

T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES



**EXPLORING THE EFFECTS OF TEACHERS' TECHNOLOGY USE IN EFL
CLASSROOMS: A CASE OF AT-RISK STUDENTS**

THESIS

Fatemeh Moshfeqh DELJOO

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(Y1612.020010)

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ABBREVIATIONS

| | |
|------------|--|
| EFL | : English as a Foreign Language |
| GPA | : Grade Point Average |
| ICT | : Information and Communication Technology |
| MNE | : Turkish Ministry of National Education |

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EFL'DE ÖĞRETMENLERİN TEKNOLOJİ KULLANIMININ ETKİLERİNİ KEŞFETMEK SINIFLAR: RISK ALTINDAKİ ÖĞRENCİLERDEN BİR OLGU

ÖZET

Öğrenme, risk altındaki öğrenciler için çok zorlu bir süreçtir. Bu ilkin öğrencileri tarafından sınıfa çok sayıda engel getirilir ve bu engeller öğretmenlerin başarılı olmalarına yardımcı olmak için uygun yolları uygulamalarını gerektirir. Bugüne kadar üstlenilen risk altındaki öğrencileri etkileyen faktörler üzerine yapılan araştırmalara dayanarak, “risk altındaki” öğrencilere, öğretim yöntemlerini geçersiz kılma konusunda zorluklar sunulmamaktadır. Bu yöntemler için odak noktası temel becerilerdir. Risk altındaki öğrencilerin karmaşık düşünme becerilerini kullanmaları gerekir. Bu hedefe ulaşmak, motivasyona sahip olmayı ve zorlukların yüceltilmesini gerektirir ve öğretmenler, sıradan öğrenciler için olduğu gibi problem çözme, akıl yürütme ve bağımsız düşünmenin ilerlemesini arttırmak için onlara katkıda bulunmalıdır (Means, Chelemer ve Knapp, 1991). Bir kaynak, teknoloji, öğretme ve öğrenmenin yerine geçen bir yöntem olarak daha fazla anlaşılmaktadır. İlk aşamada, bu çalışma EFL öğretmenlerinin CIT (Bilgisayar Bilgi ve Teknoloji) bilgisini, EFL öğretmenlerinin teknoloji kullanımını üzerindeki etkilerini araştırmayı amaçlamaktadır. Bu çalışmanın bir diğer amacı da EFL öğretmenlerinin CIT kullanımının EFL öğrencilerinin İstanbul'daki bir dil merkezi ve hazırlık okulundaki başarıları üzerindeki etkilerini anketlerle belirlemektir. Bu çalışmadan elde edilen veriler, EFL öğretmenlerinin bilgilerinin ortalama bir seviye olduğunu göstermektedir. Ayrıca, Bulgular EFL öğretmenlerinin teknoloji kullanım durumlarının ortalama düzeyde olduğunu göstermektedir. Sonuçlar, EFL öğretmenlerinin CIT bilgisi düzeyleri ile eğitimde CIT kullanım sıklıkları arasında anlamlı bir ilişki olduğunu ortaya koymaktadır. Yani, BİT konusunda bilgi düzeyi ne kadar yüksekse, eğitimde kullanım düzeyi de o kadar yüksek olur. Ortalama bilgi seviyesi ne kadar yüksek olursa, BİT o kadar fazla kullanır. Ayrıca, bulgular CIT kurslarına katılan öğretmenlerin bir şekilde daha bilgili olduklarını göstermektedir. Öğretmenlerin teknoloji kullanımı (yüksek / düşük) ve EFL öğrencilerinin puanları arasında anlamlı bir ilişki bulunmamıştır. Bulgulara göre, yüksek CIT kullanıcısı olan EFL öğretmenleri evlat edinme düzeyi olarak adlandırılan düzeydedir. EFL öğretmenlerinin risk altındaki öğrencileriyle iletişimde teknolojiyi etkin bir şekilde kullanarak ele alamadığı etkili engeller kişiselleştirilmiş öğrenme ve karmaşık düşünme becerileridir. Sonuçlar, EFL öğretmenlerinin öğrencilerine meydan okumak ve karmaşık düşünme becerilerini kullanmaya teşvik etmek için teknolojiyi kullanmadığını göstermektedir.

Bu çalışmanın ikinci aşaması, teknolojinin “risk altındaki” öğrencilerin başarıları üzerindeki etkisini belirlemeyi amaçlamaktadır. On iki EFL “risk altındaki öğrenciler” arasında önemli bir fark başarı geleneksel olandan ziyade teknoloji ile öğretilirken ortaya konmuştur. Aslında, teknoloji kullanımı “risk altındaki” öğrencilerin başarı oranlarına katkıda bulunur. Bu çalışmanın son aşaması EFL

öğretmenlerinin “risk altındaki” öğrencilerle ilgili yaklaşımları ve deneyimlerini ve “risk altındaki” öğrencilere yardımcı olmadaki tutumlarını, yöntemlerini ve teknoloji kullanım miktarlarını araştırmaktadır. Veriler, 2019-2020 akademik yılında İstanbul'da bir hazırlık okulunda ve bir dil akademisinde on deneyimli öğretmenle yapılan açık uçlu bir anketle toplanmıştır. Bu çalışmadan elde edilen sonuçlar, EFL öğretmenlerinin, bazı risk altındaki öğrencilerle teknolojiyi kullanmasına rağmen bir şekilde yararlı olduğuna inandığını, ancak başka bir öğrenme engeli oluşturduğuna inanıyor. Bulgular, EFL öğretmenlerinin tutumları ile sınıflarında teknoloji kullanımı arasında bir çelişki olduğunu göstermektedir. EFL öğretmenleri, risk altındaki öğrencileriyle uğraşırken teknolojiyi kullanmaya yönelik olumlu bir tutum sergilemektedir, ancak yine de “risk altındaki” öğrencileriyle uğraşırken teknolojinin düşük kullanıcılarıdır. Teknoloji eğitim sınıfları EFL öğretmenleri ve öğrencileri için kuvvetle hissedilir. Teknolojiyi duygusal ve alternatif bir şekilde kullanan öğretmenler, yetkililerinden bir ZORUNLU olmalı ve öğrencilerini değerlendirirken teknolojiyi kullanmaları istendiğinde, hepsi uyguladığında yönetmelidir. Bu çalışmadan elde edilen sonuçlardan, yetkililerin ve politika yapıcıların EFL öğretmenlerinin sınıflarında teknolojiyi kullanma biçiminde önemli rolleri olduğu anlaşılmaktadır.

Anahtar Kelimeler: *Risk altındaki öğrenciler, CIT (bilgisayar ve bilgi teknolojisi), Araştırmacılar.*

EXPLORING THE EFFECTS OF TEACHERS' TECHNOLOGY USE IN EFL CLASSROOMS: A CASE OF AT-RISK STUDENTS

ABSTRACT

Learning is a tantamount to a battle for at-risk students. Numerous hindrances are brought by these to the classroom and these hindrances entail teachers to implement proper ways assist them to succeed. Based on research on factors affecting at-risk students undertaken to date, "at-risk" students are not provided with adequate challenges in teaching methods. Focusing point for these methods are basic skills. At-risk students need to use complex thinking skills. Achieving this goal requires being motivated and run the gauntlet of difficulties and teachers need to contribute them to boost the progression of problem solving, reasoning and independent thinking as they do for ordinary students (Means, Chelemer, & Knapp, 1991). One source, technology is being more discerned as a substitute method for teaching and learning. The first phase of this study aims to investigate the EFL teachers' ICT (Information and communication Technology) knowledge, its impacts on EFL teachers' technology use. Another purpose of this study is to determine the impact of EFL teachers' ICT use on EFL students' achievements in a language center and a preparatory school in Istanbul through questionnaires. The data achieved from this study demonstrates that EFL teachers' knowledge is an average level upwards. Also, Findings show that the technology use status of EFL teachers was at average level. The results reveal that there is a significant correlation between the levels of EFL teachers' ICT knowledge and their frequency use of ICT in education. That is to say, the higher the level of knowledge on ICT, the higher its level of use in education. The higher the mean level of knowledge, the more the ICT use. Also, findings show that teachers attending ICT courses were somehow more knowledgeable. No significant relation between EFL teachers' use of technology (high/low) and EFL students' scores was found. Finding shows that EFL teachers who were even high users of ICT, are in a level which is called adoption level. The effective barriers that EFL teachers are not able to address by utilizing technology effectively in dealing with their at-risk students are individualized learning and complex thinking skills. The results indicate that the EFL teachers are not using technology to challenge their students and encourage them to use complex thinking skills.

The second phase of this study, aims at determining the effect of technology on "at-risk" students' achievements. A significant difference on twelve EFL "at-risk" students' achievement while they are taught through technology rather than traditional one was demonstrated. In fact, technology use contributes to the increased "at-risk" students' success rates. The last phase of this study explores EFL teachers approaches and experiences dealing with "at-risk" students and their attitude, methods and amount of technology usage in assisting "at-risk" learners. The data collected through an open-ended survey with ten experienced teachers in a preparatory school and a language academy in Istanbul in academic year 2019-2020. Results gained from this study show that EFL teachers believe that although using

technology with some at-risk students are beneficial but for others it generates another learning barrier. Findings indicate that there is a contradiction between the EFL teachers' attitude and their use of technology in their classes. The EFL teachers hold a positive attitude toward using technology in dealing with their at-risk students but still they are low users of technology in dealing with their "at-risk" students. Technology training classes is strongly felt for EFL teachers and students. Authorities and policy makers have a crucial role on EFL teachers' effective use of technology. Teachers' utilizing technology in an affective and alternate way should be a must by the authorities and managers of EFL centers.

Keywords: *At-risk students, ICT (information and communication technology), Underachievers.*

1. INTRODUCTION

“If you think you are beaten, you are.

If you think you dare not, you don` t.

Success begins with your own will,

It`s all your state of mind.”

Walter D. Wintle

“I never teach my pupils.

I only attempt to provide the condition in which they can learn.”

Albert Einstein

We all are brought up with the prominent kid`s tale, the tortoise and the rabbit. The rabbit that is reckless and fast and the tortoise that is moving so slowly but in a durable way. The story messages us having effort and tenacity in confronting life`s battles as well as not concede defeat in the middle of the life challenges and obstacles. The situations in the classrooms are the same. We have different types of pupils with different learning styles. As a teacher, all of us have had high achieving pupils and low learning students. These low learning students may bring difficulties in our classroom and they are categorized “at-risk students` segment” (Alberta Education, 1988; 2008; Kaznowski, 2004; Knobbe, 1978). However, sometimes those precocious students who are boastful of their abilities may show a perfunctory attention toward their accountabilities and they would be categorized as “at-risk” students as well. In educationalists` eyes, there are some factors that contributed to

majority of these pupils' failure, that are labeled as "gifted underachievers", including "being unmotivated", "laziness" and "having behavioral problems" (Seeley, 2004). Whitmore asks us to view this group of pupils as a consequence of "underachieving schools" and "underserved groups" (1989). So, educators should cease reprimanding the students and their families for failure in education. Given Whitmore claims that the onus of failure of these pupils is on schools as these pupils wind up with failure as a result of inappropriate learning milieu for learners with different learning styles. By just having two examples we can discern that how miscellaneous are the factors for defining low achieving students and putting them in the domain of "at-risk".

Hence, the question is what can we do as a teacher to eschew low learning students in favor of foster accountability and motivation in high achieving students? Just imagine you have been appealed to deal with 150 at-risk students all in one classroom while they have sociocultural problems, dividing themselves in racial groups and gangs, existing the probable danger of igniting the battle. Do you think that "at-risk" students with the label of unteachable will endure these battles and chaos? What would and could you do as a teacher? Although finding a remedy for this predicament doesn't seem feasible but actually, Erin Gruwell did it in 1999. At first, her gusto challenged when she discerned that she is going to teach 150 at-risk students known as "unteachable". Moreover, she was in the impediment to deal with the head of department who ordered her not to teach pupils using books, instead teach them how to be obedient and disciplined. Ignoring her colleague admonition, she decided to listen to her students and asked them to write and further them to prepare a journal. she enhanced them to write about all the injuries of their life, gang, violence, abuse, drugs and love. Honesty and purity that was waving in their writing brought them the best seller in "New York times" and all of those 150 "at-risk" students succeeded to graduate in 1998 (Freedom Writers & Gruwell, 1999).

The term "at-risk" depicts a student who is in the need of ongoing or temporary intervention to succeed academically and shows that the pupil is suffering from a problem. There are diverse indicators that we can take them into account for defining at-risk effective factors; socioeconomic features, health features and school and family features. But typical criteria for putting students in the realm of at-risk in the

eye of schools are as following; failing scores, having a low GPA and low attendance of the students in the class (Muir Herzig, 2003).

As teachers, sometimes we can utilize motivational strategies in our classrooms. From time to time, we can motivate our students merely by writing a quotation just like that one that I mentioned at the beginning of introduction and it is effective in some circumstances but sometimes in order to help “at-risk” students, just giving motivation does not work all the time. Sometimes we need to change milieu and prepare the atmosphere for learning as Einstein said. We get this message of him that the best milieu in the process of learning and teaching is the one that the onus of learning is on pupils’ shoulders and it makes a big difference in their mind when they reveal the answer by themselves or even, they create the answer by themselves.

Based on research on factors affecting at-risk students undertaken to date, at-risk students are not provided with challenges in overriding teaching methods. Focusing point for these methods are basic skills. At-risk students need to use complex thinking skills. Achieving this goal requires being motivated and run the gauntlet of difficulties and teachers need to contribute them to boost the progression of problem solving, reasoning and independent thinking as they do for ordinary students (Means, Chelemer & Knapp, 1991).

To have the miscellany of the nature of “at-risk” students in mind, one source that can be perceived as a substitute method for teaching and learning is technology. Technology can affect “at-risk” students in countless ways (Wallis, 2004). Technology can boost motivation, individualized instruction and give them the chance of working with their own mode. For example, some benefits with computer-based learning are at once feedback, personalized learning and self-paced learning. Finding reveals that at-risk students evinced more interests toward learning by working with technology. It has been proved that students’ self-esteem has been fostered through using technology (Wallis, 2004).

Moreover, in student’ eyes technology is a precise and impartial respond to their work. Therefore, the excessive load and the drudgery of taking the whole responsibility in long journey of teaching will be relocated from the teachers’ side to the students’ side. Then both interactions that is to say, “teacher -student” and “student-student” interaction can take the role of teamwork and the students provide

help in the area in alliance with their teacher (Edmond, 2005). Christie & Saber (1998) endorse this idea the locus of control is on the shoulder of students and it will give them amenability and autonomy. Under the shadow of technology, two significant components for teaching “at-risk” students, that is to say altering the role of learners and the enriched milieu can be presented.

Technology on its own does not have any significant effect in “learning -teaching” process and specifically, on at-risk students unless teachers portray positive attitudes toward it and use it effectively in the classroom (Kozma, 2003). Recently various studies have been conducted on “at-risk” students and the effect of technology on them in different fields however there have been few studies to embark on the effect of technology on EFL classes. So, in this perspective, this study determines the EFL teachers’ ICT knowledge and frequency use of ICT in EFL classes. Also, the effect of technology on EFL students and “at-risk” learners will be determined. The last phase of this study embarks on the teachers approaches and attitude toward using technology with “at-risk students”.

1.1 Significance of the Study

In today’s world, we can obviously see that all dimensions of our lives have been under the effect of computer technology and media. Many expertise in educational developments have come to agreement that technology has the crucial role to individualize education (Christensen, 2008; Collins & Halverson, 2009; U.S, Lukin, Wellings & Levin, 2009; Department of Education, 2010; Woolf et al., 2010). Beside the significant effects that were mentioned about technology use in dealing with all students in general and “at-risk” students in specific, it also has a crucial role in students’ competencies to function well in 21st century society and work place. So many countries try to boost the number of technology devices such as computer in their schools and educational system because they consider it as a medium for evolution and invention in education (Eurydice, 2001; Papanastasiou & Angeli, 2008). Having all these in our mind, does technology have a place in our classrooms? In 2007 Turkey paid \$400 per person, it means that this country has allocated 11.7% of its budget to information and computer technology (ICT). Turkish ministry of National Education (MNE) tried to make schools equipped with internet connection,

so that in 2005 the number of schools with computer connections from 40% in 2005 (World Bank 2007) reaches to 61% in 2006 (SPO, 2008) and in 2008 roughly 87% of schools in formal education were equipped with internet connection (MNE, 2008a; 2008b). Kozma (2003) claims that despite the existence of ICT is essential in the classrooms, technology on its own does not have any educational value. The way that teachers use technology in the teaching-learning process is significant and sometimes it has been neglected that the teachers who are utilizing technology in the classroom are a partial of this syllabus (Cohen & Ball, 1990; Vacc & Bright, 1999; Niederhauser & Stoddart, 2001).

In contrast, learning English has dramatically been boosted in the recent years and in some cases learning English has become a must for several reasons, including finding a better job, immigration and traveling and so on. We, as teachers have been witnessed the throng of the learners that are keen on learning English and after just terminating one semester, some of them get dejected and quit learning English. There are many reasons that these students spell doom for their success such as losing motivation, shape up or ship out mindset of teachers, lacking practical methods in teaching, social and cultural factors and so on (Seely, 2004; Muir Herzig, 2003). Finally, their low scores locate them in the domain of at- risk students.

Learning is a tantamount to a battle for at-risk students. The term at-risk depicts a student who is in the need of ongoing or temporary intervention to succeed academically and shows that pupil is suffering from a problem. Numerous challenges are brought by them to the classroom and these challenges entail teachers to implement proper ways to assist them to succeed. One source that is, technology can help teachers dealing with these students. To many pupils, technology is inherently motivating and amiable. If we imagine teaching as a jigsaw puzzle with many pieces, one well-matched piece of this puzzle to create a student -centered class is technology. As long as teachers are the authority that utilize technology investments in general information and computer technology (ICT) in specific in the classroom, they have the crucial role in educational development and innovation (Kozma, 2003).

Carrying out this study would be essential since first, the amount of EFL teacher's technology knowledge and items in which EFL teachers have low knowledge in them will be determined. Then by the probable effects that EFL teachers' technology

knowledge might have on EFL teachers' technology use, it would justify both teachers and the authorities of the EFL schools and institutes to participate in or hold specialist technology classes by the expertise of this field for EFL teachers to boost their knowledge in this field to use technology properly in their classes.

Furthermore, by equipping EFL centers with modern technology, enhancing the technological knowledge of EFL teachers, eliminating hindrances using technology and becoming teachers aware of the significance of using technology effectively on EFL at-risk students, more appealing and student-center milieu can be obtained.

Moreover, it would motivate EFL teachers to utilize technology more and in an effective way in their classes and keep them aloof from their traditional way of teaching that students are just respondents and teachers have the jurisdiction to launch their classes, give commands and students just obey their teachers' instructions (traditional way of teaching involves the active role for teachers and passive role for students during the curriculum). Hence, by detecting the defects concerning "at-risk" students, personalizing learning, challenging "at-risk" students more and using complex thinking skills through effective use of technology, teachers would achieve better results with less effort. Then the number of EFL at-risk students who are the main challenge of each EFL teacher and school would be decreased, although eliminating them is burdensome. On the other hand, utilizing technology more in the classroom means that the students are more involved in using it, so determining the hindrances that exist in using technology in EFL classes and planning to eliminate them not only technology can be used more effectively in teaching EFL and may bring both teachers and at-risk students better results in addition to there, the students will be prepared for the 21st century society and workplace. By interviewing numerous EFL teachers concerning "at-risk" students and exploring their idea in dealing with "at-risk" students, it can be perceived what's going on in our EFL classes dealing with "at-risk" students and how they endeavor to support them. Maybe by having a close look at the methods that these teachers are applying in their classes whether proper or wrong, it can facilitate the conditions for the other EFL teachers to imply the proper methods and try not to make same mistakes in dealing with their "at-risk" students. Also, by introducing software, websites, games and different methods of technology use of EFL teachers who are interviewed with, they may apply these technological knowledges in their classrooms

and create more appealing atmosphere for their students and of course for themselves.

1.2 Statement of the Problem and Purpose

Many of the research undertaken to date emphasize the existence of technology in the classrooms and its effect on students in general sciences (Rozalin & Muir-Herzig, 2003; Edmonds, 2005; Tezci, 2008; Buabeeng, 2012). There have been few studies that determined the teachers' ICT knowledge, frequency of teacher's technology use and teachers' technology frequency effects on students' achievements. Even if there were, majority of them define its role in the general sciences not in EFL classes. One of the fields that technology can be so effective in teaching and learning process and specifically, on at-risk students, is in teaching English as a Foreign Language (EFL) and as mentioned above the number of at-risk students in this field is remarkable and, in many cases, they quit learning. In order to bridge this gap, this study will reveal a number of factors that affect teachers' decision and hinder them to utilize ICT in their classes among EFL teachers in a preparatory school and a language academy. Also, it will embark on the effects of EFL teachers' high and low use of technology on EFL students' achievements.

On the other hand, studies reveal that achieving significant learning aims is not only depend on the acquaintance of operating these apparatuses but also in the perceiving of effective usage of them and correct integration of this equipment into the classroom activities. It reveals that teachers need to know how to use these apparatuses effectively in their classrooms and it requires gaining knowledge apart from the knowledge that they already have in using these devices in their daily routines. Teachers need to keep their technological knowledge up to date and gain knowledge of effective use of technology in their classes in order to achieve their purposes. Sometimes it is not the absence of the technology in the classes that reduce the effects of technological devices in the classrooms but also it is the vanity of the teachers' knowledge and skills that is a hinderance in successful teaching and learning process. In fact, by studying the effects of teachers' ICT knowledge and its effects on EFL teachers' ICT use, can hint policies to be adopted such as technology training classes for EFL teachers and even teachers' amount of proficiency in

utilizing technology can be considered as an essential factor in their job interview. In a survey conducted in Ealden University more than half of the teachers there believe that their pre-service programs have not been effective in preparing them well both in 21st skills and also technology.

Through interviewing with EFL experienced teachers, this study attempts to explore the EFL teachers' perspective and approaches regarding "at-risk" students and also, their attitude and methods of technology use on EFL at-risk students. By investigating and defining the hindrances that EFL teachers encounter using technology dealing with at-risk students, their suggestive ways for overtaking these hindrances and the allotment of the ideas, believes and the ways that different teachers use technology dealing with at-risk students in the classroom, a prototype would be provided for the other EFL teachers in dealing with utilizing technology to reduce the number of "at-risk" students in EFL classes. Although it is obvious that reducing them to zero is a burdensome. The results that will be brought by this study, may make teachers more motivated to take some classes to enhance their ICT knowledge and use the experience and effective ways of successful teachers in utilizing technology with their low achieving students in their classes and therefore EFL teachers will be kept aloof from their traditional way of teaching that is "one style fits all". Therefore, they would engage, assist and motivate their "at-risk" students more in learning English.

In the end, schools usually have prejudice toward changing their prevailing practices (Cuban, 2000; Zhao & Frank, 2003; Collins & Halverson, 2009) and technology would be successful only under the shallow of consistency between the schools' culture, structure and precise uses of technology. It would make principles and managers of EFL schools institutions thinking of getting these hindrances more serious and try to decrease obstacles and therefore have a different look and prepare better milieu regarding their low achieving students.

Technology on its own does not have any significant effect in learning -teaching process and specifically on "at-risk" students unless teachers have a positive attitude toward it (Kozma, 2003) and use it effectively in the classroom. So, in perspectives, this study will embark on the statues of EFL teachers in Istanbul in regards to the level of teachers' technology knowledge and how the teachers' level of technology

knowledge will affect the level of technology use among EFL teachers will be discovered. Second, this study will examine the effect of low and high teachers' technology use on EFL students' achievement. In the second phase of this study, the effects of technology use on "at-risk" students will be determined. Then through an open-ended interview it will interrogate the experiences and approaches of EFL teachers using technology in their classes to instruct struggling students and to explore the difficulties that teachers encounter while using technology with at-risk pupils further, a close look at the teachers believes will reveal the matter that burden these students which risks their finalizing education.

1.3 Research Questions

The study will scrutinize the following primary and secondary research questions;

- Primary research questions
 - A. What is the level of ICT use among EFL teachers?
 - B. To what extent is EFL teachers' ICT use affected by teachers' ICT knowledge?
 - C. To what extent does the frequency use of teachers' ICT use would affect whole students' achievements?
 - D. To what extent are the "at-risk" students' achievements affected by integrating technology fully in their education?
- Secondary research questions
 - A. What is the level of teachers' ICT knowledge among EFL teachers?
 - B. What are the most significant reasons for EFL at-risk students' failure?
 - C. How do the EFL teachers try to assist their "at-risk|" students?
 - D. What is EFL teachers' attitude through utilizing technology with at-risk students? in what skills (receptive or perceptive) do they think technology would help at-risk students more/how come and how?
 - E. What are the most significant hindrances in utilizing technology effectively and sufficiently in EFL classes and with at-risk students?

1.4 Definitions of Key Terms

At-risk students: Students who have failed or are at the border of failing because of having a low GPA and high absenteeism (Muir Herzig, 2003).

Information and communication technology: as a “various set of technological apparatuses and resources used to communicate, create, distribute, store, and manage information” (Tinino, 2003).

Underachiever: a person whose performance is lower than you would expect, based on that person's ability (Cambridge Academic Content Dictionary).

2. LITERATURE REVIEW

2.1 Introduction

This chapter embarks on the literature review around the topic of at-risk students and how technology can help in educating both “at-risk” students and normal students. This chapter launches with definitions of at-risk and under achievements. Then factors that expose students the domain of at-risk have been investigated. After that, traditional methods of teaching at-risks have been compared to integrating technology ones. Then theoretical basements have been discussed in which student-centered class and scaffolding expansion in teaching at-risk students by technology have been emphasized. Then, how technology assists and foster student –centered class have been examined. Finally, some empirical researches around the topic of integrating technology in education, its effects on mainstream students and “at-risk” students have been discussed.

2.2 At-risk and Underachievement Definitions

The label “At-risk” lends itself to the term in health and wellness field and later on it has been applied to the school difficulties. But whys and wherefores for putting people in the realm of “at-risk” have always occupied the mind. Here are some predicators such as illnesses that can be passed on through having sex, school failure, addiction, misbehavior and many other probable hazards (Seeley, 2004).

The term “at-risk” induces the sense of exigency. It can convey the meaning that urgent attention is required or something somber might be taken place. The term at-risk student depicts a student who is in the need of ongoing or temporary intervention to succeed academically and shows that the pupil is suffering from a problem. Theses at-risk students needs to be fitted in the educational system but without being cognizant of the origins of the problem and what facet the at-risk pupil is “at-risk”, it would be an abortive attempt (Wehlage et al., 1998).

There are diverse predictors that we can take them into account for defining at-risk including; socioeconomic features, health features and school and family features. But typical criteria for putting students in the realm of at-risk in the eye of schools are as following; failing scores, having a low GPA and low attendance of the students in the class (Rosalind & Muir Herzig, 2003).

Based on researches on factors affecting at-risk students undertaken to date, at-risk students are not provided with challenges in overriding teaching methods. Focusing point for these methods are basic skills. At-risk students need to use complex thinking skills. Achieving this goal requires being motivated and run the gauntlet of difficulties and teachers need to contribute them to boost the progression of problem solving, reasoning and independent thinking as they do for ordinary students (Means, Chelemer & Knapp, 1991).

In last three decades the term “underachievement” has been a controversial subject. In learning disabilities field, the reasons for explaining underachievement stems in disabling condition in which some cases such as brain injury, emotive ailments, scarcity initial language, meager acquisition of non-English speakers, home’s poor economic circumstances, poor nourishment, and bodily or health defects are participating in it. These conditions not only can effect on mainstream students but also it can contribute in under achievements of the gifted students as well. This group is labeled as “learning incapacitated gifted”; they devoted a gigantic percentage of gifted achievers. In educator’s point of view, a prodigious portion of gifted achievers are "unenthusiastic," "indolent," or they have deets problems (Seeley, 1988).

2.3 Risk Factors

2.3.1 School milieu

According to Wehlage (1989) the chief factor for at-risk students“ prosperity is the way that schools formulate to teach the students of this ilk. Based on researches on factors affecting “at-risk” students undertaken to date, at-risk students are not provided with challenges in overriding teaching methods. Focusing point for these methods are basic skills. “At-risk” students need to use complex thinking skills. Achieving this goal requires being motivated and run the gauntlet of difficulties and teachers need to contribute them to boost the progression of problem solving,

reasoning and independent thinking as they do for ordinary students (Means, Chelemer & Knapp, 1991)

Whitmore asks us to view this group of pupils (At-Risks) as a consequence of “underachieving schools” and “underserved groups” (1989). It will make us to look at these students from the other point of view that is, cease reprimanding the students and their families for failure in education. Given Whitmore claims that the onus of failure of these pupils are on schools as these pupils deteriorate to failure as a result of inappropriate learning milieu for learners with different learning styles. For example, if schools do not determine the gifted students among the other pupils, it will end in poor achievement of these gifted students as the schools were unsuccessful in serving them by taking into account their potential. A modification in the conceptualization of these achievers give us permission to call them as an at-risk cluster of pupils. In the public education, gifted pupils are in the domain of at-risk cluster and this issue draws attentions to itself (Seeley, 1988).

In an interview with 128 talented high school dropout pupils, it reviled that some features are the cause of these students’ dropouts. A brief list of school milieu risk features in the outcome of this study that are as follows;

- Attendance rubrics tended to push out students.
- Academic work was straightforward, dull, and monotonous in students’ point of view
- Enormous, impersonal school size.
- Groups that schools were supporting like athletes and honor students were alienating.
- Schools were concentrating on defects because of spotty academic performance.
- Daily school schedule was not malleable.
- Schools made an early start.
- Shifts in school’s frequency was a chief issue.
- Skirmishes with teachers launched at third year of high school not in primary levels.
- "Shape up or ship out" was teachers and consultant’s mindset.
- Teachers’ lack of interest and not being affable was a key feature.

- A palpable problem was that the teachers did not adore what they were teaching.
- Admiration and accountability were students' demands.
- Homework were usually regarded as busywork.
- Empirical learning was not sufficient.

It is fascinating that full accountability for their pronouncement was presumed by all of the dropouts. They did not reprimand the school or teachers but they pointed out that their decision had been an adaptive reaction to the inappropriate condition that was unfitted for them. They indicated their willing to go to another instructive program and if that was available, they would like to study at a community college or alternative school where their educational, behavioral and medical needs will be addressed vice versa traditional school milieu (Seeley, 1988).

2.3.2 Motivation

Nicholls and Miller (1984) and Ackerman, Stenberg, and Glaser (1989) reassessed the theoretical evolutions on numerous aspects of motivation. Associations between the amount of ability and underachievement was acknowledged in this literature. One of the effective factors in underachievement is the amount of motivation of the pupils. In education domain, this many-sided approach argued as a quality on which the pupils are supposed to exercise control.

When public belief is that motivation is an intrinsic feature of the pupil, the only explanation and justification for being underachievement is “the exiguity of motivation” and reprimanding the students is being messaged. The cockeyed casual nexus would assist teachers have better feeling but practically in has nothing to do with solving the pupils” problem (Nicholls & Miller, 1984; Ackerman, Stenberg & Glaser, 1989). In terms of motivation and adolescents, Csikszentmihalyi and Larsen (1984) declare that loss of motivation happens when negative emotional states and inactiveness relate to a process hinder the competent use of attention. Adolescents get unmotivated and devote less cognitive energy in their aims, when something uninvited hinders achieving their purposes, when the aims get disordered or when adults foist external aims on them. At this point, there is a skirmish between thoughts and actions and this dearth of interest seemingly stems in the inner quarrel including the student’s purposes, which has impact on the level of interest.

The answers to the following questions provide both an assessment of the problem and the teaching strategy. We can avoid labeling the student as unmotivated by engaging the student in a thoughtful discussion about goals, interests, and barriers. The basics of motivation and ascription has been articulated well by these two authors. In this definition, wide predictors for analyzing the relationship between underachievement and motivational features have been determined. In order to assess the problem and the teaching strategies some questioned must be posed (Csikszentmihalyi & Larsen, 1984). These questions are as follows;

- What are my expectations and aims for this pupil?
- What are my pupil's expectations and aims of this learning activity? Are the aims blurred for both of us?
- Are the aims in quarrel?
- What are the hindrances related to our mutual and individual aims?
- What is the pupil's amount of enthusiasm in that learning task?
- How can I integrate goals if they are different?
- How can I foster my pupil's enthusiasm, if the level of his/her interest is low?

2.3.3 Adolescence

If the either home or school does not match to the progressive variations, adolescents' ordinary developmental stages would lead young people at risk. Gifted students who seems to be more mature as a result of high verbal reasoning skill and they treat as they are older than they really are. Hence, there is a question for educators and parents that why an astute person would do meaningless behaviors and actions of this ilk? The answer is that there is a mismatch between what they think and what they really do (Seeley, 2004).

Most of the time, adolescents are under the pressure of their parents and educators' goals. It means that these purposes are not theirs but their parents or educators aims. These students will be challenged by these exterior ideals. Having an intellectual adult in the framework of a teenager and expecting them to behave like gifted to aspire their aspirations are too hairy. Foisting these exterior ideals on ordinary young adults may leads in underachievement, rebellious deeds or interestedness. The chance of discovering choices, progressing one's vision and figuring out their own

developmental phases must be given to the adolescents by their parents and teachers (Seeley, 2004).

2.4. Traditional Methods vs Integrating Technology in Teaching At-risk Students

According to the previous researches, traditional methods for dealing with at-risk students have not been succeeded. Traditional classrooms are usually teacher-centered. The pupils are recipients and listeners. The teacher has the jurisdiction to launch the activities and actions, pose questions, set restrictions on duration of the activities, deliver the actualities and explains the imperative concepts. Teacher domain activities “is another feature of traditional classroom (Sandholtz, Ringstaff & Dwyer, 1997). This type of teaching method is what Metz (1988) labeled as "real school”. Acting like a listener to the teacher’s speech, getting permission by raising hands for responding the questions and working separately on some written homework’s are defining “real school”.

Robert Donmoyer (1993) argues that well-meant policy makers and teachers exacerbate the situation rather than healing it. As at-risk students’ domain of problems is sundry and distinctive traditional social science methods are not able to cover this multiplicity and peculiarity.

“One size fits all” method go away from a student center class. A student center school seeks for a more malleable and modifying method in which learning contingencies are supposed to boost learning results and meet the disparate students’ needs (Bowler & Siegel, 2009; Christensen, Horn & Johnson, 2008; Knowledge Works Foundation & Institute for the Future, 2008).

To have the miscellany of the nature of at-risk students in mind, one source that can be perceived as a substitute method for teaching and learning is technology. Technology can affect at-risk students in countless ways (Wallis, 2004). Technology can boost motivation, individualized instruction and give them the chance of working with their own mode. For example, some benefits with computer-based learning are at once feedback, personalized learning and self-paced learning. Finding reveals that at-risk students evinced more interests toward learning by working with technology.

It has been proved that students' self-esteem has been fostered through using technology (Wallis, 2004).

Moreover, in students' eyes technology is a precise and impartial respond to their work. Therefore, the excessive load and the drudgery of taking the whole responsibility in long journey of teaching will be relocated from the teacher's side to the students' side. Then both interactions that is to say, teacher -student and student-student interaction can take the role of teamwork and the students provide help in the area in alliance with their teacher (Edmond, 2005). Christie & Saber (1998) endorse this idea the locus of control is on the shoulder of students and it will give them amenability and autonomy. Under the shadow of technology, two significant components for teaching at-risk students, that is to say altering the role of learners and the enriched milieu can be presented.

2.5 Theoretical Basement

Two theories support the effect of integrating technology on at-risk students. One of them that is concentrating on the scaffolding acquaintance is cognitive psychology in which the scaffolding techniques endorse cognitive expansion. Cognitive apparatuses including computational equipment can sustain, lead and bolster the thinking development of their users (Jonassen, Peck & Wilson, 1999). These computational apparatuses, Cognitive apparatuses including computational equipment can sustain, lead and bolster the thinking development of their users (Jonassen, Peck & Wilson 1999). These computational apparatuses, in another way, cognitive apparatuses wherever added, could facilitate performing the task for students by building and scaffolding the students' ability. The aim of these tools is to aid users to fulfill their purposes and like a physical scaffold, the assistance is gradually detached as the learners build their own knowledge and can adjust their skills and understanding. Scaffolding can come in handy in the process of learning of concepts and metacognitive aptitude (Dennen, 2004).

Another theory is student - centered education. This theory declares that the dominant point in teaching students is student's needs (McCombs et al., 1996). McCombs et al. declares that in learning process it is essential (1996) find the meaning of learning by taking into account the students' aptitudes, capacities and

experiences in order to generate an environment for learning. The theme base on model is that, students' function is based on their logical, emotional, social physical characteristics. Students recognize circumstances from their own ideas and experiences and then they form their own meaning. So, learner development is not static but it progresses to help the inane needs for meaning, control and belonging. Consequently, the learner education considers the student as an entire identity while scheming and distributing learning.

2.6 Technology and Student- Centered Class

A student- center class has some features in which the onus is on both students and teachers. On one hand, pupils should be lucid about demands, interests, strong and week points. They need to take out assistance from their teachers, classmates or expertise when it is required, think and talk about what they think about their own development. Educators need to take apart in continuing assessments in order to perceive their pupils strong and week points, demands. In order to attract and involve students in the learning process, teachers need to provide students with guidance and sources. Augmented attention is drawn to the instruments and sources unsurpassed suited to student-center adoption, as the ethics assisting student-center education more distinct (Moeller & Reitzes, 2011). Technology would look as if a natural and available path to leading student-centered education. Technology can assist both teachers and students in meeting those demands. Some examples of how technology can assist in providing a student-center class are mentioned below. In a technology integrated class teachers act as facilitators and consultants meanwhile students have the chance of taking the accountability of their own learning. In this milieu students try to discover their own academic and vocation interests and produce more natural work to show their own learning (Clark, 2003; Hargreaves, 2004; Keefe & Jenkins, 2008).

2.6.1 Assessment

In a student-centered milieu, teachers try to detect their students' strengths and weaknesses. So, they will be able to analyze and dispatch personals needs and examine their development through mastery the skills. There are numerous ways in measuring pupils' skills and knowledge such as naturalistic and standardized tests,

portfolio and performance based assessments. These continuing assessments provide opportunity for the educators to assist their students in finding the suitable learning activities.

Technology-based assessment has the advantage of customization. It means that the teacher will be able to modify and build the assessments items based on the individual and personal conditions to make the more relevant. By the aid of technology based assessment, students' responses can be analyzed in a complex way that it wouldn't be feasible to be analyzed in the other way.

There are two points in technology supported valuation. One of them that is tied to responsibility system is which Teachers will be able to gauge their students as they proceed through the standard based syllabus. The other one is the valuation of understanding that gives a prospect of pupils thinking (Means, 2009). Both methods will assist in launching a crystal-clear paradigm from which teachers can take the role of consultants and guide students to the correct mix of plans and resources that address syllabus needs which have been discussed below;

In Mastery learning method, knowledge is cracked into skills and will be worked on them until the students reach the mastery level. The aim of the method is to determine the students weaknesses and those areas the students have not accomplish proficiency. Hence the teacher and student have the chance of working on them more to reach the student to the standardized level. These assessments are in the framework of multiple-choice tests and quizzes that focus on giving a precise data about students' problematic areas that require the teacher to target those (Means, 2006).

This type of valuation can be supported by technology. Online or soft-based tests will be carried to the students and their grades will be handed in to the educators. The advantage of this kind of technology -assessment in comparison to the others is that some of the technological-supported assessments sections have instructional components while in others, the onus of providing such kind of instructional components is on educators and teachers. In fact, non-technological assessment just asses the students in terms of their strengths and weaknesses and has nothing to do with providing the teachers with suitable instructional components. Pearson Progress

Assessments Series and Pinnacle Plus are examples of technological-supported assessments.

Another technology-supported assessment category rather than providing insights into student's performance, is designed to discover the students' reasoning and understanding.

There are some researches that propose people and students do not learn and know something in diverse ways. In order to address these misapprehensions, first, why and how someone cannot understand the topic must be discovered (Means, 2006). Two students might not perceive a subject but they may ponder about it in dissimilar ways. Discerning how learners are thinking by the teachers and educators is so essential in order to provide their students with personalized and suitable learning experiences. Diagnoser that is developed by Facet Innovation is an instance of assessments of this ilk. A team of teachers and computer programmers designed Diagnoser that is a web-based instrument on psychological and instructive concept. Diagnoser's purpose is eliciting answers from the students. These answers conceal the basic and hidden aspect of students thinking and knowledge facet of each student (Thissen-Roe, Hunt & Minstrell, 2004). The Automated Response System (ARS) of "clickers," is the most popular technological assessment. It can assist in taking out and gathering responses from a cluster of people. More collaborating milieu can be created to gather answers between the audience and announcer. Some advantages of ARS are;

- Chasing students' answers
- Immediate displaying of the students results
- Generating collaborating and enjoyable learning milieu
- Providing an anonymous investigation
- Making sure about the accuracy and veracity of the data
- Approving students understanding of the key points straightaway (Africa Prudential Plc).

In discerning students' understanding, technology-enabled performance-based valuation can assist a lot. A collection of pupils works in automated set up are called portfolios. Portfolios such as audio recording, images, blog entries, text can be a mean for the pupils to keep track of their own activity as they progress in learning

procedure. For documenting higher order thinking skills and performance skill in 21st century, portfolios are more appropriate. In order to fortify syllabus, education and support analytical teaching practices teachers, needs to be engaged in these assessments“ development and scoring.

2.6.2 Presenting content in alternative ways

In a student center class, the content should be presented in numerous ways in order to give option to students who can learn better in specific ways and also learning will be expanded for all pupils (Moeller & Reitzes, 2011). In an approach that is called Universal Designed for Learning, preparing numerous mediums of expression, representation and engagement are significant in order to discern the needs of students. Rose and Meyer (2006) declare that there are three principles in cosmically planned learning atmospheres. 1. Numerous mediums of representations are provided by them in order to provide students with options for gaining knowledge and information.2. Numerous mediums of activities and expressions are provided by them in order to give students the chance of illustrating the knowledge that they already have.3. Numerous mediums of involvements are provided by them to foster students“ enthusiasm, motivation and challenge students more.

It has long been perceived the technology provide teachers with the choices to present Objectives and subjects in multiple media and methods and also the pupils to illustrate the knowledge that the already have through numerous mediums e.g., animations, audio, images (Bransford, Brown & Cocking, 1999). Lately, more attention is allocated to the different ways that can be used to involve students more through integrating technology. Especially how the content can be presented in novel and more engaging method through digital games has been addressed. Games provide the pupils a world that is virtual and in that world students act out in different roles and by appearing in those roles they learn who to think and act like a scientist, journalist, diplomats, soldiers and you name it. So, indirectly they solve the problems and make connections in order to investigate the world.

Gee (2005) argues that integrating games in teaching makes children available with skills that arouse beneficial thinking skills and some precious habits of the mind that are seriously needed in nowadays“ post-industrial community. We need to bear it in mind that, the games would be effective instructive instruments when they are used

to engage students in critical thinking. Nevertheless Groff, Haas, Klopfer & Osterweil, (2009) declare that in order to help students enhance their critical thinking on game play and to fill the gaps where games are not successful to present the authenticity class discussions are required.

2.6.3 Project-based learning

Rivarts (2009) defines project base learning as instructional method that involves students in learning crucial skills and information by taking into account students' interest. They will gain the necessary knowledge through protracted, student-centered and collaborative procedure that is built based on authentic questions, cautiously planned tasks. In a study, project-based learning was compared to a traditional method qualitatively and standardized board exams illustrate that project base learning was more useful for long-term reservation while a more traditional approach was suited for short term reservation (Strobel & Barneveld, 2009). Through scaffolding procedures such as gathering data, analyzing data, cooperating with others, distributing and presenting the project's results. As an example, Think quest is a program that assist both pupils and educators in conducting the project through using technology. The activities might be either long -term cooperating project e.g. a short film or a short-term study. SRI International (2009) Education Development Center (2010) developed a study on Think Quest and Adobe Youth Voices programs. Findings shows that these two programs are appropriate for integrating into a lot of content ranges across the syllabus and also majority of learning settings such as school and after school contexts.

2.7. Technology and Motivation

Wallis argues that technology is motivating and it fosters personal teaching with at-risk Students (2004). As technology is extremely justifiable and inherently motivating for students, It can be considered as a compatible source to develop the learning experience. Through using technology, pupils will be delivered with a dynamic experience. They will be able to autonomously stablish their learning procedure. So students are the active components in this process vice versa the traditional methods of learning that students are always inactive receivers of data. Some accountability will be transferred to the students by integrating technology in

teaching. The students will be able to direct their personal development through distance education that will provide students with amplified contact to course content, more malleable schedule, more contact with alternate learning adoptions. And alternate media e.g. digital games and project base education.

Based on the researches conducted by Rideout, Foehr & Roberts (2010), students have shown a great motivation in utilizing technology. Kids and young people are so enthusiastic in using technology and media. In a survey that was conducted by these researches, young people around the age of 8-18, use media about 7 hours, 38 minutes and through multiple tasks this amount can be reached to ten hours and 45 minutes seven days a week. Cell phones and iPods have devoted twenty percent of media consumption to themselves.

2.8. Related Empirical Researches

Numerous studies have been conducted to investigate teacher's "frequency use of technology in different fields, teachers' attitude toward using technology and the impact of a technology enhanced learning environment in the performance of "at-risk" and "main stream students in different fields. Surprisingly, different results have been achieved in these studies.

Unfitting school milieus can put talented kids in the domain of at-risk. It has been discovered that 37 percent of the 2000 pupils' grade in middle school in the upper intelligent quartile was C or even inferior. More than 50 percent of these pupils were at-risk as a result of moral difficulties, high absenteeism and low score point average. A factor investigation was done to figure out the reasons that the pupils were at-risk for. Findings depict that there was an interdependent relationship between the moral difficulties and score point average. That is to say, the schools unintentionally provoked students to show and have moral difficulties by reducing students' scores who were able of getting better grades. Axiomatically students with moral difficulties got inferior scores, nevertheless of pupil's ability (Seeley, 1988).

In a study which aimed at finding the effects of teachers' technology use on "at-risk" students', it becomes clear that the teachers' technology use, students' technology use and the whole technology use has no effect on "at-risk" students' scores and their attendance.

In this study, the teacher's technology knowledge was low and the results showed that some remedies need to be done in the school to increase the level and also the knowledge of staff there. In order to attain this purpose, the school needs to train the teachers and provide them free time for attaining these classes, there should be a technology director who be available in the school at any time and the participation of the whole school community is essential (Rozalin & Herzig, 2003).

In another study, 1549 primary school teachers were studied in Turkey in terms of their attitudes toward using ICT, the amount teachers' ICT knowledge and frequency use of ICT in their classrooms. The results show that their attitude toward using technology in their classes are positive. In general teachers' knowledge of ICT and frequency use of it is low. There is a significant relation between teachers' previous participation in ICT classes and level of knowledge. To put it in another way, teachers who had attended in ICT classes, were more knowledgeable in ICT and their use of ICT was more frequent (Tezci, 2009).

Another study was conducted in the University of Bahrain, utilizing Education technology (ET) was investigated from different aspects. This study shows that the utilization of ET affected on the students' performance and their achievements. It also had effect on boosting students' motivation. The students got more active in participating in the classroom's activities and also, they get more interested. The academic staff had positive idea toward using RT in the classroom. They declare that their communication with the students has been enhanced and the endless drudgery word of preparing material before classroom has significantly decreased and they can provide the material at the moment of teaching. However, there are some quandaries in using TE in the classrooms such as inadequate ICT infrastructure and facilities, insufficient technology budget and technical support (Alammary, 2012).

In another study that was conducted on 50 at-risk engineering students who were enrolled in different math courses. Once the students take apart in the classes where no instructional technology was used. Then the same students participate in another math courses in an enhanced learning milieu. At the end of the study, it turned out that technology had a great impact on the achievements of mathematic "at-risk" students and they were more successful in the enhanced learning milieu (Grira, 2017).

In another study, the effects of information and communication technology on the students' academic achievement and retention in chemistry were investigated. Fifty students of 9th grade were selected randomly from Kohsar Public School and College Latamber Karak. Based on statistical analysis, it came clear that information and communication technology positively affects students' academic achievement and retention and ICT was found more fascinating, operative and valued in teaching of chemistry when contrasted with conventional techniques of teaching. It was recommended that information and communication technology should be used in teaching chemistry for enhancing students' academic achievement at secondary level (Joeed, Suleman, Shafique & Ud Din, 2017)

In a report, Bob Wise, president of the Alliance for Excellent Education and former governor of West Virginia clarified that that regions must take into account that they need to make a plan for utilizing technology in their classes before equipping themselves with technology. This report put emphasis on the fact that teachers must not be replaced by technology as teachers are the center of support, motivation and encouragement for their students.

In a report that is written by Stanford Professor and SCOPE Faculty Director Linda Darling-Hammond, Stanford Professor Shelley Goldman, and doctoral student Molly B. Zieleszinski and is based on close examination of seventy current studies in which technology has had positive effects on the achievements of "at-risk" students who were exposed to drop out from their schools. In this report three significant factors in utilizing technology effectively with "at-risk" have been mentioned as follows; Collaborating teaching Guiding students to use technology for creating and discovering rather than practicing. Having an appropriate balance of teachers and technology.

In this report some recommendations for boosting the positive effect of technology among "at-risk" students have been mentioned as follows; One- to-one computer access must be provided for students by technology policy makers. Technology policy makers must make sure about the appropriate internet connection. Schools and regions must use technology in order to motivate high interaction and engagement among students and they need to provide their students by multiple delivery of topics

and data. Authorities and educators must have plan for blended learning milieu (Darling-Hammond, Zieleszinski & Goldman, 2014).

3. METHODOLOGY

3.1 Introduction

In the first phase of the study, through quantitative method, this study aims to detect EFL teachers' ICT (Computer and Information Technology) knowledge and its impacts on EFL teachers' technology use. Also, this study examines how frequency of teachers' CIT use (high /low) can affect their students' achievements. In the next phase, this study will identify the effect of technology on "at-risk students" achievements. In the last step, eight open-ended questions were posed to ten EFL teachers. These questions embark on teacher's idea about the most affective factors on EFL at-risk students' failure, the most problematic skill or skills of their "at-risk" students, teachers' techniques and techniques assisting EFL "at-risk" students, the most significant hindrances they encounter using technology with the students of this ilk, their attitude toward using technology with them and their recommendations for other EFL teachers dealing with "at-risk" students. These answers were analyzed through descriptive analysis.

3.2 Participants

This study was conducted in preparatory school and in a language academy in Istanbul, Turkey, in the academic year, 2019-2020 among EFL teachers and the information was compiled through questionnaires and open-ended questions. The number of teachers who are teaching in this preparatory school is about 70 and 22 respectively. The number of whole students is 1268 and 180 respectively.

3.2.1 Participants in the first phase of the study

The questionnaires were posed to EFL teachers in both centers and 31 EFL teachers filled out the questionnaires. Table 3.1 shows the demographic information of the participant in the first phase of the study.

Table 3.1: Demographic Information of Respondents

| Variable | Category |
|---|------------------|
| Gender | Male |
| | Female |
| Age | 20-29 |
| | 30-39 |
| | 40-49 |
| | 50-59 |
| | 60 and above |
| Qualification | Bachelor degree |
| | Master degree |
| | Doctorate degree |
| Teaching Experience | 1-5 |
| | 6-10 |
| | 11-15 |
| | 16-20 |
| | Over 20 |
| Computer and Internet Usage during the day | 1-3 hours |
| | 4-6 hours |
| | 7-10 hours |
| | Over 10 hours |
| Former Attendance in an ICT (computer and Technology) courses | Yes |
| | Not at all |

3.2.2 Participant in the second phase of the study

The participants in the second phase of the study were 12 “at-risk” students who were shifted from the traditional classes to the online ones in the academic years 2017, 2018 and 2019. These at-risk students’ achievements in the English Academy were studied and compared in both classes in order to examine the effects of technology use on the achievements of these students.

3.2.3 Participants in the third phase of the study

In the last phase of the study 10 teachers were selected from both centers to be interviewed which means, 5 teachers from each center.

3.3 Instruments

3.3.1 Demographic information of EFL teachers & EFL teachers' knowledge of ICT

The first part of the questionnaire focuses on the Demographic information of the teachers that includes six parts concerning age, gender, teaching experience, their academic degree, length of the amount of internet and computer use during the day and former attendance in an ICT course. In the second part of the questionnaire, the teachers' software information is determined. The questionnaire evaluating teachers' ICT knowledge (ICT-K) is an adaptation of two questionnaires developed by Papanastasiou & Angeli (2008) and Vannatta and O'Bannon (in \press) as a tool for goals 2000 Preservice Technology Infusion Project. The genuine questionnaires were used for general sciences and some of their items were not applicable in EFL field, so researcher had to make some changes and add some items to it to suit the English as a Foreign Language teaching field. Also, the researcher had to clarify and specify items to help teachers give valid and reliable answers. This adapted questionnaire contains 16 items. A Likert scale of 1-5 for the respondents is utilized on the survey. The survey offers the Likert-style choices for the respondents as follows ;(I cannot use it, I can use it to a small extent, I can use it satisfactorily, I can use it well and I can use it very well). Their answers determine the teachers' information and knowledge on numerous software.

3.3.2 EFL teachers' frequency use of ICT

In the third questionnaire the teachers' ICT frequency use in education is determined. The third questionnaire which is adaptation of two questioners shows the frequency of ICT use of EFL teachers. These questionnaires were developed by Papanastasiou & Angli (2008) and Venetta and O'Bannon (2000) contain 19 items and again the researcher had to clarify and specify items to help teachers give valid and reliable answers. The teachers' answers options are as follows (never, once or twice a semester, once or twice in a month, once or twice in a week, virtually every day);

In order to help teachers, give valid and reliable answers these two questionnaires' items were clarified. Specified and being demystified. Cronbach's alpha technique

was used to measure the reliability of the measuring tool (Teacher Knowledge Questionnaire and Teacher

Technology Use Questionnaire). Reliability of 16 items in teachers' ICT knowledge was equal to 0.93 and for 19 items of teachers' ICT technology use was equal to 0.86 and were confirmed in both questionnaires (minimum appropriate reliability is 0.7)(See appendix page 105). These questionnaires have been pilot-tested to measure the reliability and to determine whether they are understandable for the target population and then distributed between teachers. At the end the GPA of their whole students was asked. Then, based on the teachers answers to the questionnaire the teachers were divided into 2 groups of teachers with high and low frequency technology use and the result of their classes were compared with each other.

3.3.3 Conducting open-ended survey on EFL teachers

As it has been proven that one of the main factors with technology use in the classes is teachers' idea toward technology and one of the ways that "at-risk" students can be challenged is utilizing technology effectively in the classroom (e.g., Inan & Lowther, 2010; Sandholtz et al., 1997; Zhao & Frank, 2003), the third phase of the study is done by posing following questions to the teachers and recording their voices by cellphone. The audio recordings of the interview were listened to a number of times for the precise transcription (see appendix page 109). The second part aims to find out the teachers' idea about the most affective factors on EFL at-risk students' failure, the most problematic skill or skills of their "at-risk" students, teachers' techniques and techniques assisting EFL "at-risk" students, the most significant hindrances they encounter using technology with the students of this ilk, their attitude toward using technology with them and their recommendations for other EFL teachers dealing with "at-risk" students, the following eight questions were posed to the EFL teachers of both centers.

1. What are the most affective factors on EFL "at-risk" students' performances in your idea?
2. What techniques and techniques do you use in your classroom dealing with students of this ilk?
3. In what skills do you think EFL "at-risk" students are more problematic?

4. What's your attitude through utilizing technology in the classroom and how do you use technology to decrease your "at-risk" students' affective barriers and assist them in their problematic skills?
5. Have you ever attended any technology classes and if some classes will be run for the EFL teachers would you attend those classes? Will you apply what you have learnt in your own classes?
6. Have you ever had distance teaching? If want to choose between the traditional classes and on-line classes which one would you choose and why?
7. We are living in 21st century, but teachers and also students do not use technology in general and educational technology in specific in effective ways in their classes. What are the reasons for this problem in your viewpoint and what barriers do teachers have in using technology effectively in their classrooms?
8. What are your recommendations for EFL teachers regarding "at-risk" students?

3.4 Procedure

After selecting the topic and consulting with my supervisor, three questionnaires were selected to be utilized in the first phase of this study. The first questionnaire (Demographic questionnaire) that was developed by the researcher. The second questionnaire that is the teachers' software information in education and evaluates the teachers' ICT knowledge (ICTK) is an adaptation of two questionnaires developed by Papanastasiou & Angeli (2008) and Vannatta and O'Bannon (in \press) as a tool for goals 2000 Preservice Technology Infusion Project. So, I emailed them to get permission from both of developers. I received the first permission email from Dr. Rachel A. Vannatta on December 6th, 2018 and the second permission email from Dr.Charoula Angeli on April, 17th, 2019. The genuine questionnaires were used for general sciences and some of their items were not applicable in EFL field, so I had to make some changes and add some items to it to suit the English as a Foreign Language teaching field. Also, I had to clarify and specify items to help teachers give valid and reliable answers. Then my proposal was confirmed by my supervisor. On the 6th of March, 2019, I handed it in to the social institute for getting confirmation. On the 20th of March, 2019 it was confirmed and I delivered my questionnaires along

with the Turkish translation of it to the social science Institute for the final confirmation on April 27th, 2019 and I received the final confirmation on June 18th, 2019. On the same date, I took the permission letter for the prep school in Istanbul Aydin University preparatory school and I got some information about the number of the students and teachers. The books that was taught there were “Speak out & English Files”. The number of the students is about 1268 and the number of the teachers is about 70. They have access to the projector and platform. The teachers send the students assignments on Pearson platform. They can see the correct answer immediately after answering to the questions and also, they can see their percentage of their answers. They have four tracks or modules during one academic year and the students’ grades were calculated from 100. I talked to the head of departments and manage the time with the teachers for interview. I sent my questionnaire through google form to their emails. The next day I visited the head of department of the Language academy that was my second setting for conducting my research and I made an appointment to meet him on a specific date. Meanwhile I send my questionnaire to the teachers’ emails through google form. On the first day, I visited one of the teachers in the Language academy, he was from Syria and I used my phone for recording his voice. The interview took about 27 minutes. On the second day, I met four teachers in the prep school and I interviewed with them again. The teachers were from Iran, Turkey and United States of America. Their interview duration differs from 30 to 45 minutes. I made an appointment with another teacher for the next day. I interviewed with him and asked the same questions that has been mentioned in instrument’s section. The next day that is, on July 3rd, 2019, I visited the head of department in the language academy and he shared some information with me. It was a center for learning English Language. I could gain some information about how their system works. They have three branches in Istanbul. They have students from different nationalities including Turkey, Syria, Tunisia and Libya. The total number of the students is about 180 and teachers about 22. The book that they are using there is Speak out and the teachers have access to the smart board and assessment tool that is called “My English Lab”. The students do their assignment through My English Lab and they get immediate feedback. In fact, in case of assignments, the teachers keep track of students’ assignments in My English Lab and they do not correct their students’ assignments on paper. Students can see

the correct answer there as well. Each semester includes 90 hours. The students have four achievement tests. Achievement tests includes the assessments tests at the end of each three units. The students do their assignments test through my English lab too. The students need to present at the end of each three units and they have a final exam. Final exam includes all chapters and it is in both written form and presentation. The students' final exam is marked by the teacher. The students who their total scores are under 70 won't pass the exam and they need to repeat the module again.

In order to investigate the "at-risk" students' changes in online classes in terms of their achievements, 12 EFL at-risk students' achievements who were transferred from the traditional classes to the online classes in the language academy are studied. As the researcher is not allowed to have access to the students' achievements and names (as they are confidential information), the coordinator takes out these "at-risk" students' scores in both mode of classes and hands in their scores to the researcher. These students were transferred from the traditional classes to the online ones in academic years 2017, 2018 and 2019. This language academy has three different kind of classes which are; traditional classes in which the students work with just chalk, pen and CD player and they do not technology in this one.

The other one is blended one, in which the students attend the classes and they teachers have access to the internet and smart board. It is a mix of traditional methods with the modern technology. The last one is online classes. They also have online classes from different parts of the world. The hours of in distance classes are 90 just like the blended classes. In this classes the students do not participate physically but they have distance learning. All of the material and syllabus are taught by technology. The students join the class by a password and teacher first calls the role. There is light in front of each student name which shows they are online. So, if they join the class in the middle of the lesson the teacher will notice that. Each student can speak by microphone but if there is a background voice which distracts the other students, the teacher can mute that student or ask him/her to close his/her microphone. There are some items like highlighter, eraser, zoom in/out/pencil ...which teacher can use them while teach. Teacher can give them speaking task in pairs or in groups in a way that students will close their microphone to the others except their partner and when the time for speaking task is over, they will open their

microphone again and teacher will lead the class again and students will talk and teacher gives comment or feedback. For reading task, teacher zooms in the task and give time to the students to read the task and then do the exercises. Then, they will check them together. There is an item in front of each exercise in which the students can see the correct answer after the teacher clicks on it. Listening task, the teacher will do prelisting by introducing the topic and then brainstorm with the students. Then, he plays the listening for two time and do the exercises with students. For writing teacher usually teacher ask students to write about the topic and ask them to send their writing to his email. Sometimes teacher uses links like YouTube, google to support his teaching and also, he uses the blank page as a whiteboard to write down on it. All assignments are sent by the teacher online by My English Lab Platform. Teacher can keep track of students' assignment, the time that they are spending on assignments in a day, their progress and percentages. All lessons will be recorded and if the students have problem or get absent, they have the chance of downloading the lesson and watching again. So, in this way the lesson can be repeated as much as they want. In this phase of the study, 12 EFL at-risk students' achievements who were transferred from the traditional classes to the online classes were studied. The password is provided for the researcher by the one of the coordinators and she participates in online lessons which each lesson takes about 2 hours joint the lesson. For more investigations, some of the lessons are downloaded by the researcher at random.

3.5 Data Analysis

3.5.1 Data analysis of EFL teachers' demographic information, ICT knowledge and frequency use of ICT questionnaires

In this phase of the study, SPSS software version 24 is used for analyzing data gained from the questionnaires. Distribution and histograms were used to determine the students' score status, and the tables and concordant diagrams were used for the contextual variables of teachers based on their knowledge status. In order to answer the first and second research questions, descriptive statistics including frequency distribution tables, scatter distribution, and Freeman's test of rank ordering of each item and histogram are presented, as well as the circular chart to answer Spearman's

correlation coefficient and SOL. To answer the third question, after the test of normality of the dependent variable, an independent t-test was used.

3.5.2 Data analysis of EFL “at-risk” student’s achievements transferred from traditional classes to the online ones.

In the second phase of the study, SPSS software version 24 is used for analyzing data gained from the students’ scores both in traditional classes and on-line ones. Distribution and histograms were used to determine the students’ score status. Then, the percentage of differences between students’ scores were determined.

3.5.3 Data analysis of open-ended survey

The third phase of the study is done by posing following questions to the teachers and recording their voices by cellphone. The audio recording of the interview was listened to a number of times for the precise transcription (see appendix p.108) and the data collected from this phase is analyzed through descriptive analysis.

4. RESULTS

4.1 Introduction

Throughout this chapter the findings are achieved from the questionnaire, transferring “at-risk” students from blended classes to online ones and EFL teachers’ open-ended survey. The second section (section 4.2) presents the findings of the first phase of the study. The required data of phase 1 of the current research was collected using three questionnaires aimed at obtaining EFL teachers’ ICT knowledge and their frequency use of technology in education and the possible relation between them. Also, phase 1 embarked on the relation between EFL teachers’ frequency use of technology and its impact on EFL students’ final scores. The second section (section 4.3) study obtains the impact of transferring “at-risk” students from blended classes to the online ones on their final results. The fourth section of this (section 4-4) is dedicated to the findings of phase 3 of the study the data was collected through one-on-one interviews in which teachers’ methods dealing with “at-risk” students and their attitude and possible hindrances through utilizing technology with the students of this ilk have been discussed.

4.2 Findings from EFL Teachers’ ICT Knowledge and Frequency Use of Their Technology Use in Education Questionnaires

4.2.1 Dispersion distribution of students’ grades

Dispersion distribution of the students’ grades status is determined and shown in the table below.

Table 4.1: Dispersion Distribution of Students’ Grades

| N | Statistics -Valid Missing | 31 |
|----------------|---------------------------|-------|
| Mean | | 0 |
| Std. Deviation | | 75.61 |
| Minimum | | 50 |
| Maximum | | 93 |

Table 4.1 shows that the mean of EFL learners is 75/61, with a standard deviation of 8.78, with a minimum score of 50 and a maximum of 93. As a result, most language learners' scores (in the mean + and - a standard deviation) range from 66.83 to 84.39, and overall the score is high.

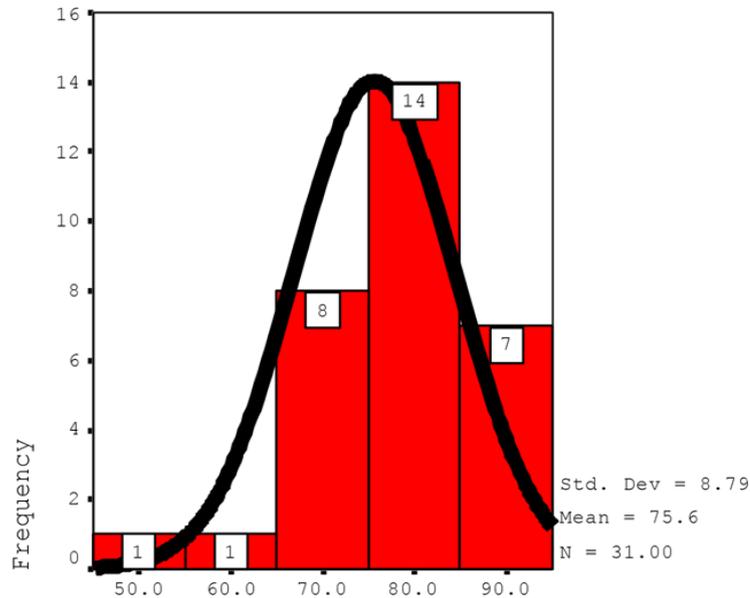


Figure 4.1: Dispersion Distribution of Students' Score Status

4.2.2 The relation between teachers' demographic information and teachers' ICT knowledge

The relation between teachers' demographic information and teachers' ICT knowledge are discovered and shown below.

4.2.2.1 The relation between teachers' gender and ICT knowledge

The relation between teachers' gender and ICT knowledge is discovered and shown below.

Table 4.2: Frequency Distribution of Gender and Status of Teachers' Knowledge

| | | Crosstab | | | |
|--------|-------|--------------------|-------|-------|-------|
| | | Knowledge | | Total | |
| | | Low | High | | |
| Gender | male | Count | 53.8 | 13 | 20 |
| | | % within Knowledge | | 72.2 | 64.5 |
| female | Count | 46.2 | 27.8 | 11 | |
| | | % within Knowledge | | | 35.5 |
| Total | Count | 13 | 18 | 31 | |
| | | % within Knowledge | 100.0 | 100.0 | 100.0 |

Table 4.2 shows that out of 31 teachers studied, 20 teachers (64.5%) were males and 11 teachers (35.5%) were females. Out of 13 teachers with low knowledge; [7 teachers (53.8%) are males and 6 teachers (46.2%) are females]; and out of 18 teachers with high knowledge [13 teachers (72.2%) are males and 5 teachers (27.8%)] are females.

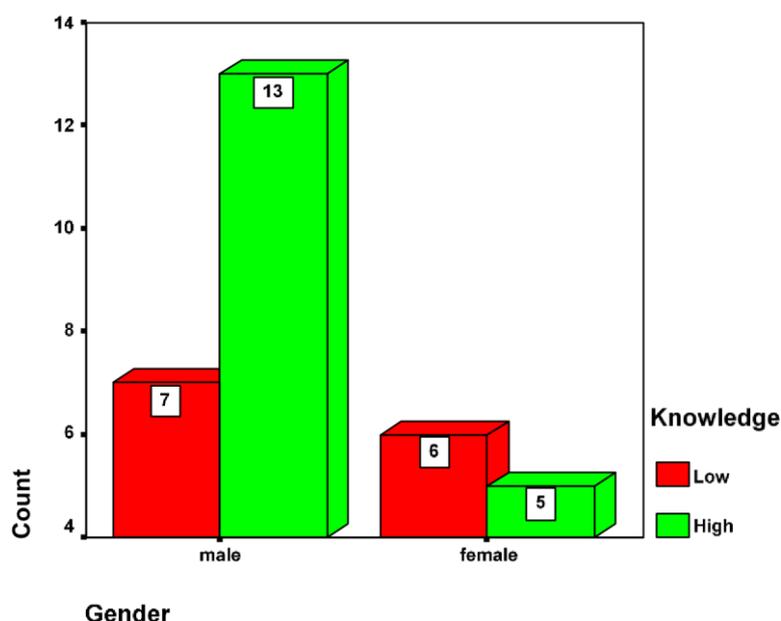


Figure 4.2: Frequency Distribution of Gender and Status of Teachers' Knowledge

4.2.2.2 The relation between teachers' age and ICT knowledge

The relation between teachers' age and ICT knowledge is discussed in below.

Table 4.3: Frequency Distribution of age and Status of Teachers' Knowledge

| | | Crosstab | | | |
|-------|-------|--------------------|-------|-------|-------|
| | | Knowledge | | Total | |
| | | Low | High | | |
| Age | 20-29 | Count | 30.8 | 33.3 | 10 |
| | | % within Knowledge | | | 32.3 |
| | 30-39 | Count | 69.2 | 12 | 21 |
| | | % within Knowledge | | 66.7 | 67.7 |
| Total | | Count | 13 | 18 | 31 |
| | | % within Knowledge | 100.0 | 100.0 | 100.0 |

Table 4.3 shows that out of the 31 teachers studied, 10 teachers (32.3%) were between 20 and 29 years old and 21 teachers (67.7%) were between 30 and 39 years of age. Among 13 teachers with low knowledge; [4 persons (30.8%) aged 20- 29

years and 9 persons (69.2%) with age 30-39] and among 18 teachers with high knowledge [6 persons] (33.3%) are 20-29 years old and 12 persons (66.7%) are 30-39 years old.

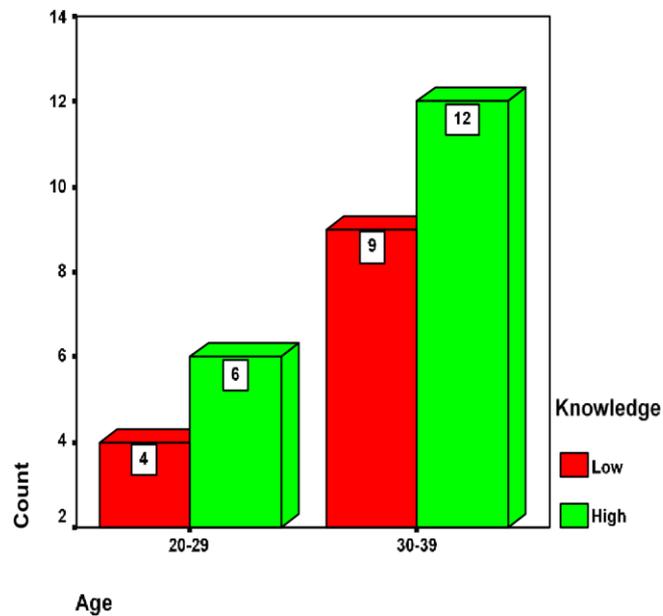


Figure 4.3: Frequency Distribution of age and Status of Teachers' Knowledge

4.2.2.3 The relation between teachers' academic degree and ICT knowledge

The relation between teachers' academic degree and ICT knowledge is shown below.

Table 4.4: Frequency Distribution of Academic Degree and Status Teachers' ICT Knowledge

| Crosstab | | | | | |
|-----------------|-------------------|--------------------|-------|-------|-------|
| | | Knowledge | | Total | |
| | | Low | High | | |
| Academic degree | bachelor's degree | Count | 10 | 16 | |
| | | % within Knowledge | 55.6 | 51.6 | |
| Master degree | | Count | 7 | 15 | |
| | | % within Knowledge | 44.4 | 48.4 | |
| Total | | Count | 13 | 18 | 31 |
| | | % within Knowledge | 100.0 | 100.0 | 100.0 |

Table 4.4 shows that out of 31 teachers studied, 16 persons (51.6%) had bachelor's degrees and 15 persons (48.4%) had postgraduate degrees. Out of 13 teachers with low knowledge; [6 persons (46.2%) had bachelor's degree and 7 persons (53.8%) had master's degree]; Out of the 18 teachers with high knowledge [10 persons (55.6%) had a bachelor's degree and 8 persons (44.4%) had a master's degree].

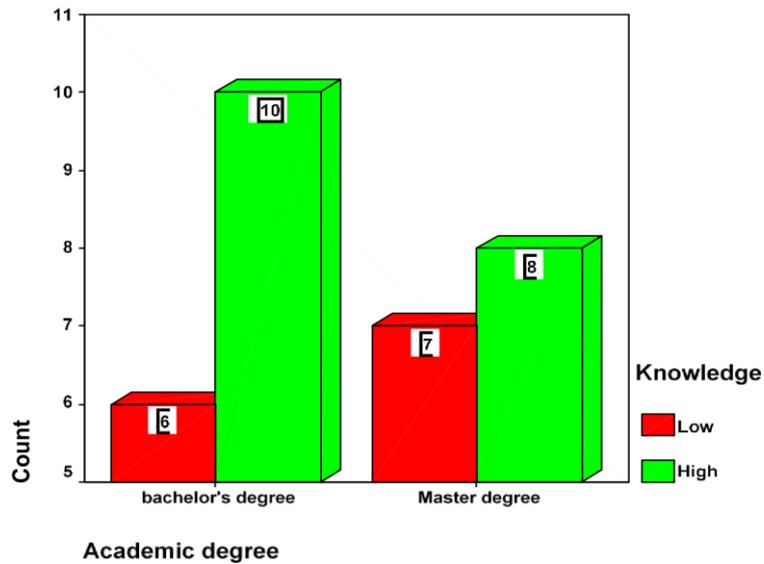


Figure 4.4: Frequency Distribution of Academic Degree and Status of Teachers' Knowledge

4.2.2.4 The relation between teachers' teaching experience and ICT knowledge

The relation between teachers' teaching experience and ICT knowledge is determined below.

Table 4.5: Frequency Distribution of Teaching Experience and Status of Teachers' Knowledge

| Crosstab | | | | | |
|---------------------|--------------------|--------------------|-----------|--------|--------|
| | | | Knowledge | | Total |
| | | | Low | High | |
| Teaching experience | 1-5 | Count | 6 | 5 | 11 |
| | | % within Knowledge | 46.2% | 27.8% | 35.5% |
| | 6-10 | Count | 6 | 6 | 12 |
| | | % within Knowledge | 46.2% | 33.3% | 38.7% |
| | 11-15 | Count | 1 | 7 | 8 |
| | | % within Knowledge | 7.7% | 38.9% | 25.8% |
| Total | Count | | 13 | 18 | 31 |
| | % within Knowledge | | 100.0% | 100.0% | 100.0% |

Table 4.5 shows that out of 31 teachers studied, 11 (35.5%) teachers had between 1-5 years and 12 (38.7%) teachers had between 6 -5 years and 8 (25.8%) teachers also had between 11-15 years of working experience. Out of the 13 teachers with low knowledge of technology [6 (46.2%) teachers had 1-5 years of working experience, 6 (46.2%) teachers had 6-10 years of working experience and 1 person (7.7%) had 11-

5 years of working experience] and among 18 teachers with high knowledge of technology [5 (27.8%) teachers had 1-5 years of working experience, 6 (33.3%)]teachers had 6-10 years of working experience and 7 persons (38.9%) had 11-15 years of working experience.

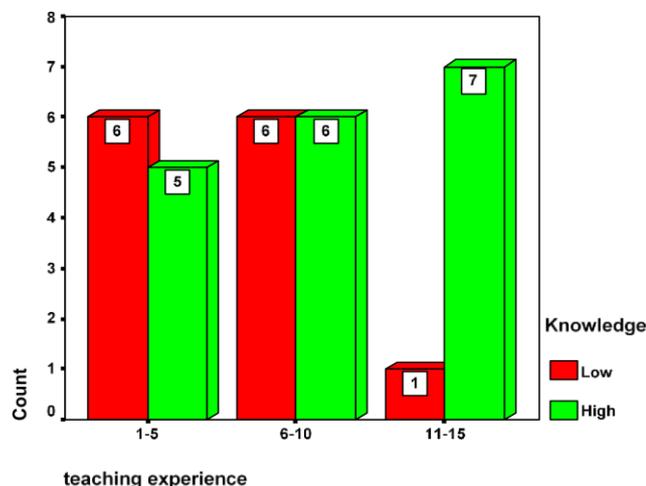


Figure 4.5: Frequency Distribution of Teaching Experience and Status of Teachers' Knowledge

4.2.2.5 The relation between teachers' daily computer and internet usage and ICT knowledge

The relation between teachers' daily computer and internet usage and ICT knowledge is shown and discussed below.

Table 4.6: Frequency Distribution of Teachers' Daily Computer and Internet Usage and Status of Teachers' Knowledge

| Crosstab | | | | | |
|--|------|--------------------|-----------|-------|-------|
| | | | Knowledge | | Total |
| | | | Low | High | |
| Computer and internet usage during the day | 1-3 | Count | 53.8 | 33.3 | 13 |
| | | % within Knowledge | | | 41.9 |
| | 4-6 | Count | 23.1 | 10 | 13 |
| | | % within Knowledge | | 55.6 | 41.9 |
| | 7-10 | Count | 23.1 | 11.1 | 16.1 |
| | | % within Knowledge | | | |
| Total | | Count | 13 | 18 | 31 |
| | | % within Knowledge | 100.0 | 100.0 | 100.0 |

Table 4.6 shows that among 31 teachers studied, 13 (41.9%) persons used computer and internet for 1 to 3 hours , 13 (41.9%) used computer and internet for 4 to 6 hours

and 5 (16.1%) persons used computers and the Internet for 7 to 10 hours during a day. Among the 13 teachers with low knowledge [7 (53.8%) persons used computer and internet for 1-3 hours, 3 (23.1%) persons for 4-6 hours, and also 3(23.1%)persons used for 7-10 hours] in a day. Among 18 high knowledge teachers [6 (33.3%) persons used computer and internet for 1-3 hours, 10 people(55.6%) for 4-6 hours and 2 (11.1%) people 7-10 hours] in a day.

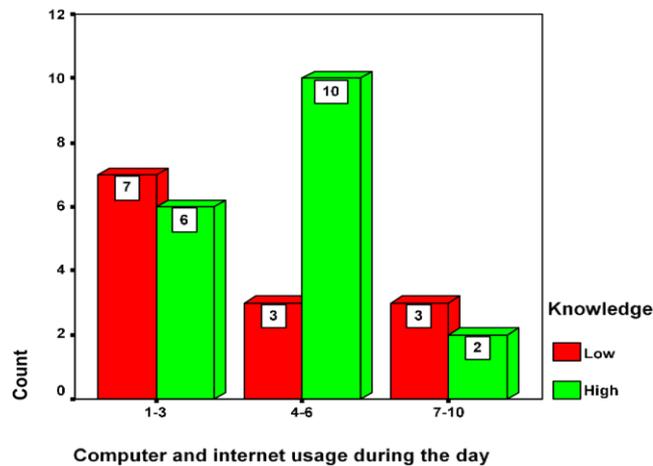


Figure 4.6: Frequency Distribution of Teachers' Daily Computer and Internet Usage and Status of Teachers' Knowledge

4.2.2.6 The relation between teachers' former attending in ICT courses and ICT knowledge

The relation between teachers' former attendance in ICT courses and ICT knowledge is shown and determined below.

Table 4.7: Frequency Distribution of Teachers' Former Attendance in ICT Courses and ICT Knowledge

| | | Crosstab | | Total |
|--|-------|--------------------|-------|-------|
| | | Low | High | |
| former attendance in ICT(computer and technology use) | yes | Count | 13 | 20 |
| | | % within Knowledge | 72.2 | 64.5 |
| not at all | Count | 46.2 | 27.8 | 11 |
| | | % within Knowledge | | 35.5 |
| Total | Count | 13 | 18 | 31 |
| | | % within Knowledge | 100.0 | 100.0 |

Table 4.7 shows that among 31 teachers who were studied, 20 persons (64.5%) teachers had participated in ICT courses and 11 (35.5%) had not. Among the 13

teachers with low knowledge; [7 persons (53.8%) had participated and 6 teachers (46.2%) had not attended ICT courses]; and among the 18 teachers having high knowledge of ICT [13 teachers (72.2%)] had attended and 5 teachers (27.8%) had not participated in ICT courses. Chart 4-7 also shows that teachers attending ICT courses are somewhat more knowledgeable.

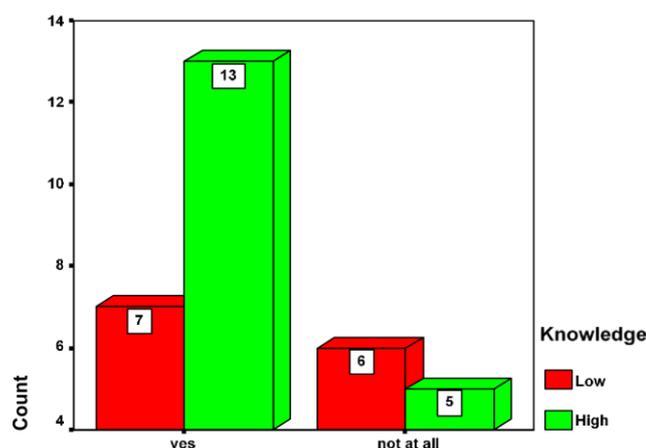


Figure 4.7: Frequency Distribution of Teachers’ Former Attendance in ICT Courses and Their Knowledge Status

4.2.3 EFL teachers’ ICT knowledge statues in education

In the second part of the questionnaire, the teachers’ ICT knowledge is determined. This adapted questionnaire contains 16 items. A Likert scale of 1-5 for the respondents is utilized on the survey. The survey offers the Likert-style choices for the respondents as follows;(I cannot use it, I can use it to a small extent, I can use it satisfactorily, I can use it well, I can use it very well). Their answers determine the teachers’ information and knowledge on numerous ICT software.

Note: 1= I cannot use it, 2= I can use it to a small extent, 3= I can use it to a small to satisfactorily, 4= I can use it well, 5= I can use it very well F= Frequency P= Percentage

Table 4.8: Frequency Distribution of the Teachers’ Answers to 16 Questions Concerning the Status of Teachers’ ICT Knowledge in Education

| Questions | 1 | | 2 | | 3 | | 4 | | 5 | | Mean |
|--|---|-----|---|------|---|----|---|------|---|------|------|
| | F | P | F | P | F | P | F | P | F | P | |
| 1. Word processing (inserting elements from other software, correcting spelling or grammar, organizing your text into column, add page numbers, formatting text, ... | 2 | 6.5 | 8 | 25.8 | 9 | 29 | 8 | 25.8 | 4 | 12.9 | 3.13 |

Table 4.8 (con.): Frequency Distribution of the Teachers' Answers to 16 Questions Concerning the Status of Teachers' ICT Knowledge in Education

| Questions | 1 | | 2 | | 3 | | 4 | | 5 | | Mean |
|--|---|------|----|------|---|------|----|------|---|------|------|
| | F | P | F | P | F | P | F | P | F | P | |
| 2. Databases (A database is a data structure that stores organized information e.g., Access...) | 2 | 6.5 | 5 | 16.1 | 5 | 16.1 | 15 | 48.4 | 4 | 12.9 | 3.45 |
| 3. Spreadsheets (e.g. Excel, google sheets....to track students, calculate grades, and identify relevant data, such as high and low scores, missing tests, and students who are struggling) | 1 | 3.2 | 1 | 3.2 | 8 | 25.8 | 13 | 41.9 | 8 | 25.8 | 3.84 |
| 4. LCD Panel and/or Projector (To Show multimedia presentations, streaming or downloaded videos) | 2 | 6.5 | 2 | 6.5 | 5 | 16.1 | 13 | 41.9 | 9 | 29 | 3.81 |
| 5. Multimedia software (programs that support interactive use of the text, audio, still images, video, graphics and manipulate to support learning.) | 2 | 6.5 | 3 | 9.7 | 8 | 25.8 | 10 | 32.3 | 8 | 25.8 | 3.61 |
| 6. Problem solving software (A type of free content or content-based programmers that places emphasis on critical thinking, analysis, logic and reasoning via presentation of set of data or problematic event.) | 4 | 12.9 | 9 | 29 | 7 | 22.6 | 11 | 35.5 | - | - | 2.81 |
| 7. A tutorial software (exposes the learner to material that is believed not to have been previously taught or learned. A tutorial often includes pre-test, posttest and drill and practice activities.) | 5 | 16.1 | 6 | 19.4 | 7 | 22.6 | 11 | 35.5 | 2 | 6.5 | 2.97 |
| 8. Simulation software (computerized model of real or imagined system designed to teach how a system works and allows learners to create their own sequence for using simulation.) | 9 | 29 | 11 | 35.5 | 5 | 16.1 | 6 | 19.4 | - | - | 2.26 |
| 9. Instructional games (are courseware designed to motivate learning by adding game rules to learning activities.) | 1 | 3.2 | 9 | 29 | 5 | 16.1 | 10 | 32.3 | 6 | 19.4 | 3.35 |

Table 4.8 (con.): Frequency Distribution of the Teachers' Answers to 16 Questions Concerning the Status of Teachers' ICT Knowledge in Education

| Questions | 1 | | 2 | | 3 | | 4 | | 5 | | Mean |
|---|----|------|---|------|----|------|----|------|----|------|------|
| | F | P | F | P | F | P | F | P | F | P | |
| 10. Teacher utilities (Non-instructional or administrative programs used to prepare instructional materials or organize, store, evaluate and report information on pupils' achievement and progress.) | 3 | 9.7 | 4 | 12.9 | 10 | 32.3 | 14 | 45.2 | - | - | 3.13 |
| 11. Presentation software (Power Point, Macromedia Director and Asymetrix's Multimedia Toolbook, Lotus's Freelance Graphics, Microsoft's FrontPage and Adobe's Page Mill) | 2 | 6.5 | 4 | 12.9 | 8 | 25.8 | 10 | 32.3 | 7 | 22.6 | 3.52 |
| 12. Assistive Technologies (audio players and recorders, timers, reading guides, frequency modulation system (FM), writing supports, graphic designer...) | - | - | 4 | 12.9 | 5 | 16.1 | 16 | 51.6 | 6 | 19.4 | 3.77 |
| 13. Instructional Methods for Integrating Technology (e.g. add multimedia elements to Presentations, play podcasts-ordinate live videos, use videos for mini lessons...) | 1 | 3.2 | 6 | 19.4 | 7 | 22.6 | 13 | 41.9 | 4 | 12.9 | 3.42 |
| 14. Modeling Software (e.g. special simulation software, ...) | 15 | 48.4 | 5 | 16.1 | 8 | 25.8 | 3 | 9.7 | - | - | 1.97 |
| 15. Internet (Taking advantage of video lessons, inviting remote speakers, creating collaboration groups, sharing public files and documents, making your lessons more visual...) | 2 | 6.5 | 3 | 9.7 | 4 | 12.9 | 10 | 32.3 | 12 | 38.7 | 3.87 |
| 16. E-mail (To link with partners in other countries and cultures, for e-mail classroom pen-pal and project exchanges and using mailing list.) | 2 | 6.5 | 7 | 22.6 | 1 | 3.2 | 7 | 22.6 | 14 | 45.2 | 3.77 |

In table 4.8; in relation to item one, 2 people (6.5%) cannot use it, 8 people (25.8%) use it to some extent, 9 (29%) can use it satisfactorily, 8 people (25.8%) can use it well, and 4 people (12.9%) can use it very well and it shows that the average of EFL teachers' score in this item is 3.13 and it is above the average. In relation to item two, 2 people (6.5%) cannot use it, 5 people (16.1%) can use it to some extent, 5 people (16.1%) can use it Satisfactorily, 15 people (48.4%) can use it well and 4 people (12.9%) have chosen the options I can use it very well, it shows that the average of EFL teachers' score in this item 3.45 and above the average. In relation to item three, 1 people (3.2%) cannot use it, 1 people (3.2%) can use it to some extent, 8 people (25.8%) can use it Satisfactorily, 13 people (41.9%) can use it well

and 8 people (25.8%) have chosen the options I can use it very well; it shows that the average of EFL teachers' score in this item 3.84 and high.

In relation to item four, 2 people (6.5%) cannot use it, 2 people (6.5%) can use it to some extent, 5 people (16.1%) can use it Satisfactorily, 13 people (41.9%) can use it well and 9 people (29%) have chosen the options I can use it very well; it shows that the average of EFL teachers' score in this item 3.81 and high.

In relation to item five, 2 people (6.5%) cannot use it, 3 people (9.7%) can use it to some extent, 8 people (25.8%) can use it Satisfactorily, 10 people (32.3%) can use it well and 8 people (25.8%) have chosen the options I can use it very well; it shows that the average of EFL teachers' score in this item 3.65 and is above the average.

In relation to item six, 4 people (12.9%) cannot use it, 9 people (29%) can use it to some extent, 7 people (22.6%) can use it Satisfactorily, 11 people (35.5%) can use it well and no one has chosen the item I can use it very well; it shows that the average of EFL teachers' score in this item 2.81 and is less than average.

In relation to item seven, 5 people (16.1%) cannot use it, 6 people (19.4%) can use it to some extent, 7 people (22.6%) can use it Satisfactorily, 11 people (35.5%) can use it well and 2 people (6.5%) have chosen the options I can use it very well; it shows that the average of EFL teachers' score in this item 3.65 and is less than average.

In relation to item eight, 9 people (29%) cannot use it, 11 people (35.5%) can use it to some extent, 5 people (16.1%) can use it Satisfactorily, 6 people (19.4%) can use it well and no one has chosen the item I can use it very well; it shows that the average of EFL teachers' score in this item 2.26 and is less than average.

In relation to item nine, 1 people (3.2%) cannot use it, 9 people (29%) can use it to some extent, 5 people (16.1%) can use it Satisfactorily, 10 people (32.3%) can use it well and 6 people (19.4%) have chosen the options I can use it very well; it shows that the average of EFL teachers' score in this item 3.35 and is above the average.

In relation to item ten, 3 people (9.7%) cannot use it, 4 people (12.9%) can use it to some extent, 10 people (32.3%) can use it Satisfactorily, 14 people (45.2%) can use it well and no one has chosen the item I can use it very well; it shows that the average of EFL teachers' score in this item 3.13 and is above the average.

In relation to item eleven, 2 people (6.5%) cannot use it, 4 people (12.9%) can use it to some extent, 8 people (25.8%) can use it Satisfactorily, 10 people (32.3%) can use it well and 7 people (22.6%) have chosen the options I can use it very well; it shows that the average of EFL teachers' score in this item 3.52 and is above the average.

In relation to item twelve, 4 people (12.9%) cannot use it, 5 people (16.1%) can use it to some extent, 16 people (51.6%) can use it Satisfactorily, 6 people (19.4%) can use it well and 6 people (19.4%) have chosen the options I can use it very well; it shows that the average of EFL teachers' score in this item 3.77 and is high.

In relation to item thirteen, 1 people (3.2%) cannot use it, 6 people (19.4%) can use it to some extent, 7 people (22.6%) can use it Satisfactorily, 13 people (41.9%) can use it well and 4 people (12.9%) have chosen the options I can use it very well; it shows that the average of EFL teachers' score in this item 3.42 and is above the average.

In relation to item fourteen, 15 people (48.4%) cannot use it, 5 people (16.1%) can use it to some extent, 8 people (25.8%) can use it Satisfactorily, 3 people (9.7%) can use it well and no one has chosen the options I can use it very well; it shows that the average of EFL teachers' score in this item 1.97 and is too low.

In relation to item fifteen, 2 people (6.5%) cannot use it, 3 people (9.7%) can use it to some extent, 4 people (12.9%) can use it Satisfactorily, 10 people (32.3%) can use it well and 12 people (38.7%) have chosen the options I can use it very well; it shows that the average of EFL teachers' score in this item 3.87 and is high.

In relation to item sixteen, 2 people (6.5%) cannot use it, 7 people (22.6%) can use it to some extent, 1 people (3.2%) can use it Satisfactorily, 7 people (22.6%) can use it well and 14 people (45.2%) have chosen the options I can use it very well; it shows that the average of EFL teachers' score in this item 3.77 and is high.

Table 4.9: Ranking and Prioritizing 16 Items of Teachers Knowledge Status in Teaching English as a Foreign Language

| Items | Rank |
|---|-------------|
| 1. Word processing (inserting elements from other software, correcting spelling or grammar, organizing your text into column, add page numbers, formatting text, ...) | 7.84 |
| 2. Databases (A database is a data structure that stores organized information e.g., Access...) | 9.02 |
| 3. Spreadsheets (e.g. Excel, google sheets....to track students, calculate grades, and identify relevant data, such as high and low scores, missing tests, and students who are struggling) | 10.76 |

Table 4.9 (con.): Ranking and Prioritizing 16 Items of Teachers Knowledge Status in Teaching English as a Foreign Language

| Items | Rank |
|--|--------------|
| 4. LCD Panel and/or Projector (To Show multimedia presentations, streaming or downloaded videos) | 10.74 |
| 5. Multimedia software (programs that support interactive use of the text, audio, still images, video, graphics and manipulate to support learning.) | 9.92 |
| 6. Problem solving software (A type of free-content or content-based programmers that places emphasis on critical thinking, analysis, logic and reasoning via presentation of set of data or problematic event.) | 6.19 |
| 7. A tutorial software (exposes the learner to material that is believed not to have been previously taught or learned. A tutorial often includes pre-test, post test and drill and practice activities.) | 6.76 |
| 8. Simulation software (computerized model of real or imagined system designed to teach how a system works and allows learners to create their own sequence for using simulation.) | 4.13 |
| 9. Instructional games (are courseware designed to motivate learning by adding game rules to learning activities.) | 8.65 |
| 10. Teacher utilities (Non-instructional or administrative programs used to prepare instructional materials or organize, store, evaluate and report information on pupils' achievement and progress.) | 7.55 |
| 11. Presentation software (Power Point, Macromedia Director and Asymetrix's Multimedia Toolbook, Lotus's Freelance Graphics, Microsoft's FrontPage and Adobe's PageMill | 9.52 |
| 12. Assistive Technologies (audio players and recorders, timers, reading guides, frequency modulation system (FM), writing supports, graphic designer...) | 10.42 |
| 13. Instructional Methods for Integrating Technology (e.g. add multimedia elements to Presentations, play podcasts-ordinate live videos, use videos for mini lessons.) | 9.16 |
| 14. Modeling Software (e.g. special simulation software, ...) | 2.85 |
| 15. Internet (Taking advantage of video lessons, inviting remote speakers, creating collaboration groups, sharing public files and documents, making your lessons more visual...) | 11.39 |
| 16. E-mail (To link with partners in other countries and cultures, for e-mail classroom pen-pal and project exchanges and using mailing list.) | 11.11 |

Table 4.10: Friedman test results for prioritizing rankings

| Test Statistics (a) | |
|----------------------------|-----------|
| N | 31 |
| Chi-Square | 159.848 |
| df | 15 |
| Asymp. Sig. | .000 |

According to the Friedman test for ranking the items related to teachers' knowledge status in teaching English as a Foreign Language, according to Table 4.8, the level of teachers' knowledge respectively in items 14, 8, 6, 7 are Low and respectively in relation to items 15,

16, 3, 4, 12 are at the higher level. Also, according to Table (4-9), the value of $\chi^2 = 159.84$ with a significance level of $p = 0.000$ and below 0.05 , this prioritization is valid ($P < 0.05$). In fact, teachers' knowledge in items 15, 16, 3, 4, 12, 16 is higher than other items.

Then, in order to range the teachers' knowledge score and determine their knowledge status, the mean and standard deviation of their knowledge scores were calculated and the lowest and highest scores among the teachers were identified and finally by the percentage of knowledge was calculated.

Table 4.11: Dispersion Distribution of Teacher's Knowledge Status

| N | Valid | Missing | 31 |
|-----------|-------|---------|----------|
| Mean | | | 0 |
| Std. | | | 52.6774 |
| Deviation | | | 12.97790 |
| Minimum | | | 23.00 |
| Maximum | | | 73.00 |

Table 4.11 shows that after summing up the 16-question scores, the mean score of teachers' knowledges is $52/67$ with the standard deviation of $12/97$, with a minimum score of 23 and a maximum of 73.

As a result, teachers' knowledge is about 66% and is at an average level upwards. In this section, to rank teachers in two groups of teachers with high and low ICT knowledge, teachers' knowledge status identified as follows:

$$\frac{\text{Maximum} - \text{Minimum}}{2}$$

$$\frac{73-23}{2} = \frac{50}{2} = 25$$

23 to 48 → Low

48.1 to 73 → High

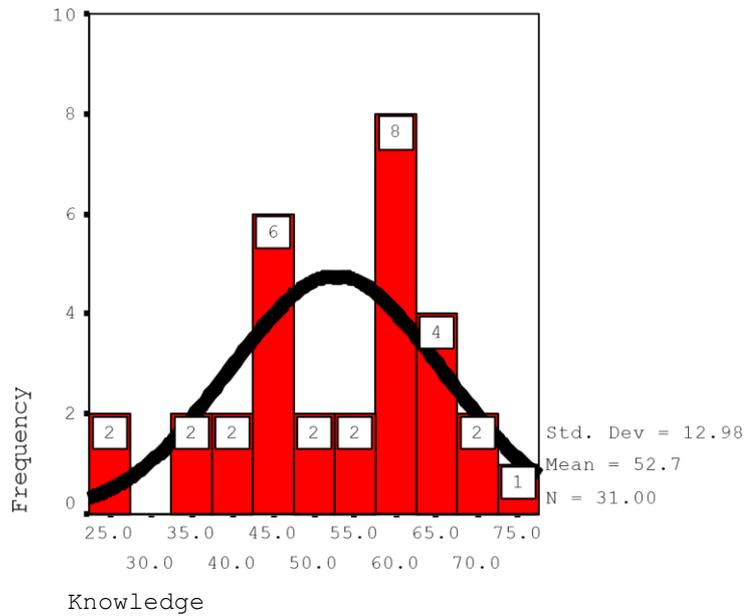


Figure 4.8: Dispersion distribution of teachers' knowledge status

Table 4.12: Frequency Distribution of Teachers' Knowledge Status

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------|-----------|---------|---------------|--------------------|
| Valid | Low | 13 | 41.9 | 41.9 | 41.9 |
| | High | 18 | 58.1 | 58.1 | 100.0 |
| Total | | 31 | 100.0 | 100.0 | |

Knowledge

After identifying teachers with low and high knowledge of technology; Table 4.12 shows that among 31 teachers who were studied, 13 persons (41.9%) had low knowledge and 18 persons (58.1%) had high level of knowledge.

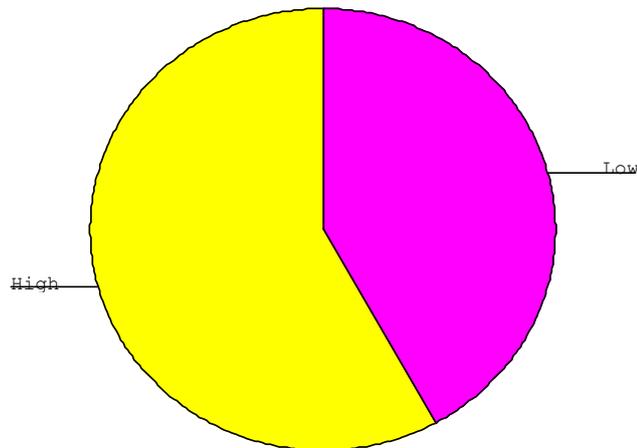


Figure 4.9: Frequent Distribution of Teachers' knowledge Status

After studying 16 items of EFL teachers' ICT knowledge, the teachers' knowledge status in items 15, 16, 3, 4, 12 was in good condition and in items 14, 8, 6, 7 was in poor condition. In general, the knowledge status of EFL teachers was at average level upward (66%) in which 13 persons (41.9%) knowledge was lower than average level and 18 persons (58.1%) had intermediate level of ICT knowledge. Consequently, to increase teachers' knowledge; education and attention to items 14, 8, 6, 7 is essential.

4.2.4 EFL teachers' technology usage statues in education

This adapted questionnaire shows EFL teachers' frequency use of ICT in education. This adapted questionnaire contains 19 items. A Likert scale of 1-5 for the respondents is utilized on the survey. The survey offers the Likert-style choices for the respondents as follows (never=1, once or twice a semester=2, once or twice in a month=3, once or twice in a week=4 & virtually every day=5);

At the end the GPA of their whole students was asked. Then, based on the teachers' answers to the questionnaire the teachers were divided into 2 groups of teachers with high and low frequency technology use and the result of their classes were compared with each other.

Table 4.13: Frequency Distribution of Answers to 19 Questions of Teachers' Technology Usage

| Questions | 1 | | 2 | | 3 | | 4 | | 5 | | Mean |
|--|----|------|---|------|---|------|----|------|---|------|------|
| | F | P | F | P | F | P | F | P | F | P | |
| 1. Play games (to motivate learning by adding game rules to learning activities.) | 2 | 6.5 | 4 | 12.9 | 7 | 22.6 | 13 | 41.9 | 5 | 16.1 | 3.48 |
| 2. Make presentations (e.g., Power Point, Macromedia Director and Asymetrix's Multimedia Toolbook, Lotus's Freelance Graphics, Microsoft's FrontPage and Adobe's Page Mill) | 1 | 3.2 | 9 | 29 | 7 | 22.6 | 9 | 29 | 5 | 16.1 | 3.26 |
| 3. Process texts (e.i., automate mechanization of the creation or modification of electronic text. Using computer commands in creating new content or bringing changes to content, searching or replacing content, formatting the content or generating a refined report of the content. | 11 | 35.5 | 4 | 12.9 | 6 | 19.4 | 8 | 25.8 | 2 | 6.5 | 2.55 |

Table 4.13 (con.): Frequency Distribution of Answers to 19 Questions of Teachers' Technology Usage

| Questions | 1 | | 2 | | 3 | | 4 | | 5 | | Mean |
|---|----|------|----|------|---|------|---|------|----|------|------|
| | F | P | F | P | F | P | F | P | F | P | |
| 4. Publish materials (To prepare files also create animated and interactive PDF presentations and forms e.g., Affinity Publisher. QuarkXPress. Lucidpress. Print Master | 14 | 45.2 | 10 | 32.3 | 1 | 3.2 | 5 | 16.1 | 1 | 3.2 | 2 |
| 5. Prepare spreadsheets (e.g., Excel, google sheets to track students, calculate grades, and identify relevant data, such as high and low scores, missing tests, and students who are struggling) | 5 | 16.1 | 8 | 25.8 | 9 | 29 | 6 | 19.4 | 3 | 9.7 | 2.81 |
| 6. Create graphics (e.g., Word Cluster (This graphic organizer is ideal for brainstorming.) Venn diagrams (these are perfect for comparisons and contrast, Sequence Chart This one is also useful to describe a sequence of events or the steps in a process)). | 10 | 32.3 | 12 | 38.7 | 5 | 16.1 | 2 | 6.5 | 2 | 6.5 | 2.16 |
| 7. Communicate (e.g., e-mail ,online gradebook like Think Wave, Create a class website | 10 | 32.3 | 2 | 6.5 | 4 | 12.9 | 2 | 6.5 | 31 | 41.9 | 3.19 |
| 8. Access the Internet To find materials resource, to prepare Some internet lessons, to plan and manage top tips | 1 | 3.2 | 5 | 16.1 | 2 | 6.5 | 7 | 6.22 | 61 | 51.6 | 4.03 |
| 9. Develop web pages (e.g., FrontPage that is a powerful tool used to design, create and publish web sites | 26 | 83.9 | 3 | 9.7 | 2 | 6.5 | - | - | - | - | 1.23 |
| 10. Develop multimedia (e.g., Hyper Studio that is software package designed specifically for described education that combines animation, clip art, sound, digital video, and text in an easy to use format.) | 24 | 77.4 | 4 | 12.9 | 3 | 9.7 | - | - | - | - | 1.32 |
| 11. Author e.g., simulations that is computerized model of real or imagined system designed to teach how a system works and allows learners to create their own sequence for using simulation | 22 | 71 | 6 | 19.4 | 3 | 9.7 | - | - | - | - | 1.39 |

Table 4.13 (con.): Frequency Distribution of Answers to 19 Questions of Teachers' Technology Usage

| Questions | 1 | | 2 | | 3 | | 4 | | 5 | | Mean |
|---|----|------|---|------|---|------|---|------|----|------|------|
| | F | P | F | P | F | P | F | P | F | P | |
| 12. Map concepts that helps students organize and represent knowledge of a subject. It links concepts and ideas together with words and phrases that explain the relationship. It encourage learners to discover new concepts, clearly communicate ideas and information, and enhance their knowledge on any topic. (e.g., Kidspiration, Inspiration) | 15 | 48.4 | 7 | 22.6 | 4 | 12.9 | 3 | 9.7 | 2 | 6.5 | 2.03 |
| 13. Model complex systems (e.g., Model-It, Stella that are beneficial in teaching basic modeling skills and in fostering student understanding of complex systems.) | 19 | 61.3 | 5 | 16.1 | 4 | 12.9 | 2 | 6.5 | 1 | 3.2 | 1.74 |
| 14. Use educational CDs | 8 | 25.8 | 7 | 22.6 | 4 | 12.9 | 7 | 22.6 | 5 | 16.1 | 2.81 |
| 15. Assessment tools (such as Diagnoser, ARS, Pinnacle Plus, Pearson Progress Assessment) | 6 | 19.4 | 7 | 22.6 | 6 | 19.4 | 6 | 19.4 | 6 | 19.4 | 2.97 |
| 16. Keep track of student attendance | 1 | 3.2 | 3 | 9.7 | 4 | 12.9 | 3 | 9.7 | 20 | 64.5 | 4.23 |
| 17. Create course worksheets and /or assignments | - | - | 6 | 19.4 | 1 | 3.2 | 9 | 29 | 15 | 48.4 | 4.06 |
| 18. Create computer templates to guide student computer use | 12 | 38.7 | 8 | 25.8 | 6 | 19.4 | 4 | 12.9 | 1 | 3.2 | 2.16 |
| 19. Create a website for my course (s) to guide student assignments | 19 | 61.3 | 2 | 6.5 | 5 | 16.1 | 2 | 6.5 | 3 | 9.7 | 1.97 |

Table 4.13 shows; in relation to item one, 2 persons (6.5%) selected the item never, 4 persons (12.9%) selected item once or twice during the semester, 7 persons (6.6%) 22%) selected item once or twice a month, 13 persons (41.9%) selected once or twice a week, and 5 persons (16.1%) selected almost every day, which indicates the mean of teachers in this item is 3.48 and above the average.

In relation to item two, 1 person (3.2%) selected the item never, 9 persons (29%) selected item once or twice during the semester, 7 persons (22.6%) selected item

once or twice a month, 9 persons (29%) selected once or twice a week, and 5 persons (16.1%) selected almost every day, which indicates the mean of teachers in this item is 3.26 and above the average.

In relation to item three, 11 persons (35%) selected the item never, 4 persons (12.9%) selected item once or twice during the semester, 6 persons (19.4%) selected item once or twice a month, 8 persons (25.8%) selected once or twice a week, and 2 persons (6.5%) selected almost every day, which indicates the mean of teachers in this item is 2.55 and below average.

In relation to item four, 14 persons (45%) selected the item never, 10 persons (32.3%) selected item once or twice during the semester, 1 person (3.2%) selected item once or twice a month, 5 persons (16.1%) selected once or twice a week, and 1 person (2.3%) selected almost every day, which indicates the mean of teachers in this item is 2 and low.

In relation to item five, 5 persons (16.1%) selected the item never, 8 persons (25%) selected item once or twice during the semester, 9 persons (29%) selected item once or twice a month, 6 persons (19.4%) selected once or twice a week, and 3 persons (9.7%) selected almost every day, which indicates the mean of teachers in this item is 2.81 and below average.

In relation to item six, 10 persons (32.3%) selected the item never, 12 persons (38.7%) selected item once or twice during the semester, 5 persons (16.1%) selected item once or twice a month, 2 persons (6.5%) selected once or twice a week, and 2 persons (6.5%) selected almost every day, which indicates the mean of teachers in this item is 2.16 and below average.

In relation to item seven, 10 persons (32.3%) selected the item never, 2 persons (6.5%) selected item once or twice during the semester, 4 persons (12.9%) selected item once or twice a month, 2 persons (6.5%) selected once or twice a week, and 13 persons (41.9%) selected almost every day, which indicates the mean of teachers in this item is 3.19 and above the average.

In relation to item eight, 1 person (3.2%) selected the item never, 5 persons (16.1%) selected item once or twice during the semester, 2 persons (6.5%) selected item once or twice a month, 7 persons (22.6%) selected once or twice a week, and 16 persons

(51.6%) selected almost every day, which indicates the mean of teachers in this item is 4.03 and high.

In relation to item nine, 26 person (83.9%) selected the item never, 3 persons (9.7%) selected item once or twice during the semester, 2 persons (6.5%) selected item once or twice a month, no one has selected once or twice a week and almost every day, which indicates the mean of teachers in this item is 1.23 and too low.

In relation to item ten, 24 person (74.4%) selected the item never, 4 persons (12.9%) selected item once or twice during the semester, 3 persons (9.7%) selected item once or twice a month, no one has selected once or twice a week and almost every day, which indicates the mean of teachers in this item is 1.32 and too low.

In relation to item eleven, 22 persons (71%) selected the item never, 6 persons (19.4%) selected item once or twice during the semester, 3 persons (9.7%) selected item once or twice a month, no one has selected once or twice a week and almost every day, which indicates the mean of teachers in this item is 1.39 and too low.

In relation to item twelve, 15 persons (48.4%) selected the item never, 7 persons (22.6%) selected item once or twice during the semester, 4 persons (12.9%) selected item once or twice a month, 3 persons (9.7%) selected once or twice a week, and 2 persons (6.5%) selected almost every day, which indicates the mean of teachers in this item is 2.03 and low.

In relation to item thirteen, 19 persons (61.3%) selected the item never, 5 persons (16.1%) selected item once or twice during the semester, 4 persons (12.9%) selected item once or twice a month, 2 persons (6.5%) selected once or twice a week, and 1 person (3.2%) selected almost every day, which indicates the mean of teachers in this item is 1.74 and too low.

In relation to item fourteen, 8 persons (25.8%) selected the item never, 7 persons (22.6%) selected item once or twice during the semester, 4 persons (12.9%) selected item once or twice a month, 7 persons (22.6%) selected once or twice a week, and 5 person (16.1%) selected almost every day, which indicates the mean of teachers in this item is 2.81 and below the average.

In relation to item fifteen, 6 persons (19.4%) selected the item never, 7 persons (22.6%) selected item once or twice during the semester, 6 persons (19.4%) selected

item once or twice a month, 6 persons (19.4%) selected once or twice a week, and 6 person (19.4%) selected almost every day, which indicates the mean of teachers in this item is 2.97 and below the average.

In relation to item sixteen, 1 person (3.2%) selected the item never, 3 persons (9.7%) selected item once or twice during the semester, 4 persons (12.9%) selected item once or twice a month, 3 persons (9.7%) selected once or twice a week, and 20 person (64.5%) selected almost every day, which indicates the mean of teachers in this item is 4.23 and high.

In relation to item seventeen, 6 persons (19.4%) selected item once or twice during the semester, 1 person (3.2%) selected item once or twice a month, 9 persons (29%) selected once or twice a week, and 15 persons (48.4%) selected almost every day, which indicates the mean of teachers in this item is 4.06 and high.

In relation to item eighteen, 12 persons (38.7%) selected item once or twice during the semester, 8 person (25.8%) selected item once or twice a month, 6 persons (19.4%) selected once or twice a week, and 4 person (12.9%) selected almost every day, which indicates the mean of teachers in this item is 2.16 and is below the average.

In relation to item nineteen, 19 persons (61.3%) selected the item never, 2 persons (6.5%) selected item once or twice during the semester, 5 persons (16.1%) selected item once or twice a month, 2 persons (6.5%) selected once or twice a week, and 3 person (9.7%) selected almost every day, which indicates the mean of teachers in this item is 1.97 and too low.

Table 4.14: Ranking and Prioritizing 16 Items of Teachers Technology Usage Status in Teaching English as a Foreign Language

| Items | Rank |
|---|-------|
| 1. Play games (to motivate learning by adding game rules to learning activities.) | 13.16 |
| 2. Make presentations (e.g., Power Point, Macromedia Director and Asymetrix's Multimedia Toolbook, Lotus's Freelance Graphics, Microsoft's FrontPage and Adobe's Page Mill) | 13.42 |
| 3. Process texts (e.i., automated mechanization of the creation or modification of electronic text. Using computer commands in creating new content or bringing changes to content, searching or replacing content, formatting the content or generating a refined report of the content. | 9.76 |
| 4. Publish materials (To prepare files also create animated and interactive PDF presentations and forms e.g., Affinity Publisher. QuarkXPress. Lucidpress. Print Master | 8.10 |
| 5. Prepare spreadsheets (e.g., Excel, google sheets to track students, calculate grades, and identify relevant data, such as high and low scores, missing tests, and students who are struggling) | 11.13 |

Table 4.14 (con.): Ranking and Prioritizing 16 Items of Teachers Technology Usage Status in Teaching English as a Foreign Language

| Items | Rank |
|---|-------|
| 6. Create graphics (e.g., Word Cluster (This graphic organizer is ideal for brainstorming.) Venn diagrams (these are perfect for comparisons and contrast, Sequence Chart This one is also useful to describe a sequence of events or the steps in a process)). | 8.16 |
| 7. Communicate (e.g., e-mail ,online gradebook like Think Wave, Create a class website | 11.69 |
| 8. Access the Internet To find materials resource, to prepare Some internet lessons, to plan and manage top tips | 15.63 |
| 9. Develop web pages (e.g., FrontPage that is a powerful tool used to design, create and publish web sites | 4.82 |
| 10. Develop multimedia (e.g., Hyper Studio that is software package designed specifically for described education that combines animation, clip art, sound, digital video, and text in an easy to use format.) | 4.81 |
| 11. Author e.g., simulations that is computerized model of real or imagined system designed to teach how a system works and allows learners to create their own sequence for using simulation | 5.23 |
| 12. Map concepts that helps students organize and represent knowledge of a subject. It links concepts and ideas together with words and phrases that explain the relationship. It encourage learners to discover new concepts, clearly communicate ideas and information, and enhance their knowledge on any topic. (e.g., Kidspiration, Inspiration) | 7.76 |
| 13. .Model complex systems (e.g., Model-It, Stella that are beneficial in teaching basic modeling skills and in fostering student understanding of complex systems.) | 6.44 |
| 14. Use educational CDs | 11.05 |
| 15. Assessment tools (such as Diagnoser, ARS, Pinnacle Plus, Pearson Progress Assessment) | 11.15 |
| 16. Keep track of student attendance | 15.92 |
| 17. Create course worksheets and /or assignments | 15.81 |
| 18. Create computer templates to guide student computer use | 8.66 |
| 19. Create a website for my course (s) to guide student assignments | 7.32 |

Table 4.15: Friedman Test Results for Prioritizing Rankings

| | |
|-------------|---------|
| N | 31 |
| Chi-Square | 272.262 |
| df | 18 |
| Asymp. Sig. | .000 |

According to the Friedman test for ranking the items related to teachers' technology usage status in teaching English as a Foreign Language, according to Table (4-15), the level of teachers' technology usage in education in items 9,10,11,12,13 and 19 are very low and in comparison to other items, teachers used technology more in items 8,16 and 17. Also, according to Table (4-15), the value of $2\chi = 272/26$ with a significance level of $p = 0.000$ and below 0.05 , this prioritization is valid ($P < 0.05$). In fact, teachers' technology usage in items 8,16 & 17 are higher than other items. Then, in order to range the teachers' technology usage and determine its status in EFL teaching, the mean and standard deviation of their technology usage scores were

calculated and the lowest and highest scores among teachers were identified and finally the percentage of teachers' technology usage in education was calculated.

Table 4.16: Dispersion Distribution of Teachers' Technology usage Status

| | | | |
|----------------|-------|---------|----------|
| N | Valid | Missing | 31 |
| Mean | | | 49.3871 |
| Std. Deviation | | | 12.21659 |
| Minimum | | | 28.00 |
| Maximum | | | 75.00 |

Table 4.16 shows that the average EFL teachers' use of technology is 49.38 with a standard deviation of 12.21, with a minimum score of 28 and a maximum of 75. As a result, teachers' use of technology is about 52% and at an average level.

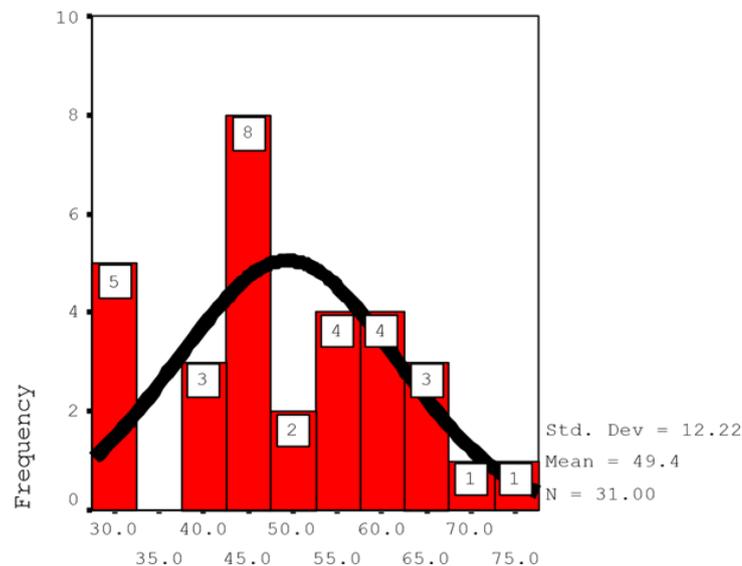


Figure 4.10: Distribution of Teachers' Technology Use Status

In this section, to rank teachers in two groups of teachers with high and low usage of technology, teachers' technology usage status identified as follows:

$$\frac{\text{Maximum} - \text{Minimum}}{2} = \frac{75 - 28}{2} = \frac{47}{2} = 23.5$$

28 to 51.5 → Low

51.51 to 75 → High

After identifying teachers using technology in low and high levels, table 4.17 showed that among 31 teachers who were studied, 17 teachers (54.8%) used technology at low level and 14 teachers (45.2%) used technology in teaching EFL students at high level.

Table 4.17: Frequency Distribution of Teachers Technology Use Status

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Low | 17 | 54.8 | 54.8 | 54.8 |
| | High | 14 | 45.2 | 45.2 | 100.0 |
| | Total | 31 | 100.0 | 100.0 | |

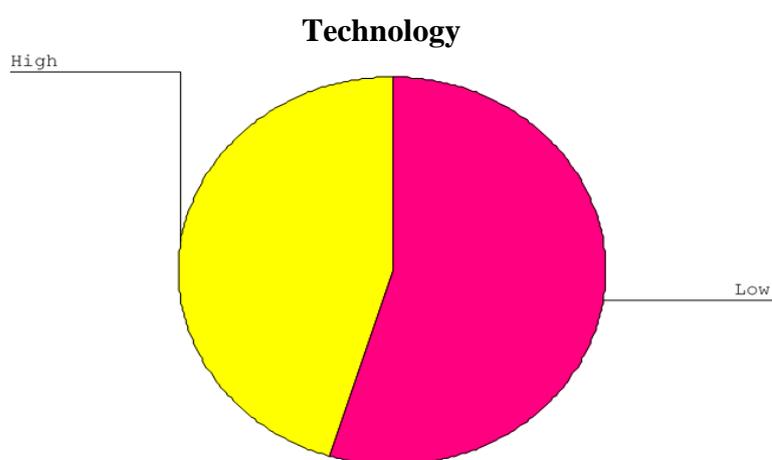


Figure 4.11: Frequency distribution of teachers' technology use status

After studying 19 items teachers' technology use in teaching EFL students, the teachers' usage of technology status in items 8,16 & 17 was in good condition and in items 9,10,11,12,13& 19 was in poor condition. In general, the technology usage status of EFL teachers was at average level (52%) in which 17 persons (54.8%) were using technology lower than average level and 14 persons (45.2%) were using technology upper than average level. Consequently, to increase teachers' use of technology in teaching, training teachers and attention to items 9,10,11,12,13 &19 is necessary. Teachers' usage of technology in items 3,4,5,6,15 & 18 were below average, which should also be given more attention by teachers.

Question 3: Is there a meaningful relationship between the EFL teachers' knowledge and the use of technology in education

Table 4.18: The Correlation between EFL Teachers’ Knowledge and Technology Use in Education

| | | Correlations | | |
|----------------|------------|---------------------|------------------|-------------------|
| | | | Knowledge | Technology |
| Spearman's rho | Knowledge | Correlation | 1.000 | |
| | Technology | Coefficient | . | .508* |
| | | Sig. (2-tailed) | .025 | .003 |
| | | R-square | | .025 |
| | | Correlation | .508* | * 1.000 |
| | | Coefficient | .003 | . |
| | | Sig. (2-tailed) | .025 | .025 |
| | | R-square | | |

Given that the two variables of knowledge and technology use are ranked (high and low), Spearman nonparametric test can be used to investigate the relationship between these two ranking variables.

Correlation is significant at the 0.01 level (2-tailed)

According to Table (4-18), the Spearman test results show a significant relationship between the teachers' knowledge and the use of technology in teaching ($p = 0.003$ and $r = 0.508$). Therefore, there is a significant direct and average relationship between the two variables ($P < 0.05$). Similarly, linear regression results show that R is $0.25 = 2$. As a result, teachers' knowledge of technology can be used to predict the teachers' use of technology up to 25%.

4.2.5 The relationship between the level of teachers’ technology use in education and EFL students’ results

Given that technology use variables are rank (high and low) and learners’ language scores are quantitative (distance, the parametric t-test can be used to investigate the relationship between these two variables if the dependent variable is normal. -test independent test. As a result, one must first ensure that the students’ score is normal using the Kolmogorov-Smirnov test.

Table 4.19: Testing the Normality of Students' Scores by Kolmogorov-Smirnov Test

| | | GPA |
|---------------------------------------|----------|-------------|
| N | | 31 |
| Normal Parameters ^{a,b} Mean | | 75.61 |
| Std. Deviation | | 8.789 |
| Most Extreme Differences | Absolute | .150 .141 - |
| | Positive | .150 .833 |
| | Negative | .491 |
| Kolmogorov-Smirnov Z | | |
| Asymp. Sig. (2-tailed) | | |

a. Test distribution is Normal.

b. Calculated from data.

Table 4.19 that is the Kolmogorov-Smirnov test shows the significance level of the test is $p = 0.49$ and this variable is normal and this parametric test can be used ($P < 0/05$).

Table 4.20: Statistical Indicators of the Variable Teachers' Technology Use Impact on EFL Students' Scores

| | Technology | N | Mean | Std. Deviation | Std. Error Mean |
|-----|------------|----|-------|----------------|-----------------|
| GPA | Low | 17 | 74.29 | 11.117 | 2.696 |
| | High | 14 | 77.21 | 4.594 | 1.228 |

Table 4.21: The Results of Comparison between the Means for the Influence of EFL Teachers' Technology Use in education and EFL Students' Scores

| | | Independent Samples Test | | | | |
|-----|-----------------------------|---|------|------------------------------|-----------------|------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | |
| | | | Sig. | | Sig. (2-tailed) | |
| GPA | Equal variance: assumed | 6.327 | .018 | -.918 | 29 | .366 |
| | Equal variance: not assumed | | | -.986 | 22.151 | .335 |

Based on the information in Table 4.21 and in accordance with the independent t-test for the relationship between the EFL teachers' technology use and the EFL students' final scores, the significance level of the test was $P = 0.33$ and above 0.05 and $t = 0.98$ is. As a result, there is no significant relationship between teachers' use of

technology and EFL students" scores ($P < 0.05$). It is also seen in Table 4.4 that the average score of EFL students whose teachers are more proficient in their teaching (77.21) is slightly higher than the average score of EFL students whose teachers are less proficient in their teaching (74.29) and there is no significant difference.

4.3 Findings from Transferring EFL "At-Risk" Students from Traditional Classes to Online in Terms of Their Final Results

In this section the scores of 12 "at-risk" students who were transferred from the traditional classes to the on-line ones were taken out in 3 academic years and their scores were compared to each other.

4.3.1 Dispersion distribution of learners' score in the traditional classes

Table 4.22: Dispersion Distribution Status of Learners in the Traditional Method

| GPA- traditional | |
|-------------------------|-----------|
| Valid | 12 |
| N Missing | 0 |
| Mean | 53.5833 |
| Std. Deviation | 20.55794 |
| Minimum | 10.00 |
| Maximum | 72.00 |

Table 4.22 shows that the average score of learners in the traditional method is 53.58 with a standard deviation of 20.55, with a minimum score of 10 and a maximum of 72. As a result, the language proficiency of most learners in the traditional method (in the mean + and - a standard deviation) was in the range of 33.03 to 74.13, and overall the status of the learners in the traditional method was in the intermediate level.

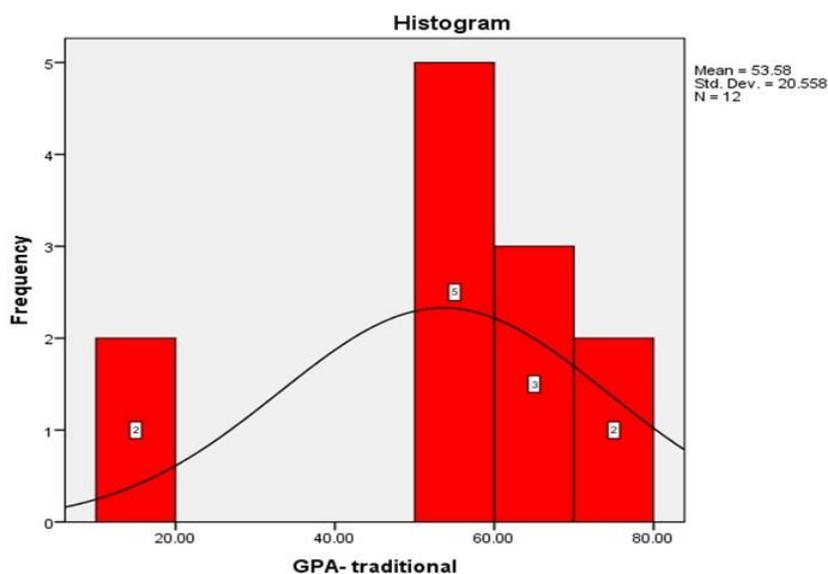


Figure 4.12: Dispersion Distribution of students' scores in the traditional way

4.3.2 Dispersion distribution of learners' score in on-line classes

Table 4.23: Dispersion Distribution Status of Learners in the on-line classes

| GPA-online | |
|-------------------|-----------|
| Valid | 12 |
| N Missing | 0 |
| Mean | 77.5000 |
| Std. Deviation | 10.25582 |
| Minimum | 58.00 |
| Maximum | 90.00 |

Table 4.23 shows that the average score of learners in the traditional method is 77.5 with a standard deviation of 10.25, with a minimum score of 58 and a maximum of 90. As a result, the language proficiency of most learners in the on-line classes (in the mean + and - a standard deviation) were in the range of 67.25 to 87.75, and overall the status of the learners in on-line classes were in the high level.

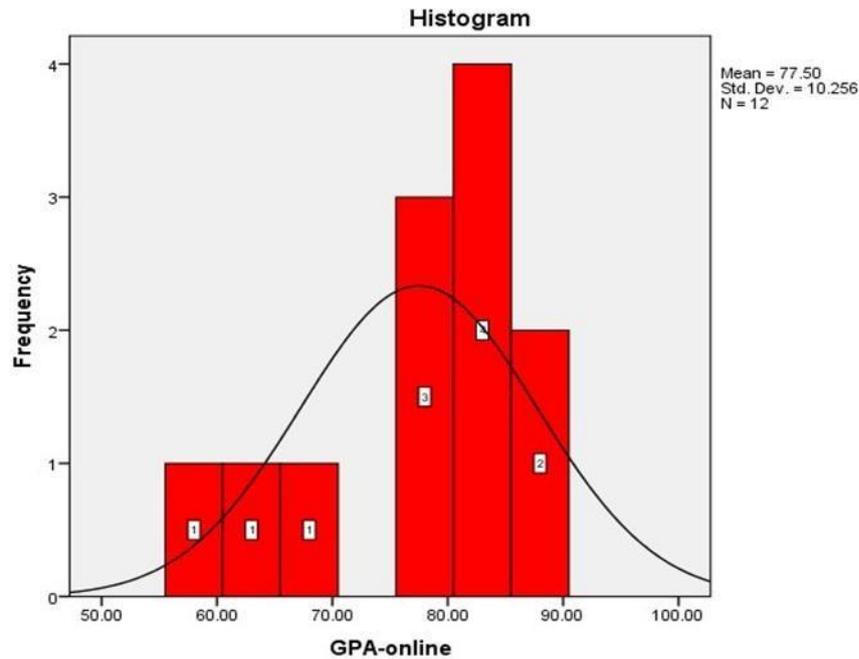


Figure 4.13: Dispersion Distribution of students' scores in on-line classes

4.4 Findings Gained from the Open-Ended Interview with EFL Teachers

In the third phase of the study the researcher goes through one-to-one interviews with a group of ten EFL teachers in two settings. The respondents were asked 8 questions around the topic of “at-risk” students and effective ways of using technology to assist them. Recording their voices by cellphone. The audio recording of the interview was listened to a number of times for the precise transcription (see appendix). This study tried to investigate the source of problem of EFL “at-risk” students and the methods that EFL teachers imply to assist these students. Also, this phase tried to uncover the most problematic skill for at-risk students and also the role of technology on improving that skill EFL teachers’ point of view. Furthermore, the hindrances that EFL teachers encounter using technology with “at-risk” students were revealed.

Question number 1: *What are the most affective factors on EFL “at-risk” students’ performances in your idea?*

Participant 2 thinks that shyness and lack of self-confidence are the characteristic of EFL at-risk students and he argues that these are reluctant students whose fear of atmosphere is a boundary for making them speak and participating in the class activities. The 9th participant believes in the same way. The 10th participant think

that one of the main factors in starter and elementary level students that most at-risk students are struggling with is not having any background in English language. Another issue in her viewpoint is that the at-risk students of different level want to transfer everything from the target language that is English (in terms of grammar and translation) into their mother tongue and there are some grammars that does not exist in their mother tongue .so they cannot understand English well and they get disappointed and they abundant learning English.

Question number 2: *what techniques and techniques do you use in your classroom dealing with students of this ilk?*

1. Providing a cozy and comfortable milieu for “at-risk” students

The first and the eighth participants tried to help his students by making the class as a comfortable and cozy place and make at-risk students believe in himself and feel secure in the classroom. So, they empower his at-risk students by boosting their self-confidence. Participant 1 and 6 try to provide this cozy environment by not differentiating at-risk students from the normal students.do it by pretending that there is nothing wrong with them and they are as much powerful as the other students.

Participant 1; *“Moving this feeling to them that you are normal, you can do it, you can succeed like any other persons”.*

Participant 6; *“I guess I try not to differentiate the at-risk students from the normal students as much as possible at least not publicly in the classroom. I do not do this to feel like separated so I the only way the students know who is doing well who is not is if they share their grades privately and I think this is very important to make sure that the teacher is treating everyone in the someway and make them believe in themselves”.*

Participant 8; *“sometimes I make mistakes on purpose and then I say oh sorry that was the correct one and, in this way, I make them not to be afraid of making mistakes and when they are making mistake, I prefer to have the Peer correction or they correct their mistakes by themselves. I prefer to make laughter in my classroom as much as possible because in this way do students feel comfortable and they are not afraid of making mistakes”.*

- Cooperative Learning

Participant 2 and 9 have faith in group work or pair work as the best remedy for “at-risk students. Participant 10 thinks that for solving “at-risk” students’ problem pair work is better than group work as the teacher can make sure that both students are participating in the class activities but in group work the probability of at-risk students’ quietness will be diminished.

Participant 2; *“I try to help them by putting them in pairs and groups so they can manage to talk more easily in their groups because when they are getting into the groups, like the atmosphere that they get in smaller and I feel and one of them told me that he got more comfortable than talking directly to the teacher because the authority of the teacher dominates the class and the ability to talk and contribute in the class switches off”.*

“I try to put them in the group and they have a kind of Cooperative learning to give them the chance to use the language to participate in that conversation and be active if they're you know part of the language is being practiced in a role play in a real life situation conversation and they are part of that conversation, they need to be part of that role play and we need to push them. They need to put away that shyness”.

- Paying More Attention

Participant 1 thinks that had the experience of helping one at-risk student by paying more attention to him and he thinks that it works most of the time to make them like your assistant. By this way he thinks the teacher can bring back self-confidence to the students. However, participant 2 thinks that these are the apt students that sometime become “at-risk” because the objectives sometime get boring for them. So, he considers those apt students as his assistant and scatter them in the class between at-risk students to help them.

“So, you may have the chance of choosing apt students as your assistant and just scattering them in groups and have them help students in need. The thing that I usually tell them is you are mini teachers so try to listen to your students in the groups, take notes of what they say, and then if you can just add up to their ideas and make them comfortable so they can feel more comfortable and relax in presenting their ideas”.

- Having A Good Rapport

Participants 1, 2 and 4 believed that they can help their at-risk students by making a good bond with them. Participant 1 thinks having a good rapport and making them trust on their teachers are very significant and effective in assisting these students. He had a successful experience of helping one of his at-risk students who had a kind of disability by providing a good rapport

Participant 1; *“If the students trust you, they love you, they believe in you, the relation between the students and teachers is more important than educating them. It is more important than providing materials. Even the internet can provide these stuffs for the students. But making them loving you and trusting you and having a strong bond between you and your students you can, you can drive them to their destination because they trust you”.*

- Motivation

Participant 4 and 7 think that motivation is the key factor for “at-risk students. Participant 7 thinks that teachers cannot do many things about boosting at-risk students’ motivation because he thinks that motivation needs to be intrinsic rather than extrinsic. He thinks that the students of this ilk do not progress well because they do not have goal in their life. The only motivation for them is passing the final exam and entering to the university which is the extrinsic motivation and it won’t last as by entering to the university this motivation will be switched off. However, he thinks that maybe reminding those “at-risk” students that final exams are getting closer and closer to the end of the year can push them studying. Participant claims that sometime applying the strategy “shape -up or ship out” can be effective. Participant 10 tries to activate her “at-risk: students sense of competition and engage them in the class activities.

“Well, I can say that when these students (at-risk) become a part of the competition, they want to win and also, they want to communicate with their friends they want to share the ideas.”

- Technology

Among 10 EFL teachers just two of them mentioned that they are using technology in their classroom in order to help those “at-risk” students in their classes. Participant 5 uses technology in playing games like wheel of fortune and many other different games and he tries to put them in competition. He thinks that when it comes to competition the students just want to win the game and it’s not the matter of language .so, they involve in the game and that’s the place where they can learn.

“Technology is really helpful and useful because now they have a goal. And it is competitive .so it is not the language, but it is the matter of winning.it help them to retain some information, after the game they won’t forget the piece of information”.

Participant 7 tried to engage his “at-risk” students by using technology because he thinks that books cannot attract these types of students and he thinks that if these students liked studying, they did not have any problem as most of them are at-risk because of laziness.

“Well, everyone loves games, everyone like to use technology, there are many websites, stuff like that like cahoots or other online educational websites I cannot think of right now but things that engage them, anything but books. Because these students are those who struggle with those lessons and they want something new to be engaged and technology can help them”.

Question number 3; *in what skills do you think EFL “at-risk” students are more problematic?*

Eight teachers out of ten teachers believe that the most problematic skills for “at-risk” students are productive skills. Just one of them thinks that “at-risk” students have problems in all skills and in another one’s point of view that the most problematic skills for “at- risk” students are listening and speaking.

Question number 4; *what’s your attitude through utilizing technology in the classroom and how do you use technology to decrease your “at-risk” students’ affective barriers and assist them in their problematic skills?*

All participants hold a positive idea toward using technology even those who liked old style of teaching and one of them who has technophobia confess that technology can assist them in teaching.

Participant one declares that he cannot put away the traditional ways of teaching with his “at-risk” students but he confesses that technology has had positive effect on his students’ performances. He uses technology to help his students in their problematic skill which is speaking in his point of view by listening to the videos and imitating accents and having more practice. he thinks that students can be more autonomous in speaking as they come to the English school just four times of the week and this amount of time not enough to improve their speaking

Participant 1; *“To be honest I am a little bit old style teacher. I have my own techniques for my students. But we cannot deny that technology is so effective on students’ mind like you tube and social media stuff. I think technology has a big portion in teaching speaking. We can use technology to make them practice and imitate their accent. Technology here is better than teachers. For the first time I have to admit it because you are not with your students all the time. Students attend the class approximately 4 times in a week but by technology they can listen and imitate and practice the pronunciation whenever they want and talk to a distance friend in virtual world. In this part technology can help more than a traditional class. In speaking students need to improve themselves by themselves and it’s a faster way. In here technology has a big portion and it is easier otherwise you have to stick with your teachers all the time”*.

Participant 2 however, participant two look at the technology in the second step in teaching and learning English as a second language because he thinks that it is the teachers’ responsibility to motivate their students and motivating students to speak comes first and then technology can facilitate learning in the second place. He asks students to record their voices and send them to him to assist them in speaking because he thinks that sometimes classes are crowded and the teachers doesn’t have enough time to spend on each students’ speaking in the classroom.

“Well, technology of course helps but the first thing that you need to do is to motivate the students and make them to think if they don’t start talking they won’t learn, so when they come to the conclusion that if they start talking they would learn, then you can think of technology. For assisting them in speaking, I have experience of recording their voices and send it to me, just that”.

Participant 3 has a strong believe toward using technology in his class and he most often uses technology in visualizing learning. The most applications that participant 3 uses in teaching are Ted talk for note taking and giving topic to the students to speak, YouTube, kahoot and playing songs in the classroom. She thinks that the most problematic skill for “at-risk” students is reading because they do not have the habit of reading by themselves and most of them detest reading. She declares that the common platform that they are using in the language school is as helpful as there are good sources for reading comprehension in reading and if they do not know the meaning of one vocabulary, they click on it and they can find the meaning of it.

“It is so effective. I cannot imagine a lesson without a video. I use it for leading in. I generally search in on the internet, YouTube... because it is visual it is really helpful and I think visualizing everything is very important for the students. I think in reading the online platform is very useful, I think. They have good material and comprehension questions.in reading if you do not know the meaning of one word, you can click on it and it can give you the meaning of it.it is very useful”.

Participant 4 has a neutral idea toward using technology because he thinks that it differs from one person to another one but he thinks that these are the students in 21st century who prefer to deal with their technology and cell phones rather than traditional styles so it can motivate students. He thinks that he was more successful in teaching basic subjects and syllabus to his students who are lower than starter level through taking advantage of auditory, kinesthetic and visualize nature of technology. Then he declares he has been able to reduce the pressure of stress on “at-risk” students by assessing them through technological games

“I had a student. His level was lower than starter. Let’s call it pre starter. I taught all basic through using technology to him. E.g. he learnt colors, jobs with playing games through technology. One advantage was that technology was auditory, kinesthetic and visualizing for him. So, he could learn better and I could assess him through playing games while he was relaxed and without any stress and writing about himself and then about me”.

He thinks that “at-risk” students have problem in all skills. He also thinks that he can use technology in the same portion for both receptive skills and productive skills. He usually uses a website which is called English teens and there are categories there for

different skills and he expose his students with the specific skill according to his student's weakness.

Participant 5 hold a positive attitude toward using technology as well.

"Technology is very important especially for these students because they need things that are visual and auditory. That's why I always use videos, audios and pictures. we have my English lab, so I try to follow their work and see how they are doing and also, I give them feedback".

She also thinks that "at-risk" students have more problem in productive skills as they do not have the chance of producing the language in the classroom. She tries to help them by having a short discussion by giving the topic and them showing them a short video and then discussing about that one.

Participant 6 declares that he uses technology in general in the classroom and he doesn't do anything special just for "at-risk" students. He uses technology to expose his students to materials as much as possible like playing music and cartoons. He also, confess that he hasn't used any instructional material in his classes but the school is going to be equipped with some applications who exposes students more with their problematic area. He looks at technology as a crunch and he thinks that he can engage students by himself and not using technology.

"I am not sure if I am doing something special just for at-risk students and with technology in general in the classroom. I use the whiteboard material that goes along with the books .I always show them music and cartoons that I think that has a certain grammar.

I try not to differentiate the at-risk students from the normal students as much as possible".

"I have never used any of them instructional applications. I think this year we are going to have some text books that have more online assessments that the teacher can go in and after a quiz we can look at every students' score and see what students did well or struggle with".

"I think I look at the technology as a crunch. Something to lean on we do not really need it. If my students do not have motivation and I want to get them motivated maybe would rely on technology but I think I can get my students excited about doing

the activities and get them participating so I do not need to apply on technology. Maybe if I struggled more in my classes then would rely on technology more but I do not struggle too much”.

Participant 8 uses some applications like Plicker in order to engage and interact “at-risk” students more and to solve their shyness and he thinks that using this application and also Kahoot makes students motivated and he could pursue his students’ progress as well.

“I use Plicker as a platform you register students in the platform and then you give them barcodes. I prepare some question and then and I give the students a barcode and I by using my smartphone. I broadcast them on the projector and they receive the question and answers are showing on the projector and then I just scan the barcode and it was really interesting for them to see their names and on the projector it was good for me because I could pursue their progress because it was recording a student's performance”.

He thinks that in technology is more affective in receptive skills while it is using with at-risk students. He mentioned that the book that they are using in their classroom is equipped with a platform in which students can enter it and do their assignment and the system automatically will determine the problematic area of those “at-risk” students and then expose them with more practices. He thinks that this book is appropriate even for those students who want to have self-study but he thinks that in terms of speaking and listening technology cannot be very helpful because it cannot give feedback to the students and there must be a person to check them.

“Receptive skills can develop better through technology for example in Cambridge press there is a platform and that there is a book that the name of the book is Empower it has a CD for the students when they install it in their laptop for example unit one they go home and they install CD in their computers and they do they're related assignment to that unit if their students are poor in their receptive skills”.

Participant 9 thinks that the problem that most students have in the context that he is teaching is speaking and they focus more on grammar not on speaking and as English is taught as a foreign language not second one, the students need to be exposed to native speakers of this language .so, he thinks that having a chat room

with native speakers can help his students and technology has done its own job in this area.

Participant ten confesses that she has technophobia but she uses technology especially with at risk students in showing short films and movies because these are “at-risk “students who do not like reading so she thinks that by showing movies to her at-risk students she can teach them indirectly. She also uses kahoot in her classes to engage at-risk students more because she thinks that the students of this ilk do not like studying so she can engage them through playing games and running a competition between them.

Question 5; *have you ever attended any technology classes and if some classes will be run for the EFL teachers would you attend those classes? Will you apply what you learnt in your own classes?*

Among 10 teachers who were studied in open ended questions, none of them have participated in technology classes related and unrelated to education. Not having enough time because of loading too much to cover all the syllabus, their countries’ situation and not having the chance of access to those classes in their countries are some of the reasons that refrain these teachers from participating those classes. Although a few of them were still doubtful about using technology fully in their classes, but all of them confessed that technology have had positive effect on their students such as accelerating and speeding up learning, motivating students and making students lifelong learner. Some of them are eager to participate in technology classes because they get embarrassed when their students are more knowledgeable than then in terms of technology.

Participant 1; *“Unfortunately, we did not have that opportunity in my country, Syria. I am self-developed. First, I do not have time to attend any of these sessions and second it is not available in my original country I mean Syria. But I hope, it’s a wish for any teacher to get more and more knowledge in these technical stuffs because you feel shy when some students know sth and you do not know it as a teacher, I mean the technological stuff”*.

“I would definitely attend these classes, but I won’t apply them immediately in my classes, I need to make sure that my students will get the same results or better

results. I would make small experiments on individual cases and then if the results were ok, I would apply it on my whole class”.

Participant 2; *“I would really like to take apart in such kind of trainings, where they can just teach me and update me about recent technologies that can accelerate and speed up the learning process”.*

Participant 3; *“Of course, I would. Because I like improving myself in such areas. But think I need to get educated, I think the manager and school authorities should provide us with such training programs”.*

Participant 4; *“I think it is not in the hand of teachers, but it is in the hand of curriculum designers and coordinators, if they use it with the teachers the can map it otherwise it is not possible because we need to finish the unit, we need to deal with many things and materials”.*

“Including writing, reading and many things. So, catching up with our syllabus but if they are embedded with our syllabus why not? But as an extra thing I think that it is not possible.

We rarely have time for everything”.

Participant 5; *“Sure, sure, nobody would say no. I really believe strongly in the lifelong learning process. We can learn more and more. I obviously support technology, why wouldn't I attend those workshops and classes about technology. The more tools you have, the stronger you are”.*

Participant 8; *“of course I'm not professional enough I would want these classes it's really important everyone talked about not cutting the trees but it is not the most effective way to stop cutting the tree technology is one way that you can cut cut and make students more engaged in the whole world is getting controlled by people who are 45 years old and that's what you get”.*

Question 6; *have you ever had distance teaching? If want to choose between the traditional classes and on-line classes which one would you choose and why?*

Among 12 teachers 2 of them did not have the experience of distance teaching. But all of them prefer to have blended classes rather than distance teaching since they think that the good rapport between them and their students will be demolished.

Also, they believe that the interaction between the peers and teachers in blended classes are more genuine.

Participant 1; *“To be honest the good thing about teaching is the feeling that you have in the class. Absolutely, I would choose the traditional classes. The easier one is on-line teaching because you feel comfortable. You do not see students in the class who are gazing at you and waiting for you. For me, teaching is not just delivering kind of information. Students like to learn something because they like the feeling that their teachers deliver to them. With books. Even if there is not smart board, no computer and no technology, I cannot say 100 percent but I can say that 80 percent of my students will choose me and my traditional class. Nowadays children have everything but they miss something in their lives but they do not have that feeling and rapport in their lives”.*

Participant 3; *“I would prefer blende classes because of the interaction of it.in an online platform you do not interact.it takes time you need to type everything .i think that it is not useful in that sense but it doesn't feel genuine.so I think that the interaction between the teacher and peers and the atmosphere is better than online feedback”.*

Participant 5; *“I will go to face to face classrooms. Because the interaction is real. you are acting together. You are doing something together in games. I think online teaching is good but it is not as effective as face to face classes. Even if I have the chance of trying it that I would prefer face to face classes”.*

Participant 6; *“If it is always my choice, I always choose to have more interactive class whether it's student teacher or pair group or group work .but if the school want to try it in experimenter and impediment some other things I would be completely fine with it because I would be interested to see how it goes. If my students really enjoy it and if I thought I could balance getting everything done for the syllabus and in cooperating some more technological aspects to the class I would be fine with that”.*

Question 7; *we are living in 21st century, but teachers and also students do not use technology in general and educational technology in specific in effective ways in their classes. What are the reasons for this problem in your viewpoint and what barriers do teachers have in using technology effectively in their classrooms?*

The first participant declares that one of the barriers that they have in their classroom regarding technology is that their students are deprived of accessing to the technology and as a result they do not know how to use the technology. One of the reasons for not having access to the technology is that their parents have a negative viewpoint toward using technology.

The students do not have the knowledge of using technology in a proper way.

Participant two also affirms that surprisingly his students do not have the knowledge of using technology. They do not know how to use email. He declares that his students can utilize technology in a perfect way for playing computer games and watching online movies but not in education. He also, mentioned that some of his students do not have access to the laptop, smartphones and technological devices in general. He thinks that authorities can help the students of this ilk to provide them with devices and training them how to use them otherwise the traditional atmosphere of the classroom cannot be changed and at-risk students as long as apt students are those who are impaired. He also assisted his students how to use the technology in education and the results were positive. But he declares that technology has had negative effects on his “at-risk” students when his students misused it by receiving screenshot of their apt friends and cheating in doing their assignments. Loading teachers with materials that take teachers the chance of using educational technology effectively in their classes and low knowledge of teachers in this field in his point of view. He thinks that holding EFL seminars, ELT conferences, groups of teachers meeting each other every other month, regularly are the remedies for boosting technological knowledge of EFL teachers.

Participant three also put an approval seal on participant two declarations about misusing students especially the “at-risk” ones of technology by cheating in doing their homework and also goofing around in social media in the class time when this time is allocated to do their assignment by their cell phones. She thinks that the remedy for solving this problem is that the authorities needs to monitor students with more than one educator while they are dealing with technology in their classrooms. Also, another problem with technology with “at-risk” students is that when the system does not give feedback to them while they are doing their assignments and the teacher cannot see their mistakes but just can see their progress. So, doing

assignment by technology is useless for students especially the at-risk ones. The system is also so sensitive in a way that when the students do not use the correct punctuation while doing their assignment the system marks it as the wrong answer so the students get demotivated and ask their teachers to give them assignments on paper. She also mentioned that she asked the authorities to provide with another assessing system but as school is systematized and they need to pay for the new assessing system and most of the time it involves high expenses, the school refrain changing the assessing system. She thinks that decision makers and authorities need to provide their teachers with the most modern educational technology and training as these teachers are full time teachers who do not have the time to participate in the classes of these ilk out.

Participant four believes that teachers being illiterate, not being aware of technologies benefits, students and teachers' laziness in taking apart in technological classes and using it and as a collusion sticking to the traditional ways of teaching and learning are the most hindrances in using technology effectively in their classes. This participant thinks that this is not the responsibility of the authorities to train teachers and students but these are them who need to take the responsibility of gaining the latest technological knowledge. He believes that this is the crucial difference between experience and non-experience teachers as the experienced ones know how to manage their time although they are loaded with high responsibilities.

Participant 5 believes that schools not being equipped with the gadgets and devices are the biggest hindrance in using technology effectively in their classes and he asked his students to bring their laptops with themselves as a result. He believes that there are some teachers who doesn't have the knowledge of using technology and he asks this question that when teachers do not have the knowledge of using technology how they can ask their students to use it in education? So, low knowledge of the teachers is the most important problem in not using technology effectively in EFL classes. He thinks that this is the authority's responsibility to equip schools with devices and train their teachers in the center.

Participant 6 believes that technology cannot be replaced by traditional ways of teaching because the nature of teaching English is interaction and technology is deprived this characteristic, so this is one of the biggest reasons that technology is

not used effectively in the EFL classes. This participant also put an approval seal of the fact that authorities are loading teachers with many drudgery syllabus and activities that must be done and covered in the classroom so, even if they want to apply technology in their classroom to help their “at-risk” students in their problematic area, they won’t have the chance of using it.

Participant seven declares that the low knowledge of teachers in technology is the main hindrance in EFL classes. Also, he believes that teachers generations are significant in the frequency use of it that is to say he is 29 years old and he is computer freak and cannot imagine living without his computer but a teacher who is in his fifties may not use technology as much as he uses it in his classroom. He mentioned that another hindrance is the generation gap between teachers and administrations. It means that some administrations are from the 2 or 3 generation before teachers, so they do not believe in using technology much in the EFL classes and in specific with “at-risk” students and they ask them to have remedial classes for them with the traditional way of teaching. He believes that he can help “at-risk” students by applying many technological games in his classes but the students need to have access to their cellphones, laptops or tablets but having them are forbidden in the classroom even they oblige to drop their cellphone in the box before attending the classroom. He mentioned that because of this reason the students have poor pronunciation because they are not able to read phonetics and they have to use pocketed dictionaries in the classroom while if they had the chance of using smart dictionaries they could touch the speaking button and it would be pronounced by the smart dictionary and it would decrease the risk of wrong and bizarre pronunciation of the students especially “at-risk” ones.

Participant eight declares that misusing students of the technological devices is one of the factors that make teachers not using of frequently in their classrooms. He mentioned that misusing of technology and also cheating by using technology happens most of the time in “at-risk students in a way that when he gives the students the chance of searching in the internet or accessing their cellphones they sometimes go too irrelevant websites or their personal account. So, he needs to monitor them but monitoring all students is not always feasible. Another quandary in not using technology in EFL classes in his idea is the lack of experience of the teachers in terms of using technology and most of the time it is because of their generation that

is to say a teacher who is in his 50s do not believe in using technology in their classes because they think that their traditional ways of teaching is sufficient in teaching and there is no need to utilize the modern ones. He thinks that because teachers do not have enough knowledge of educational teaching they need to allocate more time to find the relevant materials and to learn how to use it in the classroom and as they always run out of time in what they need to do out of the classroom relevant to their own teaching, they quit learning and applying them in their classrooms. He thinks that there would be more workshops to teach teachers in this field and get the old fashioned and generation of teachers through using technology in their classes. He also declares that some educational technologies like Plicker are costly and the language schools cannot afford them, so they are restricted in using educational technologies in wide range.

Participant 9 thinks that the lack of knowledge of both teachers and students is the main factor in not using technology effectively in EFL classes and this is the responsibility of EFL teachers to improve themselves in this field as they are dealing with 21st generation.

Participant ten believes that teachers sometimes are afraid of using technology in their classes because there might be some problem while they are using it in the classroom and they may not be able to solve the problem and sometime these are students who are more knowledgeable in this field than them and this issue may question teachers' authorities in the classroom. This issue stems in low knowledge of teachers as well.

Question 8; *what are your recommendations for EFL teachers regarding "at-risk" students?*

Seeing all students in one eye and not differentiating main stream students from "at-risk" ones, being more watchful and vigilant for those students who are at-risk because of shyness, giving "at-risk" students autonomy in different fields especially how to use technology effectively in line with learning English instead of just teaching them how to use technology in doing their assignments, being patient, appreciating "at-risk" students' work and shedding light on it even if they have some problem in what the teachers asked them to do in order to motivate them are some

remedies that EFL teachers use in their classroom and think that they were effective methods regarding their “at-risk” students.

Also, one of the teachers mentioned that a good teacher must be multi-tasker. That means a good teacher must be psychologist, advisor, consultant, supporter and they need to train keep themselves up to date to find substitute ways of teaching for those students who are “at-risk” because of laziness.

Participant five believes that as the purpose of learning another language is communication, teachers must focus more on communicative approaches of teaching rather than testing and evaluating students. As he explained, there are many EFL students who are good at written exams and grammar but when it comes to speaking and communication they are far behind the standards.

Participant seven is helpless and doubtful about the ways which are effective for his “at-risk” students and he thinks that everything is up to the students not to their teacher.

“I wish somebody could tell me. I think that it is not up to the teacher but it is up to the students. I cannot even say that it is up to their parents. This is very personal thing for that the students to really find a way. Some students don't want to learn English for whatever reason and we cannot change that. I can talk about the benefits of English language and at the end of the day you cannot change the mentality. I think the most effective way, is to be inspiring for them to be a good example for them to show them how English has changed your life to show how they can be a better stronger person knowing English and at the end just remind them the passing grade”.

Participant eight believes that teachers must adore their job and not look at it as a way to make ends meet. They also need to give feedback to “at-risk” students in different ways depend on the point that they are “at-risk”. Sometimes he provides them with extra material and those materials are on the order of difficulty. Teachers need to motivate their students and have fun in their classroom. In his idea having fun and making learning atmosphere interesting are the key factors in teaching “at-risk” students. Also, remedial classes in dealing with “at-risk” students and making students familiar with the useful educational software like Quiz in English can be helpful in his point of view.

Participant nine believes that students in general as well as teachers should be knowledge provider in the classroom. He emphasis on teachers boosting their own knowledge of technology because he declares that the teachers would teach in the traditional way when they do not have sufficient knowledge of using it, no matter their school are equip with technology or not. He also, declares that having a good rapport with his students has been effective and he recommends EFL teachers to take it seriously while teaching “at-risk” students. He mentioned that technology could assist him in providing a good rapport with his students. He could communicate through what’s app group and email group with his students and give them feedback wherever it is needed out of the class time.

5. CONCLUSION

5.1 Introduction

This chapter is embarked on to the conclusion of the current study referring to the research questions. Moreover, the limitations of the study and further recommendations are discussed in this chapter.

5.2. Conclusion and Discussion

5.2.1 The relation between EFL teachers' ICT knowledge and ICT usage in the classroom and its impact on EFL students' achievements

The data collected from the questionnaires shows that EFL teachers' ICT knowledge is about 66% and is at an average level upwards. According to the results of the study, the level of teachers' knowledge respectively in items Modeling software, Simulation software, Problem solving software and tutorial software are Low and respectively in relation to items Internet, e-mail, Spreadsheets and Assistive Technologies are at the higher level. The low levels of knowledge on items mentioned might result from the fact that these technologies require technical knowledge and the teachers need to be trained more in these specific items.

The results seem similar to the results of previous research (Schug, 1998; Garland & Noyes 2004; Thomas & Stratton, 2006; Alghazo, 2006; Tondeur, van Braak & Valcke, 2007).

After studying 19 items of teachers' technology use in teaching EFL, the technology use status of EFL teachers was at average level. Consequently, to increase teachers' use of technology in teaching, training teachers and attention to items developing webpages, Developing multimedia, Author, Map concepts, Model complex system and creating websites to guide students is necessary. Teachers' usage of technology in items Processing texts, publish materials, prepare spreadsheets, Create Graphics, create computer templates to guide student computer, assessment tools and using educational CDs was below the average, and also need to be given more attention by

teachers. Teacher's frequency use of items accessing the internet, keeping student's attendance and creating worksheets or assignments were in a good condition. These results reveal another finding that is to say, there is a significant correlation between the levels of EFL teachers' ICT knowledge and their frequency use of ICT in education. This is a significant finding as it demonstrates that the higher the level of knowledge on ICT, the higher its level of technology use in education. Also, findings reveal that teachers who were attending ICT courses are somehow more knowledgeable. As illustrated by Anderson (2006), Bove'e, Voogt & Meelissen (2007), Işman, Evirgen & Çengel (2008), Paraskeva, Bouta & Papagianni (2008) in their research on ICT, the higher the mean level of knowledge, the more the ICT use. Also, this study shows that there is no significant relationship between teachers' use of technology and EFL students' scores. A reason for this result might be the fact that the teachers are using technology in their classrooms as a facilitator of their own responsibility as it has been discussed teachers are high users of technology in keeping track of students' attendance, creating worksheets and assignments which are administrative tasks and accessing internet. This finding is in line with Dwyer (1994) findings stated that there is a stage in integrating technology into classes by educators which is called adoption stage. In this stage the teacher is integrating technology in his/her classroom to support the traditional text-based assignments and drills. No significant progress and improvement can be achieved in student's results. Another reason might be the fact that the EFL teachers are not using technology to challenge their students and encourage them to use complex thinking skills. As Means, Chelemer & Knapp argue that the growth of reasoning, problem solving and independent thinking needs to be encouraged by educators for both regular and "at-risk" students but EFL teachers are low users of technology in items for example model complex system which foster students understanding of complex systems, in Map concepts which encourage students discover new concepts, communicate ideas, information and enhance their knowledge on any topic and in Author which teach students how a system work and allow students to create their own sequences. So, as Dwyer (1994) stated, teachers need to reach the adaptation stage in which teachers integrate technology fully in their classes and in that case the students productivity will be boosted and their speed in producing more work is higher and as a result the students are active components in learning and teaching process. In order to achieve

this aim, teachers need to be trained by the specialist of this field to integrate technology effectively in their classes.

5.2.2 Impact of technology on “at-risk” students’ achievements

Results gained from this phase of study reveals that the average score of EFL “at-risk” students who are taught through on-line classes (77.5) is higher than the average score of EFL “at-risk” students who were taught by traditional method (53.58) and the students’ scores in on-line classes have increased by 23% compared to the students’ score in the traditional method. The results of this study are in line with the findings of another study in Korea in which the students had a great progress through on-line learning and the students declares that they more are satisfied when they are taught through on-line classes with the presence of the teacher was perceived as motivation for them in comparison to those students who were taught through on-line classes and their learning was a kind of self-study by software and without the present of the teacher (Watson & Watson, 2011).

5.2.3 EFL teachers’ perspectives and approaches dealing with “at-risk” students; a focus on technology use

Based on the findings achieved from this study, EFL teachers believe that being bashful, the atmosphere of the classroom, not having any background of English and transferring grammar from mother tongue to the target language are the most affective factors for EFL “at-risk” students. EFL teachers attempted to help their “at-risk” students by providing a cozy and comfortable milieu, Cooperative learning, paying more attention, having a good rapport, motivation. Just two out of 10 teachers, believe in using technology in assisting “at-risk” students. Most of EFL teachers believe that the most problematic skills for “at-risk” students are productive skills. Although all teachers have a positive attitude toward using technology in their classes but most some of them directly confess that they are not doing anything special with their “at-risk” students in their classes and in another word, they are following their traditional ways of teaching. It is worth mentioning that among 10 teachers who were studied in the interview, none of them had participated in technological classes and all of them confessed that they prefer to have face-to-face teaching instead of online one. Some other teachers declared that they are using

technology because their students are attracted toward it more. From the results gained from this study, teachers are not using technology in an appropriate way as they are not using technology to make their “at-risk” students involved in critical thinking and problem-solving exercises. Also, they do not challenge their “at-risk” students. The type of technology that they are using in assignments, are just like the traditional assignments with a slight difference in at once feedback but these assignments are not challenging ones. From the results achieved from this study, it becomes clear that authorities and policy makers have significant roles in the way that EFL teachers are using technology in their classes. As some EFL teachers mentioned, one reason that EFL teachers are not using technology in their classes is that they are not trained and aware of software and effective methods of using technology in their classes especially with their “at-risk” students. EFL teachers mentioned that students being deprived of accessing to the technology and as a result not having the sufficient knowledge to use the technology, low knowledge of using technology for those who have access to the technology, misusing technology by students while they are doing their assignments, loading teachers with materials and therefore not having enough time to allocate to other technological material are some barriers and hindrances in using technology effectively in their classes. Teachers’ being uneducated, not being aware of technologies benefits, students and teachers’ laziness in taking apart in technological classes and using it and as a collusion sticking to the traditional ways of teaching and learning are the most hinderances in using technology effectively in their classes are the other reasons for this problem. So, technology training classes is strongly felt for EFL teachers and students. EFL teachers’ lack of technical educational technologies knowledge is felt in this study. so, providing EFL teachers with related educational software and knowledge from the specialist of this field in order to challenge students and make them think critically can have significant effect in changing the atmosphere of EFL classes from the traditional to the modern and interesting ones. Teachers „utilizing technology in an affective and alternate way should be a must from their authorities and manages as once they were asked to use technology in assessing their students, all of them applied it. Later on, by using technology in order to personalize learning, encourage learner autonomy, utilizing technology in the direction of increasing critical thinking and by the positive effects that they gain from utilizing technology effectively with

the students who are “at-risk” of failing, they the number of “at-risk” students can be decreased.

5.3 Limitations of the Study

This study was conducted in two centers of teaching English as a foreign language in Istanbul and the number of whole teachers were about 99 persons but all of the teachers were not enthusiastic in sharing their e-mail addresses or filling out the questionnaire on paper or participating in the interview despite the fact that in one of these centers the researcher was provided with their phone numbers and sent the questionnaire to all of the teachers one by one but there were a few teachers who filled it out and in the other center, the researcher was not allowed to be provided with the all of teachers’ email addresses. As a result, the questionnaires were administered to those who were available in the summer semester (this research was conducted in the summer semester). It would have been better if this research could be conducted in a larger scale and a larger number of participants have been participated in this study.

The research relied on the teachers’ answers in filling out the questionnaire regarding teachers’ knowledge and teachers’ frequency use of technology in education. It would have been better if the teachers’ knowledge and frequency use of technology were estimated by a practical test but for these teachers who were participated in this study time was a key factor.

The researcher was not allowed to have the direct access to the teachers’ final results who have participated in the questionnaire, so it was asked the teachers to write their own class GPA.

This study aimed to investigate the EFL teachers’ ICT knowledge, their ICT use, approaches and method while dealing with at-risk students and their attitude toward using technology in two centers in Istanbul. As the policy makers and authorities have the crucial role in these issues and the gadgets and facilities which exists in one center might differ from another one, the finding of this study cannot be generalized to the other contexts.

5.4 Suggestion for Further Study

Running some professional technological classes and seminar by the specialist of this field would be a productive step regarding “at-risk” students in order to enhance technological knowledge of both EFL teachers and students. After running these seminars and classes, the methods which have been utilized in this study in a larger scale can be used to determine the differences in achievements and attendance of “at-risk” students before and after participating these classes.

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APPENDICES

APP 1: Table A.1 Demographic Information of Respondents

APP 2: Table A.2 EFL Teachers' knowledge of ICT use in education

APP 3: Table A.3 The means and distribution of the frequency of ICT use among EFL teachers

Table A.1: Demographic Information of Respondents

| Variable | Category |
|---|--|
| Gender | Male Female |
| Age | 20-29 30-39 |
| | 40-49 50-59 60 and above |
| Qualification | Bachelor's degree Master's degree Doctorate degree |
| Teaching Experience | 1-5 6-10 11-15 16-20 Over 20 |
| Computer and Internet Usage during the day | 1-3 hours 4-6 hours 7-10 hours Over 10 hours |
| Former Attendance in an ICT (computer and Technology) courses | Yes Not at all |

Table A.2: EFL Teachers' knowledge of ICT use in education

| Items | I cannot use it | I can use it to a small extent | I can use it to a small to satisfactorily | I can use it well | I can use it very well |
|--|-----------------|--------------------------------|---|-------------------|------------------------|
| 1. Word processing (inserting elements from other software, correcting spelling or grammar, organizing your text into column, add page numbers, formatting text, ...) | | | | | |
| 2. Databases (A database is a data structure that stores organized information e.g., Access...) | | | | | |
| 3. Spreadsheets (e.g. Excel, google sheets....to track students, calculate grades, and identify relevant data, such as high and low scores, missing tests, and students who are struggling) | | | | | |
| 4. LCD Panel and/or Projector (To Show multimedia presentations, streaming or downloaded videos) | | | | | |
| 5. Multimedia software (programs that support interactive use of the text, audio, still images, video, graphics and manipulate to support learning.) | | | | | |
| 6. Problem solving software (A type of free-content or content-based programmers that places emphasis on critical thinking, analysis, logic and reasoning via presentation of set of data or problematic event.) | | | | | |
| 7. A tutorial software (exposes the learner to material that is believed not to have been previously taught or learned. A tutorial often includes pre-test, posttest and drill and practice activities.) | | | | | |
| 8. Simulation software (Computerized model of real or imagined system designed to teach how a system works and allows learners to create their own sequence for using simulation.) | | | | | |
| 9. Instructional games (are courseware designed to motivate learning by adding game rules to learning activities.) | | | | | |
| 10. Teacher utilities (No instructional or administrative programs used to prepare instructional materials or organize, store, evaluate and report information on pupils' achievement and progress.) | | | | | |
| 11. Presentation software (Power Point, Macromedia Director and Asymetrix's Multimedia Toolbox, Lotus's Freelance Graphics, Microsoft's FrontPage and Adobe's Page Mill) | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 12. Assistive Technologies (audio players and recorders, timers, reading guides, frequency modulation system (FM), writing supports, graphic designer...) | | | | | |
| 13. Instructional Methods for Integrating Technology (e.g. add multimedia elements to Presentations, play podcasts-ordinate live videos, use videos for mini lessons,..) | | | | | |
| 14. Modeling Software (e.g. special simulation software, ...) | | | | | |
| 15. Internet (Taking advantage of video lessons, inviting remote speakers, creating collaboration groups, sharing public files and documents, making your lessons more visual...) | | | | | |
| 16. E-mail (To link with partners in other countries and cultures, for e-mail classroom pen-pal and project exchanges and using mailing list.) | | | | | |

Table A.3: The means and distribution of the frequency of ICT use among EFL teachers

| Items | Never | Once or twice a semester | Once or twice a month | Once or twice a week | Almost every day |
|--|-------|--------------------------|-----------------------|----------------------|------------------|
| 1. Play games (to motivate learning by adding game rules to learning activities.) | | | | | |
| 2. Make presentations (e.g., Power Point, Macromedia Director and Asymetrix's Multimedia Toolbook, Lotus's Freelance Graphics, Microsoft's FrontPage and Adobe's PageMill) | | | | | |
| 3. Process texts (e.i., automated mechanization of the creation or modification of electronic text. Using computer commands in creating new content or bringing changes to content, searching or replacing content, formatting the content or generating a refined report of the content. | | | | | |
| 4. Publish materials (To prepare files also create animated and interactive PDF presentations and forms e.g., Affinity Publisher. QuarkXPress. Lucidpress. Print Master | | | | | |
| 5. Prepare spreadsheets (e.g., Excel, google sheets to track students, calculate grades, and identify relevant data, such as high and low scores, missing tests, and students who are struggling) | | | | | |
| 6. Create graphics (e.g., Word Cluster (This graphic organizer is ideal for brainstorming.) Venn diagrams (these are perfect for comparisons and contrast, Sequence Chart This one is also useful to describe a sequence of events or the steps in a process)). | | | | | |
| 7. Communicate (e.g., e-mail, online gradebook like ThinkWave , Create a class website | | | | | |
| 8. Access the Internet to find materials resource, to prepare Some internet lessons, to plan and manage top tips | | | | | |
| 9. Develop web pages (e.g., FrontPage that is a powerful tool used to design, create and publish web sites. | | | | | |
| 10. Develop multimedia (e.g., Hyper Studio that is software package designed specifically for described education that combines animation, clip art, sound, digital video, and text in an easy to use format.) | | | | | |
| 11. Author e.g., simulations that is computerized model of real or imagined system designed to teach how a system works and allows learners to create their own sequence for using simulation. | | | | | |
| 12. Map concepts that helps students organize and represent knowledge of a subject. It links concepts and ideas together with words and phrases that explain the relationship. It encourage learners to discover new concepts, clearly communicate ideas and information, and enhance their knowledge on any topic. (e.g., Kidspiration, Inspiration | | | | | |
| 13. Model complex systems (e.g., Model-It, Stella that are beneficial in teaching basic modeling skills and in fostering student understanding of complex systems.) | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 14. Use educational CDs | | | | | |
| 15. Assessment tools (such as Diagnoser, ARS, Pinnacle Plus, Pearson Progress Assessment and | | | | | |
| 16. Keep track of students' attendance | | | | | |
| 17. Create course worksheets and assignments | | | | | |
| 18. Create computer templates to guide students' computer use | | | | | |
| 19. Create a website for my courses to guide students' assignments. | | | | | |

Your students' GPA from 100 -----

Reliability

N of Cases = 31.0

| Item | Variance | Mean | Minimum | Maximum | Range | Max/Min | Variance |
|------|----------|--------|---------|---------|--------|---------|----------|
| | | 1.2801 | .8473 | 1.9806 | 1.1333 | 2.3376 | .0730 |

Inter-item

| Covariances | Mean | Minimum | Maximum | Range | Max/Min | Variance |
|-------------|-------|---------|---------|--------|---------|----------|
| | .6164 | .1269 | 1.2366 | 1.1097 | 9.7458 | .0459 |

Item-total Statistics

| | Scale | Scale | Corrected | | |
|----------|---------|----------|--------------|-------------|---------|
| | Mean | Variance | Item-Squared | | |
| Alpha | if Item | if Item | Total | | |
| Multiple | if Item | | | | |
| | Deleted | Deleted | Correlation | Correlation | Deleted |
| X1 | 49.5484 | 147.9226 | .6876 | .7506 | .9326 |
| X2 | 49.2258 | 147.9140 | .7064 | .7580 | .9322 |
| X3 | 48.8387 | 154.8065 | .5256 | .8099 | .9362 |
| X4 | 48.8710 | 148.1161 | .6866 | .9529 | .9326 |
| X5 | 49.0645 | 146.7957 | .7118 | .9482 | .9320 |
| X6 | 49.8710 | 149.8495 | .6601 | .8876 | .9333 |
| X7 | 49.7097 | 144.0796 | .7773 | .8696 | .9303 |
| X8 | 50.4194 | 151.6516 | .5778 | .8892 | .9352 |
| X9 | 49.3226 | 146.4258 | .7089 | .7754 | .9321 |
| X10 | 49.5484 | 149.0559 | .7596 | .8081 | .9313 |

| | | | | | |
|-----|---------|----------|-------|-------|-------|
| X11 | 49.1613 | 151.1398 | .5480 | .8258 | .9361 |
| X12 | 48.9032 | 154.3570 | .5781 | .7273 | .9351 |
| X13 | 49.2581 | 148.1312 | .7450 | .7981 | .9314 |
| X14 | 50.7097 | 150.8796 | .6176 | .8829 | .9343 |
| X15 | 48.8065 | 145.2280 | .7306 | .8141 | .9315 |
| X16 | 48.9032 | 142.0903 | .7259 | .8276 | .9319 |

Reliability Coefficients 16 items

Alpha = .9370 Standardized item alpha = .9371

Reliability

N of Cases = 31.0

| | | | | | | |
|----------------|--------|---------|---------|--------|---------|----------|
| Item Variances | Mean | Minimum | Maximum | Range | Max/Min | Variance |
| | 1.4718 | .3140 | 3.1613 | 2.8473 | 10.0685 | .4314 |

Inter-item

| | | | | | | |
|-------------|-------|---------|---------|--------|---------|----------|
| Covariances | Mean | Minimum | Maximum | Range | Max/Min | Variance |
| | .3546 | -.3731 | 1.5935 | 1.9667 | -4.2709 | .1039 |

Item-total Statistics

| | Scale Mean | Scale Variance | Corrected Item- | | |
|---------|---------------|-------------------|--------------------|-------------|---------|
| Squared | Alpha | | if Item | if Item | |
| Total | Multiple | Deleted | Deleted | Correlation | Deleted |
| Y1 | 45.9032 | 137.2903 | .4070 | .7382 | .8529 |
| Y2 | 46.1290 | 134.6495 | .4954 | .7759 | .8494 |
| Y3 | 46.8387 | 127.6731 | .6271 | .8949 | .8429 |
| Y4 | 47.3871 | 130.4452 | .6266 | .8325 | .8437 |
| Y5 | 46.5806 | 135.3849 | .4346 | .8452 | .8518 |
| Y6 | 47.2258 | 132.6473 | .5723 | .8325 | .8463 |
| Y7 | 46.1935 | 120.2946 | .6612 | .8020 | .8405 |
| Y8 | 45.3548 | 128.1032 | .6912 | .8679 | .8406 |

| | | | | | |
|-----|---------|----------|-------|-------|-------|
| Y9 | 48.1613 | 146.3398 | .1911 | .7338 | .8588 |
| Y10 | 48.0645 | 141.9290 | .4432 | .7509 | .8534 |
| Y11 | 48.0000 | 140.7333 | .5096 | .8208 | .8518 |
| Y12 | 47.3548 | 133.1032 | .4922 | .8059 | .8494 |
| Y13 | 47.6452 | 134.9032 | .5006 | .8571 | .8493 |
| Y14 | 46.5806 | 137.6516 | .2734 | .8457 | .8604 |
| Y15 | 46.4194 | 138.5183 | .2591 | .6994 | .8606 |
| Y16 | 45.1613 | 141.6731 | .2139 | .6946 | .8606 |
| Y17 | 45.3226 | 133.4258 | .5441 | .7442 | .8475 |
| Y18 | 47.2258 | 137.3140 | .3787 | .8249 | .8540 |
| Y19 | 47.4194 | 133.0516 | .4399 | .8841 | .8519 |

Reliability Coefficients 19 items

Alpha = .8578 Standardized item alpha = .8621

Interviews with EFL Teachers

PARTICIPENT 1

How long have you been teaching English?

-I have been a teacher for about ten years. I have taught children, KG, grade 1-4 then after that I moved to upper grades. Recently I have been teaching grades teaching 7-12 for social studies.

-How old are you?

-I am 32 years old.

-What's your degree?

I have B.A in English language and literature.

-What techniques and methods do you use in your classroom dealing with your "at-risk" students?

First of all, in my classroom, let's say, I do not act as we have at-risk students. Even there are. Because sometimes if you pretend there is no problem with somebody, he will take it for himself and also acts like these is no problem and this is the starting point for the solution or the starting point for that student. I do not prefer the word treatment because it is not the illness. Situation for my student is like a comfortable, cozy place for my students. Treating them as they have the same power, the same conditions and the same abilities. This way of treating to the at-risk students make them feel everything is possible. Everything that they don't have something special, rather the other students. Let's say, I pretend there is no at-risk student in the class.

-How about helping them? How do you help them?

Moving this feeling to them that you are normal, you can do it, you can succeed like any other persons, I do not want him to make any accusation, or make him no, you are special case. Helping them start with point that there is nothing. Maybe it can provide this feeling in them, in their mind that if there is no problem with me, so I can do it. But before doing this, you have to make students trust you. Moreover, they have to love you. If the students trust you, they love you, they believe in you, the relation between the students and teachers is more important than educating them. It is more important than providing materials. Even the internet can provide these stuffs

for the students. But making them loving you and trusting you and having a strong bond between you and your students you can, you can drive them to their destination because they trust you.

-Do you have any anonymous example?

I have a good example for this one. Actually, I had one of these students in my class. He had an electronic device in his mind, I cannot explain what exactly it was. It was a medical staff. His mother told that he is so moody and his moody situation is something out of his control and he cannot help it. In a minute he is so relax and happy, in a minute he became violent. So, what I was trying to do in the class, first I made him my assistant in the class. So, I upgrade his situation among his friends. He started feeling a little bit responsible. He felt that he has that amount of qualification. He tried to do his best because he just didn't want to lose my trust to him. I didn't try to treat with my student as a patient and doctor because I am not a doctor. I cannot say that it was the best solution for that situation, but I felt that he tried to use his violence in controlling the other students.

-It means that you helped him to be autonomous and take the responsibility and accountability of his own learning?

Exactly. He had to control himself because he had the position of controlling the others. All to me his mother told me that he like his class because he loves you and he felt confident. So was smart he could do a lot. But it was something depression about his situation.

-To be honest I am a little bit old style teacher. I have my own techniques for my students. But we cannot deny that technology is so effective on students mind like you tube and social media stuff. But what I think about students and in general people is so affected we call story. Stories in teaching is something like water for the planet. When you transfer water to the planet you feel it changes. Form being dead to becoming alive. During my teaching experience I don't tell my students that you have to be like this. No, I put them in a situation they have to decide by themselves by stories.so I use technology to put students in that visual situation that is attractive, the music, the sound effect and all the things and the language is clear. I choose specific videos and I try to put that video in that smart board. First the students watch and after watching we talk about it. If you want to be in this story which one do you

want to be? I want to be a hero? Why? I want to be the evil because people are afraid of me.

-Have you ever attended any technological classes before?

Unfortunately, we did not have that opportunity in my country, Syria. I am self-developed. I need to say not at all. I am trying to develop myself by myself. First, I do not have time to attend any of these sessions and second it is not available in my area. in Istanbul or in my original country I mean Syria. But I hope, it's a wish for any teacher to get more and more knowledge in these technical stuff because you feel shy when some students know something and you do not know it as a teacher, I mean the technological stuff and you are they ideal, when you do not know something, they do not try to learn it.

-Will you attend any of these technological classes if it is held by the authorities?

I would love to attend, if I have time, I would love to attend any kind of classes in any part of the world and any field.

-Will you apply those technological knowledges in your classes to help your at-risk students?

When you attend in these classes, you should not apply the without studying and knowing its positive and negative effects. Because, when you attend in this classes and you are happy, it cannot be the same with your at-risk students. Maybe it is good for you in your age not for them. I would definitely attend these classes, but I won't apply them immediately in my classes, I need to make sure that my students will get the same results or better results. I would make small experiments on individual cases and then if the results were ok, I would apply it on my whole class.

-Have you ever had distance teaching?

I would have a small experience with some students. With some students because they are overseas. But to be honest the good thing about teaching is the feeling that you have in the class.

-If want to choose between the traditional classes and on-line classes which one would you choose and why?

Absolutely, I would choose the traditional classes. The easier one is on-line teaching because you feel comfortable. You do not see students in the class who are gazing at you and waiting for you. For me, teaching is not just delivering kind of information. Students like to learning because they like the feeling that their teachers deliver to them. Students do not like the machines because the machines do not smile. Sometime only eye contact can move all those feeling all to the class. I love traditional way and I like my children to stay in traditional way because the calmness that I feel comes from my family and my teachers. I think that machines cannot give me the same feeling. I think that one of the factors that stop students learning English or other field can be modern ways. I definitely think that my students will choose traditional classes even if I tell them you can go to a class that is full of computer and the teacher is talking and a class that is just me with books. Even if there is not smart board, no computer and no technology, I cannot say 100 percent but I can say that 80 percent of my students will choose me and my traditional class. Now a days children have everything but they miss something in their lives but they do not have that feeling and rapport in their lives.

-In which skills do you think “at-risk” students are more problematic?

I think the most difficulty is speaking one because of the spelling and pronunciation especially in Arabic. Because in this country culture is a little bit different and there is huge gap between English and Arabic. First of all, they feel shy to pronounce something different. It is something like a wall you need to break it.

-How do you use technology to assist them improve their speaking?

I think technology has a big portion in teaching speaking. We can use technology to make them practice and imitate their accent. Technology here is better than teachers. For the first time I have to admit it because you are not with your students all the time. Students attend the class approximately 4 times in a week but by technology they can listen and imitate and practice the pronunciation whenever they want and talk to a distance friend in virtual world. In this part technology can help more than a traditional class. In speaking students need to improve themselves by themselves and it's a faster way. In here technology has a big portion and it is easier otherwise you have to stick with your teachers all the time.

-In which skills you can help your at-risk students more? Receptive or productive?

I can say in listening. In listening technology has a crucial role.

-How do you use technology to improve your at-risk students listening?

At least by giving them the useful resources to use.

-What are the barriers through technology?

- The first barrier is they do not like technology.

-Really?

-yeah, not all kind of technology. They do not know how to use technology. Sometimes they are at-risk because they do not have access to technology in their lives and when you do not have technology in your life you think you miss something. Maybe they have it but they used it in the wrong way. Their parents have a bad concept about the use of technology. Sometimes the parents do not give the access to the internet to their kids. The problem is they do not know how to use it, when to use it. They do not know what sources they need to use. You know internet is so wide. It is so scary when they have access to the internet and all site and they are alone. Monitoring them is so important. By having a strong bond you can control them.

-Do you think that you need technology?

Yes, because it makes teaching easier.it is urgent to apply technology in academic and managing stuff. It helps in saving time.

-The only advice that I have for the teachers, who are working with at-risk students, please do not look at them as a weak creation. You think you are helping him but you are destroying them.

Participant

- Would you please talk about your experience in teaching EFL students, your age and your degree?

I got my B.A in English translation and I have got more than 10 years of teaching experience and I am 38 years old.

-What factors put an EFL student in the domain of being at-risk?

Speaking about students at-risks is a broad subject. I mean when you think of the student who is at-risk the first thing that comes to my mind is a shy student. The reluctant student who is afraid of atmosphere he or she is in it and who is afraid of taking part in class activities. Most students refrain from taking apart in class activities because they are shy and they think they may be making fun of because they are afraid of losing face.

-How do you assist at-risk students?

The thing that I do is putting them in pairs and groups so they can manage to talk more easily in their groups because when they are getting into the groups, like the atmosphere that they get in smaller and I feel and one of them told me that he got more comfortable than talking directly to the teacher because the authority of the teacher dominate the class and the ability to talk and contribute in the class switches off. That's because of our authorities as a teacher in the class. In the peers groups there is no such authorities. So, they feel more comfortable talking to their friends and groups.

-How about dealing with students who are at-risk? How do you react them?

In the mix classes, the problem is that the fast learners get bored easily. They think that they are wasting their time. So, the thing that I have been doing so far is that, I choose them as my assistance. There are not many of them in each class. You might have a couple of them. So you may have the chance of choosing them as your assistant and just scattering them in groups and have those help students in need. The thing that I usually tell them is you are mini teachers so try to listen to your students in the groups, take notes of what they say, and then if you can just add up to their ideas and make them comforatable.so they can feel more comfortable and relax in presenting their ideas.

-How effective was this mode of delivery with them?

I don't know actually, but the thing is that for students who are shy, lost , who are at-risk ,the only thing is that they need to be successful and getting them into establishing a good relationship with them and getting them to talk. No matter what. They need to talk. When they are in pairs or groups or they are talking to the class and strategies that are getting through. I think happy ended.

-What's your attitude through utilizing technology with at-risk students?

Well technology of course helps but the first thing that you need to do is to motivate the students and make them to think if they don't start talking they won't learn, so when they come to the conclusion that if they start talking they would learn, then you can think of technology.

-How do you use technology to make them speak?

The very old fashion use of technology is to make them record their voices. This is the very basic fashion one, (he is laughing). It works most of the cases and send them in to the virtual groups e.g. on what's app or social media or we can have them to email their voices to you and then you just can correct them.

-What kind of technology do you use?

There are a lot of computer games you can use online. If you are lucky to have projector, computers in your classroom, you can play the game on projector like Cahoots and you can play the games material that you have thought. They can take part in games without talking but it only helps them in their vocabulary and grammar. It doesn't help speaking specifically about kahoot. But about the other games that like make students speak, like, I don't remember the names but I am sure there are lots of games. There are some kinds of software I heard about that provide the virtual reality that the students can get in and play a role of a character.

-How often do you use software?

Honestly, I haven't used this software yet, but I am looking for a good one. So I haven't had the experience of using it.

-How do you assess your students? Do you use online portfolios?

Well, surprisingly most students do not know how to send Email.

-Really? Your students?

Yeah, my students, specifically I talk about the students I had last year. They didn't know how to use Email because they did not use it but they are very good at playing games, watching online movies in their favorite programs in English and because of that, I ask them to watch their favorite TV series and movies in Netflix with and

without English subtitle regularly and constantly. That's what I ask them to do because this is the only thing that they enjoy doing it.

-What problems do you have using technology with your "at-risk" students?

One of them is that the students have low knowledge of technology. The only problem that I have had with my students so far, is that they do not have access to stuff like lap top, computers, cellphone. I have had students who didn't have cell phones, they had just the regular phones that they can just send the message and just can have the voice class. Some of them live in the dorms and they do not have access to the internet. So, these are barriers.

-Do you think that if authorities provide them with latest technological devices do you think that we can help them in using technology effectively?

Absolutely.

-Without pre-teaching? e.g. to send the email for them and tell them you need to watch this website online?

-Without pre-teaching? (He is doubtful)

- I don't know. Well, we are talking about learner autonomy. I am teaching mostly in traditional settings in which students are not autonomous enough. They rely mostly on their teachers and classrooms. They need to be told what to do and what not to do.

-Were you successful boosting learner autonomy with at-risk students through utilizing technology?

Yes, I have the experience of a couple of students. They did not know how to search for key words, they were not at-risk. They were fast learner who need more material. So I consulted them and help them how to search for the content they need.

-In which skills do you think "at-risk" students are more problematic?

An at-risk student might have problem in all skills but most of them tell me that they have problem in productive ones.

-In which skills do you think technology can help at-risk students more?

That's a difficult question, mostly receptive ones. Because they can be exposed to a lot of reporting, videos and audios, they can listen to music they can watch movies

but productive ones, if you want to produce a language, you need to write it or speak it. If you want to write it and use technology you need to just email your teacher which I have been doing so far. so sometimes students are writing their essays online and email them to me and I correct them and email them again online, that's for writing. For speaking, yeah, I have experience of recording their voices and send it to me, just that.

-About your assessing tool have you ever had any complaint from your students through using technology?

Yes, we used to have them access to platform. To answer the multiple choice and open the questions online, fill in the blanks and open-ended questions online. So the problem that we had with that platform is that at the same time the students were in the WhatsApp group, so strong students or fast learners answer all the questions and they take the screen shot of their answers and would share it in the group for other students and for the weak students and then we had like all the students answered all the questions 100 percent correct. And that was surprising and that was why we figured out that yeah, they are cheating and after that we decided to have all the home work in the class with the same platform.

-We are living in 21st century, but as teachers we do not use technology effectively in our classrooms effectively despite having access to them. What is the problem?

The problem is that we are loaded with a lot of material we already have. It means that the teacher does not have the chance of using any other online or offline materials.

-How about the teachers' knowledge of technology? How can we boost it?

EFL seminars, ELT conferences, groups of teachers meeting each other every other month, regularly.

-I would really like to take part in such kind of trainings, where they can just teach me and update me about recent technologies that can accelerate and speed up the learning process.

Not afraid of getting away from your traditional classes?

No, no way. I am open to this.

-What are your recommendations for EFL teachers regarding “at-risk” students?

I always ask my colleagues to be more watchful and vigilant for shy students because shyness is a big barrier to learning so once you cannot get rid of your shyness, you cannot learn learning. Learning a language is like learning how to drive. You have been exposed to people driving around you, you have been just like your parents watching them how to drive but only once you seat behind the wheel you and you start driving you learn learning. Once you get students to take in part in class activities, you can claim that, yeah, I have done something to them.

Participant 3

25 years old, I have been teaching English for about 5 years. I got master degree in English language and literature. I have got CELTA.

-How do you try to help your at-risk students?

For the first thing, I identify them, I put them in pair works or groups .so that they can get benefit of their peers. But the setting of the groups is very important. Because there might be a bad balancing of the weak and strong students. So will make sure that those weak students do not involve with very strong students because it might be demoralizing for them and I always talk to them in my office and we make a plan for them. Sometimes we make schedule plan for them but when I follow them up, they always lost.

-Were your methods effective?

It is effective to some extent. It is effective in their speaking and to their self-confidence but as the exams are always in grammar format it require a certain time to study but when they go home and they do not study for the exam because are more grammar base so when they do not study it is not effective but for the speaking exam it is really effective.

-What’s your attitude through using technology with at-risk students?

We used to have 2 system, now they have demolishing them. We had 2 online system that we could keep track of our student’s progress through online course that we have to assign them. We have listening, reading, writing activities including vocabulary, grammar activities and as a teacher I see the report of all the students. But what I have realizes that those students do not really do them on their own .the

students got together to do those online activities. It's not really effective in the end because they always copy from each other to be able to get the grades. So it's a really grade based system. So I think that's a problem. It doesn't encourage students to produce more. So at the end what they need is to pass the prep school and what they need to pass the prep school is the getting the sufficient score for the exam so it is the exam oriented.as much as I do I try to make them produce language but at the end they are tested on the paper based exam so it's not really useful but I think in daily life it might be useful. But they see it as a grade.

-We are living in 21st century but actually we are not using technology effectively in our classes especially without at-risk students. What is the reason for that in your idea?

We have a smart desk that we use it, we sometimes play games on Cahoots and other stuff. What I do, I have a list on my own and when the students can learn English on their own when they get home to get more autonomous. I cannot follow up with their free time so I do not think that when we integrate technology in our classroom, I do not find it useful or helpful in the classes.

-Why?

That's generally they spoil it when we integrate technology. When I ask them to use mobile phones, we are doing a reading activity and I put them in pairs or groups. I ask them to search on a topic on groups. When I ask them to summarize it to each other, most of the time what I see is that they spoil it .and they take advantage of it to chat with their friends on what's app, take a look at their Instagram account and they excuses is that they have done their activities but did not find it useful.

-What other kind technologies

Of course, they are effective. I cannot imagine a lesson without a video, ted talk. I use it for leading in. I generally search in on the internet, YouTube... because it is visual it is really helpful and I think visualizing everything is very important for the students. Visualizing is very important for me because they get interested. And controlling them is better. Other than that I can use tedtalk for note taking and listening activities, they really enjoy if the topic is interesting. I use songs a lot, we use kahoot.

How about assessing?

For assessment yes, we do. Just the school policy. But I do not find it really useful. We use Mac and online campus program.

-What is it like?

Every week we assess students' assignments online and they have time to complete their assessments. Like 5 or 6 days. They have to complete. At the end we take their grades and scores and we need to give feedback to them but most of the students cheat on those assessments.

-But the teacher will give feedback?

Yeah, the students can just see the answer but they cannot see how and why they have done that mistake. The system does not show them the correct answer but they cannot see why it is wrong. The strong students can understand why it is wrong but weaker students can't and they need my help for it.

-Because our focus is on weak students you think that technological devices of this ilk for assessing weaker students is useless?

Yes, because this assessment that we are using for weak students is useless. In the system they cannot get any feedback and I cannot give them any feedback because I cannot see their mistakes. I just see their progress and process, let's say weaker students have done twelve assessments, she had completed ten of them, but the success rate is 40 or 50 percent but I cannot figure it out why the percentage is that much low. Because the system does not show me just the results. But the students told me that the system is too sensitive for example instead of writing I am she has written I'm. but the system takes it as a wrong answer automatically. They become demotivated. They tell me that I know the answer is right so why should I do it?

-The students like to do it on paper?

Yeah.

- We are living in 21st century but actually we are not using technology effectively in our classes especially without at-risk students. What is the reason for that in your idea?

First of all, we need to have computers and medium and fast computers not slow ones. We also need to check our students and I think that one teacher is not enough. Because when I see my students that I give the m time to search something they are playing football or checking their Facebook account so I cannot manage all the students.so if the number of the students are really low in the class it would be possible but in the crowded classes in is impossible to manage or control all of them.

-Let's put it in another way

That would be great for me as well because I have never heard of such assessment tools!

As the teacher we do not have the authority to change something .the school provide us with that assessments tools and online platform and we need to see to it and if I have that assessment tool for myself I need to talk to my manager and get permission for using it and most of the time the answer is not for it. Because the school has to systemize it and the students have to pay for that.it takes a lot of time and it is costly for the school.

-how about the knowledge of teachers?

I think it is important to keep track of what's going on in the teaching area. I think years, it is most of the time the teacher's duty to follow up this knowledge but how the teacher is going to learn these. They need to apply to different places they need to find time for participate in those classes. I think it should be the school who should provide these training to the teachers.

-Will you attend these classes?

Of course, I would. Because I like improving myself in such areas. But think I need to get educated, I think the manager and school authorities should provide us with such training programs.

-Do you think that the teachers will use it effectively in their classes and they won't stick to their traditional methods?

I think it is not in the hand of teachers, but it is in the hand of curriculum designers and coordinator, if they use it with the teachers the can map it otherwise it is not possible because we need to finish the unit, we need to deal with many things and materials.

Including writing, reading and many things. So, catch up with our syllabus but if they are embedded with our syllabus why not? But as an extra thing I think that it is not possible. We rarely have time for everything.

-Have you ever had online classes?

Yeah,

-If you want to compare it with traditional classes which one would you choose and why?

I would prefer blended classes. Because of the interaction of it in an online platform you do not interact. It takes time you need to type everything. I think that it is not useful in that sense but it doesn't feel genuine. So I think that the interaction between the teacher and peers and the atmosphere is better than online feedback. But for the feedback the teacher might give feedback I think that online platform is better you can give immediate feedback but in blended classes giving immediate feedback is impossible. But the teacher can also see other things, the teacher is a psychologist in my opinion. They might see the background why is it happening and they should talk to their students and find the core of the problem. They might get to it and the students and solve the student's problem. I think the institutions that we are working for they need to give us the chance to improve ourselves because as teachers we do not have the enough time to improve ourselves.

-Which skills

I think reading is the most problematic one. Because it's a receptive skill. They need to have it as a habit to read. Unfortunately, they detest reading. It's not part of their life. The other one

I think is listening. Because it's the way that we teach them. We do not expose them enough, because the lesson is basically focusing on grammar and as they don't expose to it too much. The third one is writing because it is very systematic. We need them everything and they just need to practice it and by practicing they progress in it. The last one is speaking. Because they can get rid of their shyness they all can speak.

In which skills do you think EFL students are more at-risk?

I think in listening and reading the online platform is very useful I think.

They have good material and comprehension questions.in reading if you do not know the meaning of one word, you can click on it and it can give you the meaning of it. It is very useful.

But for speaking we still need teachers.

What barriers do you have in using technology with EFL at-risk students?

Sometimes, the computers do not work. Sometimes they forget they password and user name. But the biggest problem is the correction of the system. I mean, the system has a certain system of correcting .as I mentioned above about the contraction form of the word. The students share the answers, they cheat from each other.

What recommendations do you have for your colleagues?

Well, if the online system and technology is integrated in the system effectively in the curriculum which means use it regularly not just for two hours in the week in would become normalize for them. I think we should give our students the autonomy to be able to use those programs rather than telling them to you have to do this because you have to be assessed from this. We need to justify them that you need to do your assignment because you need to learn something not just for assessing.

Participant 4

I am in the thesis stage I mean master degree. I am 30 years old.

Head of departments

In our academy the place where I work, we do 3 provides modes of teaching. The first one is face to face, the second one is the blended, I mean some of the students are face to face and the other are online and the other students can join online or those who are online can join face to face and third mode is online. We have students from all around the world including Germany, Sweden, Italy, I mean different countries of Europe and the Middle East.

-Would you please explain us about just online classes?

The students get registered in the platform, like the platform of ABC horizon .and we add students to the class form then the students join the class .it is like the real classes but it is virtual I mean online. We set the time about the duration of the course e.g. one or two months with the days that we agreed on we launch the

sessions and the sessions are launch automatically. After launching the class, the students start discussing, the teacher explains. They can work in pairs, in groups, sometimes the teacher talks to the privately one to one. Here there are some teachers, the teachers are the controller, since the students are at work or at home especially some women, they had babies. We did not want to that sound be heard by others in the platform.so they think that if they just whisper no one can listen to them. But mics are so sensitive they catch any sound so the teacher just close that students mic so that student can listen to the other but nobody can listen to his/ her sound from the mi. Other times with interaction activities, the students need to work with each other but the teacher ask everybody to close their mic from their accounts.no sound is interrupting the students who are doing pair work. Some students feel uncomfortable with videos specially women who wear hijab, some people think that they can lay on their couch ,having their cup of Nescafe and I am wearing shorts so they do not feel comfortable with camera.so we do not allow the teacher or the students to run the camera. But it is available. The other feature is chatting. The students can chat privately or on the class channel. So, if they chat in the class channel and privately. About privately chatting they just write it down, and they question will be shown to everyone and everybody can see it. When the teacher finishes his point he said let me answer the question asked by someone.so to sum I up we have three features including chatting, voicing and the video.

-The teachers do not have access with board. What do they do?

Actually, there is something called creature. Everything is shown in the screen of the teacher can be shown to the students. Although the students do not see the teachers face or they do not have the whiteboard to write on, but they have a special pen to write on as the screen of the computer. If the computer is not touch screen so the teacher uses the word to type. But most qualified teachers who are working with us they prepare their presentation. They prepare them as powerpoint.so they just put the file and start explaining. They have interactive material that they can zoon in and out, write, role up and down....

By using this application everything gets easier.

-How many online classes do you have in this center?

At the moment I have 5 online classes and 8 face to face classes.

-What is the average number of the students in each class?

The average is 14 to 15 in each class.

-Your students are interested to online classes or face to face classes?

Actually both. But honestly the students prefer blended classes or face to face classes to the online ones.

-What are their reasons/

They say that we better understand if we see the teacher. But some students after trying the online classes, they prefer to stick to it. The reason is that they feel comfortable. And usually the online classes launch in the evening, so if they are working, they finished work. If they have school, they finished school and they are at home with their coffee, with their family

So, they feel comfortable at home. Learners learning styles differs from each other so they have different taste in choosing online or face to face classes. Auditory or let's say visual they prefer the online but if they are kinesthetic, they prefer to move to the board and they do not like online. Most students if they run of their choices , if they cannot join the course, and if they do not like to join the online classes we ask them what do you think of joining a session online ,just to try it and if you like it register if you do not like it its ok.

-Do they register?

Most of the time yes. They can save time.

Frist of all, at the beginning ofc each course, we ask the teachers if they have such kind of students. And every term after evaluating the class, the teacher report us about those at-risk students. We look at their reports and we start looking for solutions. One of the solutions is we let the students takes some extra hours privately/ she has problem in one of the skills only.so it is water of time to send him/her back to the previous level. Because it is just one skill.so give them 10-15 hours privately to fill the gaps. The other solution, we support them and motivate them verbally. When you convince someone that they can fly?

-How do you give them wings to fly?

In language we give wings them.

-How?

Motivation is the key.

-How do you motivate them?

First, we need to build a bond, I mean a positive bond with the students.

If the teachers are using negative words e.g. for each wrong answer if the teacher says, no, the answer is wrong. But if you use positive responses, they will build a bond between you and your students. Instead of saying NO, say let's look for another answer. After collecting many answers, you will say oh yes this is the best answer. Or you can say it might work but not in this context. Sticking to positive words or responding words will build a bond with students. This rapport that you talked about can be built by having a good bond, to keep smiling to the students, it is the magical key to the heart of the students. And when the students love the teacher, they will obey the teacher with whatever the teacher says. His third strategy is that I do not deny them in the class, I keep them near me. I keep observing them. Let's call it extra observation. But not in the way that they feel why the teacher is focusing on me more than others because I am weak, No, because I love them.

The fourth key, is talking to them in the private.in the break after the class, number five giving them some extra materials, like giving the 2 worksheets instead of one. The first one with the lower level to equalize to the class level and then the class level sheets. So they feel that they are important in the class and everyone needs to feel that he/she is important.

Maybe they need something challenging.so in my idea challenge is the answer here.

How do you challenge them?

By giving them the same materials but from different perspective. E.g. if I ask the student to write about the other students to write about their house, I will ask that student to write an essay. I will explain her that I asked you to write an essay because you are the best in the class. But do not tell anybody in dealing with kids.

-How was it successful?

Motivation is usually 99 percent works positively. Motivation has 2 sides. Extrinsic and intrinsic motivation. The clever teachers try to trigger the intrinsic motivation. If

you let the students be motivated or be self-motivated it works better than motivating them by the teacher itself. We had a student. He is from Iraq. He came here in 2018. He joins the starter level. He passed hardly and joined the elementary. His teachers told me that he cannot proceed on because he missed a lot of information. He is 19. I talked to him I did not get benefit from him. I talked to his father. We wanted to give him some extra sessions to build up the missed information. After 10 hours extra sessions he was still at-risk. He studied elementary three times. For the third time I told him: sorry Ali go to any other institute. Go there pass it and then come to me. Because it was nonsense to repeat one level three times. He said I want to do it and pass this level. Then he moved to pre-intermediate. I motivated him every now and then. He passes the level with the minimum knowledge of the course.

-You mean you told him shape up or ship out? And it worked?

Yeah, it did not work fully. He failed pre-intermediate 2 times and I called him and told him ok Ali you beat me. Let's talk. What can we do? By chatting him I noticed that he had a teacher in his childhood that made him hate English. I think I made a mistake. This chat should have been taken place one year ago not now. He has no problem in learning languages because he learnt Turkish and he was fluent in it. He learnt it in a short period of time. So I tried to challenge him. I gave him a free course but under two conditions. You should give me your old book and buy another one and you need to pay for it. Because the book costs 200 lira. And the second one, if you are absent more than 15 percent, 3 sessions (the point is 35 percent for all students) and your total score less than 70, you will pay 1000 Turkish lira. This is the normal price for all. I gave him motivation.

-Did he pass?

He is still in progress.

-What's your attitude techno

We cannot say that it works or it does not work. It differs from person to another. But usually in 2019, and especially the students that are in their 20s, they prefer to deal with their phones and computers more than the traditional stuff. But I can say that in general technology is a solution to keep students engaged in language. We can send them YouTube videos, exercises on the platform, as you know we have my

English lab platform, a lot of students find it interesting.to answer the questions on line. They think there is something different here.so they like it.

-Have you ever had an at-risk student that you tried to motivate him with technology? Yes

-How?

I had a student. His level was lower than starter. Let's call it prestarter. I learned all basic through using technology to him. E.g. he learnt colors, jobs. With playing games through technology .one advantage was that technology was auditory, kinesthetic and visualizing for him. So he could learn better and I could assess him through playing games while he was relax and without any stress and writing about himself and then about me.

-Which one you think they are more successful?

It differs from one student to another. Because it is something related to their background.in ABC Horizon, we assess students in the first session. The students'' needs to read, speak and write individually. So we convince the subconscious if the student to meet old problems. If I convince them that they can do it and prove it to them, by making them speak indirectly e.g. asking about their name, age ... they will be noticed that they can speak just they need to practice. We are solving the problem without telling them that we are solving the problem.

I can use both equally. There is a website called learn English teens. And you go to category called skills.it is in English council. It targets teens not adults. I depend on it because it is an amazing website. I go to skills'' reading and you choose level. You choose the topic and you have a menu. Then you do the exercises.

How about writing?

You need to look at the picture to trigger your mind. You have something visual to write about.so e.g. about my family you have something here written, check your understanding and check your understanding gap. The first one is gap filling, and it assess you at the end.

-But there is a mistake here. We never say big sister

Yes, we say oldest or eldest sister

-So the percentage of practicing through technology is high?

Of course, the percentage is higher than the traditional methods. We have the same problem in my English lab as well. Some students answer the question correctly but the answer is considered as wrong because that answer does both exist in the system. so this is the disadvantage of technology.

Can they type/

No, they cannot. But in my English lab there are some part called auto correction. There are 2 types of corrections automated correction and teachers' correction. so the teacher can correct them in different exercise e.g. spelling, punctuation, grammar....the teachers just high light the mistake with the type of mistake, it is online, so the student can understand from the colors that, ok, I have this type of mistake. So I should check it. This is a kind of assessment. The other thing is something that is called integrated skills. Listen to the conversation and write a paragraph you can build up a type of skill in this way. You use technology, you watch a movie for example, and you can ask your student to write a short sentence, a paragraph or an essay. so you are writing through technology.

We are not able to use it because we are illiterate to some extent and we need training. Some teachers and students are not aware of benefits of using technology and people are usually afraid of the things that they don't know and fifth reason is that both teachers and students are lazy. They do not want to learn something new. They want to stick to what they know already. How we can solve these problems?

By giving training to both. to teachers and students. Orientation to the students and training to the teachers.

Would you like to attend these classes?

Of course.

Don't you think that it should be mandatory for the teachers to attend these classes to improve their knowledge instead of just sticking to the teacher's guide?

Yes, I think it should be mandatory. Every six months they need to attend these classes to get familiar with new websites, gadgets...

Who should manage this?

The authorities, as you mentioned. The head teachers, principle of the schools or people of the charge should arrange such trainings every now and then to their teachers.

-What recommendation do you have for the teachers who are working with at-risk students?

I need to summarize everything that I mentioned

-Sorry for interrupting you, as you are the head of department, what mistakes have your teachers done and you have need witnessed regarding at-risk students?

I can say that the mistakes happened towards at-risk students that teachers do not appreciate the work of what they are doing. This is true that, the thing that they are doing may not be 100 percent correct but this is the best of them. Again, we are talking about motivating the students. The other thing if the students are lazy, if they are at risk because their laziness, teachers should find substitute to their teaching to charm those students. The teacher should not be the teacher only, should be everything to the students. They should be a psychological doctor to solve the problem of the students, so the teachers should be advisor, teacher, supporter, scyhologist. But teachers should train themselves, read a lot, playing games can help at-risk students. The teacher should lead the light on positive points of their students.

-Loads us

I have faced this conversation many times. When we hire super qualified teachers, these things are tiny problems for them because they are experienced. But when you hire unexperienced teachers, so each of these will take a lot of search to find a solution for it, so this is the problem, so the unexperienced teachers may be suffering not the experienced ones. The teachers should spend extra effort to reach that point of experienced and solving such problems will be easy for them.

Participant

I have got BA in English language and literature field and I have Celta certificate and TKT certificate. I have been teaching English more than 6 years.

I keep these students in my mind while preparing each lesson. Technology is very important especially for these students because they need things that are visual and

auditory. That's why I always use videos, audios and pictures. We have my English lab, so I try to follow their work and see how they are doing and also, I give them feedback. so I depend on visual, videos and pictures and some audios and we can have some interactive games. Some websites that you can use in your class and each game depend on specific feature of the language.

-Can you explain more about those games?

Yeah, we have Wheel of fortune. Maybe you are talking about countries, you click on it and there is a question that is related to Africa and then you have a context you need to answer the questions correctly and you will get points and so on. They will improve their language they will increase their knowledge and at the same time the game makes it comparative. Students are more encouraged in order to participate in this technology plays a major role in teaching them but also we do our exercise in our books, sometimes I get extra resources outside the course because some students needs more help in specific features so you need to give them more sheets, handouts.. And sometimes we can play board games. It's not only technology but it is one of the most important assets that teachers have to teach English.

It was really helpful and useful because now they have a goal. And it is competitive. So it is not the language, but it is the matter of winning. It help them to retain some information, after the game they won't forget the piece of information. They have crossword.

I will go to face to face classrooms. Because the interaction is real. You are acting together. You are doing something together in games. I think online teaching is good but it is not as effective as face to face classes. Even if I try that I would prefer face to face classes.

Sometimes it is the matter of environment. I tell my students to bring their lap tops or tablets to do something together but maybe it doesn't work for each course.

Maybe we can allocate some sessions to be done in the lab.

-You mean that more gadgets and devices are needed by environment you mean?

Sure.

-But what if we have those computers but the teacher is a traditional one what will happen? It going to be a problem. The teacher is a person who is controlling the

situation. I cannot ask my students to do something that i am not able to do it.so it will affect the productivity of that class. Not, because i worked in many different places and it's up to the administration of that place to decide to have labs for specific sessions nobody would say no. I do not think authorities mind using such devices in their classrooms.

Sure, sure, nobody would say no. I really believe strongly in the lifelong learning process.

We can learn more and more. I obviously support technology, why wouldn't I attend those workshops and classes about technology. The more tools you have, the stronger you are.

Productive skills" they absorbing information, everything may both be ok. May be there is sth missing. Productive skills need more effort and it needs more practicing and practicing and unfortunately most of these students are not at-risk because of their mental ability. It's the time. They do not have enough time to practice. When you are listening and reading sth it is much easier than when you try something or speak.

Both, let's take a video clip as an example. We start the topic by a short discussion about the topic. Then I show them the video.so they take benefit from the listening skill. They need to discuss what they saw.it would help them in speaking skill. Sometimes I ask them to take notes, writing is not our main focus more because in writing we use videos but not in the same way that we use it for speaking and listening.so we can help them in improving both skills either productive or receptive. But I tend to use it more with receptive skills and speaking but not really writing.

In our classroom we have all four skills, my recommendation for each teacher is to focus on the skills rather than the course or the test itself. Because some students do their exercise in their books and they take really high score but they do not communicate because their language is for them is a subject like physics. They are learning sth but they cannot communicate well.so for these at-risk students whether they have some problem in a specific certain area, just try to focus more on the results and the production of each skill.

Communicating is more important than getting the high score. Getting 75 with a good ability to communicate is much better than getting 100 and then they still cannot communicate while they are using English.

-Do you use portfolio?

Sure, each student needs to have a portfolio. Because at the end of semester you can see how that student progress. I do it on excel also take notes on paper. And then I can add them to my excel file.

Participant 6

I am from Minisubs in the United States, I have been teaching for about 8 or 9 years. I have been teaching kids from the age of preschools, kindergarten and now from university.

-How long have you been in Istanbul and teaching here?

I was in South Korea for about 7 years teaching English and I have been here in Istanbul for about a year and a half.so one-year teaching in Istanbul.

I try to give them as many chances as possible to participate in class and I try to make sure that they come to talk to me for extra help after the class. I try to give them as much supplementary material as possible.so they can have more chances to practice whatever we are working on.

-What are those supplementary materials?

Yeah, usually we give extra worksheets as we are working on in the class and they should be as independent as possible but I still want to help them so the class participation, my office door is always open to them to get extra help after the class and I will give them extra material and worksheets to work on. But at the end of the day they need to be motivated and autonomous.

-Helpful and effective

If there are some students that they have motivation to pass and they really want to continue with their studies, going to prep school is necessary for them, so they look through it as sth they want to improve upon and overcome, so if the student who is focused and motivated and they see their teacher there and willing to help it generally works but if you have a student who is doing poorly but doesn't care about

doing poorly then that can be a problem. But most of the students here have the desire to continue with their university studies is a big enough motivation. They think if they are falling behind, I need to work on this and they try to get extra help and put it in the extra time to do extra work.

I do not know. I do not think there would be any different reaction. But I am sure there might be a thing ... there are 4 or 5 native teachers and maybe they are lucky that they are dealing with a native teacher. That that might be motivating for them. His pronunciation will always be ok and all other things that they could think...but the most important part in my classroom is once they meet me and once I have my students for a couple of days and they see how much I care about their success and how much effort I put into helping them and once they see I am trying my best then they feel kind of obligated to try their best because they think ok, Tim is showing up every day ,trying to teach us and I should be respectful and try the best and that's really important.

I am not sure if I am doing sth special just for at-risk students. And with technology in general in the classroom for me I use the whiteboard material that goes along with the books and generally I just use that because some students do not bring their books ,and I do not want them to space out and zone out during the whole class period so I always put the book upon the board on projector so do that just to make sure that all students engaged even if they do not have their book, and beside that I try to expose them to some media to have the chance to see ,I always show them music's and cartoons that they probably they do have the chance to expose to where they are coming from. Short music's or some videos that I think that has a certain grammar, structure that is being exposed more than normal, can be anything but I guess I try not to differentiate the at-risk students from the normal students as much as possible at least not publicly in the classroom. I do not do this to feel like separated so I the only way the students know who is doing well who is not is if they share their grades privately and I think this is very important to make sure that the teacher is treating everyone in the same way. Giving the students the same amount of chances.

-How about instructional technological programs like diagnose

Yeah, I have never used any of them actually. I think this year we are going to have some text books that have more online assessments that the teacher can go in and after a quiz we can look at every students' score and see what students did well or struggle with and also e.g. if they have problem with past tense the system will give the more practice in that grammar structure I would be interested to see it but personally I haven't used any of them in my classes.

Firstly, maybe I am a little bit old fashion. I think the best way to teach communication is just talking face to face whether it is between the teacher and students or the students and students. Pair work or small groups I always think that that's the most effective method and as a teacher that's the thing that I enjoy the most. I became a teacher because I can talk and interact with people so any kind of that phone application, computer and technology may be taken away from that possibility of interaction. Secondly, I would say there are so many things that we need to do as an advisor teacher or a main course teacher. I feel like I do not have enough time to do some of these interactive or technological activities so I am always worried about finishing this page by the end of this weekend covering materials. I think if there was a chance for the students to use their smart phones, doing the quiz game in the class once a week, I would like that and I think that would be a good reward for them and like lighthearted to do. so I guess we will see at this year I have the time to incorporate something like that.

I think the authorities are good at letting us to do what we want. We have to teach to the syllabus and because they are going to take their final and mid-term and they need to know this vocabulary and these grammar structures so we have these goal that to meet the needs but how we get them is really up to the teachers and that's one good thing about working here. so I know that there are some teachers that are using technology more in their classes e.g. I know cahoots as a really popular game ,you can play with your smart phone and you can see your progress but I have never done it. so here there is a lots of freedom to do what you want while teaching either in a more traditional way or just for me more about interaction, communicative bases..

I am quite flexible if the authorities want to try out some new course.

-you are not obliged to do that.

If it is always my choice, I always choose to have more interactive class whether it's student teacher or pair group or group work. But if the school want to try it in experimenter and impediment some other things I would be completely fine with it because I would be interested to see how it goes. If my students really enjoy it and if I thought I could balance getting everything done for the syllabus and in corporation some more technological aspects to the class I would be fine with that.

-What recommendation do you have for teachers dealing with at-risk students?

I think the biggest thing is just the patience. I think it is a little bit difficult for me to say because last year I was with B2 students level the whole year and I was substitute for A1 and A2.there is a big gap in their abilities. But everyone try to learn and I think just being patient and try to explain things a couple of different ways ,maybe explain the grammar structure in one way they act like they did not understand so taking a deep breath and taking a step back and try to explain it in another way, Yeah, patience.

Participant 7

I am 29. I have been teaching English for more than 6 years.90 percent of the time it has been with adults. I started teaching English to kids.

1. Methos

Because the focus of the students is to pass so in order to help them, I focus more on vocabulary and grammar. I think those students who just want to learn English that's a little bit difficult .so I think that's important for the teacher to make them as engaging as possible.

-How do you engage them/

Well, everyone loves games, everyone like to use technology, there are few websites, stuff like that like kahoot or other online educational websites I cannot think of right now but things that engage them, anything but books. Because these students are those who struggle with those fellow lessons,

I think being able to pass and not to fail is a good reminder for them, that is the biggest motivation for them to remind them that look it is getting closer and closer to the end of the year.. I think that's important. And sometimes where they want to study they do not know where and how to start.so maybe they need more attention ,I

normally relate them to one of the students who is stronger and I try to tell that student to help them, so I just give them more attention and try to ask the stronger. A teacher can be inspiring and I can exemplify myself but what if they do not like English. You cannot do anything.

-Why they do not like it?

-Why they are at-risk

I think there is lack of motivation. Not they really do not know what's going on in their life and do not know what they want to do in their life .when they do not have the motivation of their own so I think the immediate answer to that is to listen to what their parents, society or their friends want a lot of them don't know why they are here.It's not just the matter of not being able to learn but everyone can learn if they are really motivated. try to tell them that this is your word and when you learn a language it will automatically connect you to a much larger you when they want to become a football player Box new English will make a better football player of them so they look through it as two separate things so I want to do this but

English is keeping them and keeping me from being that one but they need to know that

English will always help you at becoming whatever you are doing

-Do you have any examples of adult?

Well I think we have to kind of motivation along with her motivation and short-term motivation so these who don't have that long what Eurasian I believe this is impossible to give them that motivation because that is something that comes from your inside you should really one person always something to do it in your life you cannot teach anyone to like or love something but you can give them short-term motivation like the passing grade achievements in 14 minutes classroom can do short motivations what's your attitude through utilizing technology with a FL address students louder this is Uranus or those who usually struggle with books and coping with books I think they have short attention span I think there are more each day they are more interested in teaching using whatever instead of books and notebooks and this sucks I mean this normal stuff in their classroom.

Have you ever had online teaching yes on Skype also want to pamper online teaching with face2face teaching or traditional teaching which one do you prefer and which one do you think you were more helpful and attrition at-risk students I would choose normal glasses it's not a matter of physically being there when you're not physically there are your attention is not physically there you don't have 360-degree views of everyone and your body language doesn't count your

Angel idea in which is close after the students or more problematic I think speaking and listening first ariccia pastilles grow so it's reading and listening but these people are those who have the least exposure to English they normally have the exposure with the written form basically they only time that they are in the classroom they have it disposed at 2 linen form listening they never want to watch English soft or listen to English music and I think that's why you're at risk of failing I think because they don't use it in their normal life so I think speaking and listening

-How do you use technology in your classroom helping at-risk students

I can say a lot it's not doing something like science-fiction all things in the classroom but the time instead of asking students to open a board and read something to do exercises I also asked them to close their boards and to do it on projector or on the board one reason I do that is it can give variety to this new dance because especially your students get shake off reading books and looking at it all the time to give their variety to the classroom and another thing is it's much easier so he's answer key if you ask a student to do exercises on the piece of paper maybe you need to check their answers one by one or we have to give the answer sheet but on the interactive delivery that song both have it easier with one you can show all the answers you don't have to use a lot of papers also students will stay more focused it's easier to monitor students when they are having their head down you are not sure what they are actually doing it's difficult for the teacher

-You know that we are living in 21st century in spite of having a lot of devices technological devices to use in our country and Community but it still we are not using them effectively in your classroom why?

I think that's different from person to person I completely agree that we are in completely technical logical era I think that teachers don't use that enough I'm a computer freak I cannot live without my computer but I prefer reading e-books rather

than paper because I don't want to carry extra paper I think the more teacher is attached to using technological devices, the more they are using them in your classrooms another reason is that they remember their own teachers and their method and may be the next generation would not do that because they would remind me.

-It means you think that the knowledge of the teachers is low in this arrow in the century and that's why they're using technology and not enough yeah it is kind of well it depends on what generation did teachers come from a teacher is 25 men's basement that teacher with the teacher who is in his fifties this is the generation gap younger me and you technology more in that clashes that's how they grow up did generation gap between the administrations and the teachers also matters so for example using cell phones in the classroom is forbidden in here show that takes a big chunk of possibilities and potential of the teacher using technology in the class is he's got a problem because instead of striking teacher and asking a student to be able to use technology in a beneficial way you say no because if we don't know how they charge you that there is no instruction for that there is no teacher training for that.

-Do you think that hold me some classes for the teachers to be trained in terms of the technology called knowledge would be beneficial for them and for the students as well?

Definitely.

Will you participate in this classes?

Of course I'm not professional enough I would want these classes it's really important everyone talked about not cutting the trees but it is not the most effective way to stop cutting the tree technology is one way that you can cut and make students more engaged in the whole world is getting controlled by people who are 45 years old and that's what you get.

Have you ever had problems while using technology with at-risk students?

I can say that the positive thing is that there soon as our want who doesn't want to read books these at-risk students I'm in because if they want rate they would be good if student so there are more willing to use technology to sit down and watch a video and answer the questions rather than reaching and reading and answering they also want to play educational games but the students have a short attention span .they get

distracted easily by their phones and they get distracted really quickly using their phones for example Instagram is just two clicks away so that's also a problem.

-What the kind of recommendation or suggestions do you have for ESL teachers working with at-risk students?

I wish somebody could tell me. I think that it is not up to the teacher but it is up to the students I cannot even say that it is up to their parents. This is very personal thing for that the students to really find a way. Some students don't want to learn English for whatever reason and we cannot change that I can talk about the benefits of English language and at the end of the day you cannot change the mentality I think the most effective way is to be inspiring for them to be an good example for them to show them how English has changed your life to show how they can be a better stronger person knowing English and at the end just remind them the passing grade.

Particinat 8

I am 34 years old and I have a started teaching English when I was 24 years old so it is about 10 years that I'm studying English and I got myself and I started teaching in different countries.

-What techniques and methods do you use in your classroom assisting at-risk students?

Actually the first of all we don't focus on at-risk students ,we just teach and do our duties but if spots on students who are at risk I personally put those students with better students because of pair pressure they can just help each other also we have a writing and homework every week, like giving topic and they need to write .it is for all of the students and outfit back is just paper base and we just give them some codes and the undress and their mistakes but if I have at-risk students in my classroom I asked them to come to my office and give them personal feedback.

-How was this mode of delivery successful with your at risk students?

First of all we need to ask ourselves why did the students are at risk I personally believe that they don't have enough motivation so putting down with some students sometimes increase their motivation because they are friends with those go to students and feel like they start to have some competitive feeling also personal feedback are you experiencing in third track for example I was t-shirt I was giving

them feedback that you are not aware of many rooms they said this is the first time we see it.

-What's your attitude true utilizing technology with at-risk students?

Technology is inevitable. Thanks to technology .students are using smartphones and these sorts of stuff and many different games and online platform of course we try to combine teaching materials and technology which is more interesting for them .For example last year I use Plicker as a platform you register students in the platform and then you give them barcodes. I prepare some question and then and I give the students a barcode and I by using my smartphone I broadcast them on the projector and they receive the question and answers are showing on the projector and then I just scan the barcode and it was really interesting for them to see their names and on the projector it was good for me because I could pursue their progress because it was recording a student's performance as through answers and but in traditional way when you asked students some question you forget the answer to correct the answer when you asked all of the students. But in the platform you can go through that which is students have answered which question correctly we sometimes use kahoot while we are teaching and grammar. Game help students to focus more when we use technology in the classroom. Students are more motivated and I think that technology has helped these the students I mean at-risk students especially now in this generation to have fun and at the same time to learn something.

-What barriers and key concerns do you have using the technology with EFL at-risk students and where you able to address any of them?

Actually I can say that we use common platform here and we have the Smart board but if it fails it because of some technical problems ,we lose a lot of time and the other problem is that these devices are strongly depend on the internet and if it fails our teaching fails because we plan based on having a certain technology so this is the basic problem, being so dependent on the technology I think a good teacher should have A plan for using technology in his or her classes and B plan for a teaching in his classroom in traditional way in case we fail using technology so we can switch to the traditional way and the other thing is that last year we had Mac Milans platform and we assign assignments for the students .We take the students to the laboratory for 40 minutes to answer the questions and you know observing the students was difficult to

me especially at-risk students who feels that they cannot pass the track, they misuse it and then they were supposed to do this assignment, they were watching other videos so you need to walk and go through them and monitor them and monitoring all of the students in something difficult at the same time.

-If you want to give percentage to the amount of the usage of technology in your classroom what is that percentage?

I can't say more than a 80 percent because I always put myself like PowerPoint and my documents and also I have bookshelf doors with myself and we have to come on platform I can say that are layaway used and we can have a much fun in that way I use YouTube for listening and also for reading when I want to teach vocabulary I prepare some PowerPoint with pictures to help them to learn better and more effectively and when I show it on that project at the shooting like it more except that one in the platform and do you think that it has any effect on at-risk to you then yeah because at-risk is students are not that much engaged and when they are charged in the traditional way and when you're using technology this is the time for me for them to interact better and effectively and some of those address students are shy because of the storm chorological problem so they prefer not to answer and Shirley are there so using technology like bleachers as I told before they don't need to talk much they need to answer the question and they overcome the feeling of shyness and it can be helpful.

-In which one of the teachings I mean to Science teaching and face-to-face fishing do you think you were more successful regarding at-risk students?

Well I can't say that I had both successful and unsuccessful performances in both of them well in this teaching there's not a face-to-face interaction but at the same time as students feel more relaxed you are wearing pajamas are drinking this pitching and both have its own app pros and cons why discounts teaching the students can save time and in Istanbul sometimes they allocate 2 hours and commuting and it is a problem and indecent fishing with strongly need internet connection and if the internet connection failed literary your teaching fails.

- In which skill or skills do you thing I trust is student EFL at-risk students are more problematic?

In all of them personally I think that these students do not have a good grammar, reading and vocabulary and then they don't have a good writing but if I want to put them in series that first problematic area or Skill for them are their productive skills that is speaking and writing between listening and speaking that are receptive, the most problematic area is listening rather than reading.

In which still I mean receptive or productive skills do you think technology can help EFL “at-risk” students more?

Receptive skills can develop better through technology for example in Cambridge press there is a platform and that there is a book that the name of the book is Empower it has a CD for the students when they install it in their laptop for example unit one they go home and they install CD in their computers and they do they're related assignment to that unit if their students are poor in their receptive skills for example if they have problems and they got low grades in the s there a student's grade is low the system automatically provide them with more assignment and homework and East you again and needs to do those assignment in order to solve the problem in that area but it is younes grade is good and you are good and daddy scale and I'm talking about listening and reading Pro wide and it's much more difficult question but as you can see and I am I explain this is systems are more appropriate and helpful in the receptive skills for those who wants to have self-study as well .I think in terms of the writing and speaking technology cannot give feedback to them and for their assignments there should be someone to check their speaking and writing and pronunciation and also to notify them about the grammatical mistake . But for the more advanced level I can't say that technology can help them in productive skills as well as for example when someone wants to talk about a topic and he or she doesn't have that enough knowledge about it and they can listen to that topic and listen to a listening and then get some ideas and then talk about it because he or she at the moment has sufficient knowledge of pronunciation grammar and just by using technology he or she can get more knowledge and more idea.

-What barriers and key concerns do you have using the technology with EFL at-risk students and where you able to address any of them?

Actually I can say that we use come on platform here and we have the Smartboard but if it fails it because of some technical problems, we lose a lot of time and the

other problem is that these devices are strongly depend on the internet and if it fails our teaching fails because we plan based on having a certain technology so this is the basic problem ,being so dependent on the technology I think a good teacher should have A plan for using technology in his or her classes and B plan for a teaching in his classroom in traditional way in case we fail using technology so we can switch to the traditional way and the other thing is that last year we had MAC Milans platform and we assign assignments for the students. We take the students to the laboratory for 40 minutes to answer the questions and you know observing the students was difficult to me especially at-risk students who feels that they cannot pass the track, they misuse it and then they were supposed to do this assignment, they were watching other videos so you need to walk and go through them and monitor them and monitoring all of the students in something difficult at the same time. When we asked students to read that assignment an answer the question because already the answer of these questions exist in the software so they'd go back and they click on it and they can't see this and I'm still observing at-risk students in these cases through technology is so difficult because we don't know that whether they are misusing it or not or when they asked his students to take their phones they sell phones and go to a software and do what I want them ,they go to a different social medias and a for example they checked Instagram account so they do something that is not relevant to that assignment. In nutshells I can say that technology is good but it is needed to be observed by the teachers because some of students especially at risk students misuse it. When we asked students to read that assignment an answer the questions because already the answer of these questions exist in the software so they'd go back and they click on it and they can't see this and I'm still observing at-risk students in these cases through technology is so difficult because we don't know that whether they are misusing it or not or when they asked his students to take their phones they sell phones and go to a software and do what I want them ,they go to a different social medias and a for example they checked Instagram account so they do something that is not relevant to that assignment. In nutshells I can say that technology is good but it is needed to be observed by the teachers because some of students especially at risk students misuse it.

-We are living in twenty-first-century but we are not using technological devices effectively in our classroom why?

Because I think that it is something that is related to the age of the teachers for example they have the lack of experience in using technology. There are some teachers that they are 45 or 55 years old .They haven't used that technology in their classes and so they don't have any idea about it and they don't believe in it and they think that a class should be run in the traditional way because they had good grades in them but they forget that we are living in this generation and this generation differs a lot with the previous generation if they need to learn at that time there must be motivated and engaged. On the other hand the teachers should allocate time out of class time to find some effective and helpful materials and application for the students to apply them in their classrooms and it is time consuming for some of the teachers and the other thing is is that some of this software are costly and money matters in these cases for example when I wanted to use Plicker it was free for just five first questions and if you want to have more access to the other question you need to pay \$20 so there are about 77 teachers in this institute if you multiply it to \$20 that much be a huge number. The Institute prefer to use cheaper software so they may not be as much efficient as the expensive ones. I think that the teachers need to learn new things like students and adopt new things before using technology. we should have some workshops for the teachers and teach them how they can use these technological devices and soft wares in their classroom we need to ask them to come and to join and then we can introduce them new applications and convinced them that these applications are helpful and actually when they liked it as a teacher they can make sure that students would like it and it would be a helpful for them ,for example there was a workshop that it was run by Wilson McMillan's and he showed us how you can use the computer for a specific aims and for example of by technology you can use and play jigsaw puzzle game. F or playing Jigsaw puzzle in the traditional way you need to bring some papers that you may lose it and the classroom might be mess but by using the technology and in play that kind of the puzzle I mean jigsaw puzzle with technology, you can put the reading in different parts and then they students can do it in the classroom with their phones and put it in the orders and they can learn how a reading will be and also I think that using technology needs preparing materials beforehand and at least you need to allocate one or two hours before your class to find materials and prepare them and that's why some of that teachers don't want to use technology because they say that's okay they

can do everything in their classroom classes not out of the classroom time because for example for teaching vocabulary you need to first find their pronunciation, then put them in different colors, you need to highlight them and find the definition of them and also you need to find a photo so that you can play it on the projector. So it takes a lot of time for the teachers to prepare those materials.

For solving these problems in this track we are changing the books but now I am going to prepare those materials and some documents for each unit and through using technology and videos that are related to the topic of that unit and then the students can have fun in the class and we can use it as a lead-in to the class show. Some teachers do not believe in using technology in the classroom because they don't believe in having fun in their classroom because they think that their class would be a mess but I believe in having fun in the classroom and I think that the technology will give my students motivation and they will have fun and enjoy learning. So I prefer to participate in these workshops and technological classes wherever it is.

-Have you ever had the experience of teaching an at-risk student who his/her previous teacher was a traditional one and if yes, what happened?

I have had the experience of having at-risk students in my class that he or she was not motivated in the first and second track but when he came to my class in the third track he said that I like your class more than my previous ones, when I asked him why he said that because my teacher was a traditional one and his classroom was so boring and we didn't have any fun there. So I can say that I have and I used some technological devices like Bleeker,

PowerPoint ...so he got engaged and he was not sleeping well and when you're not sleeping in my class it means that you are not a passive student but you are an active one. When you get engaged it means that you're more motivated and they can learn better but about the result because our track is just one month and half so it is too soon to judge about it but I can strongly say that the students like my class more than the previous one and he was more motivated and engaged

-What other recommendations and suggestions do you have for EFL teachers regarding "at-risk" students?

I think that the teachers should love their job and then should not look at it just as a way to make ends meet and they need to have responsibilities and then if they have at-risk students they need to listen to them and they need to talk to them in their office and give them some feedback if this problem is solvable by the teacher they need to solve that problem but if there are some psychological problem they need to the manager they need to provide those at-risk students a psychologist.. The way that teachers give feedback to these at-risk students might differ. they need to have follow-up questions. Teachers need to provide them with the extra materials and those material should be based on the order of difficulty. Extra study plus homework. I mean the students first need to do the first easiest questions and exercises and then if it was easy for them they need to go to the next one. we need to use the technology now classroom to keep these at-risk students motivated and have fun in their classroom and by making at-risk students having fun and enjoying learning we can do magical things magical and We need to be psychologist in the classroom. some students are disappointed because they think that they won't pass the module so we need to push them a bit by tutoring, giving appropriate feedback, giving extra homework, using technology, projector, materials which can be interesting for those specific students. Also we can have some remedial classes. It means that every week they have assessment tests, weekly assessments and then those students who got below 70 need to assign them in PDU and ask them to participate in some extra classes and

There would be some extra classes for those students in their free time that they are run by the teachers and the teacher will cover the topics that these students need extra practice and also they can use a software that the students can go home and use it , for example there is an application quiz your English. It is designed by Cambridge University and it has grammar and beyond. Beyond is the grammar book of Cambridge. When the students learned the book, they add their classmates here and they start answering the questions. It is challenging and shows which student gets more score. All topics and levels are there. They can find their friends there or if they want they can compete randomly and they can choose the topic that they want to play. there is a kind of sense of competition between them. I think introducing these apps specially to "at-risk" students can be really helpful to.

Participant 9

I have been teaching English for 10 years now. I have taught in many universities" levels. I have master degree in ELT I mean English language and literature and I am 31 years old.

We all have at-risk students in your classroom what do you think is the problem of these students why they are problematic?

Well if you want to go into it at a specific context, I don't want you to generalize it almost globally but while I'm teaching hearing turkey the area that the children and students in general space problem and the most difficult part of the language to learn speaking do you like to be taught grammar and they like to do the exercises that are related to the grammar, but they are not very good at vocabulary development and speaking and one of the main reasons that we Face here is that be found out that they are spoon-feed. When they were students at the school all of the teachers spoon-feed them.

And they had no or little engagement in their classes. We all have those addresses students in our classroom at least we have one or two of them are out classroom but those are students that I have in my classroom I see that they do not participate in classroom they are afraid of making mistake they are afraid of drawing they are afraid of coming out and going out of the your comfort zone and experiencing something you they need to be motivated they need to be cherished and kind of nourished and make them believe in themselves that you child learn a language you are learning and language and all the people have the ability to learn a new language. We need to notify them that you need to try and I think that those addresses students that I do have in my classes or shy and they have the lack of confidence and he's the most problem of my at-risk to students. They need the self-esteem to go ahead.

And what matter and techniques do you use in your classroom to help those at risk students well there are a lot of things that we can do for those students that are Shari or they have lack of self-confidence I try to put them in the group and they have a kind of Cooperative learning to give them the chance to use the language to participate in that conversation and be active if they're you know part of the language is being practiced in a role play in a real life situation conversation and they are part of that conversation, they need to be part of that role play and we need to push them they need to put away that shyness and sometimes we have fun we don't mock them

every don't laugh at them what we try to have fun in our classroom and try to provide a safe and environment for them and the students feel secure and comfortable then you are not afraid of making mistakes because it is their shyness that caused all of these problems that they don't want to participate in any activity and in the classroom in general. -how do you provide that Comfortable zone for the students in order not to be afraid of making mistakes?

Sometimes I make mistakes on purpose and then I say oh sorry that was the correct one and in this way I make them not to be afraid of making mistakes and when they are making mistake I prefer to have the Peer correction or they correct their mistakes by themselves. I prefer to make laughter in my classroom as much as possible because in this way do students feel comfortable and they are not afraid of making mistakes.

Don't you think that by putting those at-risk students in their group work between their classmates they will also keep quiet and won't participate in activities?

Group working is a skill that the teacher should have it when you are making group it doesn't mean that you need to be careless, it's means that you have to be more careful who is working with who.

I know my students and I know they needs and I know what they want I know their characteristics, so when I put them in the group so I try to keep it in my mind that who that at-risk students are comfortable with. I try to have a group of mix of your different levels. I mean weak students and those strong students because when you are putting that weak student in the that group that is a mixture of different level that is strong student can be a model for that at-risk students.

What's your attitude through using technology in EFL classes do you think that it would be effective?

Sure, we are living in 21st century and it is a technology era and all of our students have different kind of technological devices like computer laptop, telephone and I think these technological devices can help them learning English. All of our classrooms in the center or equipped with a smart works and it is something new in the field of education and also be have a platform that if we can't find a student's assignments online for them so we can keep them active outside the classroom.

It is very crucial and challenging to keep students active and participating in their activities and the learning English outside the classroom. Keeping students active in the classroom is much easier than outside the classroom. In order to learn the language the students need to be surrounded by the English and therefore we must provide an environment for them to learn the English outside the classroom as well. Technology can provide them with this milieu and especially by those software that are designed for learning English and technology we can provide them and give them this opportunity to be active in learning English.

If you want to choose between that Blended classes and online classes which one do you choose and what your reason for that?

There are many reasons that they can say that I choose the traditional classes that actually online classes are important to students who time is very important for them and also they want a flexible time in the schedule and also photos of students who cannot participate in the class for any reason but I will choose the blended classes because I can communicate with my students as I can assure their ideas and also having those technologies is that good in your classes and in education and then when classes are good for those who cannot participate in the classes and we can pay the ground for them to learn English as well. But I myself prefer to choose a blend of classes of course I'd like to have to acknowledge it in my classes but I think that I prefer to have a face-to-face teaching and have it communication with them in my classes.

You told me that the most problematic skill for your at-risk students is their speaking. How do you try to help them?

Well, There are many technological devices that we can use for example one of them is the chat room that we can join them and they can go there and Chat with each other every day and with native speakers. One of the problems in the foreign countries especially in Turkey is that English is taught as a foreign language not as a second language. There is no place for these students to go up there and talk with the native speakers show social media and also I can say that the chat room is that opportunity for Jewish students to use it to improve their speaking.

We are living in 21st century and we have access to many technological devices but I told you we're not using them in our classroom effectively what time is it

because of our students our students have access to many technological devices like macbook tablet laptops and everything they can use it to do past 9 they can achieve day we see you then they can't keep their friends update about the activities they can push that photos they can play games what do I need comes today I can admit usage of the technology we can see that if there is a lack of it when I tell my students to go home and download at supplementary material for learning English and for improving the English they cannot do that and they feel that if they are not able to use it effectively and I think that this is because the lack of knowledge the knowledge of using technology in academic learning. I think that they must be trained. Because there are many websites in the YouTube, there are many software that can be downloaded for free and then they can use it to improve their English but actually they are not able to use it and they need to learn how to download, how to use it and how to apply it efficiently in learning English.

Who should train them?

I think that this is not just a responsibility of the teachers but also the responsibility of the authorities to teach the students how to use it ,for example we are using my English lab in this institution and there are some tutorial videos that we can use them and apply them and provide our students with those videos and teach them how to use the platform.it is a team work in order to facilitate this process.

What about the teacher do you think that we are using at all kind of technological devices in our classroom actually I can say that there are technology now there is and we are living in technology error but if you have to have not been updated there are many devices that our students can use them better than us. We all living in 21st century and we all leaving and we are teaching 21st generation so we need to keep up with it if I didn't know how to use a technology how to use that software how to use a website as a teacher at this is my responsibility to grow and learn I need you admit that I don't know how to use it and then I have to go and learn it by myself this is not a responsibility of the authorities but this is mine.do you think that the administration will give you and allows you to use those soft words if you know them well in your classroom of course because the administration wants us to provide our students that are actually our clients and weed the best knowledge of English. If I can use any website soft words or anything and are technological

devices that I can use it to facilitate learning for my students allowed to use it and there is no problem with Administration.

I think that this is where my responsibility to go on learn something that I don't know but actually this is the administrative and there are so right to his responsibility to help me to learn they can cool white T-shirt with some technological classes to do that teach them how to use it and it and also they can a take advantage of my own knowledge in terms of Technology because that we can have the students who can learn English better and easier and we can facilitate learning by technology and the knowledge that the teachers have.

What other kind of suggestions and recommendations do you have for EFL teachers working with at-risk students well as a teacher we are not acknowledge provider anymore .maybe we are not aware but we are having a teacher Center atmosphere and environment but I think that we need to go out and have a wider vision. We are living in twenty-first-century we are working with 21st generation and we're working with those students that they want something new to use technology effectively in our classroom to help these at-risk students. If I have all of those technological Tools in my classes but I'm teaching the traditional way my students will be bored. Because I don't know how to use the technology and how to make myself updated with the 21st generation it is my problem and it is because of me that my students are at risk. These students need a new method and a teacher who is open-minded and can use all of their technological tools and devices effectively in his or her classroom.

I think that the remedy for this problem is that the teachers need to keep themselves updated with the new technological the wife says I'm also the knowledge of them and also the new methods of teaching. They should keep them away from the traditional method of learning and also their teacher-center method because the students will get bored. I kind of flipped classroom that this is the always the teacher that we speaking this is the voice of the t-shirt that is always that be heard and also they need to change the mindset they need to change the approach. You know learning the new methodology in teaching English and also learning the new technological knowledge and blend them together we can help those at-risk students. And also you can stop an issue good rapport with your stupid as a photo using technology specialist for with those and an ultra with teenagers because they aren't you technology they love using

technology and waiting for the teachers can I communicate with them through technology and when you are using technology to connect with them to communicate with them they loved it and simple example can be the Whatsapp group. When you send them a notification when you give feedback as too damn when you want to notify them something in in this age of simple application they loved it and they really enjoy it and I think that technology can help having and stop looking at Good Rapport between two teachers and students. Participant 10 would you please tell me about your age your experience in teaching and also your decree well I am 33 years old I am not so deeply in English language and literature and I have been charged English since I was 18 or 19 the next question is that what is the most problematic area for the actress the students we all have some addresses soon as what is significant factors put them in the domain of at-risk?

I can divide them into groups or those are the big energy level that actually they don't have any background of English they have never had if they have listened to the music didn't know any words out the door when I'm speaking English in the classroom they cannot understand it and they don't want to study in order to solve this problem. Just go home and do some grammar exercises and then they come to the class and they look at my eyes and they are you can understand that. They do not understand anything showed photos of students they stop trying and they leave learning English. I can say that for some of them there are some points that do not exist in their own language for example in Turkish are some problems they have some problems in their language and grammar and when they cannot understand it they want you transfer everything from the mother trying to Dad at target language so when it is not possible they get confused and also the other problem is that they want to translate everything from the show's language into the target language and this is the why when they face the problem. How do we try to help them in order to solve these problems are for school boards or paperwork but what I asked for the address of students are trying to put them in the paperwork because as long as you are in zip code of the slide and one is dead after his students are you rather to have a prayer works in the shade of the group boards and also I would like to have much more fun and also games in my classes are some online games like kahoot and also they have applied for him that is called Pearson. And in that they trying to do some activities but when it comes to the competition it when adults try to win the game

and as long as it is a way of learning a language that can help a lot and also I tried to have them but you haven't to use pain to mine when and while I'm teaching English for beginners and also I try to motivate them buy everything by games having blonde jokes because that didn't Leo man is very important in my idea.

Most of the students think that language is like a structure and also I think that this is the government problem and sold that make it that the students look at it through and as a subject I think that language any language is not a subject but it is a chill for communicating and they need to make their students to communicating our classroom in order to solve the problem and in order to break the silence in the classroom and then just by saying the word in a low level class. And I think that this is the teacher's responsibility to provide students with the more enthusiastic an interesting idea in order to do all of the students this year was actress the students in that conversation because language is were communicating .you can give them the topics that they want you to love themselves and who their idea that it's right and wrong or someone is right and someone is running for example of when you want to talk about marriage when you want to talk about it which person is good enough and is that correct person for a boy or four leg are to get married with and they do not want to participate in that conversation.

-How successful was this mode of delivery with them actually pretty well I can't say that these students that are a part of the competition and they want to win and also they want to communicate with their friends they want to share the ideas and there it makes a kind of boundary between the students because they get familiar with each other they know each other and they become actually like a family and am I'm actually just cool for me as a teacher as well.

What's your attitude through utilizing technology with at least two students I think that technology would be so effective for those at risk because it is kind of modulating and also students can have fun in the classroom because without having fun in the classroom bit glass would be boring event for me.

And there are some students who do not like reading so in this world that technology can help them a lot because they come listen and watch short films and movies and comedies there are some sentences that are repeating a more and more in the Outfield or movie and they can learn easily by this way instead of spending much time in

studying are memorizing vocabulary and I think that in this way to Technology can help a lot although I have techno phobia. If they do not have one in the classroom their class would be boring for me as well and the other thing is assessing this Student Assistance units because they can't see their mistake at once and it can give them the immediate feedback but sometimes I think that the traditional way correcting the mistakes is the best way because I can ask the peer correcting I can ask the students to correct a friend's mistake.

Imagine for example when you have an athlete Should students in your classroom he or she is correcting his or her classmates to paper it can help him or her in a learning that topic it can be his or her mistake because he know the grammar but unconsciously I did that mistake and when she when she is correcting to pay. He or she can learn from that mistake and in order not to do it by his or her own.

-In which is skilled skills do you think the at-risk students are more problematic?

I see that in your productivity skills because they need more knowledge to produce the language and I think that the other reason is because of their self-confidence and shine is because of the students who are shy and actually they have a lack of self-confidence they have no problem in their respective ass killed because they don't need to produce it and to show our they are well and it but in producing them there maybe they shyness and also cell count can be a kind of barrier for them to produce the language.

How do you try to help them in solving that problem actually I try to have some conversation in the classroom I try to make them participated in India in the producing the language and also in communication while I have some exercises in the classroom that I asked him to do it and also sometimes we can't help wanting to classroom but also sometimes I use the technology for example I use kahoot in the classroom there's a kind of online application that you can use it and the students who is the best and who is the fastest one is going to win their game and I also so there's a kind of competition between their students and they want to win that game.

RESUME



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About me

I got my master degree in Istanbul Aydin University in Istanbul. I hold a B.A in Translation. I have undergone trainings in the area of teaching methodology, classroom management, teaching integrated English skills. I have been working as an EFL lecturer at different public and private institutes since 2009.

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