

ICT Integration in Turkey: Evaluation of English Language E-Content of the FATİH Project

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ABSTRACT

A nationwide technology integration movement, FATİH Project, was initiated by Ministry of National Education. FATİH Project whose main objective is to provide equal opportunities to the learners during compulsory education is made up of many components: Hardware supply, procurement of software and e-content, infrastructure set up, and teacher training. The research to date has tended to focus on hardware and equipment supplied rather than e-content and software. The present study examines the crucial role of English language e-content in the context of macro technology integration project. Document analysis was used to describe the main characteristics of the e-content prepared for upper secondary schools English language courses. In addition, semi-structured interviews were employed to investigate the perceptions of the shareholders about the impact of the e-content on teaching English and to gain a detailed understanding of the e-content. The findings indicated that the nature of English language e-content on EBA is not manageable, flexible, and interactive. The study suggests that a rich and efficient online language learning repository should be provided to the language learners and teachers.

Keywords: ICT integration, E-content, English language teaching, FATİH Project

INTRODUCTION

Use of technology for instructional purposes comprises not only hardware installation and infrastructure but also procurement of pedagogical content for online use. Such a task may become a challenging one provided that it is a nationwide technology integration project. In Turkey, a macro level technology integration project in education, “Movement of Enhancing Opportunities and Improving Technology” (Turkish acronym: FATİH), was launched in 2011 by the Ministry of National Education (MoNE) in cooperation with the Ministry of Transport, Maritime Affairs and Communications to be completed in five years. The project primarily intends to provide equal opportunities to all of the learners in compulsory education by providing specific hardware, software, and educational e-content for classrooms and learners’ individual use. To this end, with an approximate 2.5 million-dollar budget, the project aimed to bring about a radical transformation in state upper secondary, lower secondary, and primary schools respectively.

Contrary to the technology myths which anticipate technology as self-sufficient (Blake, 2008), instructional content is one of the indispensable dimensions of any educational technology integration project that trigger transformation (Brickner, 1995; Ertmer, 1999; Olsen, 1980). In the first phase, procurement of equipment and software and hardware installation in upper secondary level was initiated in the FATİH project. According to the data in Strategic Report of the Ministry of National Education (MoNE, 2015a), 84,921 classrooms in 3,657 schools were equipped with the interactive whiteboards (IWBs), multifunctional printers, document cameras, and Internet network. In addition, learners in those schools were distributed 737,800 tablets within the same phase of the project (MoNE, 2015b). Along with the hardware in various forms and purposes, the project provided English language teachers with instructional e-content, yet it seems we have little or no knowledge about whether the e-content is in line with the national English language curriculum and syllabi and to what extent the e-content of the project is exploited by the teachers or learners in and outside the classroom.

Educational e-content of the project is published on Education Information Network (Eğitim Bilişim Ağı [EBA], 2017), the official online social website with 2 million registered users. The e-content on the website is prepared

by both the experts commissioned by the Ministry and the individual teachers on a voluntary basis. The Activity Report of the MoNE in 2014 revealed that 7,761 videos, 55,116 educational visuals, 1,674 e-books, 1,396 e-journal, 4,386 audios, 1,600 document and 84 e-content websites were published on EBA (MoNE, 2015a), which cover all of the courses. As for English language learning, the case is not a promising one; there were only 74 videos, 126 visuals, 23 e-books, 270 audios, and 12 documents among all on EBA within the same period.

Although e-content is of utmost importance to technology integration to the knowledge of the researchers, there is a gap in the literature in terms of the quality and applicability the e-content of the FATİH Project (FP) for English language teaching. Considering that technology stands at a critical point in English language teaching and learning specifically in the expanding-circle countries like Turkey, the e-content and accompanying software is the measure of the extent to which the FP exerted an impact on teachers and learners of English. This measure of success is dependent upon whether the project provided authentic materials, various learning and teaching materials via technology, online or virtual venues for genuine interaction with the speakers of English across the world and chances to get in touch with different cultures. Within this frame, the present study is motivated to identify the influence of high-budgeted FP in terms of English language learning e-content so that we can elicit insights into how a macro project is to be structured with regard to selecting and providing e-content. The e-content of the project were described in terms of its main characteristics and its compatibility with the national English curriculum, the syllabi, and the core materials provided for English courses of upper level secondary state schools. The study also examines the perceptions of the academicians and the authorities about the e-content of the project to better understand the data as well as to provide a grounded and a deeper discussion on the nature of the e-content. The following questions were framed to conduct the present study: (1) What are the major characteristics of the English content in the FATİH Project? (2) Is the English content of the FATİH Project in line with the national curriculum? (3) Is the English content of the FATİH Project complementary to other materials offered by the MoNE to state schools? (4) What are the perceptions of stakeholder academicians and decision-making authorities of the FATİH Project?

METHODOLOGY

This qualitative research study described the characteristics of the educational e-content of the FATİH Project and examined the perceptions of the academicians and authorities about the electronic content of the project offered for English language. Among three techniques – observation, interview, document analysis – used in qualitative research design (Fraenkel, Wallen, & Hyun, 2012), the present study adopted document analysis and interview. Document analysis was used to describe the main characteristics of the e-content prepared for upper secondary school English language courses. In addition, interviews were employed to examine the perceptions of the academicians and authorities about available e-content, the process of e-content preparation and future plans.

Data Collection and Analysis

Semi-structured interviews were carried out to investigate the perceptions of the shareholders about the impact of the FP e-content on teaching and learning English. The interview questions were constructed by the researchers. The questions were originally written in English, and then translated into Turkish. After the completion of back translation, the interview was piloted with a small group of English teachers. A blinded expert consensus was used to check the clarity and relevance of the interview questions. Some of the interviews with academicians and the stakeholders were audio-recorded; some were recorded by note taking. In the analysis of the interviews, the data were coded in three phases – code, theme, and category – via content analysis (Fraenkel et al., 2012). Themes were created and the excerpts were replaced under the themes. The general themes were then constructed, and converted into main themes. The codes and emerging themes were analyzed by an interrater to avoid any idiosyncratic interpretations. The participants were 2 academicians and 7 authorities of the MoNE and Scientific and Technological Research Council of Turkey (TUBITAK). The academicians were from English language teaching and educational technologies departments; the authorities were the ones who work for the educational content department of the MoNE and TUBITAK. The interviews were held between December, 2015 and January, 2016. The interviews lasted for 10 to 43 minutes.

Document analysis was employed for data collection to identify the characteristics of the visual, written, and audio materials (Ary, Jacobs, & Sorensen, 2010; Fraenkel et al., 2012) offered within the FP for English language learning and teaching. Initially, English e-content of the project, national curriculum and course books were analyzed separately, and then they were compared to find the possible consistencies or discrepancies among them. Lastly, the data yielded from the comparison process were utilized to analyze the official English course books produced by the MoNE to observe whether the e-content of the FP were consistent with the course books with regard to curricular objectives and syllabus requirements. The analysis was done via two checklists based on the comparison of the national English curriculum and course programs.

The project was initiated in 2011 and the latest English language teaching curriculum was also published in the same year. Nevertheless, the syllabi did not prescribe or offer any technology-integrated activities. It should be noted that the new English syllabi (MoNE, 2014), which is to be used in 2015-2016 educational year, presents technology-integrated activities. Because the present study took place in 2014-2015 educational year, current curriculum, syllabi, and course books were utilized in the data collection and analysis process. The project was aimed to provide hardware and software to the upper secondary, lower secondary, and primary schools respectively. As the first phase of the FP, upper secondary school was the only phase which was completed, so the study focused on the e-content prepared for this level of schooling. The inclusion criteria for the electronic materials offered by the FP were initially determined, as follows;

All of the materials included in the e-content of the FP must be;

- published on EBA website.
- published by “EBA”.
- published on the website until 01.09.2015.
- prepared for English courses only.
- prepared for upper level secondary school (Although the first phase of the project covers the upper secondary schools, the educational e-content on EBA consists of e-content from different levels).
- given as open access,

In addition, the course books used in English courses as core materials are examined under their own category. As for the exclusion criteria for the electronic materials, it was decided that materials prepared for the upcoming years or published after the September 2015 as well as the user-generated materials were not included within the data collection phase of the present study.

According to the criteria above, the corpus of the study was constructed and categorized in terms of their kinds, such as videos, visuals, e-books, e-journals, audios, documents and e-content websites published on the EBA. Table 1 below presents the total number of the materials and the selected corpus for this study.

Table 1: Corpus selected for the present study

	Videos	Visual	E-Books	E-journals	Audios	Documents	E-content Websites
Total number on EBA	7,761	55,116	1,674	1,396	4,386	1,600	84
Number for ELT on EBA	74	126	23	-	270	-	12
Corpus of the study	43	-	16	-	All YYC* tracks	-	7

*Yes You Can Course book

While there are models (Cunningsworth, 1995; Tomlinson, 1998) that analyze the materials before, while, and after use, there are also other material analysis models (see McDonough, Shaw, & Masuhara, 2013) that analyze the materials in terms of organization and content. The present study described the while-use analysis, i.e. analysis of the currently used materials. The first step of the analysis was to set the criteria and create checklists. One of the checklists was prepared to describe the characteristics of e-content; the other checklist gave the operational definition of each term. Afterwards, the compatibility of course books and e-content with the criteria set by the checklists was examined. While creating the criteria and the checklists, both the literature (Byrd, 2001; Cunningsworth, 1995; Ersöz, 1990; Nunan, 1996; Özkan, 2004; Richards, 2005; Tomlinson, 2008; Ur, 1996) and the national curriculum were referred to secure the content validity of the instruments. In addition, the construct validity of the instruments was determined through literature review and expert judgment.

FINDINGS

RQ1: Major characteristics of English e-content of FATİH Project

On EBA, learning materials are classified as e-book, e-journal, e-document, video, audio, visual and offered websites. In accordance with the inclusion/exclusion criteria, e-books, videos, audios, and offered websites prepared for English course of upper secondary schools were analyzed (see Table 2).

Table 2: Included e-content of the FP

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EDUCATIONAL E-CONTENT ANALYZED IN THIS STUDY	“Yes You Can” Series by MoNE
	Course Book English A1.2 by Yildirim Publishing
	Series (Core materials) İngilizce A1.2 by Evrensel Publishing
	Icebreaker A1.1 by Harf Publishing
	Audiovisuals Videos on EBA (9 th , 10 th , and 12 th grade)
	Audios of “Yes You Can” on EBA (from A1.1 to B2.3)
	British Council
	That Quiz
	English Central
	English Listening
	Web Portals Look Forward
	Planet ELT Open to Life A1
	Lingus (English Break A1, A2, B1; Bliss A1.1, A1.2, A2.1, B2.1; Chat Book, and English Challenge)

The materials on the website are not interactive except for some web portals purchased and provided to use within the FATİH Project. Methodologically, the materials mostly don't promote communication; rather they present grammatical structures through translations in various restricted-use activities. The content on EBA was found to be unattractive in various studies from different fields (Altın, 2014; Ateş, Çerçi, & Derman, 2015). Online versions of the e-books are about 100 MB in size and thus, the bulky nature of the online materials makes it difficult to download (Kaysı & Aydın, 2014).

Two types of videos are presented on EBA; one is long (17-20 mins) and in lecture format, the other is shorter (1.5-5 mins) and presents daily interactions. There is not an even distribution in quantity of the videos according to the grades; while there are 23 videos for the 9th grade, there is no video for the 11th grade. Moreover, advised structural leveling is not followed in the videos. That is, a grammatical structure which is advised to be introduced in the 11th grade can be found in the 9th grade videos.

Those e-content materials are analyzed in terms of their compatibility with the national curriculum, the syllabi, the themes, structures, the functions, and methodology. Firstly, all e-books were found to be directly referring to the national English curriculum and the syllabi. The workbooks of these course books were categorized as complementary materials. Audio materials on EBA are the audio tracks of “Yes You Can” series. Although not all the tracks are uploaded by EBA and completed by the other users, they are categorized as the complementary materials. The number of the videos included in the study is 43, which have no systematic order or direct reference to the national curriculum and the syllabi.

The analysis of the national curriculum and the syllabi revealed that the language proficiency levels prescribed by these documents across the grades were consistently presented in the official English course books offered by the MoNE. Similarly, three English course books prepared by private publishing houses and approved by the MoNE for classroom-use were found compatible with the national English curriculum and syllabi in terms of language proficiency levels. However, both syllabi and official course books did not offer any videos to be utilized for instructional purposes in English courses.

Among seven portals offered by the MoNE on EBA, three of the portals direct users to course books. The rest are online content providers – British Council, English Listening, English Central, and That Quiz. None of the materials on any of these websites has a direct reference to the national curriculum and the syllabi. Even though they don't refer to the curriculum and the syllabi, they all have parallel content with the syllabi and the core materials, except for one website (That Quiz) and a course book on one of the websites (English Challenge).

Secondly, English e-content of the FP was examined whether it is compatible with the themes. The thematic structure of the materials should be designed according to the “themes and suggested content” proposed in the national curriculum. The videos were found to have both consistencies and discrepancies which make them supplementary materials. It was found that although the course books prepared by both national initiatives and private publishers were in line with the unit themes prescribed by the English syllabi, none of the materials

provided in the e-content appears to have a consistency with the themes that utilized for the contextualization of the language skills across the English syllabi.

In the offered websites, there were three examples of thematic similarity. The website “English Listening” and “Look Forward” course book showed thematic similarity with the syllabi. Among the course books published on Lingus website, “Bliss” series showed similarity with the syllabi, the other books seemed to have no consistency at all. Lastly one book entitled “English Challenge” was found to have a complete match with the new curriculum prepared for 2015-2016 educational year although it had no common points with the curriculum before this time period.

Thirdly, the structural and functional content of the materials was analyzed. The structural content of the materials were created according to the “Language Content” proposed by the MoNE in the national curriculum. The core materials, which are the course books, accompanying materials and offered websites were prepared in line with the language content of the national curriculum in terms of language functions and forms.

Lastly, methodology of the e-content was analyzed. That is, “the selection of learning tasks and activities” (Nunan, 1996, p. 5) in each of the materials was examined to find out whether they were consistent with the national curriculum, the syllabi, and the core materials. However, the videos and the websites, namely “That Quiz”, “English Central”, and “English Listening” were found to be inconsistent methodologically with the national curriculum, the syllabi and the core materials. The course books on the offered websites, the videos and the audios can facilitate instruction in the classroom either by complementing or supplementing the core materials. The other websites can also be used as supplementary materials according to the needs of the students. The only website which had nothing to do with the syllabi and the core materials was “That Quiz”. It can be categorized as neither a complementary nor a supplementary material.

RQ2: English e-content of FATİH Project: Compatibility with the national curriculum

The course books in the e-book category were found to be completely in tune with the English syllabi. Some of them were directly prepared by the MoNE, and the rest were prepared by some publishing houses and approved by the MoNE. The books prepared or assigned by the MoNE as the course books have direct reference to the national English curriculum and thus the syllabi. In e-book category, there are electronic versions of these course books, their workbooks and teacher’s books.

The audio materials are complementary materials to the core materials “Yes You Can” course book; that is, they can be classified as the primary materials for adhering to the dynamics of the national curriculum. The audio tracks of the texts of “Yes You Can” series from A1.1 to B2.3 were published on the audio category of EBA. They consistently match with the syllabi.

In the video category on EBA, there were 74 videos uploaded by EBA and the users. Because of the inclusion/exclusion criteria, 43 out of 74 were included in the study. Those were uploaded by EBA for English courses of upper level secondary school until 01.09.2015. Owing to the fact that eleventh grade had no videos, ninth, tenth and twelfth grades were examined. They did not have a direct reference to any English syllabi, but they showed thematic, structural, and functional match to some extent.

The last part of the educational e-content on English language learning is the offered websites on EBA. Seven websites were included in the study at the end. Three of them were course book websites and the other four were readymade websites. The websites had 11 course books in total. Only one of them – Look Forward – referred to the national curriculum; one of them (English Challenge) was completely different from the 2011 national curriculum and the syllabi for being prepared totally in line with the new curriculum (2014) which is used in 2015-2016 educational year. The other 9 course books, though they didn’t have direct reference, were in line with the national curriculum and the syllabi. Rest of the offered websites on EBA was “British Council, English Central, English Listening”, and “That Quiz”. Except for “That Quiz”, all had consistencies with the national curriculum and the syllabi. However, none had reference to either the national curriculum or the syllabi. On the one hand, it can be conceived that the English language learning e-content hasn’t quite discarded the national curriculum. On the other hand, it can be seen that the English language learning e-content does not offer a complete match with the national curriculum.

RQ3: English e-content of FATİH Project: Compatibility with the core materials

The core materials (“Yes You Can” series and the English course books by Yıldırım, Harf, and Evrensel publishing houses) and the complementary materials (audio tracks, workbooks, and teacher’s books) displayed a total match in all criteria. Videos failed to match directly with the syllabi and English language teaching

methodology prescribed by the national curriculum, yet they were in line with the syllabi structurally and thematically. Thematic content of the videos had various discrepancies from the themes and suggested content on the syllabi. Almost half of the themes on the videos were consistent with the syllabi while the other half were inconsistent. However, supporting some of the themes is enough to categorize those videos as supplementary materials, and they are accepted to supplement the core materials.

Among the books on offered websites, “Look Forward” was found to be compatible with all of the criteria. All three units of the book served to support the core materials. While “English Break” series on Lingus was functionally, structurally, and methodologically in line with the curriculum, “Bliss series on Lingus” was compatible with the syllabi in terms of themes, methodology, structures, and functions. “English Challenge” was a complete match with the 2014 curriculum (MoNE, 2014) and “Chat Book” matched methodologically, structurally, and functionally with the syllabi. All the books, except from “English Challenge”, can be used as supplementary materials in the English courses.

Except for “That Quiz”, the websites (by British Council, English Central, and English Listening) were consistent with the criteria to some extent. “English Central” structurally and “English Listening” thematically supplement the core materials. “British Council” fulfills structure, function, and methodology criteria. Three out of four websites can be categorized as supplementary materials.

Consequently, it can be argued that EBA provides only supplementary materials as 10 course books and three websites. They do not refer to the national curriculum or the syllabi, but they display compatibility with some of the criteria set on the checklist utilized in the present study. Supporting the core materials in one category was accepted enough to be named as supplementary material. These 10 course books and 3 websites support the core materials at least one category. Only one website among all the materials on EBA is in the status of being neither complementary nor supplementary for not supporting the core materials in none of the categories (That Quiz).

RQ4: The perceptions of academicians and authorities

For the objectives of the project, the participants unanimously stated that the project was based on a solid and feasible outcome; providing equal opportunities for the learners from different socioeconomic background. However, the academicians were more cautious about the outcomes, stating that the outcomes must be measured carefully: *“It is an important project in providing equal opportunities in Turkey and sustaining the retention of the learning activities ... But it can be discussed to what extent the aims set in the beginning were reached, how they are reached, where it came in terms of quality”* (2nd Academician).

The theme identified for the fourth research question addresses the perceptions of the authorities and the academicians about *e-content*, the preparation of *e-content*, software, and ICT materials, the assistance provided in using and developing content, and the future plans related to the *e-content* and software.

All of the participants reported that the *e-content* and various related online materials published on EBA (official site of the Ministry) are not sufficient in quantity and quality to support thousands of teachers and millions of English students in state schools. *“I am aware of e-content, ... It is a good try, what I can tell about the quality of e-content is that’s a good try but...they need to be adapted and content needs to be more easily accessible”* (2nd Academician Interview).

EBA platform was in service before the FP and *e-content* were developed for various courses for 8 years. Those online materials are currently being developing by around 60 teachers. In addition, different governmental bodies provided teams for content development. *“Along with that, there are academicians, teachers, illustrators, a group coordinator, a technical coordinator, and a content developer. The groups consist of six people.... This is the group for all fields”* (7th Authority Interview). These groups are responsible for developing the content for the courses taught in the schools. The authorities expect the groups to prepare online materials in line with the themes and objectives depicted in the national curriculum. It was stated by the participants that those groups were not offered any criteria related to content but to genre, which is more about how the materials look instead of what they include pedagogically. Around 1000 teachers have been trained in summer, 2015 on *e-content* development and it is aimed to double this number in the future. Underlying intention of the shareholders is to make the teachers potential content developers.

According to the recently signed protocols between shareholders, the *e-content* preparation phase which is made up of four steps (needs analysis, content preparation, content evaluation, and content delivery) is carried out by a content development team. Contrary to the current format of the *e-content* on EBA whereby each one is made up of more than one outcome, new format is planned to be small pieces for each outcome. The small pieces are

planned to be 20-40 seconds of videos. Although Ateş et al. (2015) suggest more inclusive content on EBA, shareholders claimed that small pieces of learning objects may facilitate learning.

The current content on EBA was thus described as insufficient by the academicians and the content coordinators advocated this argument. “*Actually, e-content somehow was tried but I cannot see some evidence of being in line with the national curricula, the syllabi, and the effective language teaching principles*” (2nd Authority Interview). The project was believed to fall short in complying with the national English curriculum, and this idea was articulated repeatedly by all of the participants.

Two shareholders brought up totally different perspectives into the use of online materials. While one side advocated abolishing hardcopy books in the near future and make complete use of e-contents, the other side warned about the extent to which the e-content fulfill the requirements of a course. Besides the perplexity of the contradiction in the perceptions of the both sides, the content development department did not guarantee developing satisfying amount of small pieces independent from course books in the near future.

Because synchronizing software is not available, the tablets cannot be integrated into the instruction, which seems to be a common problem articulated by the authorities. While the present study was carried out, the shareholders implied the launch of two systems; learning management system (LMS) and content management system (CMS). The former, while being a standard LMS, aims to turn EBA into a more social platform. The latter will be a platform for the teachers to create and share the content through. Both being closed systems allow only the teachers and the learners to access the systems.

DISCUSSION

There is a paucity of studies on the e-content of the FATİH Project from the points of view of shareholders, such as authorities and academicians, an issue that has been addressed in the present study. The findings indicated that the contents of the FP are the most noteworthy one according to the academicians. They appreciate the efforts of the MoNE, but raised concerns about the quality and amount of the e-content based on strong EFL methodologies. The studies on the contents of the FP (see Ateş et al., 2015) indicated that the materials were insufficient. Among the barriers to technology integration is lack of software/online learning materials (Buabeng-Andoh, 2012; Ertmer, 2005; Goktas, Yildirim, & Yildirim, 2009), and the project creates barrier to itself by neglecting the procurement of software/e-content.

The findings of the present study revealed that e-content of the project display compatibility with the national curriculum, the syllabi, and the core materials to some extent. The compatibilities were found mostly to be with themes and structures. However, in methodological terms, not only the core materials developed by the MoNE but the e-content on EBA had very limited consistency with the national curriculum. The findings raise concerns about the quality of the e-content on EBA, particularly in not being attractive and interactive (Chapelle, 2010; Murray & Barnes, 1998). The content should be robust and be in line with the effective teaching principles in terms of organization and language content. The contents were found to mismatch with the worldwide standards for online learning materials, SCORM, whereby learning materials were expected to be accessible, portable, reusable, durable, and interoperable. Not only the content but the network through which the content provided should be robust (Greaves, Hayes, Wilson, Gielniak, & Peterson, 2010; Murray & Barnes, 1998). However, the materials on EBA did not hold most of the standards above; neither was the website user-friendly (Kaysı & Aydın, 2014).

The main affordances of the CALL material are interactivity and flexibility of using it anytime, anywhere, anyway. However, the materials on EBA offer almost no interactivity, which does not promote interaction and opportunities to output (Chapelle, 2010; Murray & Barnes, 1998; Tomlinson, 2012). The findings indicated that the available learning materials may not be manageable for learners for being large and not-interactive pieces. Although the materials are planned to be smaller pieces, the present picture cannot be delineated as offering manageable input (Murray & Barnes, 1998; Tomlinson, 2012). Lastly, the audio and video materials on website were found not to be mostly comprised of materials produced by native speakers. It is quite significant for language learning materials to be in line with the principles of second language acquisition (SLA) theory. However, the input on EBA is quite far from being rich, interactive, and manageable (Tomlinson, 2012). They cannot be depicted as promoting affective and cognitive engagement for noticing (Tomlinson, 2012). It can be understood that the materials are in line with neither SLA principles nor the national curriculum and the syllabi to a significant extent.

In the scope of the project, procurement of the hardware and equipment was almost exclusively the only focus of the shareholders. Online learning materials, which are one of the main pillars of technology integration, have

been neglected until now. However, what should be kept in mind is that “ICT should be integrated into language teaching, not bolted on, which implies that any software has to complement other activities in the classroom”. The present study revealed that the project mainly interested in the bolting ICT on language teaching, rather more efforts should be put in integrating it whereby e-content development is the prerequisite.

IMPLICATIONS AND SUGGESTIONS

Central to the entire technology integration process is the procurement of e-content that is in line with SLA theory, especially in the expanding-circle countries like Turkey. The findings revealed that in general the match between the materials on EBA and SLA theory is weak. These findings suggested several courses of action for better English language learning via technology. There is a definite need for English language e-content that is manageable, flexible, and interactive. Moreover, the e-content should be in line with SLA theory (i.e. promoting interaction, purposeful communication, and focus on form and meaning). This study suggests that online language learning repository which is rich in efficient language learning materials should be provided to the English language learners and teachers. New pieces designed by TUBITAK, and initiation of LMS and CMS are expected to facilitate learning and teaching English. Greater efforts are needed to ensure the quality of the e-content on EBA. A reasonable approach to tackle the issue could be to include academia into the e-content development process more.

It is, to the researchers’ knowledge, the first study to investigate English language e-content on EBA. The contribution of the present study has been to offer insight into the nature of e-content and its compatibility with national English curriculum and syllabi. The present study is limited to e-content prepared for upper secondary students. A full discussion of English language e-content on EBA lies beyond the scope of the present study. More research is required to determine the efficiency of the English language e-content published on EBA.

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APPENDIX

Interview Questions for Academicians and Authorities

1. What do you think about the FP?
2. What do you think about the tools and applications peculiar to the FP?
3. Are you aware of educational e-content of FP?
4. What do you think about educational e-content of the FP provided for English course?
5. What are your advices on the e-content of the FP?