



Pre-Service EFL Teachers' Perceptions of Online Instructional Tools

İlknur Bayram

ilknur.bayram@tedu.edu.tr

TED University, Ankara, Turkey

Meltem Huri Baturay

meltem.baturay@atilim.edu.tr

Atılım University, Ankara, Turkey

Received: 17 December 2021

Accepted: 27 January 2022

Published: 20 February 2022

DOI: <https://doi.org/10.33541/jet.v8i1.3548>

Abstract

This study carried out with the participation of 68 pre-service EFL teachers (PET) attending Turkish universities aims to investigate PETs' perceptions as to the use of online instructional tools (OIT). This is a mixed-methods study; both quantitative and qualitative data have been collected. Data were gathered in the academic year of 2018-2019 through an online survey developed by the researchers. The survey was comprised of three sections; (1) demographics, (2) the frequency of teacher educators' (TE) and PETs use of OITs in an English language teacher education program, (3) PETs' intention of using OITs upon graduation. Two open-ended questions were also asked to find out what might motivate or discourage PETs from using OITs when they become teachers. Results indicate that TEs always use and PETs mostly plan to use videos and presentation tools when they start serving as teachers. However, TEs do not make use of MOOCs, online ELT courses, and blogs as much as expected. Similarly, PETs do not plan to integrate them into their teaching. The reasons underlying their choices are presented in the study.

Keywords:

pre-service EFL teachers (PETs); teacher educators (TEs); online instructional tools (OITs); perceptions

INTRODUCTION

The significance of preparing future generations for the information age and transfer of outdated educational systems into more innovative ones was extensively accepted by the governments around the world more than a decade ago (Yüksel & Kavanoz, 2011). What is more, today we are face-to-face with a group of students who are different from the students four decades ago. These students are called ‘centennials’ and ‘millennials’ falling into the group of z generation. They are ‘digital natives’ and ‘digital intuitives’ and mobile-first generation who always deal with technology (Williams et al., 2017). This requires an effort of teachers’ integration of technology and associated forms of digital literacy into instruction to enhance students’ learning and better prepare them for life and work in the twenty-first century (Hutchinson & Reinking, 2011). Thus, the role of a teacher and qualities of teacher knowledge has changed from what was expected in the past in a traditional classroom with the emergence of new technology (İşler & Yıldırım, 2018), which implied the importance of pre-service teachers’ training. To prepare these prospective teachers for the new era, it has been declared that universities and teacher education institutions should include technology concepts and address new ICTs, particularly the Internet, in their undergraduate programmes (Cavanaugh, 2005). Hence, in many countries including Turkey, being the key actors of this educational reform, the need for technologically proficient and competent teachers arose and how and which technologies to integrate into a course have become one of the main concerns of the pre-service teacher training programme developers (Yüksel & Kavanoz, 2011).

However, the success of any initiative like this largely depends on the support, attitudes of the teachers since they are the key to effective implementation (Brown, Higgins & Hartley, 2001; Gilakjani & Leong, 2012) and primary entities in the process of integrating instructional technology into ELT (Noori, 2019). Teachers’ intentions, beliefs’, self efficacy and ability of using these tools for language teaching are significant. As implied by Bandura (1997), not only the knowledge and skills but the beliefs, attitudes and perceptions of teachers affect their behaviors in teaching. Thus, teachers’ motivation and intentions for any initiative is a significant factor for its effectiveness. The extent of technology integration was found to be significantly correlated with technology availability, teachers’ perceptions and formal training regarding technology use and with their self efficacy levels. Hew and Brush claim (2007) teachers are expected to have the competence and skills of selecting appropriate resources, managing a technology-based classroom, resolving the technical issues and evaluating students’ achievement. Chaaban and Ellili-Cherif (2017) remind that when teachers are given sufficient opportunities for using technologies as a learning tool, accompanied with effective formal training, they might then see value in these particular uses of technology and consequently use them more frequently. As emphasized by the researchers, technology integration is considered effective when it is persistently incorporated into instructional practices (Hutchinson & Reinking, 2011) and guided by the principles of a learner-centered approach (An & Reigeluth, 2011). Pre-service teachers are, similarly, suggested to be exposed to not only the technological tools and environments but also they should learn how to combine the technology, content, pedagogy together for effective teaching (İşler & Yıldırım, 2018). They are also expected to have technological, pedagogical and content knowledge so that they not only know solely how to use technological tools themselves but more significantly their pedagogical affordances for meaningful learning outcomes (Ertmer & Ottenbreit-Leftwich, 2010).

Technology has also been extensively used in the field of ELT; web-tools, websites, presentation tools, videos or other online language learning environments have been integrated into a course syllabus either to supplement and enrich ELT or to reinforce and repeat learnt items. EFL teachers' technology use correlates also with their age, prior computer training and their attitudes (Noori, 2019); teaching experience (Russell, O'Dwyer, Bebell & Tao, 2007, ICT skills (Pardede, 2020), and with their computer competence and anxiety (Yıldırım, 2000). Similarly, Albirini (2006) found in his study that, EFL teachers had positive attitudes towards ICT use in education which were associated with their computer attributes and competence. It became significant that pre-service EFL teachers need to be equipped with and updated enough about ICT use in language teaching (Abdallah, 2011). The current study aims to measure perceptions, particularly, the intentions of EFL TEs and PETs towards OITs. The research questions guiding the study were:

1. How frequently do teacher educators use online instructional tools, as perceived by pre-service EFL teachers?
2. How frequently do pre-service EFL teachers plan to use online instructional tools when they become teachers?
3. What are the reasons behind pre-service EFL teachers' tendencies (intention of using/not using of OITs)?
4. What may motivate or discourage pre-service EFL teachers from using online instructional tools?

PETs in this study refer to student teachers who receive training in a teacher education program to become English teachers. TEs refer to faculty members who are responsible for the training and development of student teachers of English. OITs refer to web-based tools that teachers use to support the teaching and learning process in an educational context. These tools may include, but are not limited to tools such as socrative, kahoot, prezzi, MOOCs, YouTube etc.

METHOD

This is a mixed-methods study. Both quantitative and qualitative data have been gathered, integrated, and eventually interpretations were drawn from both data sets to better understand the research problem (Creswell, 2015).

Data Collection and Analysis

Data were gathered in the academic year of 2018-2019 through an online survey developed by the researchers. The survey was comprised of three sections; (1) demographics, (2) the frequency of TEs' and PETs use of OITs in an English language teacher education program, (3) PETs' intention of using OITs upon graduation. Two open-ended questions were also asked to find out what might motivate or discourage PETs from using OITs when they become teachers. Quantitative data were analyzed using frequencies and percentages. Qualitative data were analyzed through open coding (Marshall & Rossmann, 2011). The demographics of the PETs are indicated in Table 1.

Table 1. *Demographics of PETs*

Gender	Frequencies	%
Female	50	73.5
Male	18	26.5
Age		
20-23	66	97.1
24+	2	2.9
Grade		
1	8	11.8
2	28	41.2
3	21	30.9
4	11	16.2
Type of High School		
Anatolian	34	50.0
State	14	20.6
Vocational (for teachers)	7	10.3
Private	6	8.8
Science	1	1.5
Other	6	8.8
Daily Internet Usage		
1-5	48	70.6
6-10	17	25.0
10+	3	4.4

FINDINGS

In this section, results of the study are presented for each research question.

Research Questions 1 & 2: How frequently do teacher educators use online instructional tools, as perceived by pre-service EFL teachers? How frequently do pre-service EFL teachers plan to use online instructional tools when they become teachers?

The first and second research questions this study aimed to answer were how frequently TEs already used and PETs planned to use OITs in their future career. Table 2 indicates TEs' current use and PETs intention levels of future OITs' use comparatively.

It is obvious that TEs and PETs have almost common perceptions regarding the use of OITs. What they prefer most are videos, presentation tools, chat environments and podcasts respectively. On the other hand, what they prefer least are MOOCs, Online ELT courses and podcasts respectively. The preference of apps (e.g. padlet, glogster, socrative, kahoot etc.) disperse among different choices, the choice 'sometimes' being the highest. Websites (e.g. Dave's ESL Cafe, eflnet, teachingenglish.org etc.) on the other hand, seem to be preferred not that much by both TEs and PETs.

As indicated in Table 2, according to the perceptions of PETs, 47.06% of their TEs "always" use videos such as Youtube, Vimeo, Dailymotion and etc. in their courses and 29.41% of them "often" use videos. In total, 95.59% of TEs use videos at differing percentages which is quite high. On the other hand, only a small number of PETs (8.82%) reported that they would "sometimes" integrate videos into their courses as future teachers. Similar to their TEs, there were no PETs who stated never and rare use of videos for teaching. All of the PETs intend to use videos when they become a teacher.

The results indicate that 38.24% of PETs reported that TEs use presentation tools such as Powtoon, Prezi, and Google Slides were "always" used in their teacher education

courses. 25% of them also reported that they were “often” used. In addition, the percentage of PETs who reported that TEs “sometimes” used presentation tools in their undergraduate courses was 22.06%. On the other hand, 11.76% of them stated they were “rarely” used, and a small minority of them (2.94%) reported they were “never” used. When PETs’ own intention to use presentation tools are considered, the results indicate that 51.47% of them reported that they would “always” use such tools when they became teachers. 26.47% also stated that they intended to use them “often”. 16.18% of them also reported that they would “sometimes” integrate presentation tools into their teaching practices. However, 1.47% reported they would “never” integrate such tools into their courses.

Table 2:
Teacher Educators’ and Pre-service Teachers’ Intentional Use of OITs as Perceived by PETs

Online Instructional Tools		never	rarely	sometimes	often	always
Apps	TEs	14.71	25	33.82	16.18	10.29
	PETs	14.71	11.76	26.47	26.47	20.59
Websites	TEs	27.95	29.41	22.06	10.29	10.29
	PETs	11.76	23.53	29.41	19.12	16.18
Online ELT courses	TEs	42.65	27.94	19.12	4.41	5.88
	PETs	14.71	23.53	35.29	14.71	11.76
MOOCs	TEs	45.59	27.94	14.71	7.35	4.41
	PETs	25.00	20.59	23.53	11.76	19.12
Videos	TEs	0	4.41	19.12	29.41	47.06
	PETs	0	0	8.82	27.94	63.24
Chat environments	TEs	17.65	13.23	17.65	25	26.47
	PETs	4.41	14.71	17.65	27.94	35.29
Presentation tools	TEs	2.94	11.76	22.06	25	38.24
	PETs	1.47	4.41	16.18	26.47	51.47
Podcasts	TEs	25	32.35	27.95	4.41	10.29
	PETs	13.23	14.71	26.47	17.65	27.94
Blogs	TEs	39.71	29.41	14.71	5.88	10.29
	PETs	17.65	27.94	19.11	17.65	17.65

TE: EFL Teacher Educator

PET: Pre-service EFL Teacher

As indicated in Table 2, 26.47% of PETs reported that chat environments such as Skype, Adobe Connect Pro, and Whatsapp were “always” used in their teacher education courses by TEs. 25% of PETs also reported that TEs “often” used such environments in their courses. 17.65% of them stated that chat environments were “sometimes” used; likewise, 17.65% of them also stated that they were “never” used. As for PETs’ intentions, the percentage of PETs stating that they would “always” use these environments is 35.29%, and 27.94% stated that they would “often” do so. However, 14.71% of PETs reported that they would “rarely” do so; in addition to 4.41% of them reporting their intention to “never” use chat environments.

More than half (72.06%) of the PETs and half (42.65%) of the TEs were reported to prefer using podcasts for teaching English. On the other hand, 25% of TEs and 13.23%

of PETs were stated to ‘never’ use of Podcasts (such as BBC podcasts and ELT podcasts), 32.35% of TEs and 14.71% of PETs ‘rarely’ use them. These percentages indicate that both TEs and PETs stand in the middle regarding podcast use. While these OITs are preferred by PETs and TEs at average, the results indicate that both groups do not favor use of MOOCs, Online ELT courses and blogs respectively.

As shown in Table 2, MOOCs such as Coursera, EdX, Udemy, Udacity and FutureLearn were “never” used by TEs as reported by 45.59% of PETs. This is followed by the choice of ‘rare’ use which was 27.94%. In total, 73.53% of the TEs do not use or rarely use MOOCs. Besides, the number of TEs who always (4.41%) and often (7.35%) use are quite low. Although not that much, this is the least preferred OIT for PETs (25%). And from PETs’ preference to use MOOCs “rarely” (20.59%), we can understand that they have negative perceptions towards MOOCs’ use in their future courses.

Online ELT courses are the second OITs least preferred by both TEs and PETs. 42.65% of TEs were reported to have “never” used online ELT courses such as Rosetta Stone, Lingoda and so on in their courses. With the choice of “rarely” (27.94%), in total 70.59% of TEs never or rarely use online ELT courses which is a high number. In addition, 5.88% TEs were stated as they “always” used these courses as a part of their teacher education courses, which is quiet low. Similarly, 23.53% of PETs reported they would “rarely” use them, while 14.71% of them stated they would never make use of online ELT courses. There are also some PETs who are not sure whether or not to use them as they chose “sometimes” (35.29%).

Blogs such as scottthornbury.wordpress.com, allthingslearning.wordpress.com, and elt-resourceful.com are the third OITs not preferred by both TEs (39.71%) and PETs (17.65%). Or they are preferred to be “rarely” used by TEs (29.41%) and by PETs (27.94%).

Research Question 3: What are the reasons behind pre-service EFL teachers’ tendencies (intention of using/not using OITs)?

PETs were asked to indicate the reasons why they would always make use of OITs in their courses when they started to serve as teachers.

Table 3:

Reasons why pre-service EFL teachers intend to “always” use online instructional tools

Reasons	Frequency
<i>Online instructional tools:</i>	
are easy to use	45.8%
facilitate learning	33.3%
grab students’ attention	12.5%
support visual learning	8.3%
Total	100.0%

As indicated in Table 3, almost half of the PETs (45.8%) indicated that they would prefer using OITs because they found them to be easy-to-use. PET23 stated, “*I will use Kahoot and YouTube videos because I think they are convenient, and it is also very easy to access them.*” 33.3% of PETs highlighted that they would integrate OITs into their teaching since they believed they facilitated learning. For instance, PET11 commented, “*I believe online tools help the language learning process. They not only make our job easier, but they also help more learning occur in the classroom.*” 12.5% PETs indicated

that the reason why they would use OITs was because they would help them grab their students' attention. PET62 said, *"I would use apps to catch my students' attention"*. Similarly, PET45 added, *"Videos are a good way to catch the students' attention"*. Lastly, 8.3% of PETs stated that OITs support visual learning. PET3 remarked, *"Many apps and tools help students visualize things. This is very beneficial for visual learners."*

Research Question 4: What may motivate or discourage pre-service EFL teachers from using online instructional tools?

Researchers in this study also aimed to explore what may motivate PETs to use OITs when they become teachers. As shown in Table 4, 22.6% of PETs stated that they were motivated to use OITs because they facilitated teaching and learning. To illustrate, PET22 commented, *"If I would like to be an effective teacher, I should use the technology effectively for my lovely students. Specially, teaching a new language is very important, so I think some online tools may ease my work."*

Table 4:

Reasons motivating pre-service EFL teachers to use online instructional tools

Reasons	Frequency
<i>Online instructional tools:</i>	
facilitate teaching and learning	22.6%
are easy to use	17.0%
result in increase in student motivation and engagement	15.1%
are a must in this era	13.2%
enhance communication and interaction	11.3%
support multiple intelligences	9.4%
are fun	7.5%
are encouraged by teacher educators	3.8%
Total	100.0%

With regard to learning, PET26 highlighted, *"It may increase my students' level of understanding."* Another reason that motivated PETs to use OITs was the fact that they found them convenient. PET66 reported, *"Technology has made everything easy to find and use. This is also true for apps, tools and blogs. Most of them are very user-friendly."* In addition to user-friendliness, 15.1% of the PETs stated that OITs brought about an increase in student motivation and engagement. PET5 commented, *"They increase motivation and urge students to learn English or any other languages."* PET38 added, *"Technology makes a class more dynamic, and it also increases students' willingness to learn in addition to keeping them more active."* 13.2% of PETs stated that they had to use OITs because they were already a part of our lives and to use them was a necessity in today's world. PET4 commented, *"The needs of our era gives us no other choice. Technology has become a part of our lives"*, and PET15 added, *"Students are born into technology. Therefore, we have to learn and use it as teachers."* The percentage of PETs who stated that they would benefit from OITs because they enhanced communication and interaction was 11.3. PET37 commented, *"Online tools promotes better interaction. It creates meaningful communication between teacher and the students and among the students."*, and PET56 added, *"Technology makes students communicate with each other."*

It also helps us to be in contact with them more often and easily.” 9.4% of PETs stated that they believed OITs supported multiple intelligences. PET8 commented, *“To vary my lessons and to appeal to multiple intelligences I will choose to use them.”* 7.5% of PETs stated they would prefer using OITs because they were fun. PET23 said, *“Students will probably enjoy using the internet, and their pleasure will motivate me.”* Lastly, there was a small minority of PETs (3.8%) who stated that their motivation to use OITs resulted from the fact that TEs encouraged them to use OITs in their English classes. PET13 reported, *“My teachers motivated me to use online tools in class.”*

PETs were also asked to indicate the reasons why they would never make use of OITs in their courses when they started to serve as teachers. Their replies are listed in Table 5 below.

Table 5:

Reasons why pre-service EFL teachers intend to “never” use online instructional tools

Reasons	Frequency
<i>Online instructional tools:</i>	
are not known by pre-service teachers (i.e. MOOCs)	38.9%
are outdated (i.e. podcasts, dailymotion, PPT, wiki pages)	27.8%
do not facilitate learning (i.e. whatsapp)	16.7%
are very competitive (i.e. kahoot)	5.6%
are not suitable for students’ level (i.e. apps)	5.6%
are boring	5.6%
Total	100.0%

As indicated in Table 5, 38.9% of PETs stated that they would not consider using OITs because they did not know these tools. PET10 highlighted, *“I do not have enough information about these tools to use them effectively.”* Another reason stated by PETs (27.8%) was that they thought some of the OITs were outdated. PET8 commented, *“I will never use podcasts because I think they became old-fashioned recently, as a result of the development of other tools.”* PETs also stated that they found wiki pages (PET5), PPTs (PET7) and DailyMotion (PET64) completely outdated. 16.7% of PETs stated they would never use OITs because they believed OITs did not facilitate learning. PET2 reported, *“I do not think whatsapp or blogs help learning occur in class.”* Another reason why PETs reported they would never consider using OITs in class was because 5.6% of them thought they were very competitive. PET16 said, *“I think Kahoot involves a lot of competition, and it makes students too much success oriented.”* 5.6% of PETs also stated that OITs would not be suitable for their students’ level. For example, PET19 stated, *“I want to be a teacher in primary school. Therefore, I don’t think such apps will be suitable for my students.”* Lastly, 5.6% of PETs reported they would never use OITs as they found them boring. PET58 commented, *“I think these tools are not interesting at all. My students would not enjoy using them in class.”*

In addition to what motivated PETs to use OITs, we also wanted to find out what may discourage PETs from using OITs.

Table 6:

What demotivates pre-service EFL teachers from using online instructional tools?

Reasons	Frequency
In-class cyber loafing (i.e. distracted students)	22.8%
Demotivated, unwilling students	19.3%
Lack of time and knowledge	15.8%
Lack of access and resources	14.0%
Ineffective use of OITs	10.5%
Possible technical problems	8.8%
Lack of impact on learning	5.3%
Outdated OITs	3.5%
Total	100.0%

As set out in Table 6, 22.8% of PETs reported that they would not consider integrating OITs into their English classes as they thought OITs would lead to cyber loafing in class. PET28 commented, “*Students may misuse online tools. For instance, while using the Internet, they can send messages, watch Youtube videos, and visit inappropriate sites etc. This will eventually distract them.*” 19.3% of PETs reported that they would not use OITs in class as a result of lack of student motivation. For instance, PETs’ comments such as “*Some students may not take these tools seriously.*” (PET62), “*My students may be unwilling to use apps in class for educational purposes.*” (PETs60) illustrate their concerns. 15.8% of PETs stated that they would not benefit from OITs because of lack of time and knowledge. PET12 commented, “*Our class time will be limited, and I will need long preparation time to learn how to use these tools.*” PET17 added, “*Some tools are too complex, and I don’t know how to use them. If I wish to learn, I need to spend time and pay a special effort for this.*” Another reason that demotivated PETs to use OITs was lack of access and resources (14%). PET1 pointed out “*If my students don’t have access to technology both at home and school, I can stop using it.*” PET31 added, “*Not having the technological equipment, hardware and software to be able to use the tools in class will definitely discourage me.*” 10.5% of PETs stated that ineffective use of OITs would stop them from using OITs in class. PET24 commented, “*If I cannot use tools and apps effectively, I won’t want to use them again.*” PET54 added, “*If the tools do not work and if they become repetitive, I will stop using them.*” 8.8% of PETs stated that technical problems were another reason that may discourage them from using OITs. PET16 commented, “*Technical problems we may face in class might be an issue.*” Internet problems (PET25), problems with computers, tablets and smart phones (PET51) were listed as other reasons. A small minority of PETs (5.3%) pointed out that if OITs did not impact learning, they would not use them in their classes. PET34 commented, “*When I see that they don’t help the learning process, I will reconsider integrating them into my classes. I may even stop using them.*” Lastly, 3.5% of PETs reported that if OITs were not up-to-date, this would discourage them from using them. PET9 commented, “*If the tools are not new, I don’t think my students will want to use them. I need to be sure that they are not outdated.*”

DISCUSSION AND CONCLUSION

The results indicate that both TEs and PETs have positive intentions regarding the use of OITs. Almost all (97%) of these PETs are between the ages of 20-23 who are called ‘centennials’ and ‘millennials’ falling into the group of z generation. They are ‘digital

natives' and 'digital intuitives' and mobile-first generation who always exploit technology (Williams et al., 2017). Their tendency for the use of ICTs at present most probably affects their perceptions towards technology use in education. Besides, TEs' use of these OITs may have extensively affected the PETs.

As far as their preference of OITs is concerned, it is obvious that videos are preferred by the TEs (96%) and PETs almost completely (100%). Actually this result is not surprising, these TEs and PETs are exposed to piles and piles of videos daily through various digital mediums like YouTube, social media etc. Videos are one of their mostly preferred channels to access information. Besides, videos have the ability to transfer knowledge to the audience in an attractive and short way to this generation's impatient, visual-kinesthetic students' who are also representatives of z generation. Videos are also effective tools to keep these students alert who "have short attention spans", and "who are poor finishers, due to their lack of patience and persistence" (Ivanova, & Smrikarov, 2009).

Presentation tools are the second choice of both TEs and PETs which may probably be based on their being accustomed to these tools and their ease of use. Since its release in 1987, PowerPoint has been the mostly preferred presentation tool for presentations because its "prioritization of ease of use means that even those who aren't very tech-savvy can still create their own presentations" (The history of PowerPoint, 2018).

Chat environments are the other tools which were adopted for teaching by both TEs and PETs who represent y and z generations. These centennials and millennials do not seem to have any hesitations about using chat environments which require audio-visual connection which was not extensively preferred by prior generations. This could be again due to their accustomedness since these technologies including mutual connection for the aim of teaching have been used for almost two decades.

What is remarkable is that both TEs and PETs do not intend to use online ELT courses, MOOCs and blogs. MOOCs are open online free courses including course materials and activities as well, and MOOC platforms such as Coursera, Udacity, EdX and FutureLearn offer courses that help students develop their English skills and are utilized by a great number of people all around the world. Manning, Morrison and McIlroy (2014) assert that they are a great resource for students to learn English and for teachers to develop themselves professionally. The reason why the participants in this study seem to refrain from using MOOCs in their future careers may stem from the fact that they do not have enough information about these platforms and their potential contribution to their future students and careers as teachers. This study also revealed that TEs do not integrate MOOCs into their teaching, either. This implies that there is a need for familiarizing not only PETs but also TEs with the concept of MOOCs, and how they might be used for language learning purposes should also be emphasized in teacher education programs.

According to Bax (2018), MOOCs can still be considered as a new technology and it will take time for teachers to get accustomed to them. Utilizing MOOCs in language teaching requires a change in the way teachers normally carry out their classroom practices, and this definitely necessitates time and training.

Results of the present study showed that both TEs and PETs report that they do not intend to benefit from online ELT courses, blogs and websites. This might be because they do not find them practical or useful enough to integrate them into their teaching, or

they may not believe that they will have a positive impact on the teaching and learning process.

It should be underlined that teachers' beliefs in relation to online learning in ELT should further be scrutinized as beliefs teachers hold may act as a burden and prevent them from making use of recent OITs. Klapper (2006) asserts that teachers' own experiences in learning will possibly affect their in-class teaching practices. For this reason, whether or not TEs themselves are aware of recent OITs or whether or not they integrate such tools into their teaching will make a considerable difference in PETs' future practices as teachers.

The traditional teacher-centered teaching in Turkey might be one of the underlying reasons why TEs and PETs do not prefer to use certain OITs such as MOOCs and blogs. In settings where teachers are considered to be the main source of knowledge, it may get difficult to adopt OITs which lend themselves to learners' being more autonomous. For students to become more autonomous, they should be exposed to classroom experiences where autonomy is supported (Gieve & Clark, 2005). For this reason, PETs should also be provided with autonomous learning experiences during their pre-service teacher education if we expect them to support learner autonomy in their future classes.

In the last decade, there has been an explosion in technological resources that can foster language learning (Kan & Bax, 2017). This brought about changes in the way English is taught in formal classroom settings. Teachers felt the need to integrate new technologies into their daily teaching practices and this required them to learn how to use these online resources in an effective way. It is needless to say that this resulted in an increasing demand for in-service teacher training, and undergraduate courses for pre-service teachers.

It should be noted, however, that integrating new technologies into teaching is a challenging task. Teachers need to reconsider their current pedagogical beliefs and activities before they utilize innovative technologies in their classrooms. Through in-service professional development, practicing teachers may be made aware of recent OITs and what strategies they can adopt if they wish to try using them in their own context. At this point, we also recommend that, as part of initial teacher education programs, TEs should encourage PETs to use OITs and to reflect on the possible benefits and challenges of integrating OITs into teaching. Regular follow-up should also be carried out to check to what extent these remedies work.

Today's students either from K12 schools or higher education are accustomed to online learning technologies due to their exposition to them sometime in their educational lives. This is typical to students registered for the faculties of education as well. Luckily, they have been exposed to OITs so they have some kind of experience, which would help them to develop positive attitudes. This experience will definitely affect their intention of using OITs in the future when they become teachers. However, most OITs are based on the premise that to facilitate learning, learners need to take more control of their own learning. It should be underlined that this notion requires a transformation in teachers' beliefs regarding OITs. In contexts where students rely heavily on their teachers for the transmission of knowledge, OITs may not work in the way they were originally intended to.

Teachers may refrain from using some technologies fearing that they will eliminate the need for a teacher in the classroom. Therefore, further research studies may investigate potential reasons that may hinder the adoption of specific technologies.

This study might serve as a starting point for curriculum developers who wish to prepare teacher training programs to enhance not only TEs' but also PETs' knowledge of OITs. By paying special attention to the tools that are not known by teachers, a well-established program may be developed and implemented.

REFERENCES

- Abdallah, M. M. S. (2011). The Internet in EFL teacher education: Investigating the possibilities and challenges in a pre-service education programme. *Sino-US English Teaching*, 8(1), 15-23.
- Albirini, A. (2006). Teachers' attitudes toward information and communication technologies: The case of Syrian EFL teachers. *Computers & Education*, 47(4), 373-398.
- An, Y. J., & Reigeluth, C. (2011). Creating technology-enhanced, learner-centered classrooms: K-12 teachers' beliefs, perceptions, barriers, and support needs. *Journal of Digital Learning in Teacher Education*, 28(2), 54-62.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman and Company.
- Bax, S. (2018). 'MOOCs as a new technology: approaches to normalising the MOOC experience for our learners' in Orsini-Jones, M and Smith, S (eds) *Flipping the blend through MOOCs, MALL and OIL – new directions in CALL*. Dublin: Researchpublishing.net, 9-16.
- Brown, M. R., Higgins, K., & Hartley, K. (2001). Teachers and technology equity. *Teaching Exceptional Children*, 33(4), 32-39.
- Cavanaugh, T. (2005). Integrating literacy and technology literacy instruction in preservice education. In: G. Richards (Ed.), *Proceedings of world conference on e-learning in corporate, government, healthcare, and higher education* (pp. 2552-2556). Chesapeake, VA: AACE
- Chaaban, Y., & Ellili-Cherif, M. (2017). Technology integration in EFL classrooms: A study of Qatari independent schools. *Education and Information Technologies*, 22(5), 2433-2454.
- Creswell, J. W. (2015). *A concise introduction to mixed methods research*. Los Angeles: SAGE.
- Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2010). Teacher technology change: how knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education*, 42(3), 255-284.
- Gieve, S., & Clark, R., (2005). The Chinese approach to learning: cultural trait or situated response? The case of a self-directed learning programme. *System*, 33(2), 261-276.
- Gilakjani, A. P., & Leong, L. M. (2012). EFL Teachers' Attitudes toward Using Computer Technology in English Language Teaching. *Theory & Practice in Language Studies*, 2(3), 630-636.

- Hew, K. F., & Brush, T. (2007). Integrating technology into K-12 teaching and learning: current knowledge gaps and recommendations for future research. *Educational Technology Research and Development*, 55(3), 223–252.
- Hutchinson, A., & Reinking, D. (2011). Teachers' perceptions of integrating information and communication technologies into literacy instruction: a national survey in the United States. *Reading Research Quarterly*, 46(4), 312–333.
- Ivanova, A., & Smrikarov, A. (2009). The new generations of students and the future of e-learning in higher education. *Proceedings of e-Learning*, 9, 17-25.
- Johnson, B., & Christensen, L. (2000). *Educational research: Quantitative and qualitative approaches*. 2nd edition. USA: Pearson Education.
- Kan, Q., & Bax, S. (2017). Introduction to Beyond the language classroom: researching MOOCs and other innovations. In Q. Kan & S. Bax (Eds), *Beyond the language classroom: researching MOOCs and other innovations* (pp. 1-4). Research-publishing.net.
- Klapper, J. (2006). *Understanding and developing good practice: Language teaching in higher education*. London: CILT.
- Manning, C., Morrison, B. R., & McIlroy, T. (2014). MOOCs in language education and professional teacher development: Possibilities and potential. *Studies in Self-Access Learning Journal*, 5(3), 294-308.
- Marshall, C., & Rossman, G. B. (2011). *Designing qualitative research*. 5th edition. Los Angeles: SAGE.
- Noori, A. (2019). Attitudes of Afghan EFL Lecturers Toward Instructional Technology. *TechTrends*, 63(2), 170-178.
- Pardede, P. (2020). Secondary school EFL teachers' perception of ICT use in learning and teaching: A case study in Greater Jakarta. *Journal of English Teaching*, 6(2), 144-157.
- Russell, M., O'Dwyer, L. M., Bebell, D., & Tao, W. (2007). How teachers' uses of technology vary by tenure and longevity. *Journal of Educational Computing Research*, 37(4), 393–417.
- The history of PowerPoint (2018). Retrieved September 12, 2019 from <https://buffalo7.co.uk/history-of-powerpoint/>
- Williams, D., Parsons, L., McQuiston, M., Ellis, I., Penner, A., Crusoe, D., Walch, T., Collins, K., and Madriga, K. (2017). Voice, Choice, Access, & Passion: Preparing the Centennial Generation for Leadership. Retrieved on September 23, 2019 from <http://inclusiveexcellencetour.com/wp-content/uploads/The-Centennial-Generation.pdf>
- Yıldırım, S. (2000). Effects of an educational computing course on preservice and inservice teachers: A discussion and analysis of attitudes and use. *Journal of Research on Computing in Education*, 32(4), 479–495.
- Yüksel, G., & Kavanoz, S. (2011). In search of pre-service EFL certificate teachers' attitudes towards technology. *Procedia Computer Science*, 3, 666-671.