lives: at home, work, hospitals, schools, libraries, cafes and so on. There are around seven billion people living on earth and more than 2.4 billion of them are using the Internet. The number of people using the Internet has increased by 566% from the year 2000 to 2012 (http://www.internetworldstats.com/stats.htm). Growing increasingly into our lives, technology also affected the way people learn. As the available technology becomes more mobile and condensed, people are able to reach information faster than ever. Heggestuen (2013) estimated in his research that “on average, there are two smartphones for every nine people on earth, or 1.4 billion smartphones, by the end of 2013” (p. 1). More and more people are becoming online to share, learn, and meet new people. The web sites such as Facebook, Instagram, Twitter, and YouTube enable people to share and receive any kind of content related to their interest. It is estimated that social network users spend approximately 3.2 hours connected to social media services (Valant, 2013). This also indicates the potential of technology for educational purposes.

As the technology became an important part of people's lives, the standards of teachers and learners also changed. Stobaugh & Tassell (2011) stated that "there are many regional, state, national, and international standards that identify the technology skills and knowledge that students and teachers should possess" (p. 144). The International Society of Technology in Education (ISTE) felt a need to develop technology standards for teachers and students in 1998. The standards are called the National Educational Technology Standards (NETS). The technology standards for students state that K-12 students should use technology to design products and increase their problem-solving skills (ISTE, 2007). The teacher standards, on the other hand, state that teachers should be able to use the available technology efficiently and develop others' technological abilities. Furthermore, the teachers should become co-learners with their students and their colleagues around the world. (ISTE, 2009). The extensive use of available technology can also mean that the roles of students and the teachers have been redefined. The students are the active participants in their learning process and the teachers are not the sole sources of information. Teachers are facilitators of learning and they should be aware of new learning opportunities. The teachers should be able to guide the learners to these opportunities and show them how to exploit these resources effectively for learning the subject matter (Warschauer & Healey, 1998).

For language education, technology has been used since the 1960s (Robinson & Latchem 2003; Beatty, 2010). Warschauer and Healey (1998), classified the types of CALL based on the advancements in technology and learning theories. The use of computers in educational contexts started with the behaviorist CALL during 1960s and 1970s, and the activities were basically drill based exercises. The computers were seen as sources for repetitive exercises and drills. During the late 1970s and 1980s, Communicative CALL emerged, based on the idea that language should be learnt in a meaningful communicative context. The focus should be on the use of language rather than the language itself. This type of CALL programs included text reconstruction exercises, and simulations for language learning. In the late 1980s and during

1990s a new type of CALL appeared which is called “Integrative CALL” (Warschauer & Healey, 1998). Integrative CALL is a “perspective which seeks both to integrate various skills (e.g., listening, speaking, reading, and writing) and also integrate technology more fully into the language learning process” (p. 3). In Integrative CALL, the learners discover how to use various technological tools to enhance their language learning processes. It is different from behaviorist and communicative CALL in the sense that the learners use technological tools available to them on continuous bases “rather than visiting the computer lab on a once a week basis for isolated exercises” (p.3). The latest type of CALL, is again proposed by Warschauer and Healey (1998): “Intelligent CALL”.

> “… the idea is to have software that uses the power of the computer to offer easy interaction with the material to be learned, including meaningful feedback and guidance; comprehensible information in multiple media designed to fit the learning style of individual students; and ways for students to carry communication beyond an individual computer screen.” (p. 20).

Since the technology renews itself day by day, it is important to have a software that will guide learners in its use through the feedback and interaction. The interface of the software should be in line with this idea of interaction among the learner, computer and the material to be studied. This type of interaction also includes interacting with other learners, the instructor and other groups. Furthermore, Integrative CALL requires learners to know not only the technical aspects of the learning software but also knowing how to use this tool for language learning purposes. Since today’s learners are considered to be “digital natives” (Prensky, 2001), it can be assumed that the learners can innately figure out the mechanics of the software. The important thing is to apply this knowledge into language learning process. The software should guide the students into higher levels of language learning activities and provide them with suggestions on how to improve their language abilities.

The interaction that the computer provides is called computer mediated communication (CMC), and Baron (1998) defined it as “a domain of information exchange via computer” (p. 142). CMC can be examined under three categories: asynchronous, synchronous, and multi-synchronous learning environments. Asynchronous learning environments are the ones that can be accessed anytime, anywhere (White, 2003). Asynchronous CMC tools can be listed as blogs, e-mails, forums, audio cassettes, podcasts, CDs, DVDs, e-books and videos. The advantage of asynchronous CMC tools is that they allow “more control and flexibility for the learner” (Bates, 2005, p.45). A research carried out at the UK Open University (Bates, 1981) revealed that learners preferred to study from audio cassettes rather than from radio broadcasts. Asynchronous CMC tools allow learners to review and study the material in their own time; they can rewind, stop and skip the material according to their learning needs. There are also some studies, which support that asynchronous online discussions can enhance critical thinking. Marra et al. (2004) found that asynchronous CMC discussions can increase students’ critical thinking abilities, leading them to generate new ideas. Furthermore, Meyer (2003) comparing the students in face-to-face discussions with the students in threaded discussions, found that students involved in online discussions showed more higher-order thinking, contributing more exploratory and integrative comments. Another advantage of asynchronous online discussions is that shy and introvert students are able to participate more actively (Belcher, 1999; Kern, 1995).

Synchronous CMC tools, on the other hand, are the tools that allow “real-time” communication (White, 2003). The users are able to communicate with the other party synchronously without having to wait for an answer. Voice-over-Internet protocols (VoIP), instant messaging tools, telephones, and video conferencing, live radio and TV broadcasts. The advantage of these tools is that they provide immediate feedback. This type of CMC tools is more similar to face-to-face conversations. To give an example, Open University in Anadolu University, Turkey broadcasts classes over TV for its students. The students watch the classes on TV instead of going to a face-to-face meeting. Another

example of synchronous learning environment is English Business Communication developed by Christine Uber Grosse (2001). It was a tool that was based on satellite television Internet-based distance language education program. It included a broadcast over TV, a live web-board for chat. It also possessed asynchronous CMC tools such as homework and announcements board, e-mail, and feedback on homework.

The tools that provide both asynchronous and synchronous CMC are called “multi-synchronous” (Mason, 1998b). The aim of these systems is to take advantage of both CMC types. Web-based video conferencing, Facebook, Twitter, Skype can be regarded as multi-synchronous CMC tools.

Among these CMC tools, Webinars (also known as web-based video conferencing) are one of the new developing tools (Wang & Hsu, 2008). Webinars are short for web-seminars (Verma & Singh, 2010), which allow real-time seminars over the Internet. Webinars are multi-synchronous in nature and thanks to the embedded tools they offer, they can be used for educational purposes. A webinar tool has (1) a sharing application that enables users to share their screens, applications, and documents (Microsoft Word, Microsoft PowerPoint, PDF documents, etc.); (2) a chat box for the audience to interact with each other or with the presenter via text; (3) recording of the webinar session, for participants to review the meeting later on; (4) survey tools, for presenters to gather information on an issue, preceding or following the meeting; (5) polls, for keeping the audience alive during the meeting, (6), video or audio exchange tool, that allows participants to have conversations or meeting over webcam or VoIP. (Wang & Hsu 2008; Verma & Singh 2010).

Wang & Hsu (2008) identified three types of webinar-sessions: “(a) presenter vs. multiple participants from one site; (b) presenter vs. multiple participants from multiple sites; and (c) multiple participants from one site vs. multiple participants from one or multiple sites” (p. 176). Figure 1 illustrates these categories proposed by Wang & Hsu (2008).

Some webinars can be downloaded to the computers in software format (Adobe Connect, GoToMeeting) or can be used as a web-page through a web browser on the Internet (AnyMeeting, WebEx). Although the requirements may vary according to the choice of webinar service provider, basic requirements are a PC, a microphone, a headphone or speakers, and required software installation (Adobe Flash, Java, etc.).

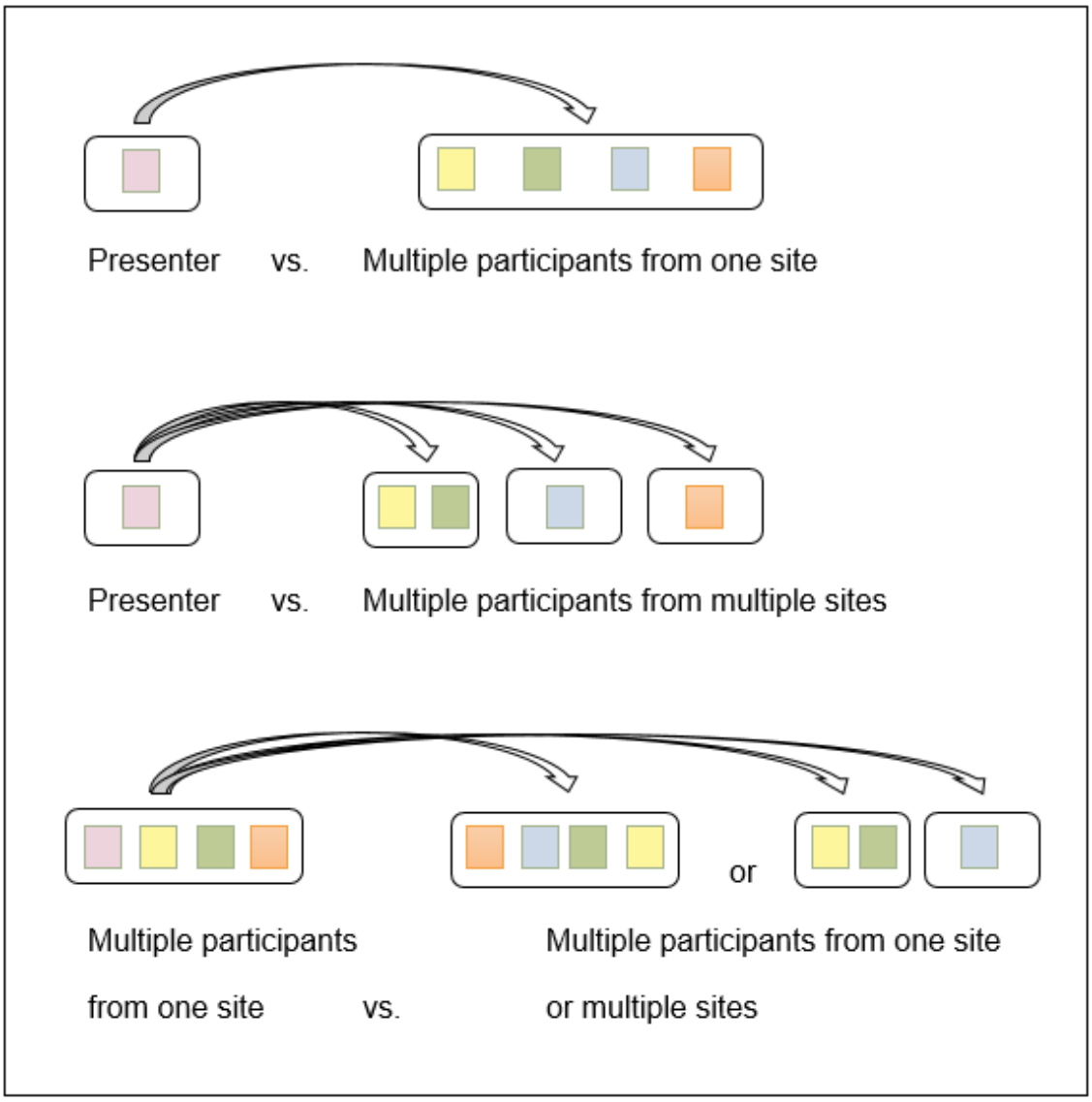

Figure 1. Types of Webinar Sessions

Use of webinar in educational setting is a relatively new field and there is a limited number of studies on the issue. Webinars are used in law education (Woodring, 2012), in pharmacist education (Buxton, Burns & De Muth, 2012), in nurse education (Joshi, Thukral, Joshi, Deorari, and Vatsa, 2012), and in health professional education (Jones, Dean & Hui-Chan, 2010). Webinars are also used by companies for training purposes (Newman 2013). There are some studies focusing on the use of webinar in language education, as well (Cheng, Ko, Kinshuk, and Lin, 2005; Ng, 2007; Kohorst and Cox, 2007). In the light of the literature, this study focuses on the use of webinar as an instructional tool in pre-service English language teacher education.

1.2 Statement of the Problem

In the literature, it is stated that the corporations have been using webinars for meetings for a long time; however, the studies about how to use this tool in online learning environment and its implications are needed (Wang & Hsu, 2008). Since webinars make use of both asynchronous and synchronous CMC, it has several implications for the educational settings. While the literature examines both types of CMC in educational settings (Bates 2005; Chapelle & Hegelheimer, 2004; Robinson & Latchem, 2003; Stobaugh & Tassell, 2011; Tiene 2000; Wang, Chen & Levy, 2010; Wang, & Woo, 2007; Warschauer, 1996a; White 2003; Yamada & Akahori, 2009), the research gap on how to implement webinars in education, especially in language education remains. Particularly in EFL contexts, one of the problems the language learners face is the limited access to the target language which is mainly the classroom setting. It is difficult to bring every language student together so that they have It is important for foreign language learners to reach English outside the classroom, which can be achieved through the implementation webinars in language instruction. Furthermore, it is important for language teachers to see the discipline based implementation of technological tools so that they will utilize these tools when they become EFL teachers.

1.3 Statement of Purpose

The literature focuses on the tools however, the studies should also focus on the implications of these tools for language education, the use of webinars and its effects of language teaching and learning and language teacher education. Altun (2007) presented the current state of Turkey in ICT integration process and pointed out that:

> "Particularly, in Turkey, there is an urgent need for a fast growing and relevant empirical research in this field in line with the integration process. In order to identify and determine the teachers', lecturers', and student teachers' readiness to adoption of a change, and illuminate the possible appropriate ways of ICT integration into education system, an empirical research base needs to be established" (p. 57).

There are several examples of webinar uses in Turkey (Altunay, 2011; Aydın, 2008; Aydın, 2011; Aydın, Yuzer, 2006). Most of these studies are conducted in Anadolu University; therefore, the context is too limited to draw further insights about current practices, and to reach further implications about the use of webinars in language teaching and learning contexts.

Thus, this study aims to provide literature with insights from a different teaching and learning setting; and thus can contribute to the research gap indicated above. In order to achieve this goal, use of webinars in language teaching and education is studied from the pre-service language teachers' perspective. The study mainly focuses on four main issues related to webinars. Firstly, the perceptions of pre-service language teachers about the use of webinars in ELT are examined. Secondly, the differences between face-to-face and webinar presentations in language teaching and learning context are investigated. Thirdly, the attitudes of the pre-service language teachers towards the use of webinar in language classes are studied. Finally, the advantages and challenges of using webinars in language teaching and learning are analyzed. The results of the study will provide insights about the use of webinars as instructional tools in EFL settings.

1.4 Research Questions

Based on the previous research in the field, this study purports to answer the following questions:

1. What are the perceptions of 40 pre-service EFL teachers studying at a state university in Turkey about the use of webinars as instructional tools in ELT?

a) What are the differences between face-to-face presentations and webinar presentations in relation to ELT as stated by the participants?

b) Do the pre-service English language teachers have positive or negative attitudes towards webinar use in ELT classes?

c) What are the advantages and challenges of using webinars in ELT classrooms?

1.5 Overview of Methodology

Explanatory mixed method research design was followed in order to answer the research questions stated above. The data were collected through three different tools from pre-service English language teachers at a state university in Turkey. The first tool was administered so as to gain insight about the participants' demographics, computer competencies and beliefs about delivering face-to-face presentations in English. After administering this tool, the webinar tool was introduced to the pre-service teachers through a demo and an example webinar meeting in which they participated as audience. Afterwards, the second tool was given, which was in the form of a reflection report that consisted of four open-ended questions about webinar presentations. Subsequently, the participants delivered their own presentations using the webinar tool in groups. Following the webinar presentations, the last data collection tool, post-webinar questionnaire, was given to the participants. The aim of administering these tools was to have an understanding of the participants' attitudes towards webinar use in ELT context, their views on the comparison of face-to-face

environment and webinar environment. The collected data were analyzed using SPSS 20, and MaxQDA software.

The data collection process took place in a state university in Turkey, in an English Language Teaching undergraduate program. The pre-service teachers were trained to have a Bachelor's degree in this field. The data were collected with 40 pre-service teachers taking a methodology course. The class was about the history of the methods and approaches used in language education and the practical applications of these methods and approaches. The rationale behind choosing this context is that the participants were delivering face-to-face presentations as part of their methodology class. It would be more convenient to conduct the study with this group since they would be able to compare and contract webinars and face-to-face presentations.

As argued above, there are some standard tools that webinars offer to the users; however, not all of them had the necessary technical requirements for this study. Although there were a number of available webinar service providers, AnyMeeting was found to be appropriate for this study because of economical and technical reasons. AnyMeeting (www.anymeeting.com) was chosen as the webinar service provider to be exploited for the purposes of this study.

1.6 Significance of the Study

Web-based synchronous conferencing tools (webinars) may have many implications for language education (Altunay & Mutlu, 2010; Aydın, 2011; Ng, 2007; Varma & Singh, 2010). While asynchronous features of webinars, such as meeting recording, e-mails, surveys and polls, provide users with advantages; the synchronous features bring this web-based meeting experience closer to the face-to-face environment. For this reason, it is important to gain more insights about the similarities and differences between face-to-face and webinars; advantages and challenges of using webinars in English language teaching and learning. Understanding these issues may help researchers to identify ideal webinar tools for educational purposes. Wang & Chen (2009) identified some

features of ideal webinars as “a PC-based audio and video communication tool; an onscreen whiteboard; synchronous text chat; and joint web browsing” (p. 9). These features would be beneficial in some educational settings; however, they may not be sufficient for language learners and teachers. This study provides further suggestions specific to English language learning and teaching.

A number of webinar studies so far focused on interaction between the participants (Cheng, Ko, Kinshuk, and Lin, 2005; Ng, 2007; Kohorst and Cox, 2007; Wang & Woo, 2007). This study focuses on the use of tool in educational context rather than the interaction aspects that the tool provides. Wang, Chen & Levy (2010), studied webinars in teacher education context and suggested that CALL teaching is not only concerned with the relationship between the teacher and the learner. The teachers face with another component that is the technology mediated environment. They also suggest that, this new component requires teachers to develop new learning and teaching methods. The results of the study (Wang, Chen, Levy, 2010) suggested that the teachers experience different types of reactions towards the tool as they try their hands out. By providing some insight about the views of pre-service teachers on webinars, this study may contribute to the further developments of CALL tools.

The literature also suggests that the teachers should be prepared for new technologies and learn how to implement them into their teaching (Beaven et al., 2010). By introducing pre-service language teachers with this new type of educational tool, and gathering their opinions about it, this study tries to provide better understanding of the prospective teachers’ attitudes towards webinars. Furthermore, considering the limited number of studies conducted on the subject, the literature needs research based studies rather than tutorials of technological tools, and of how to use them in educational settings. This study may contribute to the literature by examining the webinars in English language teaching and learning in comparison with face-to-face education.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Presentation

Instructional technology, being one of the rapidly changing areas of study, affected the language education process as well. This chapter presents the history of instructional technology, its use in teacher education, computer assisted language learning (CALL), concepts related to CALL, and webinars as instructional tools.

2.1 English Language Teacher Education

Being a multidiciplanary field, English language teacher education interacts with several disciplines, such as applied linguistics, language learning and teaching, and teacher education (Savaş, 2006). For this reason, Richards (1998) stated that “there is no general consensus on what the essential knowledge base or conceptual foundation of the field consists of” (p. 1). As a result, each English language teacher education program has different types of features. What are the main things that makes a teacher an English language teacher and which skills should be acquired to become an English language teacher are still controversial issues (Savaş, 2006). Literature suggested some elements that makes a language teacher: personality, methodology, and language (Gabrielatos, 2002). Personality component refers to the teacher’s perceptions and beliefs about teaching and learning a language, interpersonal skills, and self-awareness. Methodology component is about the knowledge of how to teach a language and how to implement this knowledge into language education context. The language component is having enogh knowledge about the target language and being able to use this knowledge. These three components form a

triangle, which shows the knowledge and skills of an ideal English language teacher. Each component is valued alike and each should develop equally in order to reach full potential. Furthermore, Roberts (1998) indicated a list of language teacher knowledge consisting of “content knowledge, pedagogic content knowledge, general pedagogic content knowledge, curricular knowledge, contextual knowledge, and process knowledge” (p. 105). Content knowledge was identified as the teacher’s knowledge about the target language and its system. Pegadogic content knowledge was the ability of applying linguistic knowledge to the language classroom based on the learners’ needs and their levels. Classroom management, English language teaching and learning activities were categorized as general pedagogic knowledge. Curriculum knowledge was used to refer to the knowledge of an official language curriculum and resources, such as language exams, textbooks, or other teaching and learning materials and contextual knowledge used to refer to the knowledge of language learners, lanague teaching and learning context. Lastly, process knowledge was linked with the teacher’s ability of attending to students, peers, parents, and observing the learners.

Technological developments called for another type of knowledge requirement for teachers which is Technological Pedagogical Content Knowledge (TPACK) (Koehler & Mishra, 2006). This notion was built upon the Pegagocial Content Knowledge idea suggested by Shulman (1986). Shulman identified the Pegagocial Content Knowledge as attempts to identify the nature of knowledge required by teachers for technology integration in their teaching, while addressing the complex, multifaceted and situated nature of teacher knowledge. According to Shulman (1986), Pedagogical Content knowledge is the transformation of knowledge into practice. The teacher interprets the subject of the lesson and comes up with several ways to convey this information to the learners. There are seven components in TPACK framework, which can be seen in Figure 2. Basically, the framework centered around content, pedagogical and technology knowledge of the teacher. The main idea behind this framework is that the teachers should possess all these seven components in order to

achieve teaching and learning goals. Each component plays an equal role in teaching and learning activities. Rather than viewing all these knowledge types in isolation, TPACK gathers these components to form a more comprehensive framework. Based on this structure, it can be inferred that the teacher should be knowledgeable about the technology and they should also be able to integrate technology into their teaching in a meaningful and coherent fashion.

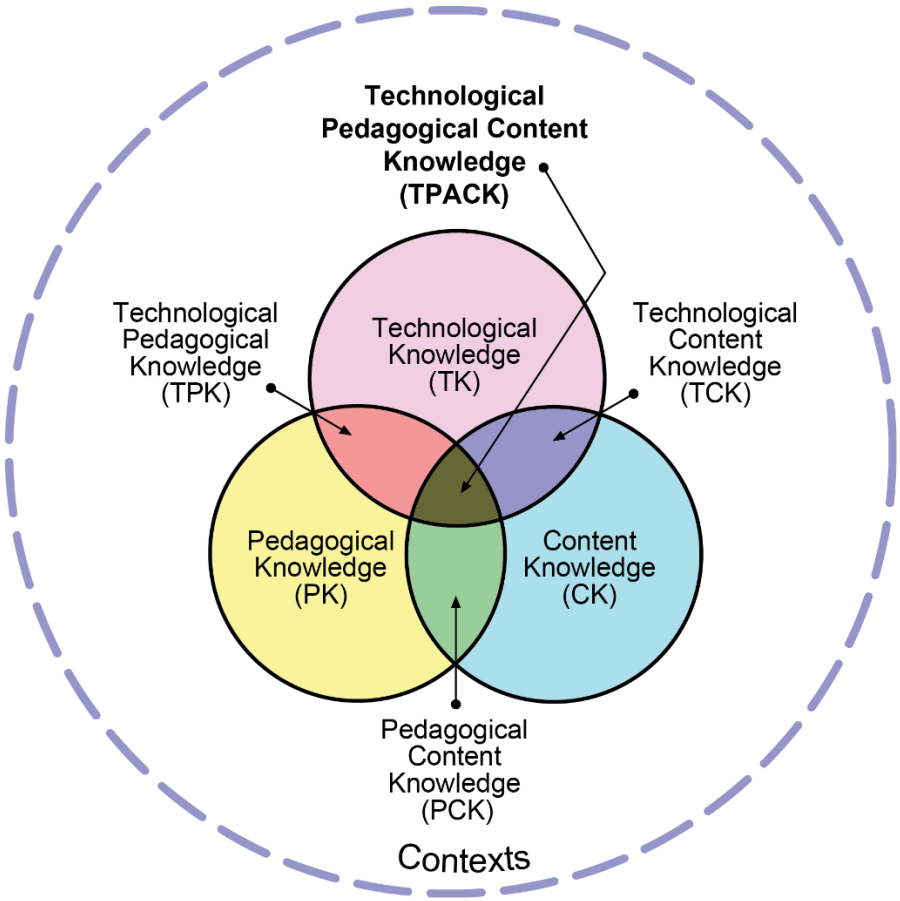

Figure 2. The Seven Components of TPACK (Reproduced by permission of the publisher, © 2012 by tpack.org)

Since English language education occurs in “multiple contexts and with diverse populations, in which language, culture, and identity are intricately

bound together" (Tedick, 2005, p. 97), each language teaching context calls for different types of teaching and learning activities. For example, in an EFL context, the language learners have limited access to the target language use outside the classroom. EFL learners need more native input and more language practice opportunities. These opportunities can be provided with the help of TPACK component. Technology can be embedded in language classroom so that the students will have more contact with the target language.

Considering these issues, English language teacher education programs make use of several types of instructional activities. The practicum component of these programs, which is considered to be the main component of many teacher education programs, provides prospective teachers with opportunities where they can test and practice their abilities as language teachers (Richards and Nunan, 1990). Another way is to make use of the micro-teachings in methodology courses where the student teachers can demonstrate their language teaching skills to their peers and the teacher trainer. (Richard and Nunan, 1990). The student teachers can also make use of in-class presentations for professional development (Collogello, Henrie and Whiteford, 1969; Aldağ and Gürpınar, 2007).

2.2 Instructional Technology in Education

Instructional technology (IT), as the name suggests, refers to the technology that is used in educational settings. It is defined as "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning," by the Association for Educational Communications and Technology (AECT) Definitions and Terminology Committee (Garrison & Anderson, 2003). With the developments in instructional technology, the types of tools used in education also varied. There are three types of educational setting in our world today: (1) face-to-face, (2) distance (online) and (3) blended education. Instructional technologies play an important part in each of these settings.

2.2.1 Instructional Technology in Face-to-face Education

IT is used in face-to-face (traditional) education settings as integrated tools. The teaching and learning activities take place in a classroom environment and IT tools are utilized as a means of presenting the topic, and practicing. For example, the teacher can make use of the available IT tools by presenting the lesson material; doing some exercises about the topic, carrying out a hands-on activity with the students and so on. These tools can be cassette or CD players, radios, TVs, OHPs (overhead projectors), computers, tablet PCs, smart phones etc. The IT tools are utilized along with face-to-face education.

2.2.2 Instructional Technology in Distance Education

Distance education was defined in different ways by different researchers:

> "Distance education is planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements" (Moore and Kearsley 1996, p.2)
>
> "Distance education implies that the majority of educational communication between (among) teacher and student(s) occurs non contiguously. Distance education must involve two-way communication between (among) teacher and student(s) for the purpose of facilitating and supporting the educational process. Distance education uses technology to mediate the necessary two-way communication" (Garrison and Archer 2000, p.175).

As these definitions suggest, there are two conditions for distance education settings: (1) teacher and the students need to be in different places, and (2) there should be a communication between the teacher and the learners. This type of education does not have a traditional face-to-face classroom for teaching and learning to take place. It makes use of IT tools to achieve the educational goals. These tools include "the Internet; one-way and two-way transmission through open broadcast, closed-circuit cable, microwave, broadband lines, fiber optics, satellite, or wireless communication devices; audio-conferencing; or

videocassettes, DVDs, and CD-ROMs used in conjunction with any of the other technologies" (Higher Learning Commission, 2011). Furthermore, Bates (2005) identified three types of distance education settings: (a) open learning, (b) distance education, and (c) flexible learning.

Open learning is defined as a goal, as an educational policy. It means removing the barriers to learning. Any learner who wants to take part in an open learning program should be able to do so without any pre-requisites required. It also includes providing the appropriate tools for the learners who are disabled. Since anyone can attend open learning programs, it needs to be accessible and adjustable. "If no one is to be denied access, then technologies that are available to everyone need to be used" (Bates, 2005, p.5). The use of technology is optional in this type of educational setting. It may be in the form of distant education or flexible learning depending on the open learning program.

Bates (2005) differentiated distance education from open learning and stated that distance education is more like an educational method. The learners can study in their own time, wherever they want. In this type of education, there is no face-to-face interaction with a teacher in the traditional sense; although, current technologies allow cyber face-to-face communication. In order to carry out distance education, the use of technology is of utmost importance. Since the teaching and learning can take place in different places and times, technological tools are widely used. Distance education may not necessarily be in the form of open learning or flexible learning.

Flexible learning, on the other hand, is defined as a method in which the delivery of learning is carried out in a flexible way, "built around the geographical, social and time constraints of individual learners, rather than those of an educational institution" (Bates, 2005, p.5). Flexible learning may be in the form of distance education; however, it may also include face-to-face education.

It is the developments in IT that creates a room for more advanced distance education contexts. One can see the advancements in the IT field by looking at the generations of distance education. Kaufman (1989) and Nipper (1989)

argued that there are three generations of distance education. The first generation made use of one main technology and there was no direct interaction between the learners and the instructors. For example, this generation made use of print materials to provide education. Usually, a private institution would provide the learners with a list of books and articles to be read for the comprehensive exam administered by the accrediting institution.

Second generation distance education integrated “print + broadcasting” method to deliver education. The learning materials were accompanied by a broadcasting system. This generation distance education can reach to very large numbers of learners. Institutions providing this type of education design their materials to fulfill the educational goals and deliver them to its students. The British Open University, the Anadolu Open University in Turkey, and the Universidad National de Educaciòn à Distancia in Spain can be given examples of second generation distance education.

Third generation distance education, on the other hand, utilizes two-way communications tools such as the Internet or web-based video-conferencing. The important feature of this generation distance learning is that it enables communication between the student and the teacher and among students as well, resulting in a more balanced distribution of interaction (Bates, 2005). When compared to second generation distance education, smaller groups arrange the course materials and the design in third generation. Distance education programs in universities and some training institutions can be given as examples to third generation distance education.

Distance Education in Turkey started during the 1950s (İşman, 2008). Later on in 1980 Anadolu University Open University started to serve undergraduate level courses. Today, many public (Middle East Technical University, Uşak University, İstanbul Univeristy) and private universities (Işık University, Fatih University, Atılım University) offer distance education programs.

2.2.3 Instructional Technology in Blended Education

Blended education can be defined as the combination of face-to-face education and distance education.

> "Blended learning" and "hybrid instruction" are terms commonly used to label courses that combine face-to-face classroom instruction with online instruction. Blended learning environments aim to combine attributes of online instruction, such as efficiency, sufficiency, and freedom to access information anytime with minimal effort, with attributes of traditional classroom instruction, such as enabling students to work with the new information presented, as well as interact with peers and the teacher in the classroom." (Delialioğlu and Yıldırım 2007, p.133)

Blended education can take advantage of the benefits of both face-to-face education and distance education (MacDonald, 2006; Young 2002). As mentioned above, IT tools can be used as complementary materials in face-to-face education and as a means of providing teaching and learning in distance education. Oh and Park (2009) found that most commonly used blended method was face-to-face instruction with supplementary online instructional materials. Many universities offer undergraduate and graduate degrees in the form of blended learning, which requires completing face-to-face and online course work. The learners can benefit from anytime-anywhere flexibility and interact with their peers and instructors in a classroom. The learners can be followed with the help of learning management systems (LMS) during distance education part of the blended program. LMSs can keep track of the students' attendance, and their progress. Besides, all the lesson materials from course outline to the lesson notes can be uploaded to LMS programs (Garrison and Norman, 2008).

Blended education averts student isolation and dropouts. Singh and Reed (2005) carried out a study with Stanford University students and found that they succeeded in increasing students' course completion rate from 50% to 94% by integrating blended education elements. In a blended learning survey, 73.6% of the participants reported that blended education is more effective than non-blended learning practices (Wilson and Smilanich, 2005). The literature also suggests that students in higher education have a tendency to be less content

with entirely online courses when compared to face-to-face classes (Sikora & Carroll, 2002). Considering the studies conducted in the field (Colis and Moonen, 2001; Delialioğlu & Yıldırım, 2007; Donghohue, 2006; Murphy, 2002a; Schmidt & Werner, 2007; Young & Ku, 2008), it is concluded that a blended learning environment is the finest solution for the needs and the problems of students.

2.3 Instructional Technology in Language Education

The use of technology in educational settings has also given rise to its use in language education. In this century, everything is connected to the Internet, phones, TVs, computers, tablet PCs, cameras, etc. Mobile phones are becoming "smart" and having more features that will bring them closer to computers, TVs, computers and other devices can connect to the other mobile devices through the Internet. Thus, language learners are becoming more digital than ever with all these devices. Today, languages can be taught very effectively with technological tools. Based on the meta-analysis of the literature, Zhao (2003) concluded that technology based language education can be as efficient as teacher-based language education. The learner and the teacher roles have been re-identified. The students need to be more self-directed, they need to be aware of the language learning process, and they should be able to manage their own learning experiences (White, 2003). Furthermore, since language is alive, it is important to be aware of English language use around the world by interacting with both native speakers and non-native speakers as well. The easiest way to do this is by using technology as a means of learning the language. IT tools used in language education can be grouped under three major categories: computers, the Internet and mobile devices.

2.3.1 Computer Assisted Language Learning

Computer assisted language learning (CALL), is defined as "any process in which a learner uses a computer and, as a result, improves his or her language"

(Beatty, 2010, p.7). In this sense, CALL has a wide variety of tools and activities. CALL materials may be specifically developed for language learning purposes, or the existing materials can be utilized for language learning. Since technology faces constant improvements, CALL is also “amorphous” in nature, making it a rich research field (Beatty, 2010). Both language learners and teachers also try to adapt to these changes by making use of new technologies in language learning and teaching process.

2.3.1.1 History of CALL

The use of computers as language teaching tools started in the 1950s and 1960s with large PCs, which were only to be found at universities’ research centers (Beatty, 2010). Since these computers were not portable, students had to move around in order to reach these facilities. These tools were behavioristic in nature, allowing only drill type of exercises for language learners (Warschauer and Healy, 1998). The only interaction was between human and the computer. The first CALL programs were created at three pioneering institutions: Stanford University, Dartmouth University and the University of Essex (Beatty 2010). Furthermore, University of Illinois created a Programmed Logic/ Learning for Automated Teaching Operations (PLATO) system, in 1959, in cooperation with Control Data Corporation (Merrill et al., 1996). PLATO was designed to teach Russian language with grammar translation approach, which focused on the translation of Russian scientific documents. Later on explanation of the grammar rules, vocabulary drills and translation exercises were included in the program.

During the 1970s and 1980s computers with more capabilities emerged and this led to improvements in CALL tools. The computers were now faster, able to process higher quality videos and audios; also, CD-ROMs were invented. This high storage capacity led computers to go beyond behaviorist CALL. During the late 1970s and 1980s, Communicative CALL emerged. These activities were designed to teach the languages in a meaningful communicative context. The aim was to use the language with text reconstruction exercises and simulations

to learn the language. The Athena Language-Learning Project (ALLP) (see Murray et al., 1991; McConnell, 1994; Murray, 1991, 1995) can be given as an example for this type of CALL tools. It was developed in Massachusetts Institute of Technology (MIT), and it was made on a system that was built as workstations connected to each other through local area network (LAN).

In 1990s, computers became more interactive and thus CALL became integrative. (Warschauer & Healey, 1998). Integrative CALL is a practice seeking to integrate several language skills and technology. Integrative CALL, aimed learners to find out how to use various technological tools to facilitate language learning processes. Integrative CALL provides learners with constantly available tools. This type of CALL exercises is highly interactive, enhancing the cooperation among learners (Gruba, 2004).

Warschauer and Healey (1998) proposed another type of CALL which is "Intelligent CALL" which offers learners more interactive exercises, feedback and guidance, also human-to-human communication opportunities.

> "CALL programs that respond to user input with nothing more than "Right" and "Wrong, try again" are clearly less helpful, thus less "intelligent" in these terms than they should be. Far better is software that tracks learner answers and looks for patterns, responding not only with whether the answer was correct but also why it was right or wrong and offering suggestions for further study--going on to a more advanced level or doing some extra work at the current or a previous level" (p.20).

Intelligent CALL applications should be able to guide the learners as teachers, but without taking away their freedom. This feature was called "guided freedom" by Warschauer and Healey (1998).

Although behaviorist, communicative CALL are still exercised, there is a shift towards integrative and intelligent CALL. Thomas, Reinders and Warschauer (2013) argued that "CALL courses and modules are now becoming an integral part of taught undergraduate and graduate programmes around the world, as well as taught and research based doctoral degrees" (p.1). Since CALL is used widely, the tools used are also in great variety. The example CALL tools are

text-to-speech software, learning management systems, Microsoft Office programs, video and audio editing software, computer games, web sites, virtual worlds, blogs, wikis, podcasts and so on. CALL can also be considered as an umbrella term, including the tools in network-based language learning.

Egbert, Paulus, Nakamichi (2002) argued that CALL practices should not be about using computers in the classroom just for the sake of using them; it should enhance the learning. CALL implementation is not about the frequency of using computers (Ertmer, 1999); it is about the way the computers are used to "facilitate teaching and learning" (p.50). CALL research indicates that use of computers proves beneficial for language teaching and learning. Kılıçkaya (2011) conducted a study with thirty-five Turkish EFL students. There were three groups of participants in this experiment: group one used a textbook and traditional course work; group two, used an accent reduction software along with traditional course work and group three used a text-to-speech software with traditional course work. Kılıçkaya found that group two was more successful than the other two groups, which indicated that accent reduction software could be beneficial for teaching pronunciation. Golonka et al. (2014), reviewed over 350 studies in CALL literature and concluded that automated speech recognition software (programs that can transform spoken language into text, also known as text-to-speech software) can help learners to improve their pronunciation by providing feedback. Furthermore, they found that using chat in foreign language education (FLE) context increases the language production of learners and its complexity. Barr (2008) conducted a study with undergraduate students of French using a virtual learning environment (WebCT) and PowerPoint presentation. Barr found that the students had positive attitudes towards the use of technology in grammar lessons. The study also found that using technology in grammar lessons improved the participants' grammar abilities. Another study by Anderson, Morton, Davidson, Jack (2008) focused on the use of speech interactive CALL system called SPELL (Spoken Interactive Language Learning). This system brought speech recognition together with virtual worlds. The participants could interact with each other in virtual worlds through the animated

agents in different case scenarios. The study showed that the participants enjoyed SPELL system and although the speech recognition tool was not efficient in terms of identifying the students' errors, SPELL system provided learners with an environment where they could practice their speaking skills. Sardegna and Dugartsyrenova (2014) carried out a study about the use of technology in foreign language learning with pre-service language teachers. They found that technology enhanced teaching and learning activities were found to be beneficial for language learning, and that technology could develop and supplement face-to-face learning.

2.3.2 Network-based Language Learning

CALL includes all the language learning activities carried out with computers. To be more specific, Warschauer and Kern (2000) suggested a new term called network-based language teaching (NBLT), which is one form of CALL and argue that

> "NBLT is language teaching that involves the use of computers connected to one another in either local or global networks. Whereas CALL has traditionally been associated with self-contained, programmed applications such as tutorials, drills, simulations, instructional games, tests, and so on, NBLT represents a new and different side of CALL, where human-to-human communication is the focus." (p.1)

It is via the Internet that computers offer human-to-human contact. Therefore, this term uses networks to have more communicative language teaching and learning activities. NBLT tools are highly interactive reducing the sense of isolation of learners. Although at first these tools emerged as asynchronous communication tools, faster networking solutions gave rise to synchronous and simultaneous communication via computers. These tools include, blogs, wikis, podcasts, virtual environments, online games (including role-playing games (RPG) and multiplayer online role playing games (MORPG)), webinars, web sites, in short any tool that can provide communication among learners through the net.

The literature found some NBLT tools to be useful and practical for language teaching and learning. Koçoğlu, (2009) investigated the use of blogs with pre-service teachers to improve the learners' writing skills. The study found that the writings of the participants improved with the use of blogs and the participants stated that they found this experience fun and interesting. Almeida d'Eça (2004) kept an online blog for online learning. Liou (2011), used blogs for Reading and Writing II class with junior undergraduate students. The participants kept journals via blogs and the results of the study revealed that the participants found blogging useful for writing skills. Other studies also concluded that blogs provide authentic materials for language education (Coppens et al, 2012); and blogs can increase collaborative learning, autonomy and reflective thinking skills (Savas, 2013).

Seferoğlu and Ayan (2011) studied the use of e-portfolios with pre-service language teachers and found that e-portfolios facilitated reflective thinking and provided them with a sense of ownership. They also found that e-portfolios sustained cooperation and helped the participants to relate theory with practice. Çelik (2012) conducted a study with 486 participants from Turkey on the use of internet-assisted technologies in ELT. The participants, mostly stated that they used Wikipedia, e-mail, YouTube, blogs and Facebook with their learners to teach reading, listening, vocabulary and grammar. Some studies also found chat based activities to useful for language learning. In Margalit & Sabar (2003), the participants found the use of chat to be beneficial for learning, and they preferred synchronicity of these tools to asynchronous tools. Gonzalez (2003b) proposed a taxonomy for chat activities and stated that chat cannot improve learning on its own; rather it is the way chat is used to facilitate language learning. Hamada (2012) investigated the use of Facebook for ELT in a Japanese university. The participants were assigned writing tasks on Facebook each week. The results of the study revealed that Facebook could facilitate English learning and learner autonomy to some extent.

Kinoshita (2008) carried out a study with a video chat tools (iChat) in University of Canberra, Australia, to provide language learners with opportunities for speaking practice in the target language. The students were learners of Japanese and they were eager to speak with native speakers via iChat and found that the tool had some beneficial implications for language learning. The participants of the study spoke more than they did in face-to-face session during iChat discussions.

Another study by Sadler and Dooly (2013) investigated the use of virtual worlds (Second Life), in language education. The participants were young learners of English and they practiced their English with native speakers from Canada who were eight years old. They used Second Life to exchange communication and the results of the study revealed that the tools proved to be useful for young learners to make use of their English knowledge in a meaningful and interactive situation.

2.3.3 Mobile Assisted Language Learning

As the name suggests the focus is on learning a language with mobile devices. These devices include mobile and smart phones, personal digital assistants (PDA), tablet PCs, MP3 players, and any device that is portable. Considering that there are more mobile phones in use than the people living on earth (BBC News, 2013), it is no surprise to see them used in language education. MALL provides more flexibility for users since they can be with the user all the time. Due to mobile devices with computer capabilities and the Internet connection, in a way, MALL combines CALL and NBLT.

The literature also suggests the use of MALL improves language learning experience. Savaş (2014) investigated the use of tablet PCs in ELT with pre-service English teachers. Although there were some challenges about the use of tablet PCs in ELT, the reported benefits of the tools was higher than its challenges. The pre-service teachers found tablet PCs beneficial for language teaching.

Kimura, Obari and Goda (2011) carried out three studies on MALL. The first one was designed to improve the participants' TOEIC (Test of Written English for International Communication) scores. There were two groups of learners: the group using MALL and the group using CALL. The students were to enter to the database and practice for the test with the help of the questions asked. The results showed that both groups improved their TOEIC scores. The second study was about learning vocabulary item with mobile phones. Participants were 137 undergraduate students. The participants downloaded a flash card application to their mobile phones to study vocabulary items. The students thought that presenting the vocabulary with an example sentence and the Japanese translation was useful, helping them to understand how to use the vocabulary items in a real communication. The third study made use of a system that was specifically designed for English. The participants could access to the system from their computers and their mobile phones. They were to login to the system by using their IDs and passwords. The participants agreed that the system was useful to learn English.

Stockwell (2013) argued the advantages and disadvantages of using MALL. Mobile technologies are a part of everyday life, they are easy to access, and light to carry around (compared to having several thick books). These features make mobile devices advantageous in language education. However, their screen capabilities are not sufficient for language education since most of the time they are too small for reading and writing; and also not all language learners are competent enough to use mobile phones for educational purposes.

Saran, Seferoğlu and Çağıltay (2009) used MALL to teach pronunciation to the participants; the results the pre-test and post-test scores showed that using mobile phones have positive effects on the students' pronunciation learning process. Another study by Saran, Seferoğlu and Çağıltay (2012) also found that the participants learned more vocabulary items than they did with web and paper-based materials by using mobile phones.

2.3.4 Types of Communication in Instructional Technology

Communication is an important part of language education and language teacher education. Therefore, it is important to be familiar with the types of CMC. There are three types of communication in IT: synchronous, asynchronous and multi-synchronous. Each type of tools has their advantages and disadvantages in educational settings.

2.3.4.1 Synchronous Communication Tools

Synchronous communication is real-time communication. Synchronous communication tools are similar to face-to-face communication in the sense that they are simultaneous. Bates (2005) stated that synchronous tools have "the benefit of spontaneity and immediacy" (p. 44). To give an example, these tools are telephones, instant messaging tools, audio conferencing, video conferencing, and web conferencing tools and chat. Synchronous tools can be motivating for the distance learners since they feel less isolated from the learning group. Mason (1998a) pointed out that the reason for this may be the fact that 'real-time interaction with its opportunity to convey tone and nuance helps to develop group cohesion and the sense of being part of a learning community' (p.31). Salmon (2000) also argued that synchronous tools offer learners a feeling of direct contact, motivation, and some fun, which is valuable for distance education context. For this reason, synchronous tools feel more like face-to-face communication.

Thanks to the recent developments in IT tools and increased Internet connection speed, the majority of the people now prefer synchronous tools for education (Ng, 2007). One of the advantages of synchronous tools is that they provide real-time interaction and a classroom learning like situation, resulting in immediate feedback from the instructor and the peers (Steeples, Jones, & Goodyear, 2002).

2.3.4.2 Asynchronous Communication Tools

Asynchronous communication tools are not simultaneous, the users are not required to be online at the same time to have an interaction. To give an example, blogs, wikis, e-mail, cassettes, CDs, DVDs, audio and video clips, databases, and surveys are asynchronous communication tools. The advantage of asynchronous tools is that they allow more flexibility for learners. They can think about the responses before answering to the question, they can do some research about the topic. Warschauer (1997) investigated the use of email between a teacher and her students in a graduate ESL writing class; and found that e-mail was an influential tool for internship education, with the instructor providing learners with detailed feedback about the problems and questions that they had. Skylar (2009) conducted a study where the learners received both synchronous and asynchronous types of education and found that majority of the participants preferred synchronous education, although both types of tools were found to be useful for educational purposes. Arnold (2007) examined the relationship between computer mediated communication use and 'communication apprehension' with fifty-six university students of German in the USA. He compared the responses of students in face-to-face, synchronous or asynchronous communication. Arnold found that the main reason affecting the development in the participants' confidence in engaging in the target language interaction was the student-centered practices whether it was face-to-face or computer mediated. The findings also suggested that asynchronous communication tools may not be suitable for communicative activities but rather for writing tasks.

2.3.4.3 Multi-synchronous Communication Tools

Mason (1998b) used multi-synchronous to refer to the combination of both synchronous and asynchronous tools with the aim of exploiting the advantages of both systems. For example, English Business Communication developed by Grosse (2001) was a multi-synchronous communication tool. The course

consisted of synchronous elements such as interactive satellite television broadcast and Internet-based chat sessions and asynchronous elements such as e-mails and an online board for posting homework. Other examples of multi-synchronous tools can be websites such as Facebook, and Twitter and online web conferencing tools with a recording feature.

2.4 Instructional Technology in Language Teacher Education

Technology not only affected the language education, but also provided teacher education with new practices as well. More and more universities are offering courses for professional development of the ELT practitioners.

2.4.1 Instructional Technology as a way of Training Teachers

The world is changing and the governments all around the world are changing their educational goals along with it (Robinson and Latchem, 2003). The search for better and effective ways of training teachers increased. The governments, educational institutions, and teachers themselves want to reach IT tools and methods for teacher education. With all these demands and developments teachers need to be sufficient in several types of skills:

> "To be effective, a teacher needs a combination of knowledge and skills: in academic subjects, school curricula, pedagogy, child development, communication, classroom management, creation and use of learning resources, assessment of learning and monitoring of individual progress" (Robinson and Latchem, 2003, p. 10).

Generally, distance education programs were established to fulfill the rising demand for teachers. Since traditional teacher education takes longer time, and is relatively more expensive, governments sought alternative ways to educate teachers. Robinson and Latchem (2003) argued that distance education have been widely used in teacher education context. To give an example, some of the largest distance education programs are designed for teacher training in Latin America (Chacón 1999). It is widely used especially in countries with high

population; Brazil, Nigeria, China and Indonesia conduct teacher education in distance education programs for larger audiences. India offers a variety of teacher education programs through distance education. Egypt founded a national video conferencing network for teacher education. The government established distance-learning centers to accommodate video conferencing all through the country. The teachers went to these centers to receive education via video-conferencing. Although the government handled extra costs, it is stated that is was not as much as attending traditional teacher education programs. (Ministry of Education, Egypt, 2001). Robinson and Latchem (2003) also stated that in industrialized countries, distance education has been utilized as a way of reaching out to potential teachers who would not become teachers otherwise.

In Turkey, Open University of Anadolu University established a distance education system for teacher education. It started in 1982 as a way of providing language education through TV broadcast and radio channels, and it turned to online education during 2000s. The online portal offered to the students of this program is the biggest one in Turkey with its content, materials and the number of users (Mutlu, 2007). This portal allows students to have e-exams, e-counselling, and e-TV applications. In e-exam, the students can see some examples of final and midterm exams they are supposed to take. They can practice through e-exam and see their scores. In e-TV application, the students can download the TV lessons on to their computers in order to reach anytime and from anywhere to study. In e-counselling, the users receive counselling session via web-conferencing (Adobe Connect). The system allows students to use audio-video conferencing, chat, notes, announcements, links, screen sharing, and white board applications creating an e-class for the learners. (Altunay, 2011).

The literature also suggested the benefits of using distance learning. Hansson and Wennö (2005) carried out a study in Sweden about the use of distance education with pre-service teachers. The participants were compared with their peers having face-to-face education in terms of language proficiency

test scores, participants' written work and questionnaires. The results of the study showed that distance education students were equal to or better than those who received face-to-face education. Furthermore, Aydın (2008) carried out a study with second year students a distance English language teacher training program (DELLT). She investigated the participants' attitudes towards the use of synchronous e-class in a reading class. The results of the study revealed that the participants had positive attitudes towards this project and the analysis of exam scores showed that an e-class can be as effective as the traditional face-to-face classroom education.

In a traditional language teacher education program, there is "a knowledge base, drawn from linguistics and language learning; theory and a practical component, based on language teaching methodology and opportunity for practice teaching" (Richards and Nunan, 1990, p.3). Likewise, training language teachers about the integration technology into language teaching should also have a theoretical and a practical component. Robinson and Latchem (2003) categorized the way information and communication technologies (ICT) are used in teacher education programs. Figure 3 shows a summary of these categories.

There are four different ends to these two continuums. The first one is about the learning aspect of ICT; whether the teachers will receive lessons on how to use ICT or they will be trained via ICT applications. The prospective teachers and in-service teachers can receive face-to-face training on how to implement technology in their classes or they may receive distance education. Other continuum is about the way ICT is used; as a core or complementing technology. Robinson and Latchem (2003) defined core technology as "a core technology refers to the major way of organizing the learning experience, the component around which all other components are planned" (p. 176). The training the teachers will have shapes around these continuums. If the teachers are learning how to use ICT with complementary technology, then they are using ICT as a part of the methods, curriculum and lesson planning courses. For

example, the pre-service teachers have their own methodology courses on how to teach English, and they are making use of computers and other available ICT tools for demonstrating how to teach. If ICT is utilized as a core technology in the same setting, then the pre-service teachers will have technology courses about the use of ICT in ELT. Going to the other end of the continuum, if the teachers are trained via ICT, and the core technology is ICT then the teachers mainly participate though ICT with no face-to-face element involved.

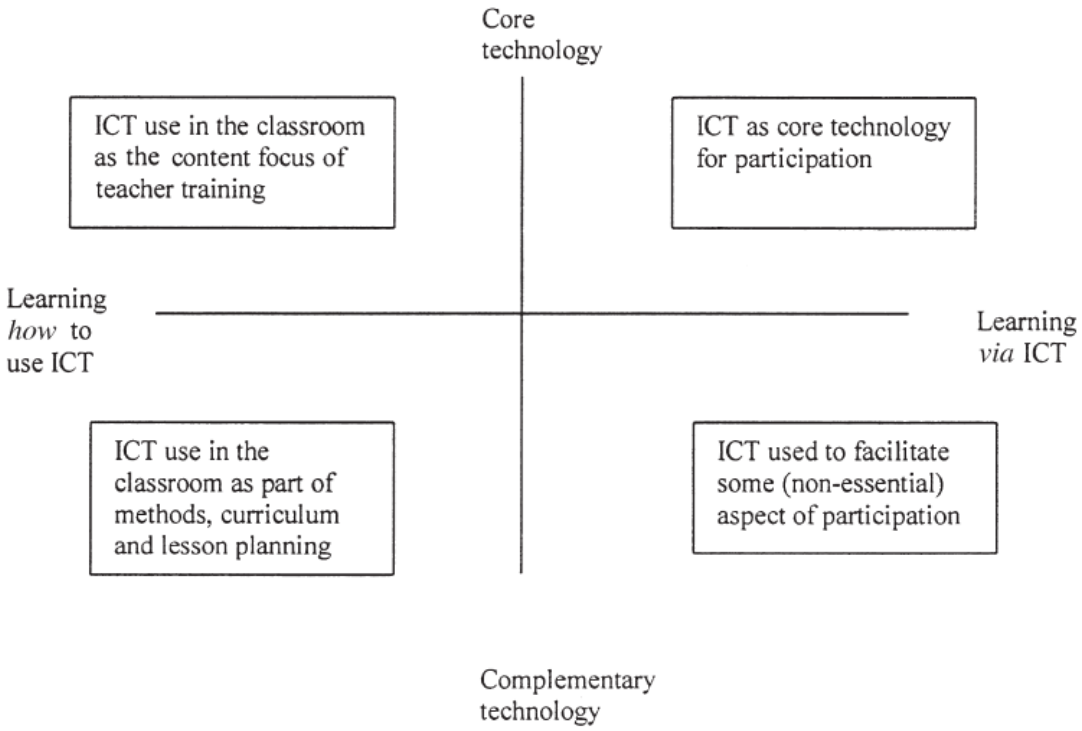

Figure 3. Summary of the categories for IT in teacher training (taken from Robinson and Latchem, 2003, p.176)

On the other hand, if ICT is utilized as a complementary technology them the teachers are receiving blended learning. Robinson and Latchem (2003) indicated the advantages of using complementary technologies as being flexible

and usable if needed. If ICT is used as core technology, then the classes may not go according to the plan, since there is a chance that these tools may not work properly. However, if it is used as complementary technology, then the teacher trainee can continue with the lecture without any ICT tools.

2.4.2 Training Teachers about the Use of Instructional Technology

Advancements in the technology field have also influenced the way the teacher proficiencies are re-defined. According to Don Knezek (ISTE, 2009), CEO of the International Society of Technology in Education, teachers must be able to internalize technological applications and inspire learners to develop their technological skills. ISTE issued technology standards for students and teachers in 1998, which is National Educational Technology Standards (NETS) and revised in 2008. ISTE standards of 2014 stated that “teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments” (p.1) European Profiling GRID also issued technological competencies for language teachers. It is stated that a language teacher should be able to use word-processing software, the Internet, Microsoft or Mac software; to create lessons with the help of IT, make recommendations about appropriate IT tools, design blended-learning modules. (eGRID, 2011). Higher Education Council (YÖK) in Turkey also listed some technological competencies under teaching process skills. The teachers should be able to use all the available tools and materials, including the IT tools while teaching. Furthermore, Ministry of National Education in Turkey stated that the English language teachers should be able to use technological resources to facilitate the learning, directs students to these resources so that the students can exploit these tools for language learning purposes and evaluate the use these technological resources to have better uses for the future. To meet these standards, teacher education institutions include technology skills in their content and method courses, and practicum. (Stobaugh and Tassell, 2011).

Vannatta and Beyerback (2000) pointed out that , "…schools, colleges, and departments of education have sought not only to provide courses on educational technology but also to infuse technology into the teacher education curriculum such that pre-service teachers experience technology-rich instruction both as students and as teachers" (p.132). (Kleiner, Thomas and Lewis. 2007) stated that, in practicum, 79% of teacher education programs stated pre-service teachers used IT tools to teach the subject matter. Moreover, 51% of all teacher education programs for initial licensure stated that they offered a course about IT as a part of their training programs.

In Turkey, the universities are providing technology education for teachers as well. Orhun (1999) stated that "Turkey has been studying to integrate instructional technologies into education for over 10 years to equip children instructional technology skills and to increase the quality and the effectiveness of the instructional environments" (p.vii) (cited in Hatipoğlu, 2006). It was between 1984 and 1988 that the country took the first steps of implementing technology into education. It started with providing tools and training teachers about computers. From 1988 to 1989, these practices changed into a pilot project, aimed to provide new tools, teacher training and preparation of IT for 37 lessons (Ministry of National Education, 1991, cited in Orhun, 1999, p. 2). As cited in Hatipoğlu (2006), Orhun (1999) pointed out that thanks to these applications, 4.500 schools had been equipped with 22.000 computers and 50.000 teachers who had received training for using IT. However, it was not enough to provide the computers without proper software, for this reason, the Ministry of National Education (MONE) planned to start preparing for the development of Turkish software for main classes, in collaboration with TÜBİTAK (Turkish Scientific and Technological Research Institution) and to connect these computers to the Internet (Hatipoğlu, 2006). MONE also practiced a project called "Cooperation at Education (Eğitimde İşbirliği)" implemented with Microsoft Turkey. The aim of this project was to train teachers for effective uses of IT tools. (Hatipoğlu, 2006).

The literature suggests that the ICT courses in Turkey have the stand-alone nature (Göktaş, 2006; Göktaş & Aybat, 2006; Yıldırım, 2000). The courses were about teaching technology, aiming pre-service teachers to be competent in technology. However, as argued by Akçaoğlu (2008), it is important for teachers to be competent at using the available technology; however, it is even more important to know how to exploit these tools for educational purposes. Although the Turkish prospective EFL teachers are enthusiastic about the use of IT in their teaching (Çelik, 2012; Külekçi, 2009), not knowing how to integrate technology into education may be a problem for the teachers. Akçaoğlu suggests a solution for this gap between theory and practice of IT, instead of isolated technology classes, the pre-service teachers could be given opportunities for exploiting the IT tools in content and methodology courses.

Beaven et al (2010) argued that the teachers faced with new challenges in order to implement ICT in their teaching.

> "They need to acquire and constantly update their ICT skills, while also ensuring that the online teaching activities they use are fully integrated into their own individual pedagogical framework and are thus beneficial both for their students and for themselves" (p.13).

As it is the case with other technology based-learning, Robb (2006) argued the importance of autonomous language teachers. He listed several reasons why formal CALL education is not sufficient and one of the reasons is that the content taught in classroom "mismatches" (p.339) what is needed in a real classroom. Besides the teacher should be able to update their knowledge of IT tools in order to keep up with the technological developments in the field. Seal (2003) pointed out that only having technology in schools does not mean that the schools are "revolutionizing teaching and learning" (p.1). Knowledgeable teachers, who know how to use these technologies effectively to facilitate learning, and efficient technology are needed as well. Thus, Aydın (2011) stated that it is a must for teacher education programs to inform pre-service teachers about new technologies and ways to implement these technologies into their

classes effectively. On the other hand, teacher trainers take some risks while training in-service teachers. Richards and Nunan (1990) argued that experienced teachers did not like being told how to teach, for this reason; it may be problematic for these teachers to experiment with new technology. On the other hand, Hubbard (2008) argued the importance of teachers trained in technology “they select the tools to support their teaching and determine what CALL applications language learners are exposed to and how learners use them” (p.176). Hubbard listed some of the problems of teacher education and ICT, and pointed out that the biggest problem was the insufficient number of teachers who can make use of IT tools effectively.

Russel et al. (2003) carried out a study with 2,894 teachers in 22 Massachusetts districts and examined the use of technology in and out of classroom for educational purposes. They found that “teachers generally used technology more for preparation and communication than for delivering instruction or assigning learning activities that require the use of technology” (p.2). The study also found differences between novice teachers and experienced teachers. Novice teachers were more comfortable with using IT tools and they used ICT for more for preparation, while experienced teachers stated that they used IT in classroom for delivering instruction.

Richards and Nunan (1990) argued the importance of teacher observation in language teacher education. While a more experienced teacher or a teacher trainer can observe the trainee, audio and video recordings, web-conferencing recordings can also be useful for the novice teacher to improve her/his teaching. Savaş (2012) found that using video recordings in pre-service practicum courses provided learners with self-confidence, self- evaluation opportunity, and a chance to improve their English.

Egbert, Paulus, Nakamichi (2002) investigated the practical application of CALL by teachers who had taken CALL courses. The participants were in-service language teachers, pursued a graduate level CALL course. The study found that teacher with CALL experience before taking an ICT course had more

tendency towards using CALL in their teaching. Van Olphen (2008) argued the importance of technological pedagogical content knowledge (TPCK) along with content knowledge, and pedagogical content knowledge. TPCK is being able to integrate technology in a pedagogically meaningful way. The study suggested that teachers should have an understanding of TPCK in order to make of use the available IT tools. Additionally, Gonzalez (2003) provided a categorization of chat use in ESL and EFL contexts and argued that teachers needed to be computer literate in order to exploit the tool to its best.

Considering the issues raised by the literature, it is important for language teachers to learn how to utilize ICT in their teaching. As Hubbard and Levy (2006) pointed out, “Even though future language teachers will most certainly not be replaced by computers, computer-using language teachers will replace these teachers who do not use computers” (p. 117).

2.5 Use of Webinars in Education

Webinars are synchronous audio-video conferencing tools, which are perceived as web-based seminars. The word is coined from web + seminar. (Verma and Singh, 2010). Merriam-Webster online dictionary defines webinars as “a live online educational presentation during which participating viewers can submit questions and comments”; while Cambridge Dictionaries Online identify webinars as “an occasion when a group of people go on the Internet at the same time to study and discuss something”. The tool is also known as “online conferencing” (Hewett and Lyn 2007); “audio-graphic conferencing” (Hampel, 2003); “synchronous cyber face-to-face classroom” (Wang, Chen and Levy, 2010). Although named differently, webinars have the following common components: text-based chat, audio and video communication, whiteboard, and polling (Skylar, 2009). These components can vary among the available webinar tools; some tools offer additional features such as recording of the meeting, screen sharing, and mobile phone compatibility (for a list of comparison or the available webinar tools see Wikipedia article on “Comparison of web

conferencing software"). As argued above, webinars can be categorized as multi-synchronous communication tools, making it more advantageous than using only one type of communication tool. Newman (2013) pointed out the advantages of webinars as:

> "Webinar technology is rapidly growing in both usage and capability. … One of the areas experiencing such rapid growth involves education and training. Largely because of significant savings in time and money, companies are increasingly turning to online technology for education, product demonstrations and training." (p. 8).

Newman also argued that the users could reach to a larger number of people by spending nearly the same amount of time and energy. Furthermore, he suggested that educational webinars could easily be adjusted and tailored based on the needs of the participants.

Kinoshita (2008) pointed out that recently the use of ICT has become more available to a wider population throughout the world creating new uses for ICT tools. Gooding (2008) mentioned the accessibility of these tools from a different point of view and stated that the expensive technology only available to big establishments are now accessible to everyone with small or no charge. Furthermore, O'Dowd (2013) stated that using synchronous communication alongside with other media exchange is becoming increasingly popular. It is not only used for personal deeds, such as meeting with one's friend online, but also used for educational and business purposes. Since it is one of the most economical ways of holding meetings, both in terms of cost and time, as opposed to flying to a distant part of the world and back, many webinar web sites advertise webinars for business people. As Newman (2013) stated, several companies established a curriculum based on their webinar trainings and they award the participants with certificates if they attend all the required webinar lessons. Scholastic Publishing offers a series of webinars for teachers while Oxford University Press, British Council and Cambridge University also offer

webinar training for language teachers, availability of which can be viewed for each country from their web sites.

They are also used in educational settings as well. Daley et al. (2008) utilized webinars for nurse education, mentioning the fact that webinars can "allow for expansion of the walls of the local learning community and promote the development of partnerships among peers in other locations to exchange perspectives" (p.78). The participants were taking collaborative leadership courses and webinar was used to have seminars with international students about national health services. The students found webinars to be so "amazing" that they became an integral part of the course after the study. The participants also thought that their webinar experience was helpful for them to become more collaborative, and enhance their learning. Senecal and Gazda (2009) also used a webinar tool in nurse education. The participants were PhD students at Arizona State University, College of Nursing and Health Innovation. The participants found it challenging to use the webinar tool because they did not know how to use the tool. They also faced with some technical problems such as video and audio loops. The authors suggested a careful planning of webinar use in order to reach successful outcomes. Joshi et al. (2012) investigated the effectiveness of webinars as instructional tools in nurse education. The participants were 3rd year nursing students divided into two groups. The first group was webinar group and the second group was "participatory learning" group. Webinar group received web-conferencing lectures while the other group studied the course from text books. After the comparison of the participants' pre-test and post-test results, the study showed that webinars can be effective instructional tools. Webinars are also used in other settings such as law. Florida Bar Journal announced a meeting for lawyers about education law on June 2012.

When it comes to language education through webinars, Hampel (2003) and Hampel and Baber (2003) identified some benefits for the use of web-conferencing tools in formal language instruction. They argued that online

language courses where the students mostly took part in asynchronous self-study frequently suffered from very low levels of retention. On the other hand, online courses with a web-conferencing element held a more consistent scheduling and frequent, direct contact with other students. This setup may increase overall retention rates and lead to more direct learner participation. In addition, Yamada and Akahori (2009) pointed out the importance of a web-cam element in learner-centered communication, which can increase the awareness and performance of the learners. Furthermore, Cheng et al (2005) employed a webinar system (Anicam-Live) at the Cyber University in Taiwan to alleviate synchronous communication between the instructor and the students. The study showed that the participants were content with the interactions among the instructor and students. Ng (2007) adopted another webinar system (Interwise) at the Open University of Hong Kong. Two hundred students were divided into 6 groups and the instructors delivered the lecture through both a face-to-face mode and a synchronous mode. Although the participants experience some technical difficulties related to the Internet connection, the study revealed that synchronous learning promotes teacher - student interaction.

Another study by Heiser, Stickler and Furnborough (2013), conducted at Open University UK, with language learners. The university utilized Elluminate (a web conferencing tool designed for teaching purposes) and the participants were required to take a training about this tool. The participants were introduced with the tool, its features, and practiced the tool themselves. The study found that after the training, the participants felt confident to use the webinar tool, and they believed they would recommend this training session to other students. It can be deduced from this study that while using an IT tool, it is important to train the users first. Kohorst and Cox (2007) studied Elluminate to construct virtual office hours and the interaction with the students about the course-related topics. The study showed that Elluminate successfully facilitated communication between the instructor and the students, having questions about the course.

The studies mainly examined the type of communication and the amount of interaction occurring in webinar tool as opposed to face-to-face training. Based on the available literature about the use of webinars in education, this study aims to investigate the potential of webinars for language education, challenges and benefits of using webinars in ELT and pre-service teachers' beliefs about the issue.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Presentation

This chapter presents a detailed description of the research methodology. For the study, both quantitative and qualitative data collection and analysis methods have been followed. Selected research methodology, research questions, research setting, data collection tools and data analysis are presented within this section.

3.1 Design of the Study

This study followed an explanatory mixed methods design. Mixed methods research is defined by Johnson et al. (2007) as:

> Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purposes of breadth and depth of understanding and corroboration. (p. 123)

As the definition suggests, the aim of using mixed methods is to gain in depth insight about the research topic. As literature suggests, a mixed methods research design is a system for gathering, studying, and combining both quantitative and qualitative methods in a study (Creswell & Plano Clark, 2011). Mixed methods combine the advantages of both qualitative and quantitative data. Rather collecting data with one type of tool, mixed methods help researchers to understand the issue from different points of views. Another advantage of this research design is that it provides researchers with rich data

collection tools to investigate the research topic. The researchers can make use of all the available data collection tools, which are relevant to the research study. In an explanatory mixed methods research design, qualitative data is used to explain the quantitative data in detail (Creswell & Plano Clark, 2011). Generally, quantitative data is followed by qualitative data to gain further insight about the analysis of quantitative data. In this study, the aim was to investigate the attitudes and beliefs of the pre-service teachers towards webinar use in language teaching and learning. Therefore, the study made use of the quantitative and qualitative methodology to analyze the participants' attitudes and beliefs. The study administered two questionnaires and one reflection journal for data collection process.

3.2. Research Questions

In order to address the issue investigated in this study, the following research questions have been formed:

1. What are the perceptions of 40 pre-service EFL teachers studying at a state university in Turkey about the use of webinars as instructional tools in ELT?

   a) What are the differences between face-to-face presentations and webinar presentations in relation to ELT as stated by the participants?

   b) Do the pre-service English language teachers have positive or negative attitudes towards webinar use in ELT?

   c) What are the advantages and challenges of using webinars in language classrooms?

3.3 Research Setting and Participants

3.3.1 Institution

The study was conducted in Middle East Technical University (METU), Department of Foreign Language Education. METU is a state university in Ankara, Turkey. The medium of instruction of the university is English. Department of Foreign Language Education is an English teacher-training department. The students of the department need to complete four years of course work in order to have a Bachelor's degree.

3.3.2 Participants and Course Components

The participants of the study were forty sophomore pre-service teachers studying at Foreign Language Department at Middle East Technical University. There were 11 male and 29 female participants. Their ages were between 20-25. The participants were training to have a Bachelor's degree in this subject and to become EFL teachers. One of the courses of the pre-service teachers was a methodology course in which they learnt about the history of language teaching and learning methods and approaches, and their applications in English language teaching and learning. This is the first methodology course of the undergraduate program aiming to familiarize the students with the history of language teaching and to help students gain critical insights about the approaches and methods covered during the course (see Appendix A for course outline). As a requirement of the course, the participants were to deliver one face-to-face presentation in groups of two or three on these topics (such as Grammar Translation Method, Audio-lingual Method) and make a demo presentation of the method by applying it to the language teaching context, starting from week 3 until week 11. Although the participants were illustrating the use of these methods and approaches in English language teaching, they were not actually teaching the language, rather they were practicing the methods and approaches with their peers. AnyMeeting webinar tool was also used as an

instructional tool in this course because the participants could have the chance to present face-to-face and webinar presentations at the same course on similar topics. This would enable participants to have a more balanced comparison and contrast of the two presentation methods. The participants were to deliver face-to-face presentations about the methods and approaches of English language teaching and learning studied in the course during the term. At the end of the term, as a final project of the course, the pre-service teachers were asked to design their own eclectic language teaching methods based on the topics they covered throughout the term and make a webinar presentation explaining their own methods.

The role of the researcher in this course was to observe the participants in the class throughout the semester. The participants were observed in terms of their technology use during the course. The researcher also organized the webinar meetings, which participants attended as audiences and presenters. The researcher was the administrator of all the webinar meetings, managing the presentation schedule, and giving to floor to the participants.

3.3.3 Webinar Context: AnyMeeting

Webinar, or web conferencing, enables users to connect to each other through the Internet. The users can write, talk to each other face to face and share their documents online through a web page or a software. Cambridge Dictionaries Online defines webinar as “an occasion when a group of people go on the Internet at the same time to study and discuss something”. Merriam-Webster defines webinar as “a live online educational presentation during which participating viewers can submit questions and comments”. As understood from the definitions, webinars are online live events where all the participants need to be present during the meeting. The features of the webinar services are determined by the service providers, although webcam, chat box and document sharing can be considered as standard features of a webinar. In this section, the

criteria used to select the most suitable webinar service (www.anymeeting.com) and the features of the chosen webinar service are presented.

3.3.3.1 Criteria used for the Selection of AnyMeeting

AnyMeeting is not the only webinar service provider that is available online. There are several other web sites that offer webinar services to the members. Adobe Connect, AVIDO Web Conference, Open Meetings, Citrix GoToMeeting, GoMeetNow, TrueConf, VeriShow are some of the web sites that offer webinar services. Since there were many webinar web sites available, choosing criteria were needed. While choosing the webinar web site, the following criteria were considered.

(1) Video and audio input features: Some of the webinars examined offer only audio input feature, which means the participants can only hear each other but cannot see each other. It is the video input feature that distinguishes webinar from a regular phone call and brings webinar closer to a face-to-face classroom environment where the participants can see and hear the teacher (or the presenter).

(2) Chat feature: This feature allows participants to interact with each other and the presenter without causing too much noise during the webinar presentation. It may seem as an ordinary feature, however; it is very practical for crowded webinar meetings like the one in this study.

(3) Document sharing feature: It is one of the must features of a webinar. This feature allows presenters to share documents with the audience to keep the meeting alive and make it easy to follow the presentation for the audience.

(4) Recording feature: Since webinars are one-time online events, it was very important to have a recording feature for the purposes of the study. Not many webinar sites offer this feature as part of their service, and the ones that do require full-membership, which is not free. This feature is practical since it allows users to view the previously held webinar meetings.

(5) Having a large meeting size: There are several webinar web sites that offer webinar meetings for free, however; not many of them allows more than 20 participants at the same meeting. We had 42 participants (including the researcher and the course instructor) and all of the participants were to be present at the meeting.

(6) The cost of using: Since there were 42 participants, having them register to a website with some cost would not be affordable. For this reason, a webinar service that is free of charge was chosen for this study.

(7) Practicality: Some of the available webinar tools are in software format, that is to say, they need to be installed on the users computers' to be ready for use. Considering the number of participants and the fact that they may not own a PC, a tool that was in website format was chosen.

After considering these criteria, AnyMeeting was chosen to be used in the study. AnyMeeting is a webinar web site that can be used for free. It allows members to use webinar services throughout the world.

3.3.3.2 AnyMeeting Features

It has the following features for free:

1) Sending e-mail invitations: You can announce the details of your meeting by e-mailing to the participants. This feature was used to inform and notify the participants about the date of the example webinar session held by the researcher. The participants also received invitations before their own webinar presentations as reminders.
2) Meeting up with up to 200 participants: As mentioned above, AnyMeeting allows up to 200 participants at the same meeting which is required for the purposes of this study. There were forty-two participants including the instructor and the researcher, to attend the meeting. This feature supporting a large number of attendees was useful for the study.
3) Meeting recording: AnyMeeting can record webinar meetings in order for presenters to review them later on. The website also allows these recordings to be shared with other participants. As Verma & Singh (2010)

indicated, this feature can be used to re-use the meeting. The presenter can burn the recording to a CD or a DVD to save the webinar meeting or to share it with other people. (This feature became a “pro” (paid-membership) feature after the study was conducted.) This feature was used by the researcher during the example webinar session and the presentations delivered by the pre-service English teachers. The recording can be reached online through AnyMeeting account. Each recording The link of the recording was sent to the participants at the end of the term.

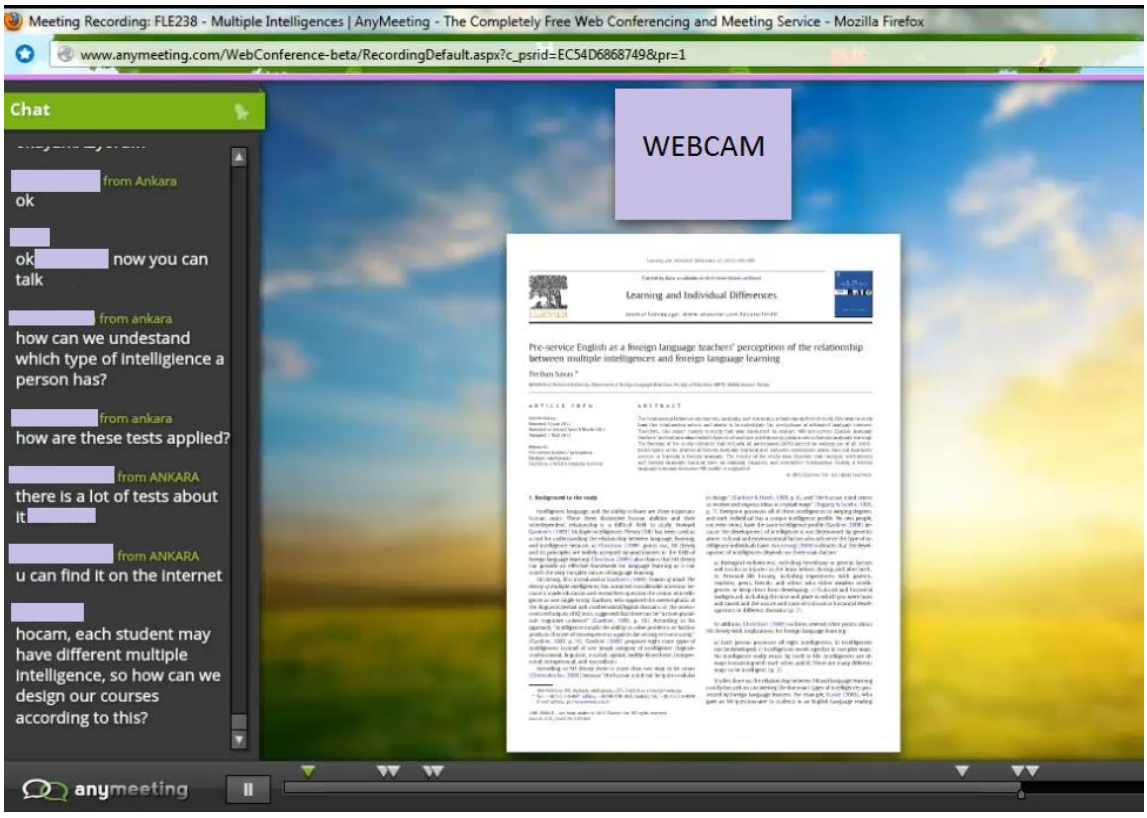

Figure 4. PDF sharing on AnyMeeting. (Webcam and the names of the participants are concealed.)

4) Sharing PowerPoint presentations, Word and PDF documents: It is one of the features that brings webinars closer to face-to-face learning environments. You can share handouts with the audience. You can also

conduct the meeting along with a PowerPoint presentation. This feature was used by the participants to deliver their presentation via PowerPoint. The instructor and the researcher also used this tool to share additional PDF resources with the participants. (Figure 4.)

5) Screen sharing: It allows presenters to share their screens with the participants. The participants can see what is on the presenter's screen This feature was used by the participants when they experienced problems with uploading the PowerPoint presentations to the webinar room. They used this feature to show their PowerPoint presentations opened in their own computers.
6) Video Conferencing: You can use yourwebcamm while presenting. It enables participants to see your face, which is similar to the regular classroom environment. It allows up to six people to have a video conference at once (Figure 5).

Figure 5. Web-cam feature with multiple users (Taken from: https://www.AnyMeeting.com/ways-to-use/Video-Conferencing.aspx)

7) Interacting with the participants: You can ask questions during your presentation viaa polll, and chatbox features to involve the participants. The advantage of chatbox is that it allows participants to interact with each other without disturbing the course of the meeting (Verma & Singh, 2010). The participants can also send private messages to the presenter or to each other if the presenter allows them to do so. These features were used during example webinar session and the participants' webinar presentations by the audience. The audience answered the questions asked by the presenter in the chatbox in written form while listening to the presentation. The participants also used polling feature to ask questions about their presentation topics and also to gather the attention of the audience. (Figure 6.)

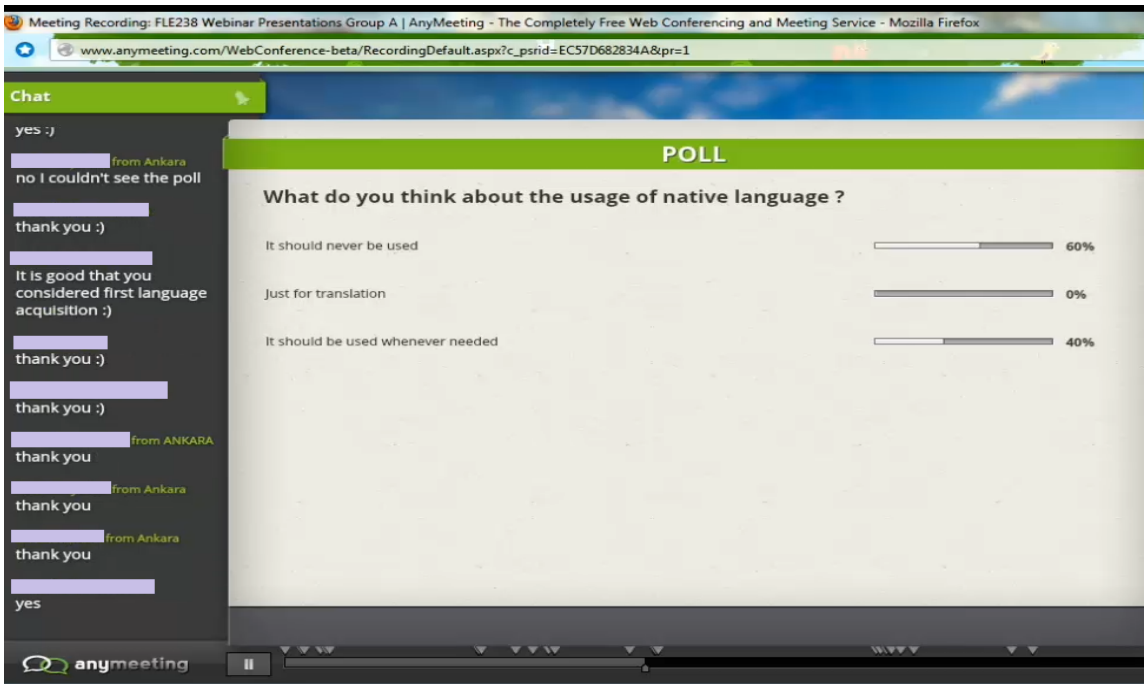

Figure 6. Chatbox (on the left) and poll features (on the right) (The names of the participants are concealed.)

8) Meeting reports: The presenters can view how many participants attended the meeting, how long the attenders stay connected to the meeting, the chatbox report, poll report, and survey results. The researcher made use of the meeting report in order to take attendance during the example webinar session. The poll reports are also saved to the user's account for later uses.
9) Tests and surveys: It allows presenters to create surveys to be emailed after the presentation or at the end of the presentation. The presenters may ask the opinions of the audience about the meeting, or the meeting topic, or ask participants to indicate the time and the topic of the next meeting. The surveys are created before the meeting and can be scheduled to start at the end of the webinar meeting. This feature was used by the researcher to gather information about the participants' opinions on the example webinar session. (Figure 7.)

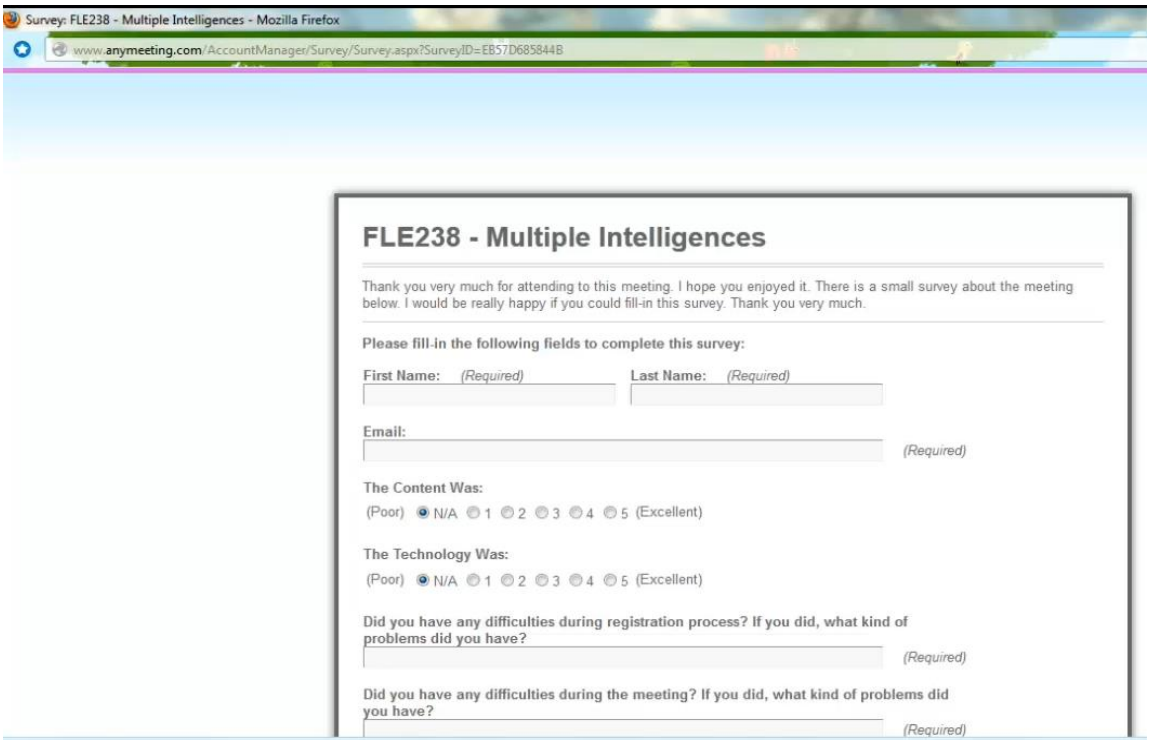

Figure 7. Post-webinar survey page.

10) Mood indication buttons: The participants can use “my mood” button to indicate their status. If they do not have any questions or comments, they can use “I’m fine” button. To indicate that they have questions the participants can use “raise hand” button. To say that the participants like/do not like or agree/disagree with the topic being presented they can use yes/no buttons. This feature was used by presenters to keep track of their audience, especially in meetings where the audience is on mute. The presenters could give the floor to the participants that had questions or comments by keeping track of their moods. (Figure 8.)

Figure 8. AnyMeeting my mood buttons

11) Meeting options: The presenters can choosebetweeng three different options to manage their meetings. The first one is “discussion mode” which enable all the participants to speak and listen at the same time. Second one is “question and answer mode”. In this mode, the participants are free to mute and unmute themselves whenever they have questions. Third one is “listen only mode” where all the participants except the presenter is muted. In this study, “listen only mode” was used to prevent the disorder in the webinar room during the sessions. This mode allows administrators to give floor to any participant during the presentations and mute the other ones. (Figure 9.)

Figure 9. AnyMeeting meeting options menu.

The overview of the AnyMeeting features can be seen in Figure 10 below.

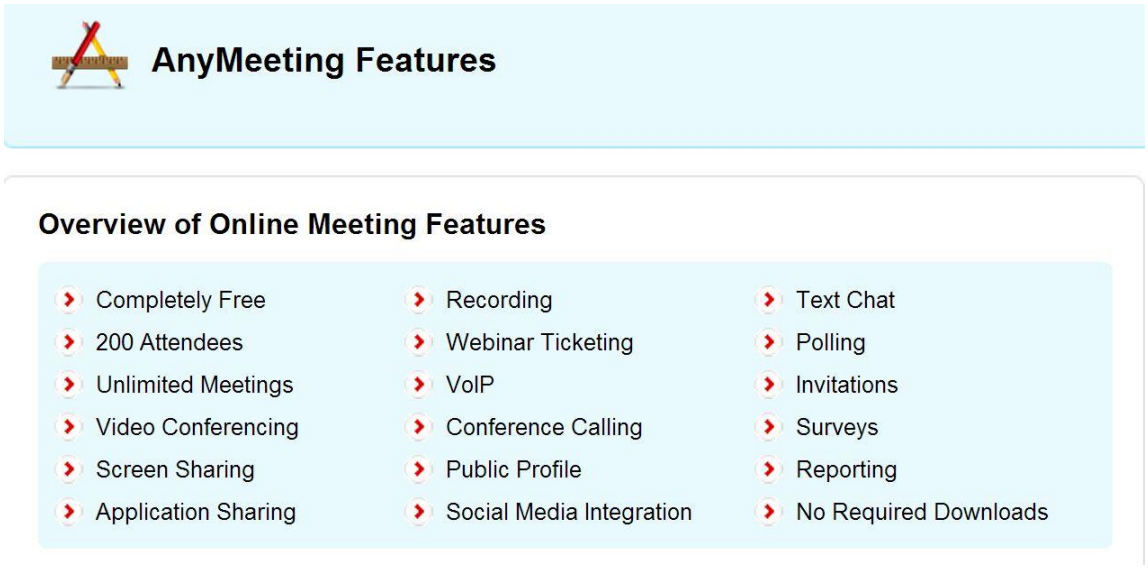

Figure 10. Overview of AnyMeeting website features. (taken from AnyMeeting website)

3.3.3.3 System Requirements

The system requirements of the webinar service are basic software and hardware additions, which can be acquired easily. In order to use AnyMeeting web site without any connection problems, the users need to have a stable Internet connection. The bandwidth and the quality of the connection is another factor that affects the quality of the webinar meeting. The users need to have webcams, microphones and speakers/headphones installed in their computers if they want to use the video conferencing feature (having face-to-face conversations with the participants) during the meeting. Adobe Flash Player must be installed and allowed to use the microphone and the webcam during the webinar meeting. Since this is an online meeting over a web browser, the users need to have a browser that is compatible with the AnyMeeting website. After experimenting with Google Chrome, Mozilla Firefox, and Internet Explorer browsers, Firefox is found to be fastest and most reliable browser for the

meeting. The users can test their computers' capabilities for the meeting from the AnyMeeting support page to see if they have all the system requirements.

3.4 Data Collection Procedures

There were three different tools used for collecting data. Two separate questionnaires and a reflection report were utilized as data collection tools. As a part of their course, the participants were required to make one presentation in groups during the semester. The participants made their first presentations in the class, as face-to-face presentations. At the beginning of the term, the first survey (pre-webinar questionnaire) was administered in order to reach the demographic data about the participants and their computer use. Pre –webinar also included questions about the pre-service teachers' beliefs about face-to-face presentations and their use in English language teaching and learning. After the first questionnaire, through a demo, the pre-service teachers were informed about how to register to the AnyMeeting website, how to create webinar rooms, how to use webinar to present their topics, which webinar tools to use during their presentation. Afterwards, the participants were made familiar with the tool through an example live - webinar presentation made by the researcher by the middle of the term. There were 38 participants who attended the live-webinar presentation as the audience (Figure 10).

The next data collection tool was reflection report. After the example webinar presentation, the participants were asked to write a reflection report consisting of four questions about the experience they had. At the end of the term, the participants were asked to deliver their own webinar presentations about their eclectic English language teaching methods and approaches. The webcam application on AnyMeeting requires a high-speed Internet connection and the required speed rate rises as the number of people using this application increases. For this reason, the participants were divided into smaller groups for their webinar presentations.

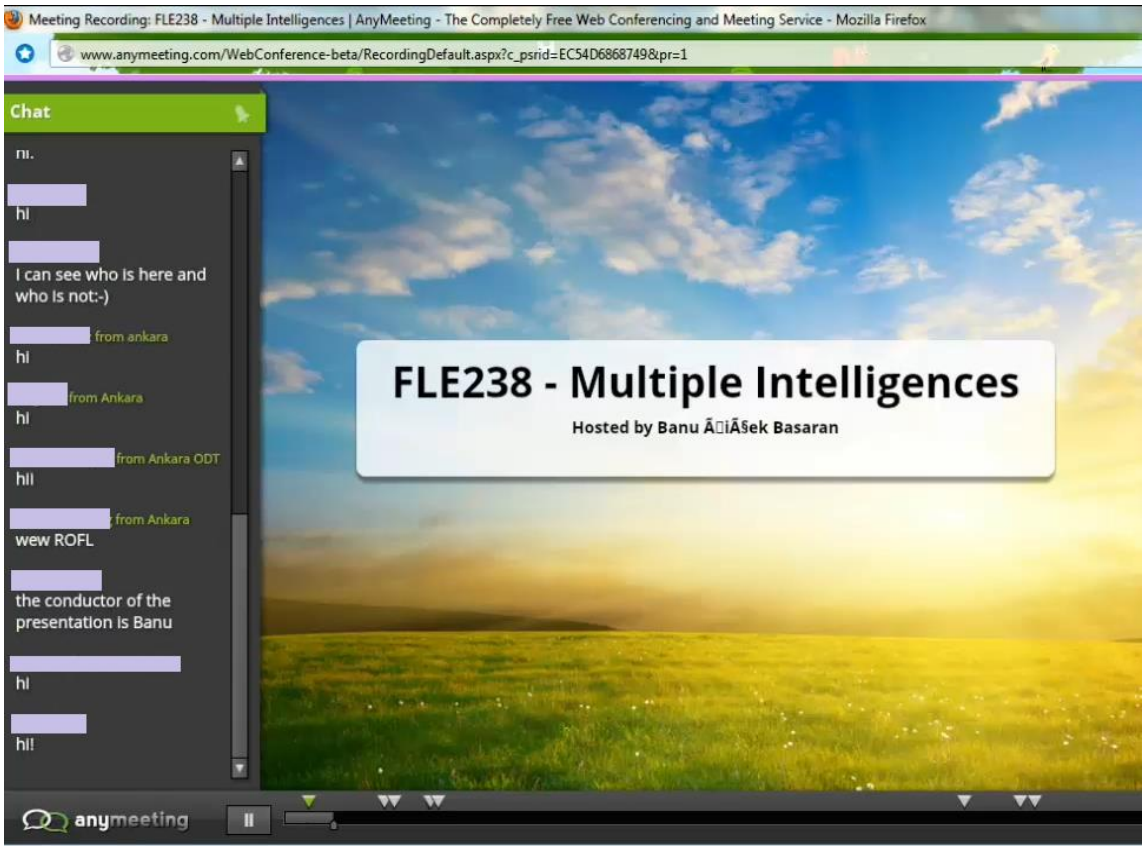

Figure 11. Screenshot from the example webinar presentation hosted by the researcher. (The names of the participants are concealed.)

There were four groups of pre-service teachers to present via webinar (Group A, Group B, Group C, and Group D). Each group had four sub-groups (A1, A2, A3, A4, and so on), and each sub-group had 2-3 participants. Each of these four main groups were scheduled to have their presentations on different times so that the Internet speed required for the meetings would not increase. Each group had to prepare a presentation about their topic to last for 20 minutes (see Appendix D.)

After the participants delivered their own webinar presentations, the second survey (post-webinar questionnaire) was administered. The aim of this tool was to gain more insight about the pre-service English teachers' attitudes towards the use of webinars in English language teaching and learning. As a part of the post-webinar questionnaire, the participants were also expected to compare

face-to-face and webinar presentations. Chart 1. Summarizes the data collection process of the study.

To sum up, first, the pre-webinar questionnaire was given to the participants. Next, the participants were familiarized with the webinar service provider, AnyMeeting, through a demo. Afterwards, the researcher presented one of the topics of the course, Multiple Intelligences, through AnyMeeting website. The participants attended this webinar meeting as audiences. Subsequently, the pre-service teachers were asked to write a reflection report about their webinar experience. Later on, through the end of the term, the participants delivered their own language teaching methods using the webinar tool. Following their webinar presentations, the participants filled the post-webinar questionnaire.

Explanatory mixed methods design was used for the purposes of this study. The questionnaires and the reflection report exploited so as to gather both quantitative and qualitative data. This was done for the triangulation of the data. Cohen, Manion, Morrison (2004) argues that: “triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint” (p. 141). It also stated that triangulation is a prevailing way of showing the validity (Campbell & Fiske, 1959).

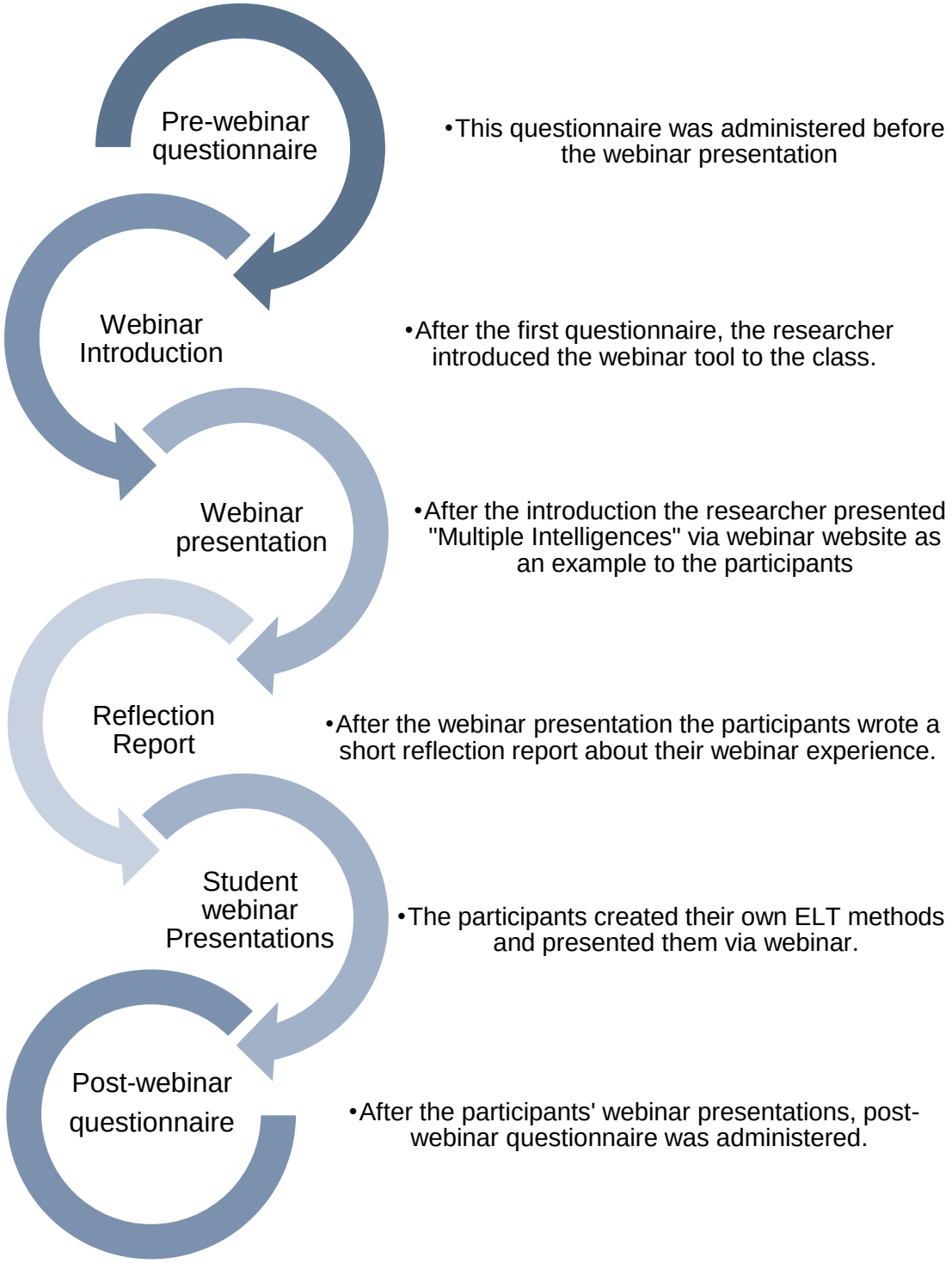

Chart 1: Overview of the data collection process.

3.4.1 Questionnaires

Two different questionnaires have been administered in the data collection process. One was administered as a pre-webinar questionnaire (see Appendix B) and the other one was utilized as a post-webinar questionnaire (see Appendix C). The participants were given a pre - webinar questionnaire at the beginning of the term, before they were familiarized with the webinar tool (AnyMeeting). Pre-webinar questionnaire consisted of four parts. The questionnaire started with an informed consent form. The first part of the questionnaire was about the general background information of the pre-service teachers. There were 26 questions in the first part. The second part of the questionnaire was about the participants' views about presentations, and there were four questions in this section. The third part consisted of 35 four-point Likert scale questions about the general beliefs of the participants regarding presentations. The last part of the questionnaire had seven open ended questions about face-to-face presentations. Thirty-six participants filled-out the pre-questionnaire. Table 1 demonstrates an overview of the pre-webinar questionnaire.

Table 1. Overview of the pre-webinar questionnaire

Parts	Aim	# of items	Question types
Part 1	To have the demographics of the participants, their attitudes towards the use of technology and their computer habits.	26	4 point-Likert scale, checkbox, open-ended,
Part 2	To see the participants' materials and time limit for an effective presentation	2	Multiple choice and checkbox
Part 3	To gather information about the participants' beliefs and attitudes with regards to face-to-face presentations	35	4 point Likert scale
Part 4	To investigate the challenges and benefits of giving and preparing face-to-face presentations	7	Open-ended

At the end of the term, after the participants delivered their own webinar presentations, the post-webinar questionnaire was administered. The post-webinar questionnaire consisted of three parts. The first part was about demographic information of the participants, their beliefs about webinar presentations and its features, and there were 65 questions on this part. The second part of the questionnaire was about comparing webinar with face-to-face presentations. There were six questions for this part. The last part of the questionnaire has 10 open-ended questions about webinar and webinar use in EFL classes. There were 39 participants filled-out the post-webinar questionnaire. Table 2 shows an overview of the post-webinar questionnaire.

Table 2. Overview of the post-webinar questionnaire

Parts	Aim	# of items	Question types
Part 1	To have the demographics and beliefs of the participants related to webinar presentations, and webinar features	65	4 point-Likert scale, 3 point Likert-scale, multiple choice
Part 2	To see the participants' comparison of webinars and face-to-face presentations	6	Open-ended, multiple choice and ordering
Part 3	To gather information about the participants' beliefs and attitudes with regards to webinar presentations	10	Open-ended

3.4.2 Reflection Report

Reflection report (see Appendix E) was used as another part of the data collection process. After the participants were familiarized with webinar presentations through the demo and the live presentation, the pre-service teachers were asked to write a reflection report about their experience with webinar. There were four questions to be answered in the reflection report and 35 participants submitted their reflection reports. The aim of this tool was to find out participants' initial experiences with webinars. Since the participants experienced two webinar sessions as presenters and audiences, the results of

the reflection report were aimed to be compared and contrasted with the data from the post-webinar questionnaire to see if the participants had different answers to the questions. This tool was also used to gather in-depth data that are qualitative in nature to answer the research questions of the study. Table 3 presents the open-ended questions asked as part of the reflection reports.

Table 3. Overview of the questions in reflection report

Questions asked
1. How do you compare face-to-face presentations to webinar presentations in English language teaching and learning?
2. What are the things you liked in the webinar based on your Multiple Intelligences webinar experience for English language teaching and learning?
3. What are the challenges you had as an audience in a webinar presentation for English language teaching and learning?
4. What would you suggest to improve webinar presentations for English Language learning and teaching?

3.5 Data Analysis Procedures

3.5.1 Quantitative Data Analysis

There are two types of data gathered for the study. Quantitative data collected through questionnaires was analyzed via IBM SPSS 22 (Statistical Package for Social Sciences) software. It is a licensed software used for carrying out statistical analysis. In the pre-webinar questionnaire, for the demographics and Likert scale type questions frequency analysis was used. Post-webinar questionnaire required two types of analysis: frequency analysis and paired samples t-test. Frequency analysis was utilized to obtain results from demographics and Likert scale questions. Paired samples t-test was used to compare and contrast the presentations in webinar and face-to-face environment.

3.5.2 Qualitative Data Analysis

Qualitative data obtained via the open-ended questions in the questionnaires and the data from reflection reports were coded through MAXQDA (a licensed qualitative data analysis software). For the coding process, open, axial and selective coding model by Strauss & Corbin (1990) was followed. They define open coding as: “The process of breaking down, examining, comparing, conceptualizing, and categorizing data” (p. 61). In the light of this definition; first, the answers of the participants for each open ended question in the pre-webinar questionnaire, reflection report and post-webinar questionnaire were coded separately, through open coding to determine the meaning categories. After the initial coding, axial coding was utilized for further analysis. Strauss & Corbin (1990) state that axial coding is “A set of procedures whereby data are put back together in new ways after open coding, by making connections between categories. This is done by utilizing a coding paradigm involving conditions, context, action/interactional strategies and consequences” (p. 96). Based on this definition, each coding category for each open-ended question was grouped under common themes through axial coding process. Lastly, Strauss & Corbin (1990) define selective coding as “The process of selecting the core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development” (p. 116). In accordance with this definition, each open-ended question item was chosen to be the core category for the common themes emerged from the axial coding process. On the following stage, frequency analysis was conducted. The frequency of each theme was analyzed under the question that it belongs to.

For the reliability of the coding process, 10% of the data were coded with a PhD. candidate in English Language Department. The literature suggests that the appropriate size of the sample should not be less than 10% of the full sample (Neuendorf, 2002). After the inter-coder reviewed the data, percentage agreement of each data collection tool was calculated.

CHAPTER 4

FINDINGS

4.0 Presentation

This chapter presents the analysis of the results in sequence with the data collection tools. First, the results from the pre-webinar questionnaire are examined. The results from demographics section, Likert scale questions, and the open ended questions are presented. Then, the results of the webinar reflection report are presented. Lastly, quantitative and qualitative results of the post-webinar questionnaire are examined. Findings are presented with reference to students' excerpts taken from qualitative data and these excerpts were presented as they are without any corrections to preserve the authenticity.

4.1 Results of the Pre-webinar Questionnaire

The pre-webinar questionnaire was administered before the participants were familiarized with the webinar tool. This questionnaire had four parts. There were 50 four-point Likert scale items, 21 checkbox items, one multiple question item and seven open ended questions. Cronbach's Alpha is .738 for four-point Likert scale items. Inter-coder reliability rate was 81% for this data collection tool.

4.1.1 Demographics

The first part of the pre-webinar questionnaire consisted six questions about the demographics of the participants. There were 36 participants in the pre-webinar survey and 26 of them were females while 10 of them were males. Their ages were nineteen to twenty-two. It was important to ask the participants'

computer usage habits in order to investigate the technological readiness of the participants, which would prove to be useful for the interpretation of the results. The majority of the participants (n=34) had their own computers. Few of the participants (25%) said that they did not have access to the Internet in their homes. These participants stated that they used computers at the METU campus to access the Internet (n=9). All of the participants said that they had done presentations before both individually and as a group. When it comes to the participants' computer usage habits, as it can be seen in Table 4, 72.2% of the participants used Microsoft PowerPoint and 52.8% of the participants use Microsoft Word one to three hours per week. Thirty-three percent of the participants spend one to three hours per week watching videos from the video websites, 52.8% of them working on METU Online (a learning management system for the students and instructors at METU), and 41.7% sending e-mails. On the other hand, Facebook (36.1%) was identified as the tool on which the participants spent most of their time, or more specifically, nine or more hours per week. There were also some tools that the majority of the participants did not use at all.

Table 4. Participants' use of technological tools and their usages per week.

Tools		**9+ hours %**	**7-9 hours %**	**6-3 hours %**	**3-1 hours %**	**None %**
1.	Microsoft PowerPoint	0	0	8,3	**72,2**	19,4
2.	Microsoft Word	0	2,8	27,8	**52,8**	16,7
3.	Chat room(s)	0	0	5,6	19,4	**72,2**
4.	YouTube, Teachertube, or other video sites	22,2	11,1	27,8	**33,3**	5,6
5.	Facebook	**36,1**	5,6	16,7	33,3	8,3
6.	Twitter	8,3	5,6	2,8	11,1	**72,2**

Table 4. Participants' use of technological tools and their usages per week (continued).

Tools		9+ hours %	7-9 hours %	6-3 hours %	3-1 hours %	None %
7.	Metu Online	5,6	13,9	25	**52,8**	2,8
8.	Skype (or any other video conferencing tool)	2,8	5,6	2,8	36,1	**52,8**
9.	E-mail	16,7	2,8	33,3	**41,7**	5,6

These were chat rooms (72.2%), Twitter (72.2%), and Skype (or any other video conferencing tool) (52.8%).

All the participants had used Microsoft PowerPoint for the presentations previously and 52.8% said that they delivered their presentations via PowerPoint at least five times. Only 19,4% of the participants had used presentation tools other than PowerPoint and it was Prezi. More than half of the participants (66.7%) expressed that they had not participated in a live and/or recorded video conferencing and among these participants only 33,4% (n= 4) of them attended a video conference more than five times. All the participants said that they had never used webinar as a way of delivering their presentation, while only 5.6% participated in a webinar meeting as an audience.

4.1.2. Attitudes towards Use of Technology in ELT

The second part of the pre-webinar survey was about participants' attitudes towards technology and technology use in ELT. There were 15 four-point Likert scale items in this section. There were three reverse items in this section (questions 13, 14, 15) and after the reverse items are transformed, the mean score and frequencies for each item was calculated. The results show that the participants have highly positive attitudes towards technology (m=3.2) and its use in English language teaching (m= 2.9). As it is shown in Table 5, the most agreed item is "I support the use of technology in my courses." (item=8). All of the participants (n=36) agreed to this item. Other highly agreed items were "I

think using technology makes foreign language learning fun."(item=8), "I think using technology makes foreign language teaching fun." (item=9), "I believe it is necessary for an EFL teacher to have technological skills" (item=12), "I do not think it is necessary to use technology in my courses."(item=13) (a reverse item) with 97.2%. While the least agreed item was "I would like to receive more training on using technology in my courses." (item=3) with 77.8% of the participants. The majority of the participants (94.5%) said that they were confident computer users, which indicated that they had enough knowledge about computers.

Table 5. Participant's opinions on the technological aspects

	Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1.	I am confident in using computers for my course work.	41,7	52,8	5,6	0
2.	I support the use of technology in my courses.	44,4	55,6	0	0
3.	I would like to receive more training on using technology in my courses.	27,8	50	19,4	2,8
4.	I think using technology improves foreign language teaching.	33,3	61,1	5,6	0
5.	I think using technology improves foreign language learning.	38,9	55,6	5,6	0
6.	I plan to make use of technology in my classrooms when I become an EFL teacher.	50	41,7	2,8	5,6
7.	I like working with technology.	33,3	55,6	8,3	2,8
8.	I think using technology makes foreign language learning fun.	33,3	63,9	2,8	0
9.	I think using technology makes foreign language teaching fun.	25	72,2	0	2,8

Table 5. Participant's opinions on the technological aspects (continued).

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
10. I think technology saves time in foreign language learning.	36,1	58,3	5,6	0
11. I think technology saves time in foreign language teaching.	30,6	61,1	8,3	0
12. I believe it is necessary for an EFL teacher to have technological skills.	41,7	55,6	2,8	0
13. I do not think it is necessary to use technology in my courses.	2,8	0	52,8	44,4
14. I think making use of technology in foreign language teaching is time consuming.	5,6	8,3	50	36,1
15. I think making use of technology in foreign language learning is time consuming.	2,8	2,8	55,6	38,9

4.1.3. Presentation Aspects

The third section of the pre-webinar survey was about the pre-service teachers' beliefs about presentations. There were 35 four-point Likert scale items in this part of the questionnaire. The questions in this part can be grouped as (1) preparing for a presentation, (2) during presentation, (3) after presentation, and (4) on English learning. In the first group, the items were about the process before delivering a presentation. Table 6 shows that the majority of the participants (69.4%) preferred group work while preparing their presentations. The participants liked using slide animations (91.7%), and pictures (97.2%) in their presentations. 97.3% of the participants liked using computer aids to prepare their presentations; however, all of the participants (n=36) agree that it is not necessary to make use of computers while preparing a presentation.

Table 6. Results of the “preparation for a presentation” group

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1. I like individual work when I prepare presentations.	16,7	41,7	33,3	8,3
2. I like group work when I prepare presentations.	25	44,4	25	5,6
3. I like using slide animations (PowerPoint) while preparing a presentation.	38,9	52,8	8,3	0
4. I like using pictures while preparing a presentation.	47,2	50	2,8	0
5. I like using a computer to prepare a presentation.	55,6	41,7	2,8	0
6. I have time management problems while preparing a presentation in English.	5,6	27,8	58,3	8,3
7. Before giving my presentation, I rehearse the whole presentation.	8,3	11,1	66,7	13,9
8. I do not think it is necessary to make use of computer aid while preparing a presentation.	75	25	0	0
9. I find it difficult to prepare presentations.	5,6	16,7	58,3	19,4
10. It is important to organize the content of the presentation in a meaningful way.	72,2	27,8	0	0

The following group consisted the items that are related to the process of delivering a presentation. In other words, the items focused on “during” part of the presentations. As it can be seen in Table 7, 75% of the participants stated that they felt anxious while delivering a presentation while 36.1% felt confident during presentations. The participants believed that a good presenter encourages participation, maintains eye contact with the audience, and establishes good interpersonal relationships with the audience (100%). During the presentation, the participants regarded maintaining the interest of the

audience (100%), using audible voice (91.6%), fluent English (100%), computer aid (97.2%), clear examples (100%) and effective body language (100%) as important parts of a presentation.

Table 7. Pre-webinar survey items on “during presentation” group

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1. I feel anxious when I am presenting something in the class.	25	50	19,4	5,6
2. I feel confident when I am presenting something in the class.	11,1	25	50	13,9
3. I have time management problems while giving a presentation in English.	8,3	11,1	66,7	13,9
4. I think a good presenter encourages participation.	44,4	55,6	0	0
5. I think it is necessary for a presenter to maintain eye contact with the audience.	61,1	38,9	0	0
6. I believe it is necessary to use audible voice while delivering a presentation.	47,2	44,4	5,6	2,8
7. I think the use of fluent English (correct pronunciation, intonation and stress without hesitation) is important in a presentation.	75	25	0	0
8. I do not think it is necessary to make use of computer aid while delivering a presentation.	2,8	0	69,4	27,8
9. I think using slide animations (PowerPoint) makes the presentation crowded.	0	16,7	55,6	27,8
10. I think using pictures makes the presentation crowded.	0	11,1	55,6	33,3
11. I find it difficult to deliver presentations.	5,6	16,7	58,3	19,4
12. I think a good presenter establishes good interpersonal relationships with the audience.	55,6	44,4	0	0
13. While delivering presentations, it is important to use effective body language.	72,2	27,8	0	0

Table 7. Pre-webinar survey items on “during presentation” group (continued)

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
14. While delivering presentations, it is important to maintain the interest of the audience.	69,4	30,6	0	0
15. It is important to use clear examples during the presentation.	72,2	27,8	0	0

The third group was concerned with the “after presentation” part. There were three items in this group. As can be seen in Table 8, the majority of the participants (91.7%) stated that they would like to receive feedback from their peers, while 97.2% agreed that they would like to receive feedback from the instructor of the lesson after the presentation. More than half of the participants (91.6%) thought that they would ask their students to deliver presentations in English when they themselves become EFL teachers.

Table 8. Results of the pre-webinar survey items on “after presentation” group

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1. I would like to get feedback from my peers after my presentations.	13,9	77,8	8,3	0
2. I would like to get feedback from the instructor after my presentations.	33,3	63,9	2,8	0
3. When I become an EFL teacher, I will ask my students to give presentations in class.	22,2	69,4	2,8	5,6

The last group of this part of the questionnaire consisted of seven questions about giving presentations and English improvement. The participants thought that giving presentations in English improved their language skills (m=2.9). Table 9 shows that the most agreed items were vocabulary (80.5%), speaking (100%) and pronunciation (100%).

Table 9. Results of the pre-webinar survey items on “improving English proficiency” group

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1. I believe giving presentations in English improves my Grammar in English.	5,6	50	41,7	2,8
2. I believe giving presentations in English improves my Vocabulary in English.	19,4	61,1	19,4	0
3. I believe giving presentations in English improves my Speaking in English.	58,3	41,7	0	0
4. I believe giving presentations in English improves my Listening in English.	16,7	52,8	25	5,6
5. I believe giving presentations in English improves my Reading in English.	16,7	47,2	30,6	5,6
6. I believe giving presentations in English improves my Writing in English.	11,1	55,6	27,8	5,6
7. I believe giving presentations in English improves my Pronunciation in English.	52,8	47,2	0	0

4.1.4. Open Ended Questions

The last part of the questions was about face-to-face presentations. There were seven open ended questions in this section. The sub-codes for each question can be viewed from Appendix F. The questions were the following:

1. What are the features of an effective face-to-face presentation in English? (Please provide at least three features.)
2. What are the benefits of preparing a face-to-face presentation in English? (Please provide at least three benefits.)
3. What are the challenges of preparing a face-to-face presentation in English? (Please provide at least three challenges.)
4. What are the benefits of giving a face-to-face presentation in English? (Please provide at least three benefits.)
5. What are the challenges of giving a face-to-face presentation in English? (Please provide at least three challenges.)
6. Any other comments about “preparing or giving presentations in English”?
7. Any other comments about “use of technology in presentations”?

The answers were coded following the model proposed by Strauss & Corbin (1990). All the answers to each of these questions were coded and categorized accordingly. The results are presented in sequence with open-ended questions.

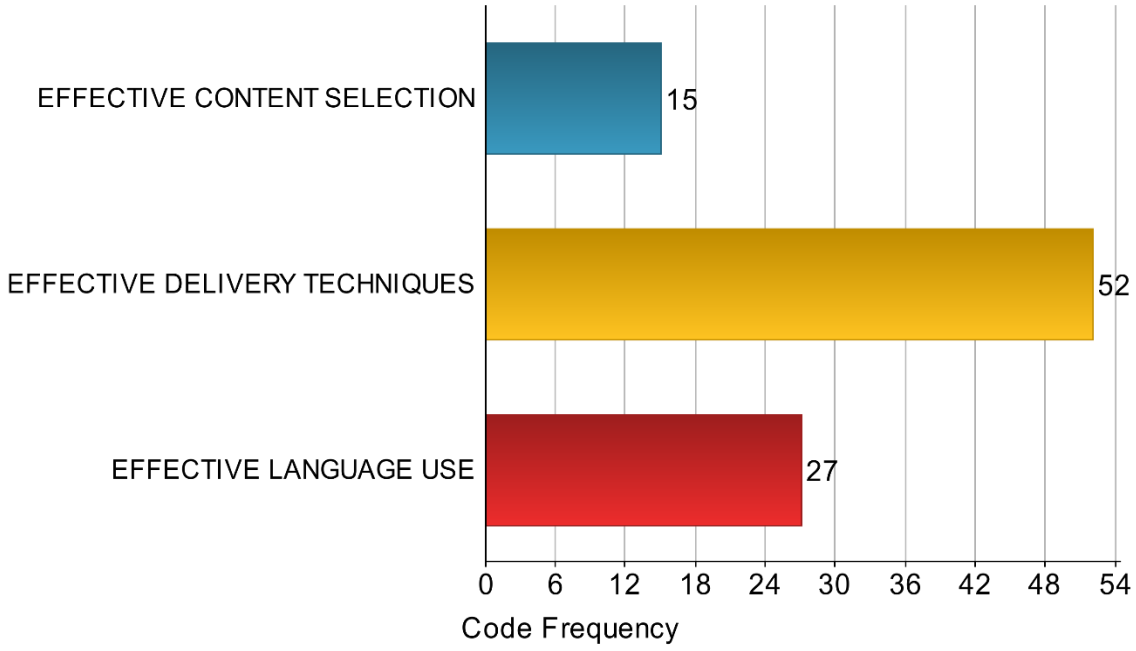

Chart 2. Summary of the results of the open-ended question: “What are the features of an effective face-to-face presentation in English?”

The first question was "**What are the features of an effective face-to-face presentation in English?**" As it can be seen in Chart 2, there were 94 coded items under this question and 55.32% of the codes were related to effective delivery techniques.

The majority of the participants thought that an effective face-to-face presentation should include body language (n=7) and eye contact (n=18). P37 stated that "The one who gives the presentation uses his/her body language" and P29 wrote, "Eye contact is really important". Another important element in an effective presentation is "effective language use" as indicated by the pre-service teachers (n=27). P23 wrote, "The speaker must have the ability of fluent speaking and good pronunciation".

The last sub-code of this question is the effective content selection which was indicated by 15.9% of the participants. The content presented was also considered as being an important part of an effective face-to-face presentation. The content should be interesting enough for participants to listen to the presentation attentively. P37 stated, "The one who gives the presentation, it's important to maintain the interest of the audience [*sic*]."

The second question of this section was "**What are the benefits of preparing a face-to-face presentation in English?**" There were four sub-codes identified for this question and there were 70 coded items under this heading. According to the results, as can be viewed from Chart 3, 44.3% of the participants thought that preparing face-to-face presentations improved their English skills. The majority of the participants thought that preparing face-to-face presentations improved their speaking abilities (n=15). P23 stated, "It helps us develop our speaking". Other participants thought that it improved their vocabulary (n=5) and writing skills (n=5).

The second most frequent item was that preparing presentations help participants to improve their personal skills (n=15). Seven of the participants regarded preparing presentations as a way of improving their technological skills. P17 wrote, "Improves the way of use of technology". Other personal skills include teaching skills (n=4) and research skills (n=2). Furthermore, 18.6% of

the participants thought that they improved their knowledge while preparing a presentation. P30 wrote, “While preparing a presentation I spend time on it. So the more I spend time the more I learn the topic”, and P28 wrote, “To learn new and broad knowledge about the presentation topic while doing research on it”.

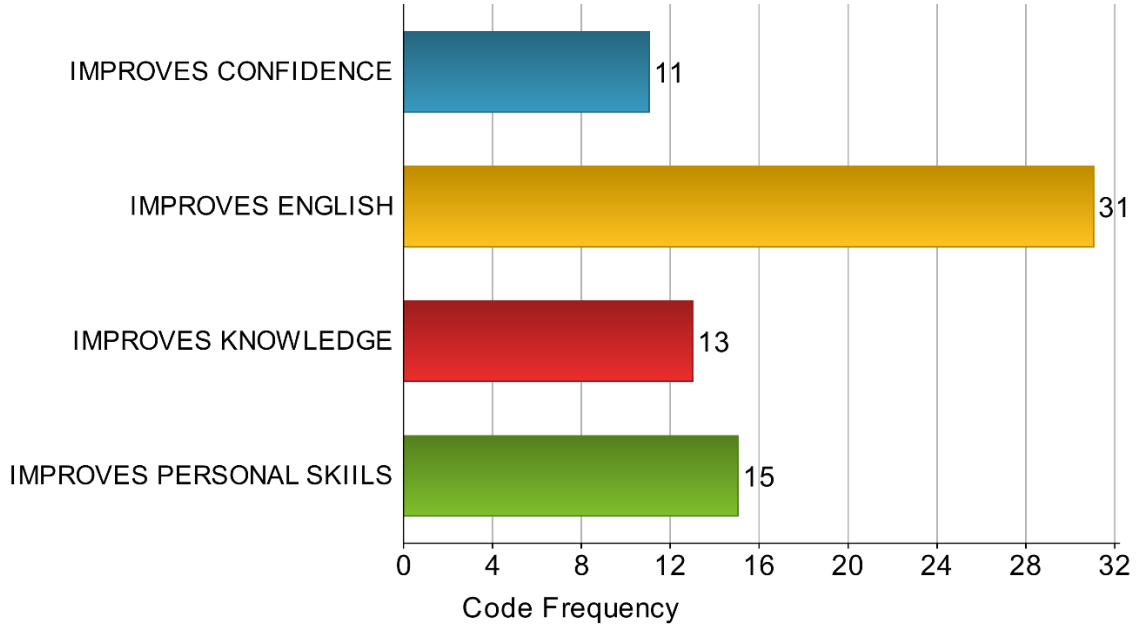

Chart 3. Summary of the results of the open-ended question: “What are the benefits of preparing a face-to-face presentation in English?”

Lastly, 15.7% of the participants thought that preparing face-to-face presentations improved their self-confidence. P23 thought, “We can learn how to be confident through presentations” and P1 wrote, “Improve self-confidence of the presenter in front of audience”.

The third question was **“What are the challenges of preparing a face-to-face presentation in English?**” There were 65 coded items under this question and the challenges were grouped under three categories: affective, presentation, and proficiency challenges. Chart 4 shows that the most frequently coded item was presentation challenges, 49.2% of the participants thought that they had challenges related with presentation while preparing a face-to-face presentation. P8 wrote, “In group presentation, not making enough rehearsal”,

and P23 wrote “It is difficult to find suitable examples or visuals”. Furthermore, 26.2% of the participants thought that they faced affective challenges while preparing a presentation. The majority of the participants felt anxious (n=11) while preparing a face-to-face presentation. P38 wrote, “Anxious before presentation” as an answer to this question. Additionally, 24.6% of the participants faced also challenges related to proficiency aspects. Nine participants thought that they were not competent enough to use technology in their presentations. P14 wrote, “Not able to use technology” and P37 wrote “Having difficulties with computer skills” in their surveys. Moreover, seven pre-service teachers thought that they are not proficient in English. P14 wrote, “Not able to understand English well enough [*sic*].” and P13 wrote, “To be able to write correctly”.

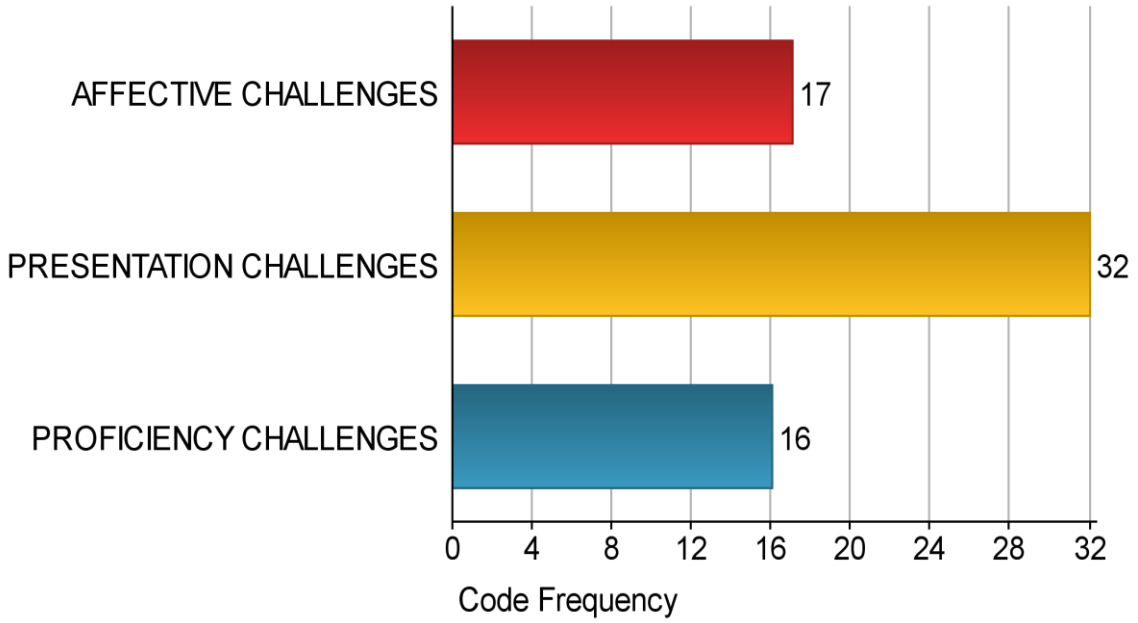

Chart 4. Summary of the results of the open-ended question: “What are the challenges of preparing a face-to-face presentation in English?”

The fourth question was “**What are the benefits of giving face-to-face presentations in English?**” There were three main sub-codes under this question and 55 coded items. As can be seen in Chart 5, 47.3% of the

participants thought that giving presentations in English improved their English skills, which was also stated for preparing a face-to-face presentation. Seventeen participants thought that they could improve their speaking skills and 12 pre-service teachers thought they could improve their pronunciation by delivering face-to-face presentations in English. Moreover, 34.5% of the participants thought that they could improve their confidence via delivering face-to-face presentations. P12 wrote “We gain self-confidence” and P23 thought, “It improves confidence”. Furthermore, 18.2% of the participants stated that they improved their personal skills through giving presentations. These skills include teaching skills (n=5), time management skills (n=2), computer skills (n=2) and presentation skills (n=1).

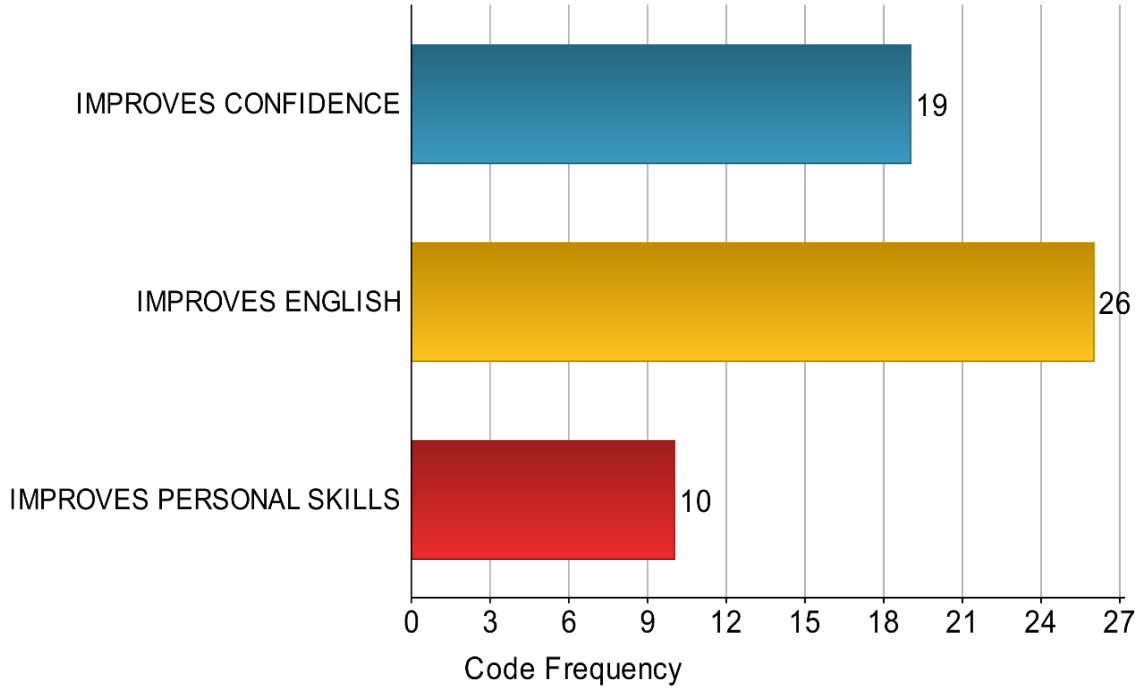

Chart 5. Summary of the results of the open-ended question: “What are the benefits of giving a face-to-face presentation in English?”

The fifth open-ended question on the survey was “**What are the challenges of giving a face-to-face presentation in English?**” As can be seen in Chart 6,

there were 47 coded items and two sub-codes. More than half of the participants (57.45%) faced affective challenges while giving presentations and 42.55% of them faced presentation related challenges. The participants stated mostly that they got anxious (n=22) while delivering a presentation. To give examples, P9 wrote, “The speakers feel anxious” and P23 wrote, “You can get anxious while presenting” as an answer to this question. The pre-service teachers also had problems with time management (n=8), use of English (n=7), technology (n=3) and eye contact (n=2) under presentation challenges. P30 wrote, “Time management might be hard” and P8 wrote, “Not using time effectively” as a challenge. For English challenges P30 wrote, “Lost main words and inability to convey the main points of the presentation [*sic*].” In addition, P13 thought, “To be able to speak fluently” was one of the challenges of delivering a face-to-face presentation.

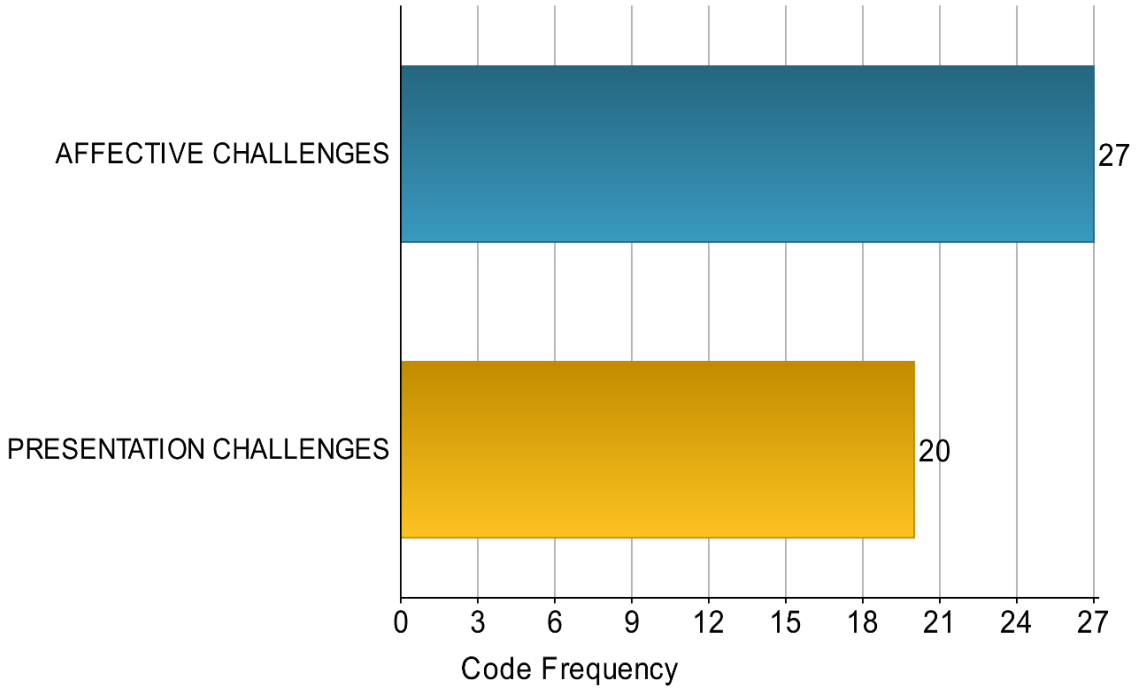

Chart 6. Summary of the results of the open-ended question: “What are the challenges of giving a face-to-face presentation in English?”

Question 6 was "**Any other comments about "preparing or giving presentations in English"?**" There were 11 participants who answered this question and the pre-service teachers thought that presentations improved their speaking skills (n=4), improved their English (n=4) and they felt anxious while delivering presentations (n=3).

Question 7 was "**Any other comments about "use of technology in presentations"?**" Eighteen participants answered this question and 38.89% thought that using technology was practical while 33.33% thought it was attractive to use technology in presentations. Furthermore, 27.78% of the participants saw technology as a necessity for preparing and delivering presentations.

Table 10 presents the frequency of challenges and benefits of giving and preparing presentations. The participants considered preparing presentations more challenging than giving presentations; likewise, they regarded preparing presentations more beneficial than giving presentations. In total, the attributed benefits are higher than the challenges.

Table 10. Frequency of challenges and benefits of giving and preparing presentations.

Themes	**Challenges (f)**	**Benefits (f)**
Preparing presentations	65	70
Giving presentations	47	55
TOTAL	112	125

Table 11 shows that there are three identical codes for the benefits of giving and preparing face-to-face presentations English. The number of pre-service teachers who thought giving presentations improved confidence was higher than those who thought preparing presentations improved confidence. The participants also thought that preparing presentations helped more with their

English and personal skills. Furthermore, the participants saw preparing presentations as a way of improving their knowledge.

Table 11. Code frequency of benefits of giving and preparing presentations.

	Benefits (f)			
Themes	Improves confidence	Improves English	Improves Personal Skills	Improves Knowledge
Giving presentations	19	26	10	0
Preparing presentations	11	31	15	13

As it can be seen in Table 12, there are two identical codes for the challenges of giving and preparing presentations. The participants felt more stressed, anxious, and nervous while giving presentations when compared to preparing presentations. Moreover, the participants faced more challenges related with presentations while preparing them. The participants also considered themselves to have challenges about proficiency aspects.

Table 12. Code frequency of challenges of giving and preparing presentations.

	Challenges (f)		
Themes	Emotive	Presentation	Proficiency
Giving presentations	27	20	0
Preparing presentations	17	32	16

4.2 Reflection Report

The reflection report was administered after the first time the pre-service teachers participated in a live webinar presentation. The participants had been familiarized with AnyMeeting web site through a demo presentation by the researcher. Afterwards, an example webinar presentation was carried out with the participants. In this live webinar presentation, the pre-service teachers participated as audience. After this presentation, the participants were given four questions as a reflection report. Thirty-four of the participants submitted their reflection reports, seven of them were males and 27 of them were females. The inter-coder reliability of this tool was found as 72%. The sub-codes for each question can be viewed from Appendix G. The questions asked were as follows:

1. How do you compare face-to-face presentations to webinar presentations in English language teaching and learning?

2. What are the things you liked in the webinar based on your Multiple Intelligences webinar experience for English language teaching and learning?

3. What are the challenges you had as an audience in a webinar presentation for English language teaching and learning?

4. What would you suggest to improve webinar presentations for English Language learning and teaching?

The first question was "**How do you compare face-to-face presentations to webinar presentations in English language teaching and learning?**" There were 84 coded items and three main codes for this question. As it can be seen in Chart 7, the number of coded items for the advantages of webinar environment was 31. The participants compared face-to-face and webinar presentations and they mentioned some advantages of webinar:

- the ease of webinar use,
- having more visual elements,
- attractiveness of webinar,
- time and cost saving aspects,

- advantage of distance education,
- and comfortable environment.

One of the participants mentioned the fact that webinars can improve one's confidence due to the relaxed presentation environment.

> Presenting your own presentation in your own abode can really boost-up your confidence resulting to better learning experience. On the other hand presenting something face-to-face would often lead to anxiety and some negative behaviors that trigger negative responses from the audience. (P18) [*sic*]

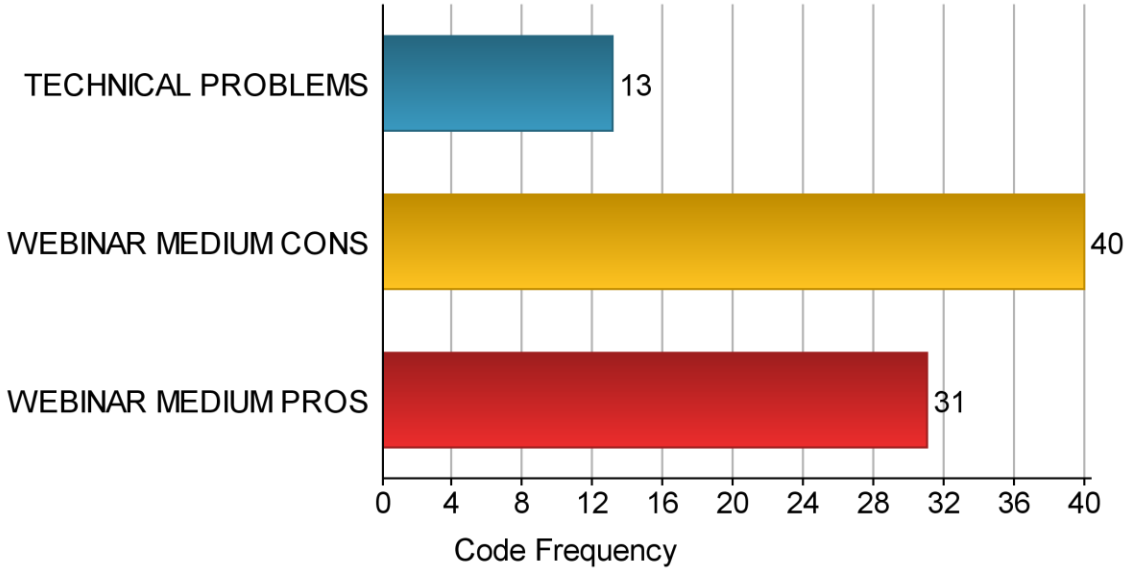

Chart 7. Summary of the results of the question: "How do you compare face-to-face presentations to webinar presentations in English language teaching and learning?"

Furthermore, P34 mentioned the practicality of webinars by arguing that the tool provides distance education opportunities for different contexts.

> I find webinar presentations useful. Because those who can not attend the class for many reasons such as being ill or etc., have chance to keep up with the class. In the same way, for some reasons, the teacher may go abroad or another city. Instead of canceling the class in such situations,

> webinar presentations helps us to maintain the subjects so that we do not fall behind the schedule. [*sic*] (P34)

Participants also mentioned the disadvantages of the webinar medium in comparison with face-to-face presentations. The majority of the participants mentioned the difficulty of monitoring the audience during webinar presentations (n=18), others pointed out the lack of body language (n=9) and webinar's distractive environment (n=6). P37 summarizes the difficulty of monitoring the audience:

> In addition, the presenter can understand if the audience is interested in the topic or they are getting bored, but in webinar presentation it is not possible. The presenter cannot understand if the audience is listening to him/her or they just open their computers and being busy with other stuff. In face-to-face presentations the presenter can understand if the audience have problems about the topic for example, a teacher can understand just looking his/her students' face expressions if they have a question about the topic or not. However, in webinar presentations it is not possible. [*sic*] (P37)

P34 argues the importance of eye contact, "Because in face to face presentations, there is eye contact between teacher and students. The relationship between student and teacher is stronger in face to face presentations" Furthermore, P13 stated the distractive features of the webinar environment "I think face-to-face communication is really important because the audience can easily concentrate on the topic and are not easily distracted by some other stuff like other web pages on the computer."

Lastly, the pre-service English teachers mentioned the technical problems of webinars. The participants mentioned that the lack of required software or hardware could cause possible problems during webinar presentations. P22 said,

> Additionally, some attendants may have internet connection problems and can miss the lecture. For example in our webinar session, several students had difficulty in follow the lecture because of this reason. All attendants may not have microphone, speaker or webcam so they can't listen or watch the lecture and videos related to the topic. Because of

> slowness of the internet and absence of microphone, some students couldn't follow the lecture properly. [*sic*] (P22)

The following question on the reflection report was "**What are the things you liked in the webinar based on your Multiple Intelligence webinar experience for English language teaching and learning?**" There were 68 coded items and three main codes for this question (Chart 8). The participants mostly liked environmental aspects of webinar presentations. More than half of the participants (61.7%) stated that they liked not coming to the class. P25 pointed out:

> Webinar is a big facility for the students who cannot go to school and who don't want to go to school every day. Sometimes we could be ill or because of weather or traffic school may be problem. In these kind of situations going to school and studying the lessons on time can be very hard. But webinar is a very good alternative. I liked this facility of webinar. [*sic*] (P25)

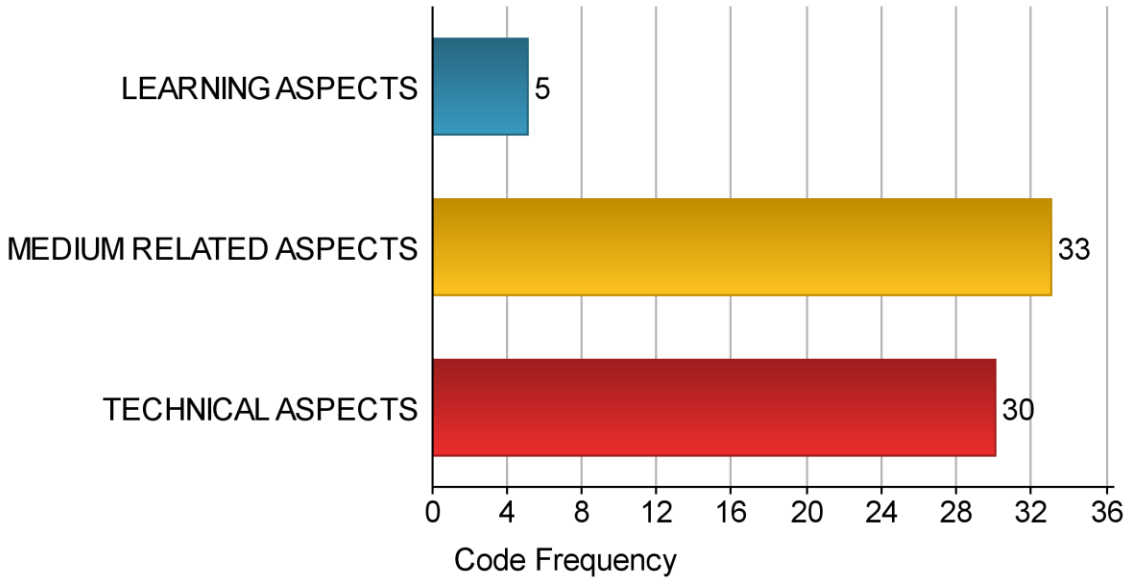

Chart 8. Summary of the results of the question: "What are the things you liked in the webinar based on your Multiple Intelligence webinar experience for English language teaching and learning?"

Also, P36 said “Everything aside I like most the convenience of webinar, I had a chance sleeping until 10 minutes before lesson then I could attend lesson with my pajamas. :) [*sic*].” The participants also liked another aspect of webinar, which was the relaxed environment. P20 stated,

> If we had been in class, maybe we wouldn’t have had a chance to express our ideas freely because when we want to say something about the topic which is taught that day, we usually get shy for the fear of being funny in front of our classmates [*sic*]. (P20)

There were only five codes focused on the learning aspects of webinar. They said webinar provided them with a better learning experience, with autonomous learning, and with multi-tasking opportunities. P13 wrote,

> Webinar gives us a lot of chances and also freedom for many cases. I realized that actually discipline is not the case for learning. Without a teacher’s pressure or leading, people can guide themselves to listen and learning some stuff. [*sic*] (P13)

The third question of the report was “**What are the challenges you had as an audience in a webinar presentation for English language teaching and learning?**” The pre-service teachers wrote the challenges they experienced during their first webinar experience. The challenges stated by the participants mainly grouped under two categories, (a) technical difficulties, and (b) challenges resulting from the webinar medium. The majority of the challenges were related with technical difficulties.

P9 argued the technical difficulties she experienced and the hardware requirements of webinar:

> Firstly, the internet connection can be sometimes poor, which affects the learners in a negative way. While they are trying to have connection to the net, they will lose their attention to the subject and miss some crucial points of the presentation. Secondly, some students cannot have enough equipment to have a session to webinar. For instance, learners need a microphone, camera and computer that is the most important element for this connection. [*sic*] (P9)

Another technical problem was written by P23. She pointed out the difficulty of focusing on the lesson due to this problem:

> In addition to this, there was no suitable atmosphere for an effective presentation. I mean, there was a box for chatting, questions and answers. Listeners used that space so much that I couldn't concentrate on the presenter and the subject because there were lots of unnecessary chatting. (P23)

The participants also said that they had problems resulting from the webinar user interface itself. Some participants found the medium distractive (because they were sitting in front of a computer), some participants stated that they could not ask questions to the presenter easily, and some others wrote that it was difficult for them to follow the lesson because there was no eye contact. To give an example, P18 wrote, "Giving feedback is also a big challenge for the audience not all questions are being entertain especially if the session is crowded giving and receiving feedback is also a challenge. [*sic*]" Another challenge was stated by P13, she said she was distracted during the webinar presentation because "While listening to the lecturer and participating in the discussion, there was other attractive things on the internet as usual."

The last question of the reflection report was "**What would you suggest to improve webinar presentations for English Language learning and teaching?**" Having their first experience as listeners in webinar, the participants were asked to make some suggestions on how to improve webinars for EFL and ELT purposes. The suggestions focused on the technical improvements of webinars (n=27). Eight participants suggested having an audience management tool so that the presenter can monitor and manage the audience during presentations. P24 wrote, "Presenter should see what the students are doing or they are listening or not" and P32 said, "To improve webinar there should be a program that doesn't allow the other websites. By doing this, the student cannot enter the other websites. This makes students listen to the teacher." Other suggestions were to increase the video and voice quality of the presentations,

improving the chat box. The participants stated they had some difficulties with the sound and video during webinar presentation and P25 said

> However, webinar's sound is not understandable enough. I think that something should be done in order to improve webinar. And also the vision quality of webinar is bad. It can not be seen when teacher try to show something. Vision is very important. [*sic*] (P25)

The participants also complained that the chat box was too small for them to have a meaningful conversation with other participants. To give an example, P16 said:

> To begin with, the program that we made use of lacked in terms of spaces that are provided for the communication tools. To be clearer, the area that is used for chatting is so tiny that, after 4 or 5 sentences the students needs to scroll up to read the previous entries. I wish it could have a selection that allows us to make the space for the chatting tool wider or narrower. [*sic*] (P16)

4.3 Results of the Post-webinar Questionnaire

The post-webinar questionnaire was designed to be administered after the participants delivered their own webinar presentations. First, the participants were provided with a presentation on the technical aspects of webinar, and then a live example webinar presentation. Afterwards, the pre-service teachers made their own webinar presentations. The survey was administered after the participants presented their own webinar presentations on AnyMeeting. The survey consisted of three sections. There were eight multiple question items, 50 four-point Likert scale items, nine three-point Likert scale items, 12 open ended questions, and two check box items. Cronbach's Alpha is .860 for four-point Likert scale items and .734 for three-point Likert scale items. Inter-coder reliability for open-ended questions in this tool was 92%.

4.3.1 Demographics

There were 38 participants in the post-webinar survey. Twenty-seven of the participants were female and 11 were male. The majority of the participants (94.7%) stated that they prepared and presented their webinar presentations with their group members. More than half of the pre-service teachers (55.3%) were in their dormitory rooms while presenting their webinars. The participants used in-built web-cams and microphones for delivering their presentations (76.3%), and for watching the other webinar presentations (71.1%). Furthermore, 57.9% of the participants stated that they used their own laptops to present and watch webinars.

4.3.2 Technical Aspects of Webinar

This part of the questionnaire consisted of 15 four-point Likert scale questions about the technical aspects of webinar. These items can be grouped under four headings: (a) technical requirements, (b) problems, (c) webinar tools and (d) webinar experience. The first group of questions was about technological tools. As can be seen in Table 13, the majority of the participants agreed that they had the required software (81.6%), required hardware (97.4%) and a stable Internet connection (73.7%) for the webinar presentations.

Table 13. Summary of the Results of Technological Aspects questions: Technical requirements

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1. The computer that I used to present/watch Webinar presentations was effective in terms of the necessary software.	50	31,6	18,4	0

Table 13. Summary of the Results of Technological Aspects questions: Technical requirements (continued)

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
2. The computer that I used to present/watch Webinar presentations was effective in terms of the necessary hardware.	42,1	55,3	2,6	0
3. The Internet connection that I had on the day of Webinar presentations was effective/stable.	31,6	42,1	15,8	10,5

For the second group, problems, as can be seen in Table 14, although the majority of the participants agreed they had the required hardware and software on their computers, they seem to have had problems related to audio (68.4%) during webinar presentations and 50% of them experienced problems with the video. It appears that the participants were able to register to AnyMeeting website without experiencing any problems (76.3%). Furthermore, only 10.5% of the participants agreed that they had problems with chatbox during the webinar presentations.

Table 14. Summary of the Results of Technological Aspects questions: Problems

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
5. I did not have any problems while registering to webinar.	34,2	42,1	15,8	7,9
6. I did not have problems with video during webinar presentations.	28,9	21,1	42,1	7,9

Table 14. Summary of the Results of Technological Aspects questions: Problems (continued)

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
7. I did not have problems with audio during webinar presentations.	10,5	21,1	44,7	23,7
8. I did not have problems with chatbox during webinar presentations.	28,9	60,5	10,5	0

The third group of items was about the use of AnyMeeting webinar tools. As can be viewed from Table 15, more than half of the pre-service teachers (55.3%) agreed that using webinar did not require high level of computer skills. Participants thought that the screen-sharing feature was useful (92.1%). They also agreed that chatbox (97.4%), document sharing feature (PowerPoint) (78.9%), and poll feature (60.5%) were easy to use during webinar presentations.

Table 15. Summary of the Results of Technological Aspects questions: Webinar tools

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
4. I think using webinar requires a high level of computer skills.	13,2	31,6	50	5,3
9. I found the screen-sharing feature useful.	34,2	57,9	7,9	0
10. Chatbox was easy to use.	50	47,4	2,6	0
11. Document sharing feature (PowerPoint presentations) was easy to use.	42,1	36,8	21,1	0
12. Poll feature (asking questions to the audience) was easy to use.	26,3	34,2	34,2	5,3

The last group was about the users' webinar experience. More than half of the participants (57.9%) thought that webinar experience did not improve their computer skills, which is in line with the results for item four: using webinar requires high level of computer skills (Table 16). However, 86.9% of the participants thought that their webinar experience improved their ability to integrate technology into English. The participants agreed that they want to receive more training on how to integrate technology in ELT (60.5%).

Table 16. Summary of the Results of Technological Aspects questions: Webinar experience

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
13. The experience with Webinar presentations improved my computer skills.	5,3	36,8	55,3	2,6
14. The experience with Webinar presentations improved my skills to integrate technology in English.	15,8	71,1	7,9	5,3
15. After this Webinar presentation experience, I would like to learn more about the different ways of integrating technology in English learning and teaching.	10,5	57,9	23,7	7,9

4.3.3 Teaching and Learning Aspects of Webinar

This part of the questionnaire had 10 four-point Likert Scale items about the use of webinar in English Language teaching. As can be seen in Table 17, 68.4% of the participants agreed that webinar could be used to communicate with native speakers of English abroad (item=1). The participants believed that they could make use of webinar in the future to teach English (63.1%) (item=9); however, they stated that they would not ask their students to give presentations

in webinar (63.2%) (item=10). When it comes to teaching language skills with webinar, the participants thought that listening (84.2%) (item=6), speaking (79%) (item=5), pronunciation (76.3%) (item=7), and vocabulary (65.8%) (item=8) were the language skills that could be taught through webinar. On the other hand, the participants disagreed that grammar (65.6%) (item=2), reading (68.4%) (item=3) and writing (81.6%) (item=4) could be taught with webinar.

Table 17. Summary of use of webinar in ELT

	Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1.	I think webinar can be used to communicate with native speakers of English abroad.	28,9	68,4	2,6	0
2.	I think webinar can be used to teach grammar.	7,9	26,3	60,3	5,3
3.	I think webinar can be used to teach reading.	5,3	26,3	57,9	10,5
4.	I think webinar can be used to teach writing.	0	18,4	71,1	10,5
5.	I think webinar can be used to teach speaking.	15,8	63,2	15,8	5,3
6.	I think webinar can be used to teach listening.	10,5	73,7	10,5	5,3
7.	I think webinar can be used to teach pronunciation.	7,9	68,4	18,4	5,3
8.	I think webinar can be used to teach vocabulary.	7,9	57,9	31,6	2,6
9.	I believe I can make use of webinar in the future to teach English.	10,5	52,6	23,7	13,2
10.	When I become an EFL teacher, I will ask my students to give presentations in webinar.	7,9	28,9	42,1	21,1

4.3.4 Presentation Aspects of Webinar

In this section, there were 25 four-point Likert scale items about the presentation aspects of webinar. The items in this section can be grouped under three categories: (a) preparation, (b) during presentation, (c) after presentation. There are nine items grouped under preparation stage. As can be seen in Table 18, the participants felt nervous during preparation (55.2%), they did not find preparing webinar presentations enjoyable (65.8%), and they found it difficult (71.1%). More than half of the pre-service teachers thought that it was better to prepare a webinar presentation in pairs/groups rather than doing it individually (76.3%). For the preparation stage, the participants read the webinar presentation guidelines sent to them (94.7%), logged into the website to check the presentation room (94.7%); however, they did not watch the support videos on AnyMeeting website (81.6%). The majority of the participants found the example webinar presentation useful for their own webinar presentation (84.3%) and they rehearsed their presentations beforehand.

Table 18. Summary of the Results on Presentation Aspects: Preparation

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1. I felt nervous while I was preparing for the webinar presentation.	18,4	36,8	36,8	7,9
2. I find it enjoyable to prepare presentations in the webinar.	7,9	26,3	60,5	5,3
3. I find it difficult to prepare presentations in the webinar.	5,3	23,7	65,8	5,3
4. Preparing the Webinar presentation in pairs or groups is better than preparing it individually.	42,1	34,2	15,8	7,9
5. I read the Webinar presentation preparation guidelines sent by the instructor.	50	44,7	2,6	2,6

Table 18. Summary of the Results on Presentation Aspects: Preparation (continued)

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
6. I watched the Webinar presentation preparation videos on the support pages of AnyMeeting website.	13,2	5,3	65,8	15,8
7. Watching an example of a Webinar presentation (on Multiple Intelligences) was useful in presenting my own Webinar presentation.	21,1	63,2	15,8	0
8. I rehearsed my presentation before the Webinar presentation time.	28,9	52,6	15,8	2,6
9. I logged in to AnyMeeting and checked the presentation room before my Webinar presentation.	44,7	50	5,3	0

The second group had 13 items on during presentation stage. Table 19 shows that the participants enjoyed attending the webinars as audiences (item=10) (71.1%), and as presenters (item=11) (52.6%). The participants also thought that delivering presentations in the webinar was not difficult (item=12) (60.6%), and it was not enjoyable (item=13) (55.2%). The participants felt confident as presenters during webinar presentations (item=14) (65.8%), and they had less stage fright (item=18) (63.2%). Only half of the participants agreed that they were able to direct their attention to the presentation during on the webinar during the online meeting (item=16). Additionally, 64.8% thought that during the webinar meeting, since they had been able to use the notes, which they had written while preparing their presentations, they felt confident (item=17). Moreover, the pre-service English teachers thought that it was useful to carry out presentations without any place constraints (item=19) (68.5%). The participants also did not have problems with not having direct-eye contact with the audience during the webinar presentation (item=20) (65.8%) while they felt that they had problems about keeping the audience alive during their presentations (item=15) (55.2%). The pre-service teachers were given limited

time for their presentations, and the participants thought that it was necessary to do so (item=21) (89.5%). On the other hand, they believed that they did not have time management problems (item=22) (55.2%).

Table 19. Summary of the Results on Presentation Aspects: During Presentation

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
10. I enjoyed attending the webinars as an audience.	21,1	50	21,1	7,9
11. I enjoyed attending the webinar as a presenter.	15,8	36,8	36,8	10,5
12. I find it difficult to deliver presentations in the webinar.	5,3	34,2	47,4	13,2
13. I find it enjoyable to deliver presentations in the webinar.	13,2	31,6	44,7	10,5
14. I felt confident when I was presenting my topic in the webinar.	23,7	39,5	34,2	2,6
15. I had problems about keeping the audience alive during my presentation in the webinar.	10,5	44,7	39,5	5,3
16. I could focus while I was listening to my peers in the webinar.	7,9	42,1	42,1	7,9
17. I felt more confident in the Webinar presentation because I used my notes from my report.	10,5	55,3	26,3	7,9
18. I had less stage fright in the Webinar presentation.	15,8	47,4	28,9	7,9
19. Presenting my topic independent of place rather than being in a classroom was useful for me.	13,2	55,3	21,1	10,5
20. Not having direct eye-contact with my peers made me more anxious in the Webinar presentations.	18,4	15,8	50	15,8

Table 19. Summary of the Results on Presentation Aspects: During Presentation (continued)

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
21. Having the instructor manage the time and direct the Webinar presentations was necessary.	31,6	57,9	7,9	2,6
22. I had time management problems while I was delivering the presentation in the Webinar.	10,5	34,2	44,7	10,5

The last group of this section is after presentation. There were three items under this group (Table 20). Since the webinar had recording function, the participants agreed to have a copy of all the recordings of webinar presentations (71.1%). After this experience, the participants thought that they acquired the necessary skills to deliver a presentation (78.9%) and to teach their future students about webinar (84.2%).

Table 20. Summary of Presentation Aspects: After Presentation

Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
23. I would like to have a copy of the recordings of all the Webinar presentations conducted for this project.	21,1	50	26,3	2,6
24. I believe after this experience I acquired the necessary skills to present a topic in a Webinar by myself.	36,8	42,1	15,8	5,3
25. I believe after this experience I acquired the necessary skills to teach my future students how to present a topic in a Webinar.	26,3	57,9	15,8	0

4.3.5 Usefulness of Webinar Tools

This part of the post-webinar survey was about the usefulness of the AnyMeeting webinar tools. There were three options: useful, not useful, not applicable. If the participants did not or could not use the available tool, then they were to mark “not applicable” option. Chart 9 summarizes the results for this section. The most useful tool in webinar was chosen as PowerPoint document sharing feature (97.4%). It is followed by polling (asking questions to the audience) (89.4%) and chat box features (86.8%). Although all the tools were chosen to be useful, the lowest score belonged to PDF document sharing feature with 65.8% of the participants.

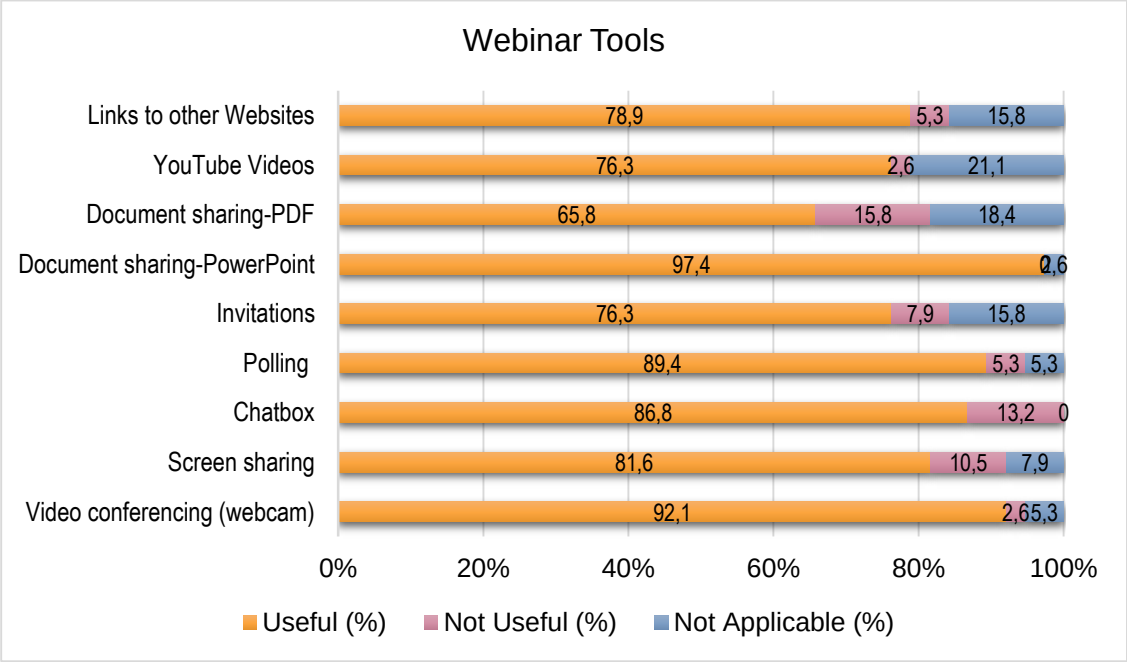

Chart 9. Summary of the Usefulness of Webinar Tools

The participants stated that the screen sharing feature was useful because it enabled presenters to be in better contact and helped them to share their documents (n=27). P29 wrote, “Students should see what I’m talking about and they can follow from there” and P26 thought screen sharing was useful “because

screen sharing enables presenters to share what is going on their screen with the audience." For invitations feature the participants wrote that invitations help audience to participate in the webinar room quickly and easily, without getting lost (n=26). P23 thought, "Invitations are important especially new users. Also they may function as reminders of the date of webinar presentation. [*sic*]" The participants found webcam feature useful because they could see the presenter (n=32). P12 wrote, "It worked well and we could see our friends", and P19 argued, "Because visual communication during a presentation is important." The participants also found chat box feature useful and the reason was that it enabled communication between the webinar participants (n=30). P33 wrote, "If you have any problem, without speaking you can write anything, which is quite useful." Furthermore, P13 pointed out that "When everyone speak at the same time, it may cause a chaos, but just writing them can prevent this problem. [*sic*]" There were 31 participants who answered why the polling feature was useful. The participants thought that making polls during presentations helped presenters to keep the audience alive and check if the audience was listening to the presentation or not. P18 thought, "Useful for feedback and monitoring students' active participation" and P15 pointed out that "It's interactive so it make presentation enjoyable and it's useful for feedback. [*sic*]" The participants considered PowerPoint sharing feature useful (n=33) because it enabled them to have an enjoyable and easily carried presentations. P16 proposed, "It is very important to make use of various media tools in a presentation. It makes is more enjoyable and clear for the listeners. [*sic*]" Furthermore, P26 stated, "Because everybody can see the document presenter have; so knowledge sharing via media is achieved successfully. [*sic*]" Another feature that the participants found useful was PDF sharing feature. Twenty-four of the participants gave reasons why they found this feature useful. The participants stated that they could share more detailed information about their presentation topic via this feature. P36 wrote, "By the PDF of topic we can share the information about every parts of presentations. We can share the details of presentation in written form so; the students can review the presentations effectively. [*sic*]" Another participant, P10,

thought, “It is faster than writing all the document. It gives audience an opportunity to see full document. [*sic*]” The participants found YouTube Videos feature useful because it enabled them to support their presentation with visuals and helped them to clarify their topic (n=26). P17 proposed, “Appropriate video always helps students to understand the topic and somehow relaxes [*sic*]”, and P36 wrote, “Videos can take attention of learners. Teaching with video is more effective than written forms of teaching. [*sic*]” Lastly the participants wrote some answers to why they found sharing links to other web sites useful (n=27). The participants thought that giving links to other web sites helped them to provide the audience with extra sources about their topic and they could increase their audience’s knowledge about the topic. P26 stated that this feature was useful “Because presenters can serve other supplementary sources about the presentation via links to other Websites. [*sic*]” P36 also pointed out that “The effective learning requires great various sources. We need to combine information from many websites that relates the topic. As a result of this, we gain variety of knowledge. [*sic*]”

4.3.6 Face-to-Face presentations vs. Webinar Presentations

In this part of the post-webinar survey, the participants were asked to rate the importance of some items for face-to-face and webinar presentations separately. These items were grammar, reading, writing, listening, speaking, vocabulary, pronunciation, eye contact, body language, and tone of voice. Paired samples test and frequency analysis were conducted to analyze this section.

The results of the paired samples test show that (Table 21), the most significant items were pronunciation ($t_{(38)}$ = 2.15, p=.038), eye contact ($t_{(38)}$ = 4.28, p=.000), body language ($t_{(38)}$ = 7.01, p=.000), and tone of voice ($t_{(38)}$ = 2.41, p=.021). As it can be seen from Table 22, listening (39.5%), speaking (68.4%), vocabulary (31.6%), pronunciation (63.2%), eye contact (65.8%), body language 65.8%) and tone of voice (65.8%) were the items that were rated as the most important items for face-to-face presentations. Grammar (28.9%) and

reading (34.2%) were rated as more important while writing (26.3) was rated as important.

Table 23 summarizes the importance rates of the items for webinar presentations. The items rated as the most important for webinar presentations are reading (26.3%), listening (47.4%), speaking (60.5%), pronunciation (42.1%) and tone of voice (42,1%). Vocabulary was rated as much more important (26.3%), grammar was rated as more important and writing was rated as important (26.3%). According to the participants the least important items are eye contact (23.7%) and body language (31.6) for webinar presentations.

Table 21. The most significant items in paired samples test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 7	**Face-to-face pronunciation - Webinar pronunciation**	-,684	1,960	,318	-1,329	-,040	-2,151	37	,038
Pair 8	**Face-to-face eye contact - Webinar eye contact**	-2,105	3,029	,491	-3,101	-1,109	-4,284	37	,000
Pair 9	**Face-to-face body language - Webinar body language**	-3,079	2,705	,439	-3,968	-2,190	-7,016	37	,000
Pair 10	**Face-to-face tone of voice - Webinar tone of voice**	-,947	2,416	,392	-1,741	-,153	-2,418	37	,021

Table 22. Summary of the importance rate for face-to-face presentations (The highest percentages are written in bold.)

	1 (the most important)		**2 (much more important)**		**3 (more important)**		**4 (important)**		**5 (less important)**		**6 (much less important)**		**7 (the least important)**	
Items	Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%
Grammar	7	18,4	6	15,8	**11**	**28,9**	5	13,2	7	18,4	1	2,6	1	2,6
Reading	4	10,5	8	21,1	**13**	**34,2**	5	13,2	3	7,9	1	2,6	4	10,5
Writing	5	13,2	8	21,1	5	13,2	**10**	**26,3**	3	7,9	4	10,5	3	7,9
Listening	**15**	**39,5**	13	34,2	3	7,9	2	5,3	2	5,3	2	5,3	1	2,6
Speaking	**26**	**68,4**	10	26,3	0	0	0	0	1	2,6	0	0	1	2,6
Vocabulary	**12**	**31,6**	10	26,3	5	13,2	5	13,2	4	10,5	0	0	2	5,3
Pronunciation	**24**	**63,2**	6	15,8	5	13,2	1	2,6	1	2,6	0	0	0	0
Eye contact	**25**	**65,8**	6	15,8	3	7,9	2	5,3	1	2,6	0	0	1	2,6
Body language	**25**	**65,8**	5	13,2	3	7,9	3	7,9	0	0	1	2,6	1	2,6
Tone of voice	**25**	**65,8**	5	13,2	4	10,5	2	5,3	1	2,6	1	2,6	0	0

Table 23. Summary of the importance rate for webinar presentations (The highest percentages are written in bold.)

	1 (the most important)		**2 (much more important)**		**3 (more important)**		**4 (important)**		**5 (less important)**		**6 (much less important)**		**7 (the least important)**	
Items	Frq	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%	Frq.	%
Grammar	4	10,5	9	23,7	**14**	**36,8**	3	7,9	3	7,9	4	10,5	1	2,6
Reading	**10**	**26,3**	8	21,1	7	18,4	3	7,9	5	13,2	3	7,9	2	5,3
Writing	3	7,9	5	13,2	6	15,8	**10**	**26,3**	5	13,2	7	18,4	2	5,3
Listening	**18**	**47,4**	11	28,9	4	10,5	1	2,6	1	2,6	2	5,3	1	2,6
Speaking	**23**	**60,5**	10	26,3	2	5,3	1	2,6	0	0	1	2,6	1	2,6
Vocabulary	6	15,8	**10**	**26,3**	9	23,7	7	18,4	3	7,9	1	2,6	2	5,3
Pronunciation	**16**	**42,1**	9	23,7	5	13,2	2	5,3	2	5,3	3	7,9	1	2,6
Eye contact	8	21,1	5	13,2	8	21,1	2	5,3	3	7,9	3	7,9	**9**	**23,7**
Body language	4	10,5	1	2,6	6	15,8	3	7,9	6	15,8	6	15,8	**12**	**31,6**
Tone of voice	**16**	**42,1**	10	26,3	3	7,9	0	0	1	2,6	4	10,5	4	10,5

Table 24. Comparison of the highest importance rates of the items for webinar and face-to-face presentations.

Items	Face-to-Face highest %	Webinar highest %
Grammar	28.9 – 3 (more important)	36.8 – 3 (more important)
Reading	34.2 – 3 (more important)	26.3 – 1 (the most important)
Writing	26.3 – 4 (important)	26.3 – 4 (important)
Listening	39.5 – 1 (the most important)	47.4 – 1 (the most important)
Speaking	68.4 – 1 (the most important)	60.5 – 1 (the most important)
Vocabulary	31.6 – 1 (the most important)	26.3 – 2 (much more important)
Pronunciation	63.2 – 1 (the most important)	42.1 – 1 (the most important)
Eye contact	65.8 – 1 (the most important)	23.7 – 7 (the least important)
Body language	65.8 – 1 (the most important)	31.6 – 7 (the least important)
Tone of voice	65.8 – 1 (the most important)	42.1 – 1 (the most important)

When the results of face-to-face and webinar presentations are compared by the highest frequency rate, as it can be seen in Table 24, eye contact and body language were rated as the most important for face-to-face presentations while they were rated as the least important for webinar presentations by the majority of the participants. Reading was rated higher on the scale for webinar presentations while vocabulary was rated lower. Other items such as speaking, pronunciation and tone of voice remained same in face-to-face and webinar presentations; however, their percentages were lower for webinar. Listening was rated as the most important for both of the presentations; however with a slightly higher score for webinars. On the other hand, writing was rated the same for both of the presentations.

4.3.7. Open Ended Questions

In this part of the post-webinar survey, there were 12 open ended questions. The answers were coded in accordance with the model proposed by Strauss & Corbin (1990). All the answers to each of these questions were coded and categorized accordingly. The results are presented in sequence

with open-ended questions. The sub-codes for each question can be viewed from Appendix H.

The first question was **"Webinar presentations are better because…"**, the participants were expected to write three reasons. There were three categories and 132 coded items. Chart 10 shows the summary of the frequency of the codes for this question.

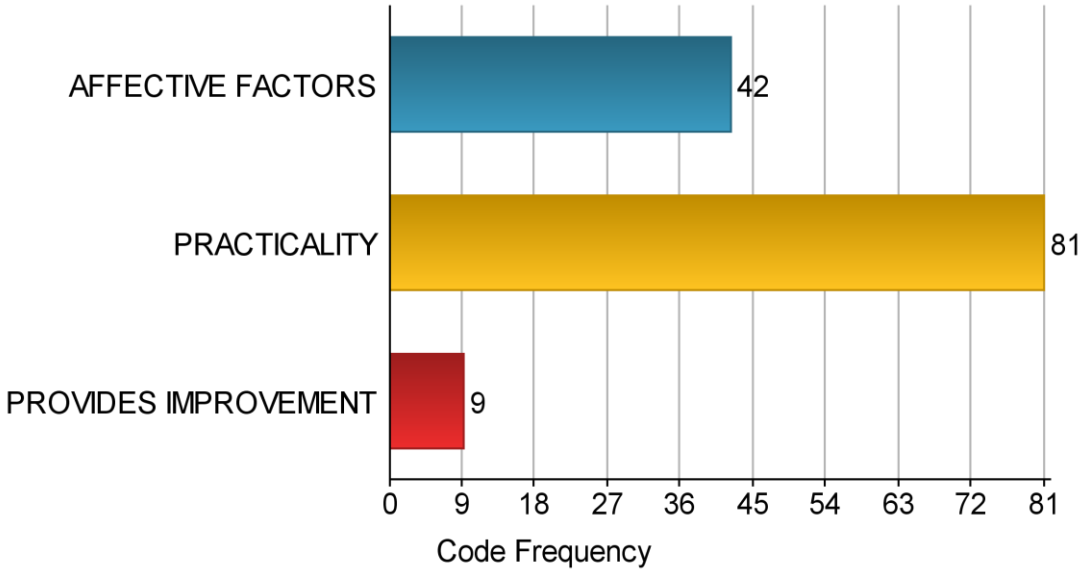

Chart 10. Summary of the results of the question: "Webinar presentations are better because…"

Forty-two of the coded answers were related to affective factors. Twenty-three of the participants said that webinar was better because it is less stressful. P15 wrote, "Presenter feel calm since they are not on stage [*sic*]" and P27 stated, webinars "alleviate the stress that stems from being face to face." Seven of the participants found webinar better because they could use their notes related with their topics during presentations. P9 proposed, "The presenter feels more relaxed and he does not worry about the presentation because he will have some notes about the presentation. [*sic*]" Furthermore,

P11 wrote, “Being able to look at notes makes comfortable and more relaxed presenters [*sic*]”.

The highest coded item was “practicality” in this section, and there were 81 coded items. The participants considered webinar as better because it was more practical. Thirty-four of the participants stated that being able to carry out distant education made webinar better. P37 stated, “It does not make you go to school every day. You can attend your classes even in your pajamas in your dormitory,” and P13 wrote, “The presenter and the audience don’t need to be in the same place. They allow participants to stay connected to the presenter and each other, even though they are not in the same room or even the same country.” Furthermore, 11 participants thought that webinar provided richer tools for presentations. P9 wrote, “In Webinar, the presenter and audience use more than one communicative and learning tools such as video, pdf, audio at the same time. In the face-to-face presentation, the speaker has limited sources to show the details to the listeners.” Also, P2 stated, “The presenter can reach many other web sites to improve presentation.**”**

Lastly, the participants believed that webinar is better because it provides improvement. P9 thought, “However, Webinar is based on mainly speaking and pronunciation. That is why the both the audience and the presenter can improve their pronunciation better” and P37 stated that “You can improve your computer skills to prepare a webinar presentation and of course to present it.”

The second question on this section was “**Face-to-face presentations are better because…**” and as it was in the first question, the pre-service teachers were to write three reasons as an answer to this question. As it can be seen in Chart 11, there were three main codes for this question and there were 144 coded items. Thirty-one of the coded items were about environmental factors. The participants thought that face-to-face presentations had better environment for education. P36 wrote:

> I think face to face presentations is more humanistic. We add our feelings in lessons but in webinar presentation speaker is too far from his audience. He doesn't know feeling of students. I think teacher should teach according to the situations of students so, teacher has to know the feelings of students. [*sic*] (P36)

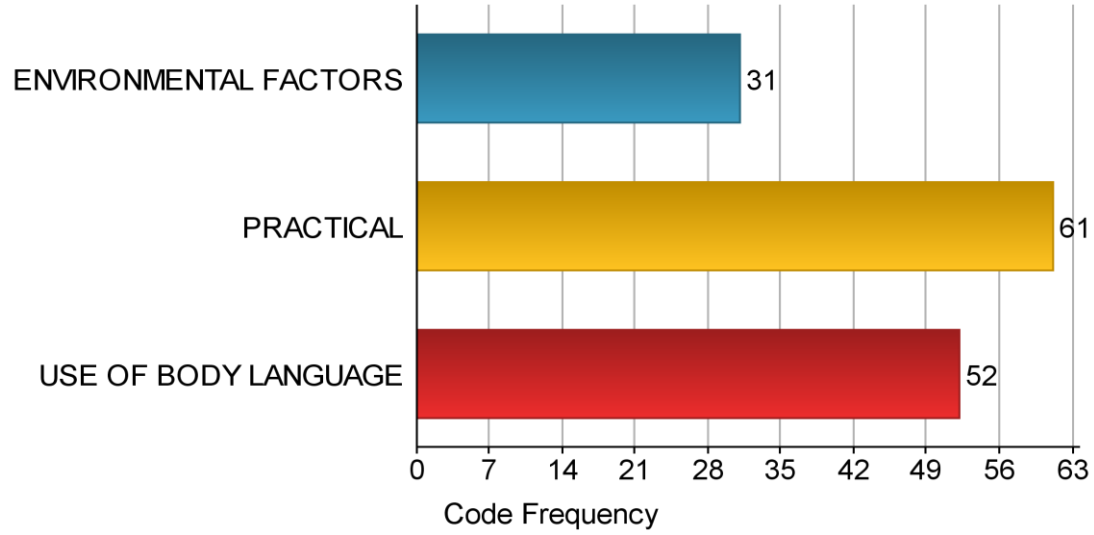

Chart 11. Summary of the results of the question: "Face-to-face presentations are better because…"

Furthermore, P17 stated, "Webinar provides us only the environment to convey the information but, classes are more than just conveying information. There must be classroom activities, students should socialize with peers, etc…"

The most frequently coded item was practicality of face-to-face presentations. There were 61 codes related with this main code. The participants considered face-to-face presentation environment having less problems (60.6%). P6 proposed, "You don't have any problem like setting the environment for online webinar or any problem with hardware or software during the presentation, [*sic*]" and P23 thought that technical requirements of webinar could be counted as a drawback of webinar:

> Furthermore, there may be some physical obstacles in webinar presentations just as some of us have experienced. We have both Internet and computers but these were not enough. Webinar demands some software. Internet connection speed is one of the most important things in webinar. If someone's Internet speed is not enough, then it is highly possible that this person is disconnected from webinar. (P23)

Furthermore, 68.4% of the participants thought that face-to-face presentations were better because they could manage the audience more easily. P17 proposed:

> Classroom monitoring is better. In webinar the speaker is not able to see whether all of listeners are carefully listening. Even if the listener is seen on cam, she or he may be playing a game or hanging on Facebook but listening to speaker. [*sic*] (P17)

Also, P38 stated, "We could take immediate action and change the atmosphere when we sense the teaching is not effective. In webinar it is not easy to shift from the activity. [*sic*]"

Lastly, 71% of the participants considered face-to-face presentations to be better because they used their body language. P26 argued the importance of using body language:

> In face-to-face presentations, it is so important to establish eye contact with the audience for keeping attention awake. But in Webinar, it is again almost impossible, so in this sense, it is highly difficult to affect the audience with the presentation. So, face-to-face presentations are much more memorable in contrast to Webinar presentations. (P26)

Another participant, P9, wrote, "The presenter needs the help of his gestures and body language; nevertheless, he cannot use them in Webinar. Face-to face presentation gives opportunity to express himself more easily."

As a part of this section, the pre-service teachers were also asked to make a choice between webinar and face-to-face presentations. More than half of the participants (57.9%) chose "both depending on the task" while 42.1% chose only face-to-face presentations as learners. In addition to this, as

teachers, 55.3% of the participants chose “both depending on the task” while 44.7% chose face-to-face presentations.

Third open-ended question was “**Suppose that you have a very high speed solid Internet connection, a high quality webcam and a microphone. Would you use webinar for English language teaching purposes? If yes, how would you make use of webinar? Please, give specific examples to support your answer.**” As can be seen in Chart 12, there were 135 coded items under this question and three main codes.

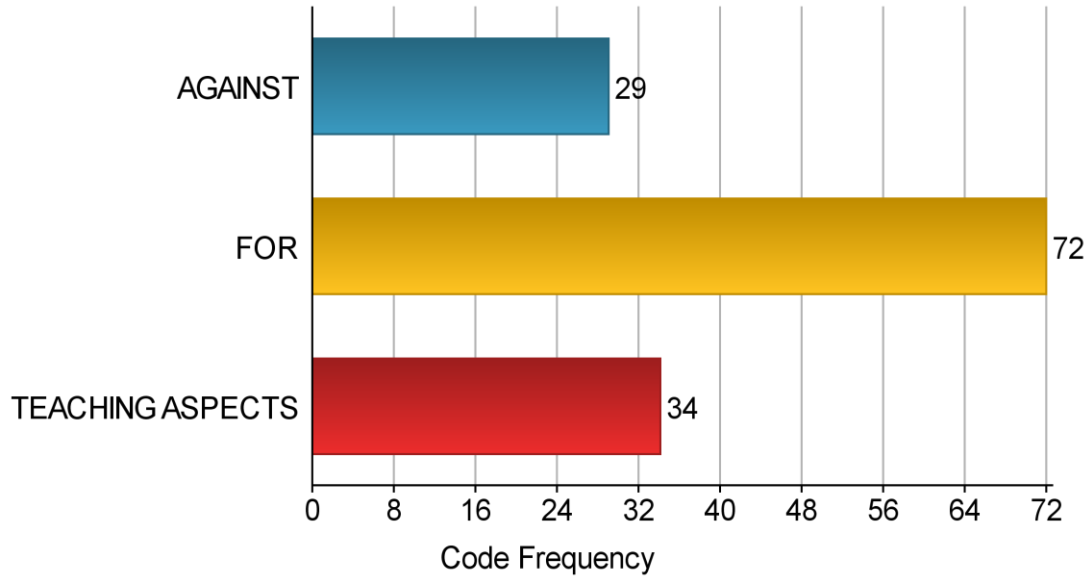

Chart 12. Summary of the results of the question: “Suppose that you have a very high speed solid Internet connection, a high quality webcam and a microphone. Would you use webinar for English language teaching purposes?”

Given a specific condition for webinar use, the participants mostly stated that they would use webinar (60.5%). P5 wrote, “If I had appropriate conditions such as qualified Internet connection and hardware, I would definitely use the webinar conference online for English language teaching

[*sic*]" and P9 wrote "In that case, of course I would use Webinar instead of the face-to-face one. However, the audience should have the same conditions with me after that this tool would be very useful for teaching of English," to indicate that they are not against the use of webinar in ELT. For the example use the participants also wrote some teaching ideas. P27 wrote as an example,

> For example, grammar and writing skills are the skills that are difficult to develop. That is, some students may have difficulty with grammar subject and writing skill, so the teacher should pay attention to each student individually. But for the listening, reading, pronunciation skills webinar is the best one. As long as the necessary hardware and software are enabled, we can improve especially listening and pronunciation skills. For example, a native speaker's giving a presentation in webinar will improve the pronunciation skills of students. (P27)

Another example was by P18, the participant argued the use of webinar as a last resort:

> I am only gonna use if for emergency or as a back-up plan. Instead of doing make-up classes for the students, which will only add another headache not only for the teachers but as well as for the students, I'd rather use the webinar for that purpose. For instance, when the weather is too bad for the students to come and attend the class I'll just notify them that we are going to have a webinar class for the next session. That will avoid any unnecessary absences and alike. [*sic*] (P18)

The participants were also against the use of Webinar in ELT in the case given (n=13). P6 wrote, "I would not, in any circumstance, use webinar for teaching purposes" and P17 wrote, "NO. I wouldn`t use webinar for English language teaching". The pre-service teachers also provided some reasons for not using webinars in ELT. The examples are as follows:

> I strongly believe that real and authentic interactions are the most important things in human connections. Eye contact and body language are really important for communications. I think the main problem is not the quality of the hardware of the computers which we use. I think the main point here is the fact that real connection

> between the teacher and the students. We are humans, not robots or machines. The interaction between me and my students should definitely be real, I mean real reality. Feeling such as like, respect or dislike, reject, they all are the results of real interactions, face-to-face communications. [*sic*] (P13)

> To be more specific the condition of every device that is involved in the webinar has to be perfect in order to make a successful presentation. I believe as a future teacher a skill that we should acquire is to overcome problems that may occur in a classroom environment while teaching English but however, in the webinar even a small connection error becomes a problem that we can sabotage the whole presentation. [*sic*] (P16)

For the teaching aspects, the participants who stated they would use webinar in EFL, used webinar mainly to teach language skills. There were seven participants who said that they would use webinar to improve their students' listening skills. In addition, the participants thought that webinar could be used to teach pronunciation (n=6), speaking (n=5) and vocabulary (n=5).

The next question on this section was "**Suppose that you are teaching English to a group of learners from a distant country. Would you use webinar to teach English? If yes, how would you make use of webinar? Please, give specific examples to support your answer.**" The number of coded items for this question were 98. All the participants (n=38) stated that they would use webinar in this type of situation. P31 wrote, "If I teach from a distant, I would definitely use it," and P5 stated, "I prefer having or giving a lecture through the webinar conference online in order to waste your time in bus stops. Especially if you or your students are in a distant country, this online conference is your guardian." The participants also stated their reasons for using webinar in this scenario. To give examples:

> It takes only 90 minutes of our time. Both I and my students do not have to worry about travelling and missing two to four days of our works, and my students will still receive the same learning outcomes as regular learning. Moreover, after the presentation, my students will have a chance to ask questions and submit their feedback about the

> Webinar. As webinar is a method of conducting a meeting, presentation or training session over the Internet the distance will be no so important I think. [*sic*] (P2)

> One of the most important advantages of webinar is that it enables distant learning. From a distant country, the easiest, the most effective and the best way to teach English is webinar. It enables students integrated language skills. You, as a teacher, can teach a lot of things at the same time and you can give lectures a lot of people at the same time. In the face to face classroom environment, the information sources are limited and number of people to address is also limited. [*sic*] (P27)

In addition, the participants also provided examples on how they would make use of webinar in this type of situation. Participants provided examples as the following:

> I want all students listen to their presenters and sometimes I stop the presentation and ask questions about what's happening in the last few presentations. Also poll is very important because when you use poll you can see who is listening who is not. I want students to write a reflection report about each presentation. This makes them listen to the presentation because if they don't they cannot write a reflection report. Moreover, I can use YouTube videos. Firstly I add a video to YouTube and share is in webinar. [*sic*] (P31)

> Students can take notes and listen to me easily like they are in class, we can talk with each other like we are in the same class. I could ask them questions about the topic and I could see whether they learned or not. It is very beneficial in distance learning. In my own technic we said that the most important skill is speaking and webinar is very helpful for speaking, listening and pronunciation that are main parts of communication. (P35)

The next question of this section was "**In what cases the use of webinar would be most practical and beneficial for English language teaching? Please, give specific examples to support your answer.**" There were 79 coded items for this question and four main codes (Chart 13). Twenty-four of these codes were about the distance education context. More than half of the participants (57.8%) believed that webinar would be most practical and

beneficial in distance education. P21 wrote, “If the students were not at the same place, in other words if they were in different locations, the use of webinar would be most practical and beneficial for English language teaching.”

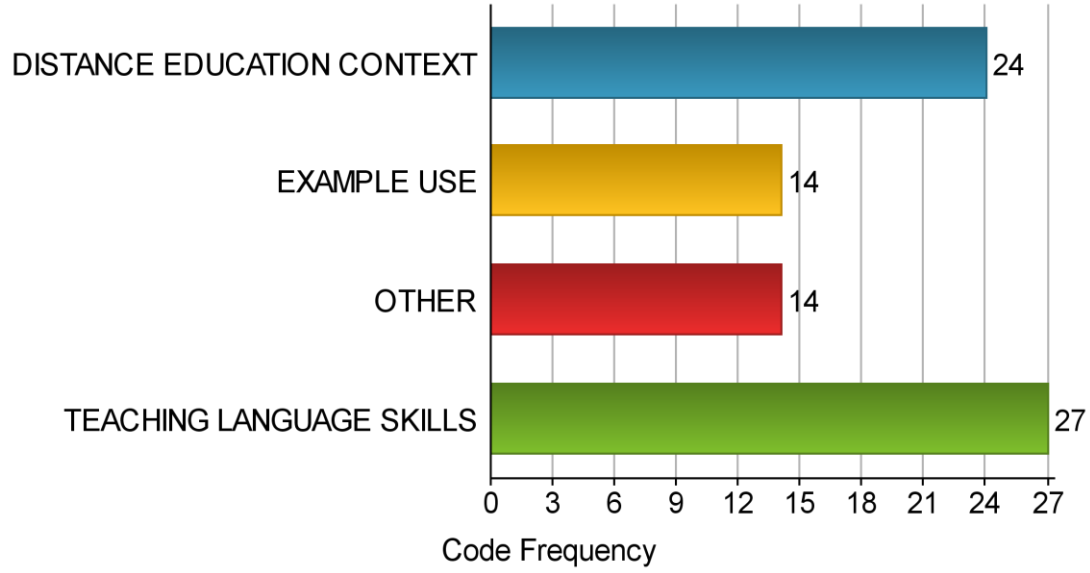

Chart 13. Summary of the results of the question: “In what cases the use of webinar would be most practical and beneficial for English language teaching?”

In addition, P26 stated, “If there is distance problem between the teacher and the learner which is impossible to solve, then I would definitely use Webinar to teach English”. The participants also argued that use of webinar in EFL would be beneficial and practical in teaching language skills.

The most frequent code items under language skills were listening (n=9), and speaking (n=7). P5 wrote, “In my opinion, the webinar conference online would be practical and beneficial for English language teaching while practicing listening and speaking tasks.” The participants also provided some examples for the cases:

For instance, in master's degree, many people study another department or they have study some department which is related to their job. However, there is no time to travel between academy and workplace. In distance education, the employees do not lose any time to travel and they just focus their education and job. By that way, both employer and employees win time, money and knowledge. In this example, the companies, that have good facilities like Internet connection, projection and they provide a room to learners. In this type of education, webinar is very useful. (P15)

It is important to have conversations with the natives while trying to improve speaking and pronunciation of the learners. It may not be possible every time to have face-to-face lessons with native speakers of English, to minimize this shortage it may be beneficial for the learners to have webinar sessions with natives in other countries. (P6)

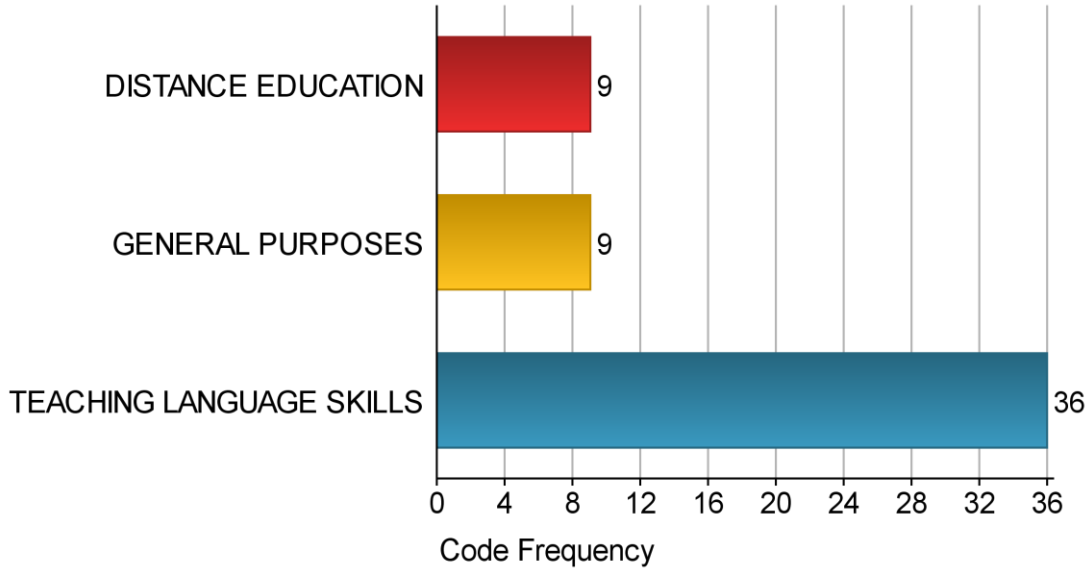

Chart 14. Summary of the results of the question: "What can be effective ways of using webinar in English language teaching?"

The following open-ended question on post-webinar survey was "**What can be effective ways of using webinar in English language teaching? Please, give specific examples to support your answer.**" As can be seen in Chart 14, there were 54 coded items under this question and three main

codes. The participants wrote that in distance education settings (n=9) and for general purposes (n=9), the use of webinar in ELT would be effective. P4 stated, “The effective ways of using webinar in English language teaching is distant learning.” P1 wrote, “Webinar can also be used for private parent-teacher conferences that last about fifteen minutes. It is and efficient and practical way to communicate with the parents about their children.”

In addition, P10 thought that webinars can be used for autonomous learning. “With the help of webinars, we can get our learners to create, contribute, collaborate, share, and participate in a learning community in which students are responsible and in charge of their own learning”. Majority of the participants thought that webinar could be used effectively to teach language skills. P38 proposed, “Using webinar, students practice the four skills at the same time, they listen, see the written form at the same time, they respond in written or oral way.” For teaching English, P7 also wrote:

> In addition, in my opinion, teaching listening in classroom environment is very hard because classrooms are very crowded and sometimes it can be distractive. However, I think we can use webinar as a solution to this problem. Also, when students make listening activities on their own, this can be a good preparation for standardized exams such as TOEFL, IELTS. (P7)

Another question of this part of the survey was “**What are the challenges of using webinar to teach English? Please, give specific examples to support your answer.**” There were three main codes and 75 coded items (Chart 15). The most challenging thing for the participants was technological requirements of the webinar.

> Much of them are about technical things such as Internet connection, registration, microphone, webcam. During presentation or just before a presentation if a student writes the chat box “teacher I can’t hear you are you speaking now”. This is the end of the lesson for that student if he can’t solve the problem. (P31)

> Because of quality of microphone and Internet connection, webinar may not be enough for teaching language. Especially microphone is so important for communication between teacher and learner. If voice

is not qualified, webinar is useless for teaching something to someone. In addition to voice, internet connection is essential also for using webinar. Since there are always problems with Internet connection in everywhere, webinar may not be available for every learner. For example, while teacher is representing a topic, a student may not access to Internet for a while and that student will have missed some part of lecture then it will be hard focusing and giving attention for that student. [*sic*] (P24)

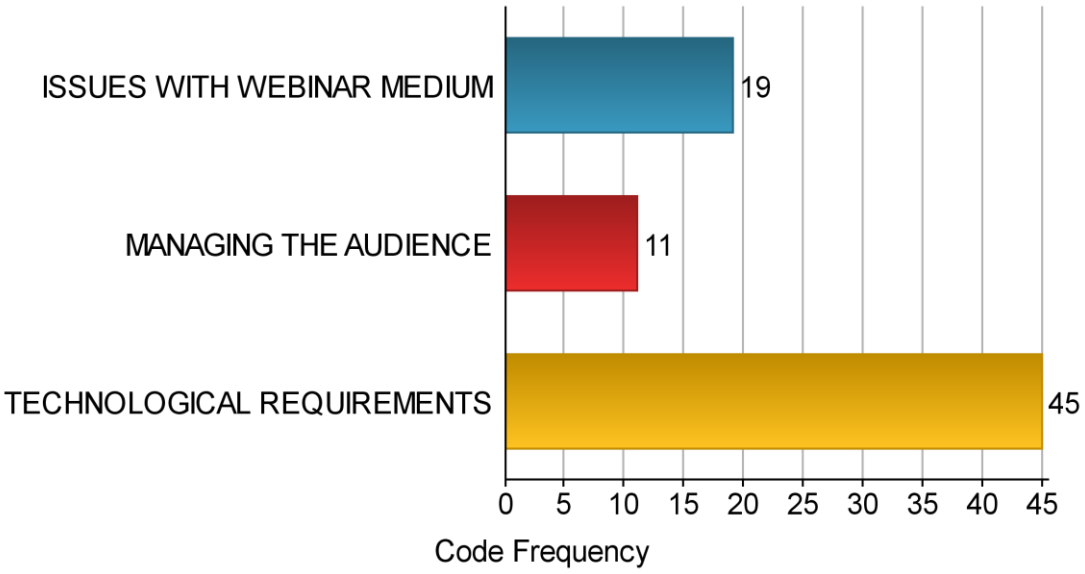

Chart 15. Summary of the results of the question: "What are the challenges of using webinar to teach English?"

P38 stated that the users might lack technological skills, "some students have difficulty in using technology. For them, webinar can be nerve-wracking experience."

The second challenging item for the participants was issues related webinar medium. These were not having direct eye contact with the participants, not having interaction with the participants and the distractive webinar environment. P23 thought, "It is possible to have problems about keeping the audiences active during the presentation because there is no eye-contact between teacher and students. [*sic*]" P20 stated, "In addition to

this, the participants can easily be interested with something else like Facebook, Twitter or other social websites."

Lastly, managing the audience was considered to be another challenge of webinars. Eleven of the participants stated that monitoring and managing the participants was a challenge for them.

> The biggest challenge is to keep students attending carefully. We now from methods from ELT238 (a course in FLE department) that attention is important for understanding and understanding is important for acquiring a target language. I myself had difficulty in listening carefully because I had some people around me and they kept interrupting my attention and psychologically I didn`t feel myself attending a course. So, I concluded that the classroom environment where teacher is ruling the students and students who eager to learn something motivates me to attend the course carefully. [*sic*] (P17)

> It is possible to have problems about keeping the audiences active during the presentation because there is no eye-contact between teacher and students. Teachers have to use poll-questions to become sure about whether the students really listen to him/ her or not. In sum, controlling all students from a distance is not easy. [*sic*] (P28)

The following question on the post-webinar survey was "**What are the benefits of using webinar to teach English? Please, give specific examples to support your answer**." As can be seen in Chart 16, there were four main codes and 117 coded items for this question. The participants suggested emotion related factors for the benefits of using webinars in ELT (44.7%). Besides, among these participants, 76.5% of them stated that webinar has a relaxed atmosphere.

> Webinar can help the students overcome the anxiety of learning and teaching. For example, in our webinar presentations, I felt more comfortable because I did not have an audience who are looking at me directly and I just saw myself as speaking, this made me relieved. Also, when I was about to forget what I would tell, I could look at my notes without the pressure of what the others or the teacher would think about me if I looked at it, because while I can refresh my ideas by looking at the notes, they could answer the poll or look at the

charts, graphs or pictures that we used, then I could continue telling my topic. (P31)

Moreover, it creates a stress-free environment for students to talk. Because the students cannot see or communicate each other directly, the students feel more relaxed to speak and as a result of this, the speaking abilities of students improve faster. (P19)

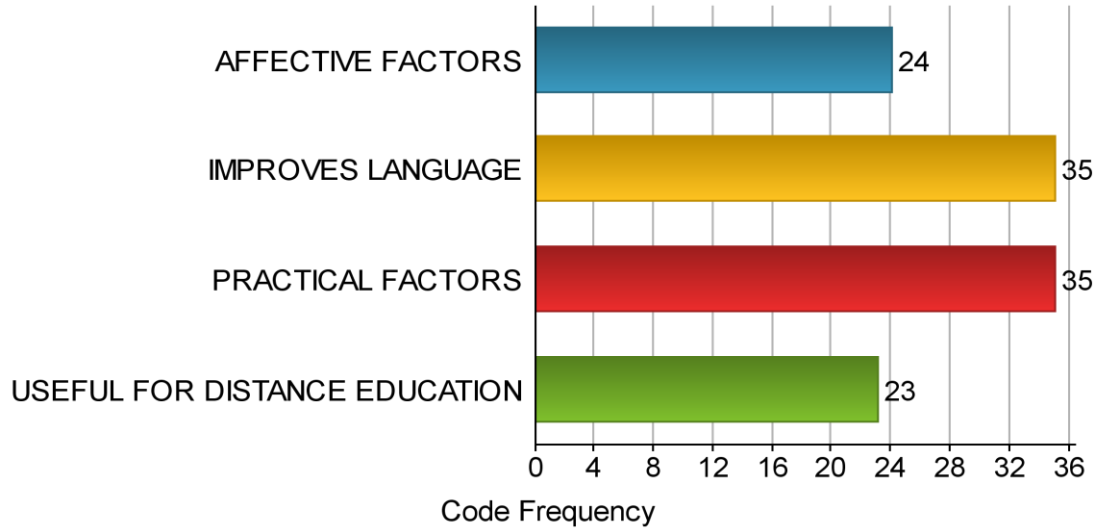

Chart 16. Summary of the results to the question: “What are the benefits of using webinar to teach English?”

Moreover, 29.9% of the codes were about the language improvement that webinar provides. The examples for speaking, and listening areas are as follows:

It is beneficial to teach English because learning English or any other foreign languages need more practice by speaking part. Whenever we want to learn a language we have to begin with talking and discussion the most important way to start to learn a language in speaking. Webinar is the best technique to improve our speaking by having discussion according to learning new information, new vocabulary. [*sic*] (P3)

It is an advantage for teaching listening skill because it includes a real listening environment. Wherever you have been you will use computer

> to teach listening and I think that coming to classroom for listening activities is unnecessary. Students can practice listening in their home. [*sic*] (P7)

Thirty-five of the codes in this question were related with the practicality of webinar and 47.3% of the participants found webinar practical. P18 pointed out the practicality of webinar by saying:

> One of the most important benefit when teaching webinar to teach English is you can easily find any additional information and resources from the Internet. You can also show videos, caricatures, cartoons, etc. from the web that is related to learning the language. (P18)

Moreover, P20 offered another practical aspect of webinars, “First of all, it is time effective. Preparing and presenting via webinar require less time than face-to-face presentations.”

Lastly, the participants thought that webinars were useful for distant education. More than half of the participants (60.5%) listed distant education as one of the benefits of using webinars.

> Teacher makes students watch these conferences that are related to their subject. Also, students can watch these conferences on their own. Since every student do not have a chance to go there, webinar gives an opportunity. Teacher and students can discuss a subject on webinar at the weekends. If students have a question, they can meet on webinar and find a solution for it. Education is not restricted with school. They can continue to learn in everywhere. [*sic*] (P38)

> Webinar gives the chance of communicate and teaching language between distant places and different people. I think it is an opportunity for people who have no chance for going to school or have no time for going a classroom environment and learn a language. They just with internet and a little bit attention can learn a language through webinar. Webinar is suitable for online education. [*sic*] (P24)

Seventh of the open-ended questions was “**For webinars, you used “AnyMeeting” webinar tool. If you were asked to design a webinar tool to teach and learn English, what kind of features you would add, delete,**

or change? In other words, what is an ideal webinar tool/software for you? Please, give specific examples to support your answer." In this question, the participants were expected to design their ideal webinar tools for ELT. Chart 17 shows that there were 72 coded items and three main codes. Only five participants found AnyMeeting webinar tool sufficient for teaching English. Other participants thought that it needs extra features and layout improvement. Fifty percent of the pre-service teachers united under the idea that AnyMeeting requires additional features to be sufficient for ELT purposes.

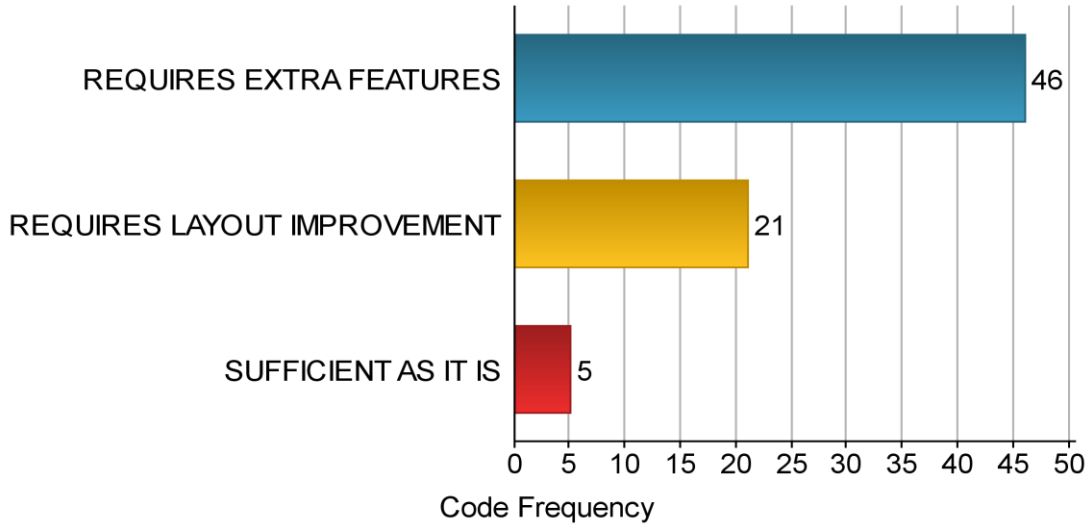

Chart 17. Summary of the result of the question: "If you were asked to design a webinar tool to teach and learn English, what kind of features you would add, delete, or change?"

Furthermore, 36.8% of the participants wanted to add a feature that would enable them to monitor the webinar audience. P25 suggested having a system that will enable him to see the participants:

> For example, we were just seeing teacher when she was telling subject on the webinar. During the lesson, some students may deal with something else as the teacher cannot see the students. I think AnyMeeting can be adjusted as like that, when teacher wants to see a

> student s/he click on the student's name and s/he can see what the student is doing. In my opinion it will help both students and to the teacher. Controlling the lesson will be easier for the teacher. [*sic*] (P25)

P30 approached the situation differently and said, "I would let the teacher to see everybody's computer screen." Furthermore, some participants thought that there should be games in their ideal webinar tools. P19 wrote, "Some games or activity softwares, which are related to vocabulary and grammar can be added so that the students can practice what they learn during the presentation." While others thought it would be a good idea to have embedded dictionaries in an ideal webinar. P18 explained, "I'll also include a dictionary inside my webinar this will be very effective. The students would no longer ask the teacher about the unknown words that will only waste a lot of time."

Additionally, 29.1% of the codes were about the layout improvement of AnyMeeting tool. Eleven of the participants complained about AnyMeeting chat box.

> Nevertheless, the chatting tool that was provided in the site was a total disappointment. The reason why I think so is the space that was provided for the tool was so small that only a couple of entries were visible at a time. The usage of chatting is very significant but he space that we were forced to use did not meet the need. (P16)

> I would change the style of chat box for instance. Webinar's chat box is so small that it is hard to follow the chat box while presenting or listening the presentation. Chat box might be changed or modified for attention of both the learner and the teacher. (P24)

Some other participants like P2 suggested interface changes for their ideal webinar tools. "I think I would change the design of webinar. I think it should be much easier to use, AnyMeeting seems as a serious tool it is a bit difficult to use. I think it should be more colorful, so that it can be funnier." (P2)

P32 also pointed out the need of change by saying “We should be able to share music as well. It can be helpful to make environment more relax and comfortable. Music can take attention of the audience so that they do not hang on irrelevant things.”

The eighth open-ended question was “**Do you think you will use webinar when you become an ELT teacher? Why? Why not? Please, give specific examples to support your answer**.” There were 86 coded items for this question and four main codes. Chart 18 shows that 65.7% of the participants stated that they thought they would use webinar when they become EFL teachers and 21% of them said they would not.

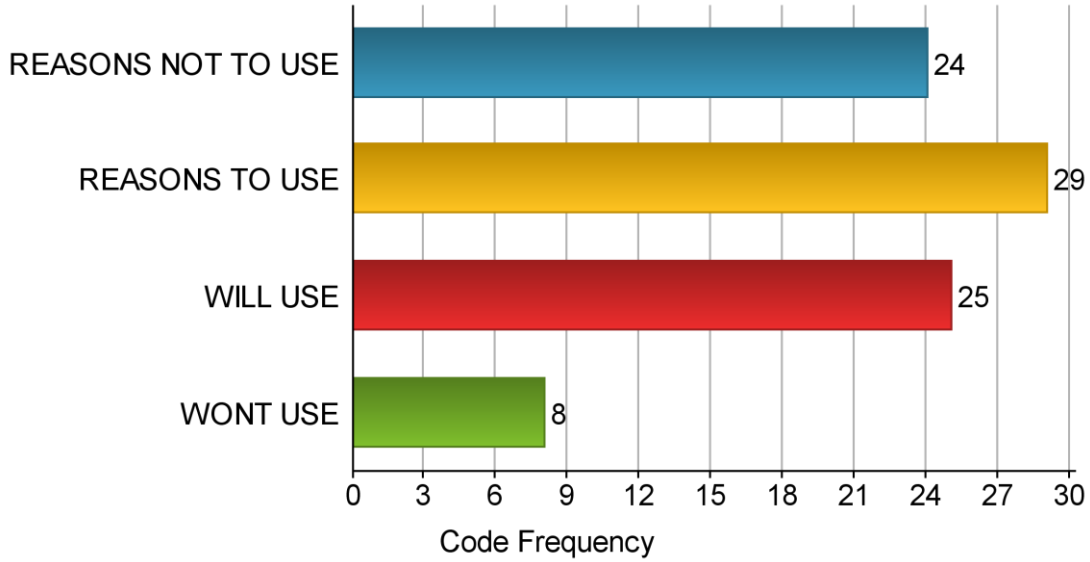

Chart 18. Summary of the results of the question: “Do you think you will use webinar when you become an ELT teacher?”

Among the participants who thought they would make use of webinar, 11 of them said they would use it depending on the task and topic of their teaching.

> It depends on what I will teach. I do not think that I use webinar while I am teaching some grammar rules to my students but I know that I will definitely use webinar in order my students' speaking and listening skills to improve. (P20)

On the other hand, P16 wrote, "I think using the webinar will be a good experience for my students. I am looking forward to use it."

Furthermore, the participants provided some reasons why they would use webinar (n=29) and why they would not (n=25). The most commonly stated reason for using webinar was that webinar is useful for teaching language skills (n=17). P24 argued that "webinar might be more practical for listening activities since there will be so much noise in the classroom environment and so, students may not understand because of the noise." Another participant, P26, thought that she could use webinar to teach vocabulary, "Vocabulary teaching, I could use webinar because I could feel that it is not necessary to come to the class for effective vocabulary learning." P4 suggested another reason for using webinar and stated "Webinar is also helpful to improve students' presentation skills. For instance, students learn how to give presentation via Internet devices, and also it is less stressful than giving face-to-face presentation" Some participants stated that they would use webinar because it provides some other advantages:

> When teaching English language to college students the usage of webinar would give me an advantage in many ways. First, it's very convenient to use, imagine yourself teaching your students with your coffee in your left hand and the other one on your Mouse while sitting on your comfortable couch in your own abode. (P18)

The reasons for not using webinar included items such as the following:

- preference for face-to-face instruction (n=14),
- technological requirements (n=4),
- not being an effective way (n=3).

P37 emphasizes the importance of interaction among the teacher and the learners and argues that webinars cannot be as interactive as face-to-face education.

> Because I think the lessons should be taught in a classroom and there should be a constant interaction between teacher and students, without any anxiety of Internet-related problems. I want to interact with my students eye to eye, face to face because this makes a more realistic learning environment. I want to teach the lessons and give my feedback according to their responses to me, even from their lookings, I can understand whether they understand or not, so I can fix the problems immediately. However in webinar teaching, these things that I mentioned are much harder. (P37)

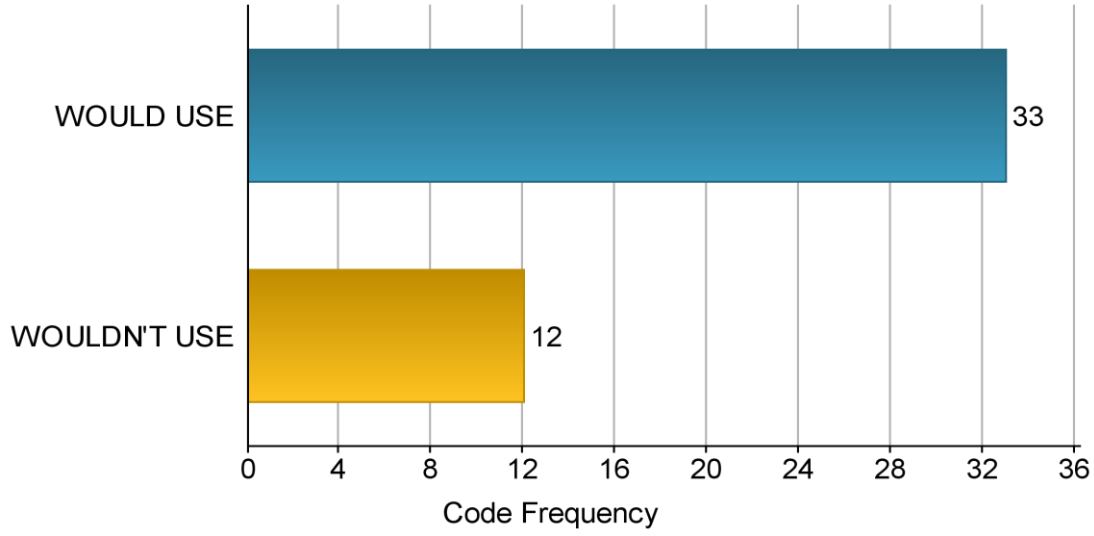

Chart 19. Summary of the results of the question: “Do you think you would use a webinar if technology has evolved and the “ideal webinar” tool that you designed was created?”

The following open-ended question of post-webinar survey was “**Do you think you would use a webinar if technology has evolved and the “ideal webinar” tool that you designed was created? Why? Why not? Please, give specific examples to support your answer.**” There were 45 coded items for this question and two main codes. Chart 19 shows the summary of

the frequency of codes. The main codes “would use” and “would not use” also include the reasons for using or not using webinar.

More than half of the participants (68.4%) stated that they would use webinar if their ideal webinar tool were created. P1 said, “I will definitely use it when that is the case since my ideal webinar will have the ideal conditions and features that I would like to have.” Moreover, P4 said, “Of course, I would use it because it will make our life easier than it is.” Six of the participants said they would not use webinar. P19 said, “Even if technology has evolved and the “ideal webinar” tool that I designed was created, I still would not use it” and P6 wrote “Even if the ‘Ideal Webinar’ tool evolves, I won’t use webinar as interaction with other people in real life is important for me to learn a language.” The participants provided reasons for not using webinar such as webinar’s not being effective, preferring face-to-face education, not liking webinar experience, and finding webinar boring.

The last question of the post-webinar survey was “**Any other comments?**” The participants were asked if they had any other thoughts they want to mention. Sixteen participants answered this question. In this section, some participants said it was nice to learn about webinar, some said if webinar tool were evolved for EFL purposes, they would be willing to use it. Few participants mentioned the advantages of webinars such as providing distant education, and webinar being enjoyable.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Presentation

This chapter presents the summary of the study, discussion of the results in line with the research questions, implications and limitations of the study and suggestions for further research.

5.1 Summary of the Study

This study was conducted in order to investigate the perceptions of pre-service English teachers about the use of webinars as instructional tools in ELT and their opinions about the differences between face-to-face presentations and webinar presentations. Two separate questionnaires and one reflection report were administered as data collection tools in this study and both qualitative and quantitative data were collected from 40 pre-service English language teachers.

First, the participants were given the pre-webinar questionnaire in order to gain insight about their computer usage habits, their webinar experiences and their beliefs about face-to-face presentations. Afterwards, the participants were introduced with AnyMeeting webinar tool through a demonstration on how to make use of webinar while delivering a presentation. Subsequently, the researcher conducted an example webinar presentation, to which all the participants attended as audience. After the example webinar meeting, reflection report was filled by the pre-service teachers. The aim of this tool was to get the participants' initial reactions towards webinar. Afterwards, the participants delivered their own webinar presentations towards the end of the term via AnyMeeting. Following their presentations, the participants were given the post-webinar questionnaire to gather information about the pre-service teachers' beliefs about webinar

presentations and its use in ELT. The data collected through these tools were categorized as qualitative and quantitative before being analyzed. Quantitative data were studied through SPSS 22 and qualitative data were analyzed via MaxQDA software. Qualitative data were coded through the model proposed by Strauss & Gorbin (1990).

The results of the study suggested that the participants had positive attitudes towards the use of webinars in English language teaching; however, they also stated that webinars could not replace face-to-face education. Furthermore, the majority of the pre-service teachers suggested that AnyMeeting webinar tool needs improvements for language education purposes.

5.2 Discussion of the Results

In this section, the results gathered and investigated from the data will be discussed with reference to the previous studies and in accordance with the research questions. The research questions of the study were the following:

1. What are the perceptions of 40 pre-service EFL teachers studying at a state university in Turkey about the use of webinars as instructional tools in ELT?

a) What are the differences between face-to-face presentations and webinar presentations in relation to ELT as stated by the participants?

b) Do the pre-service English language teachers have positive or negative attitudes towards webinar use in ELT?

c) What are the advantages and challenges of using webinars in language classrooms?

5.2.1 Pre-Service English Language Teachers' Perceptions about the Use of Webinars as Instructional Tools in ELT

This study investigated the use of webinars as instructional tools in ELT in terms of pre-service teachers' perceptions. Based on the post-webinar survey results of four-point Likert scale items, the participants believed that AnyMeeting webinar tool could be used as a part of instruction in English language teaching; however with reservations. The participants thought that this tool could be used to teach English (63.1%); listening (84.2%), speaking (79%), pronunciation (76.3%), and vocabulary (65.8%); while grammar (65.6%), reading (68.4%) and writing (81.6%) were regarded as the language skills that could not be taught with webinars. The reason for reading, writing and grammar were not considered as appropriate to be taught in webinar may be because of the webinar environment. It appears that webinar is believed to be for aural-oral based learning because of the tools it provides. Although the participants made use of PowerPoint sharing feature while presenting written materials of their topic, the audience could only make use of a small chatbox to communicate with their peers. As pointed out by the participants, chatbox was hard to follow since there were so many participants writing at the same time. This increased the flow the writings in the chatbox; thus, some participants missed the things discussed. Seeing the available tools in AnyMeeting and the way the participants made used of the tool for delivering their presentations, the-pre service teachers may have found this type of environment more suitable for listening, speaking, pronunciation and vocabulary. Moreover, the participants also stated in their post-webinar questionnaires, in open-ended questions section, that teaching listening and speaking would be the cases where webinars would be most practical and beneficial for English language teaching.

Furthermore, the majority of the pre-service teachers (60.5%) stated that they would use webinars for English language teaching purposes if they had a solid high-speed Internet connection, since the participants experienced some problems due to their connection speed. Amongst the participants who

were against the use of webinars even with high connection speed, some argued the genuineness of face-to-face interaction in educational settings, which was also suggested by the literature. Ng (2007) also found that the participants of the study valued face-to-face interaction compared to online tutorials. The same results were also indicated in Aydın (2008) in whose study the participants complained about not having face-to-face interaction with their peers. On the other hand, Wang and Hsu (2008) revealed that the participants of their study found the webinar interactions quite satisfactory. They argue that a webinar session "provided participants nearly face-to-face interaction with the instructor and with other participants" (p. 186), and it reinforces the contact between the participants. The tendency of participants preferring face-to-face interaction may result from their educational background. The majority of the participants in this study stated that they had not attended a webinar session as audience and as presenters before. If the students would have been familiar with web-conferencing tools to be used in educational settings, then they might have been more open to webinars.

The participants also argued that AnyMeeting tool lacked some applications for it to be used as an instructional tool in ELT. These applications were mainly about keeping track of the audience during webinar sessions. The participants stated that the teacher should be able to see, check and control the learners while they are listening to the teacher. Otherwise, they believe that the students would not listen to the teacher since there is neither eye-contact nor physical presence of the teacher. Wang and Hsu (2008) proposed that in order to maintain the interest of the audience, the presenter could make use of polling features, which is also available in AnyMeeting. Use of polling is also mentioned by the pre-service teachers; however, again the audience could just answer the questions in the poll and be busy with some other non-lesson related activities. This also brings the idea of autonomy in language learning. van Olphen (2007) carried out a research on WebCT tool with pre-service language teachers and discovered

that the participants found the lack of teacher presence challenging. White (2003) also argued that:

> Within the distance learning context, the language learner is faced with the task of internalising and gaining control of the language without the same degree of input, interaction, and support provided by conventional face-to-face classes. In the absence of a classroom environment with regular, paced directives from the instructor, distance learners have to establish their own set of learning behaviours. They also need to shape and manage the course of their learning. The teacher is not there to mediate learner interactions with TL sources, and cannot readily adjust these sources based on any perceived response of the learners. (p.41).

Oh and Park (2009) also argued that in order for web-based online education tools to be beneficial for the learners, the students need to be autonomous and able to direct his/her own learning habits. The pre-service teachers felt a need to observe their audience while they were presenting their topics in webinar and suggested some solutions for audience management tools. Although AnyMeeting provides meeting holders with attendance reports (how many participants attended the conference, how many minutes they stayed connected to the webinar room); it is not possible to be sure about which participants does what on the computer. For this reason, participants believed that if the teacher do not see the students during webinar classes, the students will not be interested in the lesson, and may be doing some other non-lesson related activities on the computer. If the students could learn to be autonomous learners as stated by White (2003), then they would not need a tool for the teacher to constantly monitor them during webinar presentations. Benson (1997) also identified this type of autonomy as "technical autonomy", which is "equipping the learners with the necessary skills to manage their own learning beyond the classroom" (p. 23). It is also possible that the participants had problems focusing on the presentation in front of a computer and got distracted by "other attractive things on the internet" as P13 pointed out. The participants' lack of "technical autonomy" may also be a reason for participants to consider adding an audience management tool to webinars. Wang and Chen (2009) suggested that

synchronous web-conferencing tools should have a learner management system where the teachers can keep track of their learners during webinar classes.

In addition, the pre-service English language teachers believed that distance education could be one of the areas where webinars could be used for ELT purposes. More than half of the participants (63%) stated that distance education context could be a place where webinars could be most beneficial and practical. The literature has examples of this type of language education. Distance English Language Teacher Training (DELTT) in Anadolu Open University, Turkey established a virtual classroom environment very similar to AnyMeeting webinar tool. (Aydın & Yuzer, 2006). The program was not entirely “distant”; the teacher candidates were to receive education in face-to-face classes during the first two years and in virtual classes during the last two years of the program. They conclude their study by saying that though the participants had positive attitudes towards the DELTT program, some participants preferred face-to-face classes and they suggest that a blended learning environment rather than a fully online course would prove to be more useful. Which was also among the results of the present study: the participants agreed that webinar could not replace face-to-face education. The participants also suggested that webinar could be used in parent-teacher conferences, for meeting with native speakers, for carrying out conferences with pioneering people in the field, as make-up courses for the ill people, and for the days that are either extremely hot or extremely cold.

To sum up, the pre-service English language teachers’ beliefs about the use of webinars as instructional materials are focused on teaching listening and the idea of integrating webinars into their language classes; however, they agree that the tools need improvements for better language education. Additionally, the participants believe that webinars can be used in distance education contexts or in emergency situations such as being ill, or harsh weather conditions. Neal and Miller (2006) also summarized that technology is being used as a way of educating “homeschoolers, hospitalized or

incarnated children, children who don't have local access to needed courses, and people who are working and need courses for a degree or for professional development and continuing education"(p. 328).

5.2.2 The Differences between Face-To-Face Presentations and Webinar Presentations in Relation to Language Learning and Teaching

One of the research questions of this study was about investigating the differences between face-to-face and webinar presentations with regard to language learning and teaching. The participants provided qualitative and quantitative data about this issue. First of all, the participants compared the importance of the following items for both face-to-face and webinar presentations: (a) grammar, (b) reading, (c) writing, (d) listening, (e) speaking, (f) vocabulary, (g) pronunciation, (h) eye contact, (i) body language, and (j) tone of voice. The results of the paired samples t-test showed that the most significant items were pronunciation (p=.038), eye contact (p=.000), body language (p=.000), and tone of voice (p=.021). These items were rated closer to "the most important" for face-to-face presentations and the same items were rated closer to "the least important" for webinar presentations. These items may be rated as important for face-to-face presentations because pronunciation, eye-contact, body language and tone of voice can easily be observed during face-to-face presentations. Since AnyMeeting tool only allows up to six people having a video conference at the same time, not all the participants had a chance to open their web-cams at the same time. Thus, the participants did not experience any kind of direct eye contact or body language with their peers, although Wang and Hsu (2008) found that webinar meetings provided participants with nearly face-to-face interaction. Considering that the pre-service English teachers did not regard pronunciation and tone of voice as important elements in a webinar meeting, it can be said that the participants relied on their visual intelligences during webinar presentations. Besides, it can be argued that the participants depended on their reading skill, which shows that reading could also be one

of the skills that could be taught via webinars. Moreover, although, the participants thought that webinars could be used to teach speaking, and pronunciation, they regarded tone of voice and pronunciation as less important items of a webinar presentation. Furthermore, the qualitative data obtained from the participants showed that giving face-to-face presentations in English improved their language skills, especially speaking and pronunciation, while webinars improved their speaking and listening abilities.

For the challenges, the participants noted that face-to-face presentations could cause nervousness and anxiety among the participants. Another challenge was providing good examples, or lack of rehearsal before the presentation. On the other hand, participants proposed different kinds of challenges for webinar presentations. Technical problems such as low speed Internet connection, the quality of audio and video, and chatbox, and problems related with the webinar environment such as sitting in front of a computer, not having eye contact with the audience, and not being monitored by a teacher. As discussed above, the participants found it challenging to monitor their own learning during webinar presentations. Lack of eye-contact and body language were considered as challenges also by Kear, et al. (2012), Hurd (2005) and Ng (2007). Furthermore, Ng (2007) also mentioned the technical challenges. The study proposed that technical support should be provided for the participants in case they experience any kind of technical problem during webinar meetings.

The participants compared and contrasted webinars and face-to-face presentations and indicated that webinar presentations are better because of

- the relaxed environment
- the reduced stress due to not being face-to-face
- having notes to look at while delivering the presentation,
- practicality
- anytime-anywhere conductibility
- rich tools (such as screen sharing, links to other web-sites etc.)
- enabling improvement of computer and language skills,

and face-to-face presentations were better because of

- body language and eye contact
- not having technical problems to hinder the teaching and learning process
- being easily able to monitor the audience/learners
- authenticity
- being a more humane environment rather than a virtual one
- communicating more easily

Bates and Picard (2005) considered anytime-anywhere flexibility as an advantage of synchronous conferencing for teaching. This flexibility allows students to adjust their learning according to their schedules. Indeed, the pre-service teachers were happy to attend the classes with their “pajamas” while sipping their teas and coffees comfortably. Moreover, Hastie, Chen and Kuo (2007) found that “the immediacy of the teacher’s verbal and nonverbal behaviours during intense, high speed interaction between the student and teacher resulted in accelerated learning by the students” (p. 292). This was also indicated by the pre-service English teachers, in the sense that in face-to-face environment the interaction is more authentic when compared to webinar. Aydın (2007) also found that the students preferred to have face-to-face interactions with their instructors. Although the participants felt less stressed in webinars because there was no eye-contact with the audience; they also stated that body language and eye-contact is one of the features that makes face-to-face presentations better.

All in all, the participants compared and contrasted face-to-face presentations and webinars and thought that each environment had their weaknesses and strengths.

5.2.3 Pre-Service English Language Teachers' attitudes towards webinar use in language classes

Reviewing the attitudes of pre-service English language teachers was one of the aims of this study. The participants were asked if they had any previous experiences with webinars and only 5.6% said they previously attended a webinar as an audience; and all the participants stated that they had never delivered a presentation before via a webinar tool. Although it was a new experience for the participants, they believed that using webinar did not require high level of computer skills. They also agreed after their experiences as audience and presenters that they acquired the necessary skills for using AnyMeeting webinar tool and to teach their future students about webinar. The pre-service teachers felt nervous during the presentation (Figure 12); however, they indicated that webinar environment is relaxing.

Figure 12. A screenshot from the participants' webinar meetings (the names of the participants and the web-cam are concealed)

Besides, the participants found preparing presentations on webinar difficult; however, delivering the presentation was not difficult for them. They did not enjoy delivering and preparing presentations on webinar; still, they stated that they enjoyed attending the webinars as audiences and presenters. It can be said that it was difficult for them to upload the presentation materials to webinar room while presenting, and thus making it difficult and not enjoyable for them. Then again, the participants enjoyed themselves during these meetings because of the relaxed environment and not being obliged to come to the class. They also believed that they felt more confident and had less stage fright in webinar.The pre-service English teachers also considered webinar tools (such as document sharing, polling chatbox, web-cam etc.) as useful. They believed these tools provided them with multiple types of multimedia that could help them during their presentations and while teaching English. The majority of the participants found the webcam feature useful because they believed that this feature enabled them to have “visual communication” with the presenter, which brought webinar closer to face-to-face interactions.

5.2.4 Advantages and Challenges of Using Webinar in Language Classrooms

The last research question of this study was about the advantages and challenges of using webinars in language classrooms. The participants identified challenges as follows:

- managing the audience,
- not having eye-contact,
- chatbox tool,
- technical challenges.

One of the major challenges the students experienced was managing the audience during their webinar presentations. The pre-service English teachers stated that they could not know for sure whether the audience was

listening to them or not. Though some participants used polling feature to keep the audience alive, the majority of them believed that webinars needed extra features that would enable them to monitor the audience. Having an application that will lock all the other programs in the computer but will only allow webinars, spontaneous web-cam check, sending vibrations to the audience was some of the solutions suggested. With these kinds of advancements, the participants believed that webinars would be more convenient for language teaching purposes. Another challenge was not having direct eye contact with their peers. Some participants felt like they were talking to themselves while others believed this made the interactions artificial. This supports what Aydın (2008) found in her study, in which the participants considered not seeing their group members as a negative side of the web-conferencing tool.

There were also some students who found lack of eye contact relaxing. As observed by the researchers, these students were rather shy students who did not talk much during the face-to-face lessons and they found not having face-to-face conversations less stressful. Sullivan and Pratt (1996) indicated that only 50% of the students participated in a whole class face-to-face discussion while in online discussion it was 100%. Furthermore, Sproull and Kiesler (1991) revised six studies that compared the rate of participation in electronic discussion to face-to-face discussion and all six studies indicated that electronic discussion was particularly more balanced. Nevertheless, as the pointed out by the majority of the participants in the present study, webinar cannot replace face-to-face language education, yet it would be used for some language activities from time to time.

The participants also found the chat box feature disturbing. The majority of the participants reported challenges related with chat box in AnyMeeting. They found it to be too small, distractive and hard to follow. Since it was such a small box, the participants had a hard time following all the messages written there and missed some of the presentation while trying to catch up with the chat box. Although in four-point Likert Scale section of the

questionnaire the chatbox was the least problematic tool for the participants (10.5%), and they believed that it was useful (97.4%), in the open-ended questions; the participants complained about this tool, which is interesting. The participants also faced with technical problems during webinar presentations, which was also suggested by Aydın (2007), Kear et al. (2012), Ng (2007), and Wang & Hsu (2008). The participants experienced fall-outs due to the unstable Internet connection, lag in audio and video, not being able to see the PowerPoint presentation, and so on. In order to minimize these kind of interruptions, the participants were advised to check their computers' capabilities with the test on AnyMeeting web-site and use Mozilla Firefox as the browser. The participants stated that they had all the required software (81.6%), and hardware (97.4%), yet 66.4% experienced problems with audio and 50% with video during webinar presentations. It appears that one can experience technical problems during synchronous web-conferencing with all the necessary equipment. These kinds of technical problems were also noted by Hampel and Hauck (2004). Considering these, the participants suggested, having a fast, stable internet connection with all the technological improvements, they would use webinars for English language teaching purposes.

When it comes to the advantages of using webinars in language teaching, pre-service English language teachers identified the following advantages:

- useful for distance education,
- practical,
- improves language,
- variety of available tools.

After their second experience with AnyMeeting, the participants concluded that webinars could be used in distance education context to teach a language. P17 believed that it was nice to have lessons on webinar because he lived far from the campus. Another participant stated that they would use webinars to reach the students who lived far away from them, enabling language learners to study wherever they want. P26 argued that teaching

English to graduate students as a private tutor, one could make use of webinars to schedule language classes. Since the learners are employed, it would be difficult for them to meet at a place in a fixed time, thus, P26 believed that using webinars in this kind of a context is “the most notable benefit of using webinar to teach English”. Likewise, Ng (2007) also identified webinars as having great potential for distance education.

The participants also identified the practicality of webinars as an advantage of this tool. As argued by Fletcher (2003), participants argued that webinars were easy to use, time and cost efficient, and enabled a large number of participants to attend language classes (it was 200 for AnyMeeting). P22 argued the time efficiency of webinars by comparing face-to-face presentations and webinars; the participant believed that it would take twice longer to present their topic in a face-to-face classroom. P21 also argued the time and the cost of travel they had saved using webinar. The participant argued that they would spend some time for getting dressed, prepared and for coming to the class; however, using an online web-conferencing tool made it more economical. P13 also argued that people could save the expenses of travelling and of materials by using webinars. Bates (2005) and Kear et al. (2012) also mentioned that distance education tools are cost efficient.

The majority of pre-service teachers also believed that listening, speaking and pronunciation could be taught with webinars. Since webinar provides several tools for audio and visual input, the participants decided that these types of environment could be beneficial for teaching listening, speaking, and pronunciation. Some participants mentioned that instead of coming to class for practicing listening and speaking skills, they could make use of this tool. P7 argued the advantage of using webinar to teach listening because she believed that it was “a real listening environment”; while P19 believed that webinars were stress-free environments for students to learn speaking. Since there was no direct eye-contact, the students could feel more relaxed and willing to talk to each other. Additionally, P3 believed that the most important

way of learning how to speak was to speak and thus webinar was “the best technique” to improve one’s speaking abilities.

Moreover, the participants also mentioned the variety of available tools as an advantage of webinars. They believed that this variety allowed them to have better presentations. P22 stated that thanks to webinar, they used “all technological materials” to present their topic, indicating that they used more than one type of IT tool for the lecture. Furthermore, P18 believed that “one of the most important benefit” of webinars was their Internet connection, which allowed presenters to easily reach the language teaching materials they wanted to use.

It can be argued that the language teachers can make use of these kinds of tools in a face-to-face environment as well. There may be several reasons why the students regarded these tools as an advantage. One of the reasons could be that they were not aware of these tools and their use in language education until they were familiarized with webinar. Based on the observations throughout the semester, it would not be wrong to say that the students followed a certain pattern for their face-to-face presentations in class. They mostly used PowerPoint presentations to accompany their speech. The participants mostly used texts in their slides and limited number of visual elements such as pictures, photographs etc. Few participants made use of YouTube videos and even fewer students used Prezi instead of PowerPoint presentation. Seeing the various tools in webinar environment and their uses, the participants might have regarded this variety as an advantage. Another reason might be that the participants were not expecting to see such variety in an online classroom. Some participants stated that they had attended synchronous web conferencing via Skype. When these two tools are compared, AnyMeeting has more various tools than Skype.

To sum up, the pre-service English language teachers provided insights about the use of webinars in language education and its advantages and challenges. Although the participants experienced several difficulties during

the implementation, Wang, Chen and Levy (2010) found that teachers adopted to the challenges of online teaching with time.

5.3 Pedagogical Implications

In the view of the results of the study and previous research on synchronous web-conferencing tools, some pedagogical implications were drawn for using webinars in educational settings and English language teaching.

- Webinars can be effective instructional tools for teaching English. Since they are easy to use and implement, webinars can be used to teach several language skills, especially listening, speaking and pronunciation. The learners can have a chance to be lectured by native speakers or they can interact with the native speakers.
- The AnyMeeting webinar tool is easy to access and free to use. Once the users create an account for their class, all the past webinar meetings are saved for later uses. The users can send notifications about their meetings, can make use of several tools to lighten up the teaching and learning experience. Thanks to these tools, webinars take a one-step forward for closing the gap between face-to-face education and online education.
- In addition, training language teachers about the new technology would be beneficial for future language learners and teachers. Technological developments occur at a fast speed and future learners will be aware of these advancements; and they will probably demand for new ways of learning English. Language teachers should be able to provide education to their students with more current technology than merely using PowerPoint presentations.
- Webinar has some implications for distant language education as well. In a globalized world, as the importance of continuing education and e-learning is growing, the number of universities and institutions offering online degrees is on the increase. Webinars can be used in

distance education contexts to provide learners all over the world with valuable language instruction.

- As indicated by the participants of this study, webinars can also be used for teacher training purposes. The prospective teachers can attend the webinar meetings held by famous researchers and instructors in the field rather than reading about them only in the books or than flying all the way through to another part of the world.
- Moreover, webinars can be used for in-service teacher training. Ministry of National Education (MONE) in Turkey developed a project called FATİH Project (Fırsatları Arttırma ve Teknolojiyi İyileştirme Hareketi (the act of increasing the opportunities and improving technology)) in collaboration with TÜBİTAK (Turkish Scientific and Technological Research Institution) in 2013. The aim of this project was to provide all kinds of technological support for schools, students and teachers. One of the components of this project was about training in-service teachers about the use of technology in education. The project aims to train 705.000 teachers through 110 in-service teacher training centers established all around the country. As can be imagined, this requires a lot of funding, resources, and time. Based on the results of this study, it can be said that webinars can be used to train in-service teachers more economically. It would be more practical if MONE could hold webinar meetings with in-service teachers across the country rather than gathering the teachers in training centers.
- Additionally, webinars can be used by teachers to reach their students out of the class. For example, language teacher could reach their students for skills courses to provide them with more input. It would be practical and beneficial, especially in EFL context where the students are exposed to the target language only in classrooms.

Considering the results of this study, and the literature, it can be said that webinars are effective language teaching and learning tools, either used as a way of supporting face-to-face education or in distance education.

5.4 Limitations of the Study and Suggestions for Further Research

The design of the study is explanatory mixed methods and the study was carried out with 40 pre-service English language teachers studying at a state university in Turkey. The aim of the study was to gain insights about the participants' beliefs and attitudes towards the use of webinars as instructional tools in ELT and to compare face-to-face education and webinars from the participants' point of view. For this reason, generalizations for all the language learning contexts cannot be made based only on this study. It is suggested that more studies on the use of webinars as instructional tools in ELT are conducted with different participants around the world. This study was based on the beliefs of pre-service teachers in relation to its use in ELT, however; testing English language learners instructed with webinars to see if the use of this has an effect on participants' course grades could also be useful.

Furthermore, longitudinal studies may acquire more comprehensive data on this topic. In this study, the participants experienced only two webinar meetings. Studies carried out with the participants with longer exposures to webinar-enhanced classrooms may yield different results.

Additionally, comparing the views of in-service English language teachers and pre-service English language teachers may prove to be useful for the future developments of webinar tools. The participants of this study were pre-service teachers with no teaching experience in the field. Experienced teachers may have different things to say about the use webinars in ELT.

In addition, designing a study under the same conditions with fewer people to enable video conferencing amongst the students could also be useful for the literature. In this study, the webinar tool used, allowed only six people to have their web-cams on at the same time. The beliefs of the participants may change if they had a chance to see and hear all the other participants.

Nevertheless, it is hoped that this study provided some useful insights about the use of webinars as instructional tools in ELT and how it compares to traditional language education. As stated by Bates (2005) “it is certainly important to understand the technology, but even more important to understand its strengths and weaknesses in terms of its actual applications”. Although the webinars are not considered to be “ideal” for ELT purposes yet, the results of the study provide some ideas about how to improve this tool for educational purposes. This study will hopefully help researchers and English language teachers to “make informed teaching decisions” as Freeman (1989) suggested.

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APPENDIX A: FLE238 COURSE OUTLINE

METU • FACULTY OF EDUCATION

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

COURSE OUTLINE

Academic Year/ Term	FALL, 2012-2013
Course Code/Section/Title	**FLE 238 (01) Approaches and Methods in ELT**
Instructor	**Assist. Prof. Dr. Perihan Savaş**
E-mail	perihans@metu.edu.tr
Office/Phone	EFB 01, 210-4079
Office Day/Hours	Wednesdays, 10:40-11:30, Thursdays, 13:40-14:30 and by appointment

Overview of the course
Aim of the Course: By the end of the course the students will be able to identify • theories of learning and second language learning • major new and classical methodologies • theories behind these methodologies • and practical applications of theories

Weekly Schedule	
Week 1 **27.09.2012**	Introduction to the course requirements and materials
Week 2 **04.10.2012**	Learning Theories: Behaviorism, Cognitivism, and the Humanistic Approach Approach, Method and Technique Oral and Situational Approach
Week 3 **11.10.2012**	Grammar Translation Method Direct Method

APPENDIX A: FLE238 COURSE OUTLINE (continued)

Week 4 **18.10.2012**	Audio-Lingual Method Total Physical Response
Week 5 **01.11.2012**	Silent Way Community Language Learning
Week 6 **08.11.2012**	Suggestopedia Natural Approach
Week 7 **15.11.2012**	Communicative Approach
Week 8 **22.11.2012**	Multiple Intelligences
Week 9 **29.11.2012**	Whole Language Approach Neurolinguistic Programming
Week 10 **06.12.2012**	Lexical Approach Competency-based Language Teaching
Week 11 **13.12.2012**	Cooperative Language Learning Content-based Instruction Task-based Language Teaching
Week 12 **20.12.2012**	WRITTEN EXAM
Week 13 **27.12.2012**	***The Post-methods era*** Eclecticism Instructions for the Final Project
Week 14 **03.01.2013**	Final Project Work

APPENDIX A: FLE238 COURSE OUTLINE (continued)

Course materials
-Richards, J.C., and Rodgers, T.S. (2010) Approaches and Methods in Language Teaching. Cambridge: CUP. -Larsen-Freeman, D. (2011) Techniques and Principles in Language Teaching. Hong Kong: OUP.

Methodology
Active student participation is essential in every phase of the course. You are expected to come to each lesson having read the assigned course material. Students in pairs will present topics that are assigned to them and are required to do demos to present the practical applications. The audience is expected to take part in classroom discussions and presentations. The written exam will cover all the materials that are covered in class and textbooks. The Final is going to be a project that will help students to synthesize the information that they acquired throughout the course. Please, Do not forget to bring your course book and course pack to class at all times during class hours. Students without course materials will not be admitted to class.

Evaluation and Grading	
	Percentage %
Presentation	30
Written Exam	20
Final	40
Participation	10

P.S. Please, do not forget to include your name surname, course name, and section number when you contact me via e-mail throughout the semester. I wish you a productive and successful semester :-)

Good luck to you all!!! Assist. Prof. Dr. Perihan Savas

APPENDIX B: PRE-WEBINAR QUESTIONNAIRE

Dear Participant,

I am a master's student at the English Language Teaching Program at METU. In this study, you are asked to fill in a questionnaire whose answers will be used for research purposes in relation to my master's thesis. The questionnaire is designed to learn more about your opinions on preparing and giving effective presentations with/without the use of technology.

It will take approximately 30 minutes to answer the questions in the questionnaire. The participation in this research is entirely voluntary. You may leave the questionnaire at any time. Your answers will have no effect on your general course grade. The identity of the participants will be kept confidential and your name and surname will not appear in any report or paper.

If you have any questions, you can ask them to the researcher any time. You can find my contact information at the bottom of this page.

"I have read the information about the study above. I have had the opportunity to ask questions about the study and any questions I have asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study. "

Signature of Participant: _____

Name of Participant: _____

Date: _____

Researcher: Banu Çiçek Başaran
Department of English Language Teaching
Middle East Technical University
E-mail: bestofcicek@gmail.com
Supervisor: Assist. Prof. Dr. Perihan Savas
Department of English Language Teaching
Middle East Technical University
E-mail: perihans@metu.edu.tr

APPENDIX B: PRE-WEBINAR QUESTIONNAIRE (continued)

Part A. Please read the instructions below and answer the questions.

Section 1 –Write your answer or put a tick (✓) in the boxes given.

1. Age:

2. Gender: female ☐ male ☐

3. Do you have your own computer? Yes ☐ No ☐

3a. If **yes**, you have a desktop ☐ laptop ☐ netbook ☐

3b. If **no**, where do you go to have an access to a computer? (Please choose all that applies)

Dormitory labs ☐ Library ☐ Computer labs at METU campus ☐

Internet cafes ☐ Other (please specify) _____

4. Do you have access to the Internet at home? ☐ Yes ☐ No

4a. If **no**, where do you go to have access to the Internet? (Please choose all that apply.)

Dormitory labs ☐ Library ☐ Computer labs at METU campus ☐

Internet cafes ☐ Other (please specify) _____

5. How many presentations have you done so far (except your FLE 238 Approaches to ELT course)?

a. Individually: _____ b) In pairs or groups: _____

APPENDIX B: PRE-WEBINAR QUESTIONNAIRE (continued)

6. How many hours do you spend using the following tools per week? Please put a tick (✓).

Tools	9+ hours	7-9 hours	6-3 hours	3-1 hours	None
1. Microsoft PowerPoint					
2. Microsoft Word					
3. Chatroom(s)					
4. YouTube, Teachertube, or other video sites					
5. Facebook					
6. Twitter					
7. Metu Online					
8. Skype (or any other Video conferencing tool)					
9. E-mail					

APPENDIX B: PRE-WEBINAR QUESTIONNAIRE (continued)

Section 2 – Please read each statement and decide how much you agree or disagree with these statements. Indicate your answer with a tick (✓).

Statement	Strongly agree	Agree	Disagree	Strongly disagree
1. I am confident in using computers for my course work.				
2. I support the use of technology in my courses.				
3. I would like to receive more training on using technology in my courses.				
4. I think using technology improves foreign language **teaching.**				
5. I think using technology improves foreign language **learning.**				
6. I plan to make use of technology in my classrooms when I become an EFL teacher.				
7. I like working with technology.				
8. I think using technology makes foreign language **learning** fun.				
9. I think using technology makes foreign language **teaching** fun.				
10. I think technology saves time in foreign language **learning**.				

APPENDIX B: PRE-WEBINAR QUESTIONNAIRE (continued)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
11. I think technology saves time in foreign language **teaching**.				
12. I believe it is necessary for an EFL teacher to have technological skills.				
13. I do not think it is necessary to use technology in my courses.				
14. I think making use of technology in foreign language **teaching** is time consuming.				
15. I think making use of technology in foreign language **learning** is time consuming.				

1. Have you ever used Microsoft PowerPoint for your courses?

Yes ☐ No ☐

1.a. If **yes**, how many times? _____

1.b. If **yes,** in which course(s)? _____

2. Have you used any other presentation software in your presentations?

Yes ☐ No ☐

2.a. If **yes**, which ones? _____

APPENDIX B: PRE-WEBINAR QUESTIONNAIRE (continued)

3. Have you ever participated in a live and/or recorded video conferencing?

Yes ☐ No ☐

3.a. If **yes**, how many times? _____

4. Have you ever participated in a webinar as an audience?

Yes ☐ No ☐

4.a. If **yes**, how many times? _____

5. Have you ever used a webinar to design and deliver your own presentation?

Yes ☐ No ☐

5.a. If **yes**, how many times? _____

Part B. Please read the instructions below and answer the questions.

1. What kinds of materials should be used in an effective presentation? Please indicate your answer(s) with a tick (✓).

Audio ☐ Video ☐ Handout(s) ☐ Poster(s) ☐

Realia (real life materials used in teaching such as fruits, objects, etc.) ☐

Other(s) (please specify) _____

2. What should be the time limit for an effective presentation?

a. Less than 10 minutes b. 10-20 minutes

c. 20-30 minutes d. 30-40 minutes

e. More than 40 minutes Other (please specify) _____

APPENDIX B: PRE-WEBINAR QUESTIONNAIRE (continued)

PART C: Please read each statement and decide how much you agree or disagree with these statements. Indicate your answer with a tick (✓).

Statement	Strongly agree	Agree	Disagree	Strongly disagree
1. I like individual work when I prepare presentations.				
2. I like group work when I prepare presentations.				
3. I would like to get feedback from my peers after my presentations.				
4. I would like to get feedback from the instructor after my presentations.				
5. I feel anxious when I am presenting something in the class.				
6. I feel confident when I am presenting something in the class.				
7. I like using slide animations (PowerPoint) while preparing a presentation.				
8. I like using pictures while preparing a presentation.				

APPENDIX B: PRE-WEBINAR QUESTIONNAIRE (continued)

Statement	Strongly agree	Agree	Disagree	Strongly disagree
9. I like using a computer to prepare a presentation.				
10. I have time management problems while preparing a presentation in English.				
11. I have time management problems while giving a presentation in English.				
12. I think a good presenter encourages participation.				
13. I think it is necessary for a presenter to maintain eye contact with the audience.				
14. I believe it necessary to use audible voice while delivering a presentation.				
15. Before giving my presentation, I rehearse the whole presentation.				
16. I think the use of fluent English (correct pronunciation, intonation and stress without hesitation) is important in a presentation.				
17. I do not think it is necessary to make use of computer aid while preparing a presentation.				

APPENDIX B: PRE-WEBINAR QUESTIONNAIRE (continued)

Statement	Strongly agree	Agree	Disagree	Strongly disagree
18. I do not think it is necessary to make use of computer aid while delivering a presentation.				
19. I think using slide animations (PowerPoint) makes the presentation crowded.				
20. I think using pictures makes the presentation crowded.				
21. I find it difficult to deliver presentations.				
22. I find it difficult to prepare presentations.				
23. I believe giving presentations in English improves my **Grammar** in English.				
24. I believe giving presentations in English improves my **Vocabulary** in English.				
25. I believe giving presentations in English improves my **Speaking** in English.				

APPENDIX B: PRE-WEBINAR QUESTIONNAIRE (continued)

Statement	Strongly agree	Agree	Disagree	Strongly disagree
26. I believe giving presentations in English improves my **Listening** in English.				
27. I believe giving presentations in English improves my **Reading** in English.				
28. I believe giving presentations in English improves my **Writing** in English.				
29. I believe giving presentations in English improves my **Pronunciation** in English.				
30. I think a good presenter establishes good interpersonal relationships with the audience.				
31. While delivering presentations, it is important to use effective body language.				
32. While delivering presentations, it is important to maintain the interest of the audience.				
33. It is important to use clear examples during the presentation.				

APPENDIX B: PRE-WEBINAR QUESTIONNAIRE (continued)

Statement	Strongly agree	Agree	Disagree	Strongly disagree
34. It is important to organize the content of the presentation in a meaningful way.				
35. When I become an EFL teacher, I will ask my students to give presentations in class.				

Part D. Please read the questions below and write your answer in the space provided.

1. What are the features of an effective face-to-face presentation in English? (Please provide at least 3 features.)

a. _____

b. _____

c. _____

d. Other…

2. What are the **benefits of preparing** a face-to-face presentation in English? (Please provide at least 3 benefits.)

a. _____

b. _____

c. _____

d. Other…

APPENDIX B: PRE-WEBINAR QUESTIONNAIRE (continued)

3. What are the **challenges of preparing** a face-to-face presentation in English? (Please provide at least 3 challenges.)

a. _____

b. _____

c. _____

d. Other…

4. What are the **benefits of giving** a face-to-face presentation in English? (Please provide at least 3 benefits.)

a. _____

b. _____

c. _____

d. Other…

5. What are the **challenges of giving** a face-to-face presentation in English? (Please provide at least 3 challenges.)

a. _____

b. _____

c. _____

d. Other…

6. Any other comments about "**preparing or giving presentations in English**"?

7. Any other comments about "**use of technology in presentations**"?

This is the end of the questionnaire. Thank you very much for your cooperation.

APPENDIX C: POST-WEBINAR QUESTIONNAIRE

FLE 238 (01) Approaches and Methods in ELT **Fall, 2012**

WEBINAR SURVEY

A. Demographic Information

Gender: (Please, highlight one) Male Female

Please, answer the questions below by highlighting the option that fits you the most.

1. I **prepared** my Webinar presentation…
a. Alone
b. With my pair/group members

2. I **presented** my Webinar presentation…
a. Alone
b. With my pair/group members

3. While presenting/watching Webinar presentations, I was…
a. At home
b. At the department
c. In my dormitory room
d. In the canteen (dorm/department)
e. In the library
f. At a computer lab
g. Other: (Please, specify) _____

4. While **presenting** my Webinar presentation, I used…
a. In-built camera and microphone
b. A separate headphone
c. A separate microphone
d. A headphone with a microphone

5. While **watching other** Webinar presentations, I used…
a. Inbuilt camera and microphone
b. A separate headphone
c. A separate microphone
d. A headphone with a microphone

6. To present and watch Webinar presentations, I used…
a. My desktop
b. My laptop
c. My friend's desktop
d. My friend's laptop
e. Computers at a Lab
f. Other: (Please, specify) _____

Part A. Please read each statement and decide how much you agree or disagree with these statements. Indicate your answer with a tick (✓).

Part A.1. Technical Aspects

Statement	Strongly agree	Agree	Disagree	Strongly disagree
1. The computer that I used to present/watch Webinar presentations was effective in terms of the necessary software.				

APPENDIX C: POST-WEBINAR QUESTIONNAIRE (continued)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
2. The Internet connection that I had on the day of Webinar presentations was effective/stable.				
3. I think using webinar requires a high level of computer skills.				
4. I did not have any problems while registering to webinar.				
5. I did not have problems with video during webinar presentations.				
6. I did not have problems with audio during webinar presentations.				
7. I did not have problems with chatbox during webinar presentations.				
8. I found the screen sharing feature useful.				
9. Chatbox was easy to use.				
10. Document sharing feature (PowerPoint presentations) was easy to use.				
11. Poll feature (asking questions to the audience) was easy to use.				
12. The experience with Webinar presentations improved my computer skills.				

APPENDIX C: POST-WEBINAR QUESTIONNAIRE (continued)

Statement	Strongly agree	Agree	Disagree	Strongly disagree
13. The experience with Webinar presentations improved my skills to integrate technology in English.				
14. After this Webinar presentation experience, I would like to learn more about the different ways of integrating technology in English learning and teaching.				

Part A.2. Teaching and Learning Aspects

Statement	Strongly agree	Agree	Disagree	Strongly disagree
1. I think webinar can be used to communicate with native speakers of English abroad.				
2. I think webinar can be used to teach grammar.				
3. I think webinar can be used to teach reading.				
4. I think webinar can be used to teach writing.				
5. I think webinar can be used to teach speaking.				

APPENDIX C: POST-WEBINAR QUESTIONNAIRE (continued)

Statement	Strongly agree	Agree	Disagree	Strongly disagree
6. I think webinar can be used to teach listening.				
7. I think webinar can be used to teach pronunciation.				
8. I think webinar can be used to teach vocabulary.				
9. I believe I can make use of webinar in the future to teach English.				
10. When I become an EFL teacher, I will ask my students to give presentations in webinar.				

Part A.3. Presentation Aspects

Statement	Strongly agree	Agree	Disagree	Strongly disagree
1. I felt nervous while I was **preparing** for the webinar presentation.				
2. I find it enjoyable to **prepare** presentations in the webinar.				
3. I find it difficult to **prepare** presentations in the webinar.				

APPENDIX C: POST-WEBINAR QUESTIONNAIRE (continued)

Statement	Strongly agree	Agree	Disagree	Strongly disagree
4. Preparing the Webinar presentation in pairs or groups is better than preparing it individually.				
5. I read the Webinar presentation preparation guidelines sent by the instructor.				
6. I watched the Webinar presentation preparation videos on the support pages of AnyMeeting website.				
7. Watching an example of a Webinar presentation (on Multiple Intelligences) was useful in presenting my own Webinar presentation.				
8. I rehearsed my presentation before the Webinar presentation time.				
9. I logged in to AnyMeeting and checked the presentation room before my Webinar presentation.				

APPENDIX C: POST-WEBINAR QUESTIONNAIRE (continued)

Statement	Strongly agree	Agree	Disagree	Strongly disagree
10. I enjoyed attending the webinars as an **audience.**				
11. I enjoyed attending the webinar as a **presenter.**				
12. I find it difficult to **deliver** presentations in the webinar.				
13. I find it enjoyable to **deliver** presentations in the webinar.				
14. I felt confident when I was **presenting** my topic in the webinar.				
15. I had problems about keeping the audience alive during my presentation in the webinar.				
16. I could focus while I was listening to my peers in the webinar.				
17. I felt more confident in the Webinar presentation because I used my notes from my report.				
18. I had less stage fright in the Webinar presentation.				

APPENDIX C: POST-WEBINAR QUESTIONNAIRE (continued)

Statement	Strongly agree	Agree	Disagree	Strongly disagree
19. Presenting my topic independent of place rather than being in a classroom was useful for me.				
20. Not having direct eye-contact with my peers made me more anxious in the Webinar presentations.				
21. Having the instructor manage the time and direct the Webinar presentations was necessary.				
22. I had time management problems while I was **delivering** the presentation in the Webinar.				
23. I would like to have a copy of the recordings of all the Webinar presentations conducted for this project.				
24. I believe after this experience I acquired the necessary skills to present a topic in a Webinar by myself.				

APPENDIX C: POST-WEBINAR QUESTIONNAIRE (continued)

Statement	Strongly agree	Agree	Disagree	Strongly disagree
25. I believe after this experience I acquired the necessary skills to teach my future students how to present a topic in a Webinar.				

Part A.4. Please read the questions below and then answer the questions.

1. There is a list of webinar features below. Please have a look at the features and decide if you found the feature useful or not and then write in a few words why/why not. Indicate your answer with a tick ***(✓).***

Features	Useful	Not Useful	Not applicable	Why/Why not?
Video conferencing (webcam)				
Screen sharing				
Chatbox				
Polling (asking questions to the audience)				
Invitations				
Document sharing-PowerPoint				
Document sharing-PDF				
YouTube Videos				
Links to other Websites				

APPENDIX C: POST-WEBINAR QUESTIONNAIRE (continued)

Part B.1. Comparing Webinar Presentations with Face-to-face Presentations. Please, complete the following sentences with your own-words by writing at least three reasons.

1. Webinar presentations are better than face-to-face presentation because…

a.

b.

c.

2. Face-to-face presentations are better than Webinar presentations because…

a.

b.

c.

3. Overall, **as a learner**, I prefer (Please, highlight one)…

a. Webinar Presentations
b. Face-to-face Presentations
c. Both (depending on the task)

4. Overall, **as a teacher** I prefer (Please, highlight one)…

a. Webinar Presentations
b. Face-to-face Presentations
c. Both (depending on the task)

APPENDIX C: POST-WEBINAR QUESTIONNAIRE (continued)

B. ***2.*** *How would you rate the importance of the following items* ***for face-to-face presentations****? Indicate your answer with a tick* ***(✓).***

	1 (the most important)	2	3	4	5	6	7 (the least important)
Grammar							
Reading							
Writing							
Listening							
Speaking							
Vocabulary							
Pronunciation							
Eye contact							
Body language							
Tone of voice							

APPENDIX C: POST-WEBINAR QUESTIONNAIRE (continued)

B. 3. *How would you rate the importance of the following items* ***for webinar presentations****? Indicate your answer with a tick* ***(✓).***

	1 (the most important)	2	3	4	5	6	7 (the least important)
Listening							
Speaking							
Vocabulary							
Pronunciation Eye contact							
Body language							
Tone of voice							

Part C. Please read the questions below and write your answer in the space provided. (<u>Minimum</u> 100 words for each question).

1) Suppose that you have a very high speed solid internet connection, a high quality webcam and a microphone. Would you use webinar for English language teaching purposes? If yes, how would you make use of webinar? Please, give specific examples to support your answer.

APPENDIX C: POST-WEBINAR QUESTIONNAIRE (continued)

2) Suppose that you are teaching English to a group of learners from a distant country. Would you use webinar to teach English? If yes, how would you make use of webinar? Please, give specific examples to support your answer.

3) In what cases the use of webinar would be most practical and beneficial for English language teaching? Please, give specific examples to support your answer.

4) What can be effective ways of using webinar in English language teaching? Please, give specific examples to support your answer.

APPENDIX C: POST-WEBINAR QUESTIONNAIRE (continued)

1) What are the challenges of using webinar to teach English? Please, give specific examples to support your answer.

6) What are the benefits of using webinar to teach English? Please, give specific examples to support your answer.

7) For webinars, you used "AnyMeeting" webinar tool. If you were asked to design a webinar tool to teach and learn English, what kind of features you would add, delete, or change? In other words, what is an ***ideal webinar tool/software*** *for you? Please, give specific examples to support your answer.*

APPENDIX C: POST-WEBINAR QUESTIONNAIRE (continued)

8) Do you think you will use webinar when you become an ELT teacher? Why? Why not? Please, give specific examples to support your answer.

9) Do you think you would use a webinar if technology has evolved and the "ideal webinar" tool that you designed was created? Why? Why not? Please, give specific examples to support your answer.

10) Any other comments?

This is the end of the survey and reflection report. Thank you very much for your input and participation!.

APPENDIX D: PARTICIPANTS' WEBINAR SCHEDULE

Pair/Group	Time	Participants
04.01.2013 (Friday)		
A1	16:30-16:50	P1 – P2 – P3
A2	17:00-17:20	P4 – P5
A3	17:30-17:50	P6 – P7
A4	18:00-18:20	P8 – P9 – P10
05.01.2013 (Saturday)		
B1	11:00-11:20	P11 – P12 – P13
B2	11:30-11:50	P14 – P15
B3	12:00-12:20	P16 – P17
B4	12:30-12:50	P18 – P19 – P20
C1	14:00-14:20	P21 – P22
C2	14:30-14:50	P23 – P24
C3	15:00-15:20	P25 – P26
C4	15:30-15:50	P27 – P28
D1	17:00-17:20	P29 – P30 – P31
D2	17:30-17:50	P32 – P33 – P34
D3	18:00-18:20	P35 – P36
D4	18:30-18:50	P37 – P38 – P39

APPENDIX E: REFLECTION REPORT QUESTIONS

FLE238 Multiple Intelligences Webinar Reflection Report

Name Surname: **Student ID:**

Please think back on your Multiple Intelligences webinar experience and answer the questions below.

2) How do you compare face-to-face presentations to webinar presentations in English language teaching and learning?

3) What are the things you liked in the webinar based on your Multiple Intelligence webinar experience for English language teaching and learning?

4) What are the challenges you had as an audience in a webinar presentation for English language teaching and learning?

5) What would you suggest to improve webinar presentations for English Language learning and teaching?

APPENDIX F: SUB-CODES OF THE PRE-WEBINAR QUESTIONNAIRE OPEN-ENDED QUESTIONS

Main codes identified for each question is written in capital letters and the most frequent sub-codes are written under each main code. The frequency of the codes are given in parenthesis. Sub-codes less frequent than 5 are not listed.

Q1: *What are the features of an effective face-to-face presentation in English? (Please provide at least 3 features.)*

EFFECTIVE CONTENT SELECTION (15)

- Grab the attention (12)

EFFECTIVE DELIVERY TECHNIQUES (52)

- Using body language (7)
- Eye contact (18)

EFFECTIVE LANGUAGE USE (27)

- Using the language effectively (22)
- Clear presentation (5)

APPENDIX F: SUB-CODES OF THE PRE-WEBINAR QUESTIONNAIRE OPEN-ENDED QUESTIONS (continued)

Q2: *What are the **benefits of preparing** a face-to-face presentation in English? (Please provide at least 3 benefits.)*

IMPROVES ENGLISH (31)

- Vocabulary (5)
- Speaking (15)
- Writing (5)

IMPROVES KNOWLEDGE (13)

- Learning the presentation topic (12)

IMPROVES PERSONAL SKILLS (15)

- Technological skills (7)

IMPROVES CONFIDENCE (11)

Q3: *What are the **challenges of preparing** a face-to-face presentation in English? (Please provide at least 3 challenges.)*

PROFICIENCY CHALLENGES (16)

- Technology (9)
- English (7)

PRESENTATION CHALLENGES (32)

- Time consuming (11)
- Lack of resources (9)

AFFECTIVE CHALLENGES (17)

- Anxiety (11)

APPENDIX F: SUB-CODES OF THE PRE-WEBINAR QUESTIONNAIRE OPEN-ENDED QUESTIONS (continued)

Q4: *What are the **benefits of giving** a face-to-face presentation in English? (Please provide at least 3 benefits.)*

IMPROVES ENGLISH (26)

IMPROVES PERSONAL SKILLS (10)

- Teaching skills (5)

IMPROVES CONFIDENCE (19)

Q5: *What are the **challenges of giving** a face-to-face presentation in English? (Please provide at least 3 challenges.)*

PRESENTATION CHALLENGES (20)

- Time management (8)
- English problems (7)

AFFECTIVE CHALLENGES (27)

- Anxiety (25)
- Being confident (5)

Q6: *Any other comments about "**preparing or giving presentations in English**"?*

Q7: *Any other comments about "**use of technology in presentations**"?*

PRACTICAL (7)

NECESSITY (5)

ATTRACTIVE (6)

APPENDIX G: SUB-CODES OF THE REFLECTION REPORT QUESTIONS

Main codes identified for each question is written in capital letters and the most frequent sub-codes are written under each main code. The frequency of the codes are given in parenthesis. Sub-codes less frequent than 5 are not listed.

Q1: *How do you compare face-to-face presentations to webinar presentations in English language teaching and learning?*

WEBINAR MEDIUM PROS (31)

- Comfortable (6)
- Distance education (9)

WEBINAR MEDIUM CONS (40)

- Monitoring the students (18)
- Distractive environment (6)
- Lack of body-language (9)

TECHNICAL PROBLEMS (13)

Q2: *What are the things you liked in the webinar based on your Multiple Intelligence webinar experience for English language teaching and learning?*

MEDIUM RELATED ASPECTS (33)

- Not having any place constraints (21)
- Relaxed environment (8)

TECHNICAL ASPECTS (30)

- Rich tools (8)
- Poll (7)

LEARNING ASPECTS (5)

APPENDIX G: SUB-CODES OF THE REFLECTION REPORT QUESTIONS (continued)

Q3: *What are the challenges you had as an audience in a webinar presentation for English language teaching and learning?*

TECHNICAL DIFFICULTIES (37)

- Chatbox (8)

WEBINAR USER INTERFACE (13)

Q4: *What would you suggest to improve webinar presentations for English Language learning and teaching?*

TECHNICAL IMPROVEMENTS (27)

- Audience management tool (8)
- Solving technical issues (5)
- Chatbox (5)

APPENDIX H: SUB-CODES OF THE POST-WEBINAR QUESTIONNAIRE OPEN-ENDED QUESTIONS

Main codes identified for each question is written in capital letters and the most frequent sub-codes are written under each main code. The frequency of the codes are given in parenthesis. Sub-codes less frequent than 5 are not listed.

Q1: *There is a list of webinar features below. Please have a look at the features and decide if you found the feature useful or not and then write in a few words why/why not. Indicate your answer with a tick* ***(✓).***

INVITATIONS USEFUL (26)

SCREEN SHARING USEFUL (27)

WEBCAM USEFUL (32)

CHATBOX USEFUL (30)

POLLING USEFUL (31)

POWERPOINT USEFUL (33)

PDF USEFUL (24)

YOUTUBE USEFUL (26)

LINKS USEFUL (27)

APPENDIX H: SUB-CODES OF THE POST-WEBINAR QUESTIONNAIRE OPEN-ENDED QUESTIONS (continued)

Q2: *Please, complete the following sentences with your own-words by writing at least three reasons. Webinar presentations are better than face-to-face presentation because…*

AFFECTIVE FACTORS (42)

- Less stressful (23)
- Can use notes (7)

PRACTICALITY (81)

- Recording (5)
- Distance education (34)
- Rich tools (11)
- Time and cost saving (8)

PROVIDES IMPROVEMENT (9)

- Improves language skills (6)

APPENDIX H: SUB-CODES OF THE POST-WEBINAR QUESTIONNAIRE OPEN-ENDED QUESTIONS (continued)

Q3*: Please, complete the following sentences with your own-words by writing at least three reasons. Face-to-face presentations are better than webinar presentations because…*

USE OF BODY LANGUAGE (52)

- Eye contact (21)

PRACTICAL (61)

- Environment w/o problems (26)
- Managing the audience (32)

ENVIRONMENTAL FACTORS (31)

- Authentic (7)
- Easier (5)
- Communication (7)

APPENDIX H: SUB-CODES OF THE POST-WEBINAR QUESTIONNAIRE OPEN-ENDED QUESTIONS (continued)

Q4: *Suppose that you have a very high speed solid internet connection, a high quality webcam and a microphone. Would you use webinar for English language teaching purposes? If yes, how would you make use of webinar? Please, give specific examples to support your answer.*

AGAINST (29)

- Reasons not to use (16)

FOR (72)

- Reasons to use (22)
- Example use (23)

TEACHING ASPECTS (34)

- Pronunciation (6)
- Listening (7)
- Speaking (5)
- Vocabulary (5)

Q5: *Suppose that you are teaching English to a group of learners from a distant country. Would you use webinar to teach English? If yes, how would you make use of webinar? Please, give specific examples to support your answer.*

USE WEBINAR (98)

- Reasons to use webinars (19)
- Specific examples on the use of webinars (41)

APPENDIX H: SUB-CODES OF THE POST-WEBINAR QUESTIONNAIRE OPEN-ENDED QUESTIONS (continued)

Q6: *In what cases the use of webinar would be most practical and beneficial for English language teaching? Please, give specific examples to support your answer.*

OTHER (14)

TEACHING LANGUAGE SKILLS (27)

- Pronunciation (5)
- Speaking (7)
- Listening (9)

DISTANCE EDUCATION CONTEXT (24)

EXAMPLE USE (14)

Q7: *What can be effective ways of using webinar in English language teaching? Please, give specific examples to support your answer.*

TEACHING LANGUAGE SKILLS (36)

- Listening (11)
- Speaking (13)

GENERAL PURPOSES (9)

DISTANCE EDUCATION (9)

APPENDIX H: SUB-CODES OF THE POST-WEBINAR QUESTIONNAIRE OPEN-ENDED QUESTIONS (continued)

Q8: *What are the challenges of using webinar to teach English? Please, give specific examples to support your answer.*

ISSUES WITH WEBINAR MEDIUM (19)

- Lack of eye contact (6)
- Lack of interaction (5)
- Distractive environment (8)

TECHNOLOGICAL REQUIREMENTS (45)

- Lack of required hardware/software (34)
- Lack of technological knowledge (11)

MANAGING THE AUDIENCE (11)

APPENDIX H: SUB-CODES OF THE POST-WEBINAR QUESTIONNAIRE OPEN-ENDED QUESTIONS (continued)

Q9: *What are the benefits of using webinar to teach English? Please, give specific examples to support your answer.*

PRACTICAL FACTORS (35)

- Easy learning (5)
- Easy to use (6)

AFFECTIVE FACTORS (24)

- Relaxed (20)

IMPROVES LANGUAGE (35)

- Pronunciation (5)
- Listening (8)
- Speaking (9)

USEFUL FOR DISTANCE EDUCATION (23)

APPENDIX H: SUB-CODES OF THE POST-WEBINAR QUESTIONNAIRE OPEN-ENDED QUESTIONS (continued)

Q10: *For webinars, you used "AnyMeeting" webinar tool. If you were asked to design a webinar tool to teach and learn English, what kind of features you would add, delete, or change? In other words, what is an* ***ideal webinar tool/software*** *for you? Please, give specific examples to support your answer.*

REQUIRES LAYOUT IMPROVEMENT (21)

- Chatbox adjustment (11)
- Different Interface (7)

REQUIRES EXTRA FEATURES (46)

- Tool for monitoring students (14)
- Games (6)
- Embedded dictionary (5)

SUFFICIENT AS IT IS (5)

APPENDIX H: SUB-CODES OF THE POST-WEBINAR QUESTIONNAIRE OPEN-ENDED QUESTIONS (continued)

Q11: *Do you think you will use webinar when you become an ELT teacher? Why? Why not? Please, give specific examples to support your answer.*

WILL USE (25)

- Will use depending on the task (13)

REASONS TO USE (29)

- Useful for language skills (17)
  - Speaking (6)
  - Listening (7)
- Other reasons (6)
- Affective reasons (6)

WON'T USE (8)

REASONS NOT TO USE (24)

- Prefers face-to-face (14)

Q12: *Do you think you would use a webinar if technology has evolved and the "ideal webinar" tool that you designed was created? Why? Why not? Please, give specific examples to support your answer.*

WOULD USE (33)

WOULDN'T USE (12)

Q:13: *Any other comments?*

APPENDIX I: TURKISH SUMMARY

1. GİRİŞ

Günümüzde, teknolojik gelişmeler sayesinde, pek çok teknolojik araç hayatlarımızın vazgeçilmez birer parçası olmuşlardır. Teknolojiyi ev, iş, hastanenler, okullar, kütüphaneler gibi günlük hayatta pek çok yerde görebiliriz. Yeryüzünde yaklaşık olarak yedi milyar insan yaşamakta ve bu insanların 2,4 milyarı İnterneti kullanmaktadır. 2000 ve 2012 yılları arasında internet kullanan insan sayısında %566 oranında bir artış gözlemlenmiştir. Gün geçtikçe hayatlarımızın büyük bir parçası haline gelen teknoloji eğitim alanında da etkilemiştir. Kullanılabilir teknolojik araçlar daha da taşınabilir ve yoğun hale geldikçe, insanların bilgiye ulaşımı da her zamankinden daha hızlı bir hal almıştır. Günümüzde her gün daha fazla insan öğrenmek, paylaşmak ve yeni insanlarla karşılaşmak için çevrimiçi olmakta Facebook, Instagram, Twitter, ve YouTube gibi İnternet siteleri insanları ilgi alanları dâhilinde pek çok bilgiye erişimlerini sağlamaktadır. Valant (2013) sosyal medya kullanıcılarının günlük yaklaşık olarak 3,2 saatlerini sosyal medyada geçirdiklerini öne sürmüştür. Bu denli yoğun kullanım, teknolojinin eğitim açısından da önemli bir potansiyele sahip olduğunu göstermektedir.

Teknoloji insanların hayatında önemli bir yere sahip oldukça, öğretmen ve öğrenci ölçütleri de değişmiştir. Stobaugh ve Tassel (2011) dünyanın pek çok yerinde öğretmenler ve öğrenciler için teknolojik becerileri ölçütlerinin oluşturulduğunu belirtmektedir. Türkiye'de de YÖK ve MEB öğretmenlerin teknolojik becerileriyle ilgili yeterlilikler listesi yayınlamış, öğretmenlerin teknolojiyi belirli bir etkinlik seviyesinde kullanmaları gerektiğini belirtmiştir. Teknolojinin bu denli yoğun kullanımı aynı zamanda öğretmen ve öğrenci rollerinin de yeniden tanımlanmasına yol açmıştır. Öğrenciler artık kendi öğrenme süreçlerinin etkin birer parçası haline gelmiş, öğretmenler ise tek

bilgi kaynağı olarak görülmekten uzaklaşmışlardır. Öğrenciler istedikleri zaman istedikleri bilgiye ulaşabilmektedirler. Öğretmenler de bu yeni bilgi kaynaklarının farkında olmakla ve bu kaynakların etkin kullanımını teşvik etmekle yükümlü hale gelmiştir. Öğretmenler, öğrencileri bu kaynakları nasıl etkili kullanabilecekleri konusunda bilgilendirmeli ve onlara yol göstermelidir (Warschauer ve Healey, 1998).

Teknoloji ile dil eğitimi ise 1960'lardan bu yana kullanılmaktadır (Robinson ve Latchem 2003; Beatty, 2010). Warschauer and Healey (1998), dil eğitiminde kullanılan bilgisayar kaynaklı araçları teknolojik gelişmeler ve kullandıkları öğrenme teorilerine göre sınıflandırmıştır. Bilgisayar destekli dil öğrenimi (Computer Assisted Language Learning: CALL) davranışçı CALL olarak 1960'lar ve 1970'lerde başlamıştır ve genellikle alışmaya dayalı etkinlikler kullanılmıştır. Bilgisayarlar tekrar eden alıştırmaların kaynağı olarak görülmüştür. 1970'lerin sonunda ve 1980'lerin başında dilin anlamlı bir bağlam içerisinde öğrenilmesi gerektiğini savunan İletişimsel CALL ortaya çıkmıştır. İleşimsel kullanıma göre odak noktası dilin kendisindense dilin nasıl kullanıldığı olmalıdır. Bu tür CALL yazılımları metnin yeniden yazılması alıştırmaları ve dil öğrenimi için örneklemler içermekteydi. 1980'lerin sonlarına ve 1990'ların başlarına doğru, Bütüncül CALL ortaya çıkmıştır (Warschauer ve Healey, 1998). Bütüncül CALL, dilin dinleme, okuma, konuşma ve yazma gibi ayrı becerilerini bir arada toplamayı ve bu becerileri teknoloji ile öğretmeyi amaçlayan bir yaklaşımdır. Bütüncül CALL öğrencilere çeşitli teknolojik araçları dil öğreniminde nasıl kullanabileceklerini göstermeye çalışmıştır. Son olarak Warschauer ve Healey (1998) Akıllı CALL diye adlandırılan yeni bir bilgisayar destekli dil öğrenimi ortaya atmışlardır. Akıllı CALL uygulamaları öğrencilere öğrenecekleri materyalle daha fazla etkileşim halinde olabilecekleri; geribildirim sağlayabilecek ve rehberlik edebilecek; öğrencilerin kendilerine özel tasarlanmış çoklu-medya ortamlarında dil becerilerini geliştirebilecekleri yazılımlara dayanmaktadır. Ayrıca bilgisayarlar sadece bilgisayar ve kullanıcı arasında değil, aynı zamanda kullanıcılar arasında da iletişime olanak sağlamalıdır.

Bilgisayarların sağladıkları iletişim, bilgisayar ortamlı iletişim (comuter mediated communication: CMC) olarak adlandırılmaktadır. Bu iletişim üç sınıfta incelenebilir: eşzamanlı (synchronous), eşzamansız (asynchronous) ve çokzamanlı (multi-synchronous). Eşzamansız iletişim ortamlarında kullanıcılar aynı yerde ve aynı zamanda iletişime geçmek zorunda değillerdir. Bu tür ortamlar her hangi bir zamanda her hangi bir yerde erişim olanağı sağlamaktadırlar. Bu tür iletişim araçlarına örnek olarak bloglar, e-postalar, forumlar, kasetler, CD ve DVD'ler, ve e-kitaplar verilebilir. Bates (2005) eşzamansız iletişimin faydalarından biri olarak öğrencilere daha fazla esneklik ve kontrol sağladığını öne sürmüştür. Eşzamansız iletişim ve öğrenim araçları öğrenciye kendi zamanlarında çalışma ve öğrenme olanağı sağlamaktadır. Eşzamanlı iletişim ve öğrenim araçları ise "gerçek zamanda" iletişim olanağı sağlamaktadırlar. Kullanıcılar diğer kullanıcılarla aynı zamanda etkileşime geçebilmektedirler. Buna örnek olarak telefonlar, video konferans araçları, canlı radyo ve TV yayınları verilebilir. Bu araçların faydası, anında geri dönüt sağlıyor olmalarıdır. Eşzamanlı araçlar yüz-yüze yapılan konuşmalara daha çok benzemektedir. Son olarak "çokzamanlı" araçlar eşzamanlı ve eşzamansız araçların faydalarını bünyesinde bulundurabilen araçlardır. Bu tür ortamlarda yapılan iletişim faaliyetleri hem eşzamanlı hem de eşzamansız olabilirler. Facebook, Twitter, Skype gibi araçlar çokzamanlı araçlara örnek olarak gösterilebilir.

Bilgisayar ortamlı iletişim araçlarında yeni yer alan araçlardan birisi de web-destekli konferans araçları olan ağ seminerleridir (Wang & Hsu, 2008). Ağ seminerleri (webinar) "web-seminar" kelimelerinin kısaltılarak birleştirilmesinden türemiştir (Verma ve Singh, 2010). Ağ seminerleri çokzamanlı iletişim araçları arasında yer almakta ve internet üzerinden gerçek zamanlı seminerler düzenleme olanağı sağlamaktadırlar. Ayrıca içerdikleri uygulamalar sayesinde daha sonra kullanılmak üzere kaydedilebilmekte ve eşzamansız iletişime olanak sağlamaktadırlar. Bir ağ semineri aracı (1) kullanıcıların kendi ekranlarının ve dosyalarının diğer kullanıcılarla paylaşımına olanak sağlayan bir paylaşım uygulaması; (2)

kullanıcıların birbirleriyle yazılı olarak iletişime geçmelerini sağlayan bir sohbet uygulaması; (3) ağ semineri oturumunun daha sonra kullanılabilmesi için bir kayıt uygulaması; (4) sunucuların katılımcılardan her hangi bir konu hakkında bilgi toplamalarını sağlayan bir anket uygulaması; (5) katılımcıların sunum süresince dikkatlerini toplamak amacıyla bir oylama uygulaması; (6) görüntülü veya sesli iletişim sağlayan bir uygulama içermektedir (Wang ve Hsu 2008; Verma ve Singh 2010). Ağ seminerleri hem yazılım formatında bilgisayara kurularak (Adobe Connect, GoToMeeting), hem de internet üzerindeki bir siteden (AnyMeeting, WebEx) kullanılabilirler. Ağ seminerlerinin çalıştırılabilmesi için ihtiyaç duyulan gereklilikler araçtan araca değişiklik gösterse de temel gereklilikler bir bilgisayar, kulaklık veya hoparlör, mikrofon ve bazı yazılımlardır (Adobe Flash, Java, vb.).

Ağ seminerlerinin eğitim ortamlarında kullanımı nispeten yeni bir alan olup, bu konu üstünde yapılan çalışma sayısı oldukça azdır. Ağ seminerleri hukuk eğitimi (Woodring, 2012), eczacı eğitimi (Buxton, Burns ve De Muth, 2012), hemşire eğitimi (Joshi, Thukral, Joshi, Deorari, and Vatsa, 2012), ve sağlık mesleği eğitimi (Jones, Dean ve Hui-Chan, 2010) alanlarında kullanılmıştır. Ağ seminerleri aynı zamanda şirketler tarafından çalışanları eğitmek amacıyla kullanılmaktadır (Newman 2013). Ayrıca, ağ seminerleri dil eğitimi alanında da kullanılmaktadır (Cheng, Ko, Kinshuk, ve Lin, 2005; Ng, 2007; Kohorst ve Cox, 2007). Alan yazınındaki çalışmalara bakarak, bu çalışma ağ seminerlerinin öğretim aracı olarak İngilizce dili öğretimindeki kullanımını incelemektedir. Bu doğrultuda, çalışma ağ semineri kullanımını hizmet öncesi öğretmenlerin bakış açısıyla değerlendirmekte ve temel olarak dört konuyla ilgilenmektedir. Çalışma ilk olarak hizmet öncesi İngilizce öğretmenlerinin ağ seminerlerinin İngilizce öğretiminde kullanımı hakkındaki düşüncelerini incelemektedir. İkinci olarak, dil öğrenimi ve öğretimi alanında ağ seminerinde ve yüz-yüze yapılan sunumlar arasındaki farklar araştırılmıştır. Üçüncü olarak, dil derslerinde ağ seminarı kullanımına ilişkin, hizmet öncesi öğretmenlerin tutumları incelenmiştir. Son olarak, dil eğitiminde ağ semineri kullanımının getirileri ve götürüleri de bu çalışmada incelenmiştir.

2. YÖNTEM

Çalışma bir açıklayıcı karma yöntemli bir araştırma olup, çalışma kapsamında veriler ikisi anket biri düşünce raporu olmak üzere üç farklı veri toplama aracıyla elde edilmiştir. Çalışmanın katılımcıları Türkiye'de bir devlet üniversitesinde okumakta olan kırk hizmet öncesi İngilizce öğretmenidir. Veri toplama süreci ise Türkiye'de bir devlet üniversitesinin İngilizce öğretmenliği lisans programında gerçekleşmiştir. Hizmet öncesi İngilizce öğretmenleri bu alanda lisans derecesi alabilmek için eğitim görmekteydiler. İlk veri toplama aracı dönem başında katılımcıların demografik bilgileri, bilgisayar kullanımları ve yüz-yüze yapılan sunumlar hakkındaki görüşlerini öğrenmek için anket şeklinde uygulanmıştır. İlk anket uygulamasından sonra katılımcılara ağ semineri aracının kullanımı ile ilgili tanıtım yüz-yüze gerçekleştirilen bir sunum vasıtasıyla yapılmış, akabinde öğrencilerin dinleyici olarak katıldıkları İnternet ortamında örnek canlı bir ağ oturumu oturumu da düzenlenmiştir. Sonrasında ikinci veri toplama aracı olan düşünce raporu katılımcılara verilmiştir. Bu raporda katılımcıların ilk ağ semineri deneyimleri hakkındaki düşünceleri öğrenilmek istenmiştir. Ardından dönem sonuna doğru katılımcılar kendi ağ semineri sunumlarını gruplar halinde İnternet ortamında gerçekleştirmiş ve üçüncü veri toplama aracı olan son anket uygulanmıştır. Bu aracın amacı katılımcıların dil öğreniminde ağ semineri kullanımına ilişkin tutumlarını anlamak, katılımcıların dil öğretimi için ideal ağ semineri aracı anlayışlarını araştırmak, yüz-yüze ve ağ semineri sunumlarının katılımcılar tarafından karşılaştırılmasını sağlamaktır. Uygulanan veri toplama araçları hem nicel hem de nitel araştırma için veri sağlamıştır. Elde edilen veriler SPSS 20 ve MaxQDA yazılımları yardımıyla incelenmiştir. Çalışma sırasında kullanılacak ağ semineri aracı, çeşitli servis sağlayıcıları incelendikten sonra, AnyMeeting (www.AnyMeeting.com) İnternet sitesi olarak seçilmiştir. AnyMeeting webinar aracı ücretsiz kullanım olanağı sağlamakta, kayıt yapma, iki yüz katılımcıya kadar webinar oturumu düzenleme, sohbet uygulaması, davetiyeler, anketler, sosyal medya uygulamaları, ekran ve dosya paylaşımı, sesli ve görüntülü konuşma gibi özellikler sunmaktadır.

3. BULGULAR

Çalışmadan elde edilen verilerin ışığında katılımcıların %94,4ünün kendi bilgisayarlarının olduğu; bilgisayarı olmayan katılımcıların üniversite kampüsündeki bilgisayar olanaklarından yararlandığı görülmüştür. Tüm katılımcılar daha önce hem bireysel hem de grup olarak yüz-yüze sunumlar yaptıklarını belirtmişlerdir. Katılımcıların çoğunluğu PowerPoint ve Word gibi Microsoft Office uygulamalarını haftada 1-3 kullandıklarını, Facebook gibi sosyal medya araçlarını ise haftalık 9 saat veya daha fazla kullandıklarını söylemişlerdir. Katılımcılar yüz-yüze sunumlarında bilgisayar desteği olarak çoğunlukla PowerPoint kullanmakta, sadece %19,4ü PowerPoint dışında başka bir sunum uygulaması kullanmaktadır. Tüm katılımcılar, ağ semineri sunumlarını yapmak için hiç kullanmadıklarını ifade etmişlerdir. Çalışmanın sonuçları ayrıca katılımcıların teknolojiye yönelik son derece olumlu tutumları olduğunu (m=3,2) göstermektedir. Katılımcıların sunuma ilişkin tutumlarına bakıldığında ise genellikle (%69,4) grupla yapılan sunumları tercih ettikleri, sunumlarında resim, animasyon ve bilgisayar kullanmayı sevdikleri ortaya çıkmıştır. Tüm katılımcılar, sunumlarda bilgisayar kullanmanın bir gereklilik olduğu konusunda hem fikirdirler. Ayrıca, katılımcılar yüz-yüze sunum yaptıklarında gergin hissettiklerini (%75) ifade etmişlerdir. Diğer bir yandan katılımcılar İngilizce sunum yapmanın, İngilizcelerini, özellikle kelime (%80,5), konuşma (%100) ve telaffuz (%100) yeteneklerini geliştirdiğini düşünmektedir.

Katılımcılar ağ seminerinin getirilerini ise şöyle sıralamaktadır:

- Kullanım kolaylığı,
- Daha fazla görsel öğe içermesi,
- Çekici bir uygulama olması,
- Ekonomik oluşu ve zaman tasarrufu sağlaması,
- Uzaktan eğitimde uygulanabilmesi,
- Rahat bir ortam sağlaması.

Katılımcılar ağ seminerinin en çok sınıfa gelme zorunluluğunu ortadan kaldırması yönünü sevdiklerini belirttiler (%61, 7). Diğer bir yandan, ağ seminerinin götürüleri olarak, katılımcılar teknik aksaklıklar ve ağ semineri aracından kaynaklı sorunlardan bahsetmişlerdir. Ağ semineri sunumlarını yaptıkları sırada katılımcılar, sabit bir İnternet bağlantısına (%73,3), gerekli yazılım (%81,6) ve donanıma (%97,4) sahip olduklarını belirtmişlerdir. Buna rağmen katılımcılar çoğunlukla ağ seminerinin sesi (%68,4) ve görüntüsüne (%50) ilişkin sorunlar yaşadıklarını söylemişlerdir. Katılımcılar Aynmeeting ağ semineri aracının yüksek bilgisayar becerileri gerektirmediğini (%55,3) ve araçta bulunan uygulamaların kullanışlı ve yararlı olduğunu bildirmişlerdir. Katılımcıların yarıdan fazlası (%60,5) yaşadıkları ağ semineri deneyiminin, İngilizce eğitiminde teknolojiyi kullanma becerilerini geliştirdiğini düşünmektedir. Ağ seminerinin anadili İngilizce olan kişilerle iletişime geçmek (%68,4); dinleme (%84,2), konuşma (%79), telaffuz (%76,3) gibi dil becerileri geliştirmek gibi alanlarda da kullanılabileceği katılımcılar tarafından belirtilmiştir.

Katılımcılar ayrıca ağ semineri sunumlarına hazırlık sırasında da gergin hissettiklerini (%55,2), ve ağ semineri sunumlarına hazırlanmanın zor olduğunu (%71,1) belirtmişlerdir. Katılımcıların yarısından fazlası (%84,3) araştırmacı tarafından örnek olarak hazırlanan ağ semineri sunumunu faydalı bulduklarını ifade etmişlerdir. Katılımcıların çoğunluğu (%71,1) ağ semineri oturumlarına dinleyici olarak katılmanın eğlenceli olduğunu ve ağ seminerinde sunum yapmanın zor olmadığını (%60,6) belirterek; ağ semineri sunumları sırasında kendilerine güvendiklerini (%63,2) ifade etmişlerdir. Hizmet öncesi İngilizce öğretmenleri aynı zamanda her hangi bir yer kısıtlaması olmadan istedikleri yerde ağ semineri sunumlarına katılmanın da faydalı olduğunu (%68,5), ve doprudan göz teması olmamasının onlar için bir sorun teşkil etmediğini (%65,8) söylemişlerdir. Katılımcıların %84,2si ağ seminerlerini gelecekteki öğrencileriyle de kullanmak istediklerini ifade etmişlerdir. Çalışmanın kapsamında ayrıca AnyMeeting ağ semineri aracında yer alan uygulamaların kullanılabilirliği de araştırılmıştır. Yapılan

çözümlemeler sonucunda en kullanışlı uygulamaların PowerPoint paylaşım aracı (%97,4), oylama uygulaması (ağ semineri sunucusunun dinleyicilere sorular sorabildiği hızlı bir soru-cevap uygulaması) (%89,4) ve sohbet uygulaması (%86,6) olduğu gözlemlenmiştir.

Çalışma kapsamında incelenen diğer bir konu ise ağ semineri sunumlarının yüz-yüze yapılan sunumlarla karşılaştırılmasıdır. Katılımcılar okuma, yazma, konuşma, dinleme, telaffuz, kelime, göz teması, vücut dili, ses tonu gibi alanları bu iki araçtaki önem sıralarına göre karşılaştırmışlar ve elde edilen veriler ikili karşılaştırma testi (paired samples t test) ile çözümlenmiştir. Sonuçlar istatistik olarak en anlamlı olan alanları telaffuz ($t_{(38)}$ = 2.15, p=.038), göz teması ($t_{(38)}$ = 4.28, p=.000), vücut dili ($t_{(38)}$ = 7.01, p=.000) ve ses tonu ($t_{(38)}$ = 2.41, p=.021) olarak göstermektedir.

Katılımcılara, eğer yüksek hızlı bir internet bağlantısına, yüksek kalitede bir mikrofona ve bir kulaklığa sahip olsalar ağ seminerini İngilizce öğretimi için kullanıp kullanmayacakları sorulduğunda, katılımcıların %60,5i bu durumda ağ seminerini kullanacaklarını ifade etmişlerdir. Bunun yanında katılımcıların hepsi, eğer uzaktan öğretim bağlamında İngilizce öğretecek olsalar ağ seminerini kullanacaklarını ifade etmişlerdir. Hizmet öncesi İngilizce öğretmenleri, ağ seminerinin en yararlı ve kullanışlı olabileceği İngilizce öğretim bağlamlarını uzaktan öğretim, dinleme ve konuşma becerilerini geliştirme olarak ifade etmişlerdir. Ağ seminerinin götürüleri kısmında ise katılımcılar genellikle teknolojik gerekliliklerden, teknoloji kullanımını bilmemekten ve ağ seminerinde dinleyicileri kontrol etmenin zorluğundan bahsetmişlerdir. Bazı katılımcılar, dinleyicilerle doğrudan göz teması içinde olmadıkları için, dinleyicilerin gerçekte bilgisayar başında ne yaptıklarını bilemeyeceklerini söylemişler, bu yüzden de dinleyicileri kontrol etmenin zor olduğundan bahsetmişlerdir. Ağ seminerinin getirilerini is dil becerilerini geliştirme, sağladığı uygulamaların çokluğu, pratik kullanım sağlaması olarak listelemişlerdir. Katılımcılara, dil öğretim aracı olarak kendi ideal ağ semineri araçlarının nasıl olabileceği sorulduğunda, katılımcılardan hâlihazırdaki AnyMeeting ağ semineri aracının yeterli olmayacağı, ara yüzün

geliştirilmesi gerektiği, dil öğrencilerine yardımcı olacak sözlük ve derlem (corpus) gibi uygulamalara ihtiyaç duyulduğu ve dinleyicileri daha rahat kontrol edebilmek için düzenlemiş değişik uygulamaların da yer alması gerektiği gibi yorumlar gelmiştir. Diğer bir soru olarak katılımcılara eğer hayallerindeki ideal ağ semineri aracı geliştirilmiş olsaydı, bu aracı dil öğretiminde kullanıp kullanmayacakları da sorulmuştur. Katılımcıların %68,4ü böyle bir ağ semineri aracını kullanacaklarını ifade etmişlerdir.

4. TARTIŞMA

Bulguların geneline bakıldığında katılımcıların İngilizce öğretiminde ağ semineri kullanımına ilişkin olumlu tutumlar içerisinde oldukları gözlemlenmiş, ancak katılımcıların ağ seminerinin yüz-yüze eğitimin yerini alamayacağını düşündükleri de ortaya çıkmıştır. Katılımcılar, ağ seminerini çoğunlukla dinleme, konuşma ve telaffuz becerilerini geliştirmek için kullanılabilecek bir araç olarak görmüşlerdir. Bunun nedeni katılımcıların ağ seminerini işitsel ve sözel bir öğrenme aracı olarak algılamaları olabilir. Her ne kadar katılımcılar kendi sunumları ve diğer ağ semineri oturumları sırasında sohbet uygulaması ve PowerPoint paylaşımı gibi yazılı gereçlerden de yararlanmalarına rağmen, AnyMeeting'de var olan uygulamalara bakıldığında, katılımcılar böyle bir çıkarımda bulunmuş olabilirler. Ayrıca katılımcılar güçlü bir İnternet bağlantısına sahip oldukları takdirde ağ seminerinden yararlanabileceklerini söylemişler, buna katılmayan diğer hizmet içi İngilizce öğretmenleri ise yüz-yüze yürütülen eğitimin özgünlüğünden bahsetmişlerdir. Ng (2007) de bu sonuçlarla tutarlı sonuçlar elde etmiş, öğrencilerin çevrimiçi eğitimle kıyaslandığında yüz-yüze eğitime daha fazla değer verdiklerini gözlemlemiştir. Aydın (2008) ise katılımcıların sınıf arkadaşlarıyla yüz-yüze etkileşim içinde olamamaktan yakındıklarını ifade etmiştir. Diğer bir yandan Wang ve Hsu (2008) katılımcıların ağ semineri oturumlarını oldukça memnuniyet verici olarak nitelendirdiklerini, ağ seminerinin katılımcılara diğer katılımcılarla yüz-yüze görüşme olanağı sağladığını öne sürmüşlerdir. Katılımcıların yüz-yüze eğitimi seçmelerinin sebebi ayrıca eğitim

geçmişleriyle de ilgili olabilir. Bu çalışmadaki katılımcıların çoğu daha önce bir ağ semineri oturumunda bulunmadıklarını ifade etmişlerdir. Eğer katılımcılar bu tür bir eğitim ortamına alışkın olsalardı, ağ seminerlerinin eğitimde kullanılabileceği fikrine daha açık olabilirlerdi. Buna ek olarak katılımcılar ağ seminerinin uzaktan eğitim için faydalı bir öğrenme aracı olabileceğini düşünmüşlerdir. Uzaktan eğitim dışında veli-öğretmen toplantıları, anadili İngilizce olan kişilerle buluşma, alandaki uzmanlarla konferanslara katılma, telafi derslerini yürütme, havanın çok sıcak ve çok soğuk olduğu durumlar gibi bağlamlarda da ağ seminerinden yararlanılabileceğini belirtmişlerdir.

Katılımcılar ağ seminerini ve yüz-yüze sunumları karşılaştırarak şu nedenlerden dolayı webinarların daha iyi olduğunu söylemişlerdir:

- Rahat ortam
- Yüz-yüze olmaktan kaynaklanan stresin azalması
- Sunum sırasında bakabilecekleri notlarının bulunması
- Her hangi bir zaman ve mekânda gerçekleştirilebilmeleri
- Zengin uygulamalar içermesi (ekran paylaşımı, diğer sitelere bağlantı verebilme özelliği vb.)
- Dil ve bilgisayar becerilerini geliştirmesi

Diğer bir yandan katılımcılar yüz-yüze sunumları şu nedenlerden dolayı daha iyi olarak nitelendirmişlerdir:

- Vücut dili ve göz teması
- Öğrenme ve öğretme sürecini etkileyecek teknik aksaklıkların olmaması
- Dinleyicileri/öğrencileri kolaylıkla gözlemleyebilme olanağı
- Sanal olmaktan çok daha insancıl bir ortam olması
- Daha kolay iletişim imkânı sağlaması

Bates ve Picard (2005) herhangi bir zaman ve mekân esnekliğini eşzamanlı eğitim öğretim araçlarının bir getirisi olarak görmüşlerdir. Bu esneklik, öğrencilerin öğrenme süreçlerini kendi programlarına göre

uyarlayabilmelerine olanak sağlamaktadır. Aydın (2007) da çalışmasında, öğrencilerin ağ semineri ortamında daha az stresli hissetmelerine karşın, yüz-yüze eğitimi vücut dili ve göz teması yüzünden daha çok tercih ettiklerini ortaya koymuştur. Özetlemek gerekirse, katılımcılar her iki öğrenme yolunu karşılaştırıp, ağ seminerinin de yüz-yüze sunumlarında kendilerince getirileri ve götürüleri olduğunu ifade etmişlerdir.

Katılımcılara, ağ seminerini dil eğitiminde kullanmanın götürüleri sorulduğunda, hizmet öncesi İngilizce öğretmenleri şunları ifade etmişlerdir:

- Dinleyicileri kontrol edebilme
- Göz teması olmaması,
- Teknik aksaklıklar.

Katılımcılar için sıklıkla karşılaşılan götürülerden birisi ağ semineri oturumları sırasında sunucunun dinleyicileri kontrol edememesi olmuştur. AnyMeeting ağ semineri aracının (ücretsiz sürümü) aynı anda sadece altı kişiyle görüntülü konuşmaya izin vermesi ve tüm katılımcıların güçlü bir İnternete sahip olmaması gibi sebeplerle, ağ semineri sunumları sırasında sadece sunum yapan grup web-kamerasını kullanabilmiştir. Bu durum da dinleyiciler ve katılımcılar arasındaki göz temasını ortadan kaldırmış, sunucuların dinleyicileri kontrol etmelerini güçleştirmiştir. Katılımcılar, dinleyicilerin gerçekte kendilerini dinleyip dinlemediklerini bilemediklerini, eğer göz teması olsaydı bunu takip etmenin daha kolay olacağını belirtmişlerdir. Ayrıca bazı katılımcılar dinleyicileri görebilselerdi kendi anlatım hızlarını buna göre ayarlayabileceklerini, çünkü dinleyicilerin konuyu anlayıp anlamadıklarını daha kolay görebileceklerini söylemişlerdir. Diğer bir yandan göz teması olmamasını kendileri için olumlu bulan katılımcılar da olmuştur. Bu katılımcıların genellikle sınıf ortamında pek söz hakkı almadıkları gözlemlenmiştir. Katılımcılar, yüz-yüze ortamlarda gergin hissettiklerini ve ağ semineri ortamının onlar için oldukça rahatlatıcı olduğunu ifade etmişlerdir. Sullivan ve Pratt (1996) yüz-yüze ortamda yapılan sınıf içi tartışmalar sınıfın sadece yarısının katıldığını, çevrimiçi ortamda yürütülen tartışmalara ise sınıfın tamamının katıldığını gözlemlemiştir. Dahası, Sproull ve Kiesler (1991)

elektronik ve yüz-yüze yürütülen tartışmaların işlendiği altı farklı çalışmayı incelemiş ve elektronik tartışmaların daha dengeli katılımla gerçekleştiği sonucuna varmıştır. Sonuç olarak, katılımcıların da bahsettiği gibi ağ semineriyle dil öğretimi gelenkesel öğretimin yerini almasa da bazı dil becerilerini geliştirmek için tamamlayıcı bir öğe olarak dil öğretiminde kullanılabilir.

Ağ semineriyle dil öğretimin getirileri ise katılımcılar tarafından şu şekilde tanımlanmıştır:

- Uzaktan eğitim için faydalı olması
- Pratik olması,
- Dil becerilerini geliştirmesi,
- Bulunan uygulamaların çeşitli olması.

Katılımcılar, ağ semineriyle olan ikinci deneyimlerinin ardından, ağ seminerlerinin uzaktan eğitim bağlamında etkili olabilecekleri yargısına varmışlardır. Benzer şekilde, Ng (2007) de ağ seminerlerinin uzaktan eğitim için büyük bir potansiyele sahip oldukları ifade etmiştir. Ağ seminerlerinin taşıdığı pratik özelliklerden bazıları, Fletcher (2003) tarafından belirtildiği gibi, kullanımı kolay olmaları, ekonomik olmaları ve zamandan tasarruf sağlamaları, dil sınıflarına aydı anda yüksek sayıda öğrenci katılımı sağlamaları olarak sıralanmıştır.

Özetlemek gerekirse, hizmet öncesi İngilize öğretmenleri ağ seminerlerinin dil öğretimi ve öğrenimi bağlamında getirileri ve götürüleri hakkında çeşitli görüşler bildirmişlerdir. Katılımcılar çeşitli zorluklarla karşılaşsalar da, Wang, Chen ve Levy (2010) kullanıcıların bu zorluklara zamanla uyum sağladıklarını ifade etmiştir. Bu çalışmanın bulguları göz önünde bulundurulduğunda, ağ seminerlerinin, ister uzaktan eğitimde ister geleneksel eğitimi destekleme amacıyla kullanılsın, etkili birer öğretim araçları olduğu ortaya çıkmıştır.

Bu çalışmanın bulgularına ve alanyazındaki eşzamanlı İnternet konferans araçlarıyla ilgili çalışmalara dayanarak, ağ seminerlerinin İngilizce öğretiminde kullanımı ile ilgili bazı çıkarımlara varılmıştır.

- Ağ seminerlerinin dil öğretimi için etkili öğretim araçları olabilirler. Kullanımı kolay oldukları için, çeşitli dil becerilerinin, özellikle dinleme, konuşma ve telaffuzun geliştirilmesinde kullanılabilirler. Dil öğrencileri hedef dili anadili olarak kullanan eğiticiler tarafından ders görme olanağına sahiptirler.
- Teknoloji kullanımına ilişkin artan talepler göz önünde bulundurulduğunda, dil öğretmenlerini, yeni teknolojiler hakkında eğitmek geleceğin dil öğrencileri açısından faydalı olacaktır. Teknolojik gelişmeler çok hızlı meydana gelmektedir ve öğretmenlerin bu gelişmelere ayak uydurmakta gecikmemesi gerekmektedir. Dil öğretmenleri hem bu teknolojileri kendi derslerinde kullanabilmeli hem de öğrencilerine bu teknolojileri dil öğreniminde nasıl kullanacaklarını göstermelidirler.
- Ağ seminerleri uzaktan eğitim için de kullanım olanağı sağlamaktadır. Küreselleşen dünyada sürekli eğitim ve e-eğitimin önemi artarken, uzaktan eğitim-öğretim programları sunan üniversitelerin sayısı da artmaktadır. Ağ seminerleri dünyanın herhangi bir yerindeki dil öğrencilerine etkili öğretim imkânı sunmaktadır.
- Bu çalışmanın katılımcıları tarafından da belirtildiği gibi, ağ seminerleri aynı zamanda öğretmen yetişme araçları olarak da kullanılabilirler. Öğretmen adayları, alandaki ünlü araştırmacıları ve çalışmalarını sadece kitaplardan okumak ya da onların seminerlerine katılmak için dünyanın öbür ucuna gitmek yerine, bu araştırmacıların düzenlediği ağ semineri oturumlarına katılabilirler.

Bu çalışma, araştırma yöntemi olarak açıklayıcı karma yöntemi izlemiş ve kırk hizmet öncesi İngilizce öğretmeniyle yürütülmüştür. Çalışmanın amacı katılımcıların ağ seminerlerinin İngilizce öğretiminde öğretim aracı olarak kullanılmaları hakkındaki düşünceleri ve görüşlerine ilişkin bilgi elde etmektir. Çalışma kapsamında ayrıca ağ seminerlerinin ve yüz-yüze eğitimin katılımcılar tarafından nasıl karşılaştırılacağı da incelenmiştir. Bu yüzden, çalışmanın bulguları bütün dil öğrenim ve öğretim bağlamları için

genellenebilir nitelikte değildir. Daha zengin ve derin bulgu elde edebilmek için, bu konuda daha fazla çalışmaya ihtiyaç vardır. Ayrıca, çalışma katılımcıların görüşleri ve düşünceleri üzerinde yoğunlaşmış; webinaların İngilizce öğrenmekte olan öğrencilerin dil becerilerini geliştirip geliştirmediği ölçülmemiştir. Alanda yapılacak diğer çalışmalar, bu öğretim aracının dil öğretimi üzerindeki etkisini öğrencilerin dil yeterliliklerini ölçerek inceleyebilirler. Buna ek olarak, daha kapsamlı veriler elde etmek için uzun vadeli çalışmalar da yürütülebilir. Bu çalışmada katılımcılar sadece iki ağ semineri deneyimi yaşamışlardır. Daha uzun soluklu çalışmalar daha farklı bulgular elde edebilirler. Bunun dışında, hizmet öncesi ve hizmet içi İngilizce öğretmenlerinin konuyla ilgili görüşlerinin karşılaştırması da alanyazını açısından faydalı bulgular sağlayacaktır. İngilizce öğretiminde deneyimli olan öğretmenler daha farklı görüşler öne sürebilirler. Bu çalışmada, katılımcı sayısının fazla olması nedeniyle kullanılamayan çoklu görüntülü görüşme özelliği, daha az katılımcılıyla gerçekleştirilebilir. Çoklu görüntülü görüşme özelliğinin kullanılması, katılımcıların ağ semineri aracının kullanılabilirliği hakkındaki görüşlerini etkileyebilir.

Bütün bunlara rağmen, bu çalışmanın ağ seminerlerinin dil öğretiminde kullanılmalarıyla ilgili faydalı sonuçlara ulaştığı umulmaktadır. Bates (2005)'in de bahsettiği gibi teknolojiyi anlamak önem taşımakta ancak gerçek uygulamalarda bu teknolojinin zayıf ve güçlü yanlarının anlaşılması daha da büyük bir önem taşımaktadır. Ağ seminerleri şu anki halleriyle "ideal" İngilizce öğretme araçları olarak nitelendirilmeseler de bu çalışmanın bulgularının gelecekteki ağ semineri araçlarının geliştirilmesinde yardımcı olacağı düşünülmektedir.

APPENDIX J: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☒

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı : Başaran
Adı : Banu Çiçek
Bölümü : İngiliz Dili Eğitimi

TEZİN ADI (İngilizce) : WEBINARS AS INSTRUCTIONAL TOOLS IN PRE-SERVICE ENGLISH LANGUAGE TEACHER EDUCATION

TEZİN TÜRÜ : Yüksek Lisans ☒ Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ☒

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: