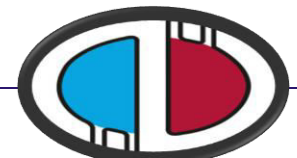# Language Learners' Perceptions on Using Information Communication Technologies

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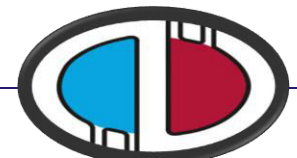# Information Communication Technologies (ICTs)

Information Communication Technologies (ICTs) have inevitably become part of professional, academic, individual and commercial life. Learners of today are observed to manage, evaluate their own learning and provide self-feedback so they have a high level of communication (McLoughlin & Lee, 2010).

Information Communication Technologies (ICTs)

New generation of learners are 'digital natives', 'millennium kids' and the 'net generation'.

'Digital natives' are generation of learners who have grown up in a world of computers, mobile phones and the web; i.e. a generation reliant upon digital media and tools (Prensky, 2011).
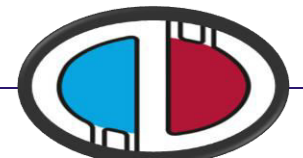
Information Communication Technologies (ICTs)

ICTs are technologies that provide access to information through telecommunications and different types of ICTs include email, virtual learning environment, social networking sites, social mobile applications, user-generated content sites and video-conferencing and voice-over-internet protocol (Oliver & Clayes 2014).
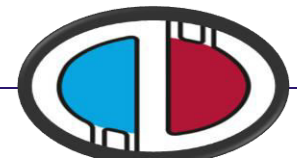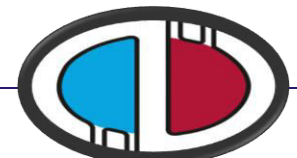
Web 2.0 tools

One of the ICT tools, Web 2.0 became a collective term for a mass movement in society: a movement towards new forms of user engagement, supported by Webbased tools, resources, services and environments. Online collaboration and sharing have become the norm (Collis & Moonen, 2008).
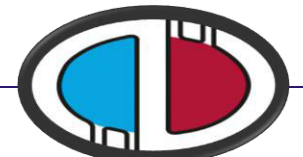
Aim of the study

◆ to obtain German, French, Russian, Chinese, Italian and Spanish language learners' perceptions on using ICTs.

◆ The study will shed light on student perceptions of ICTs in language learning and give insights to language teachers.

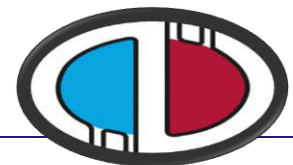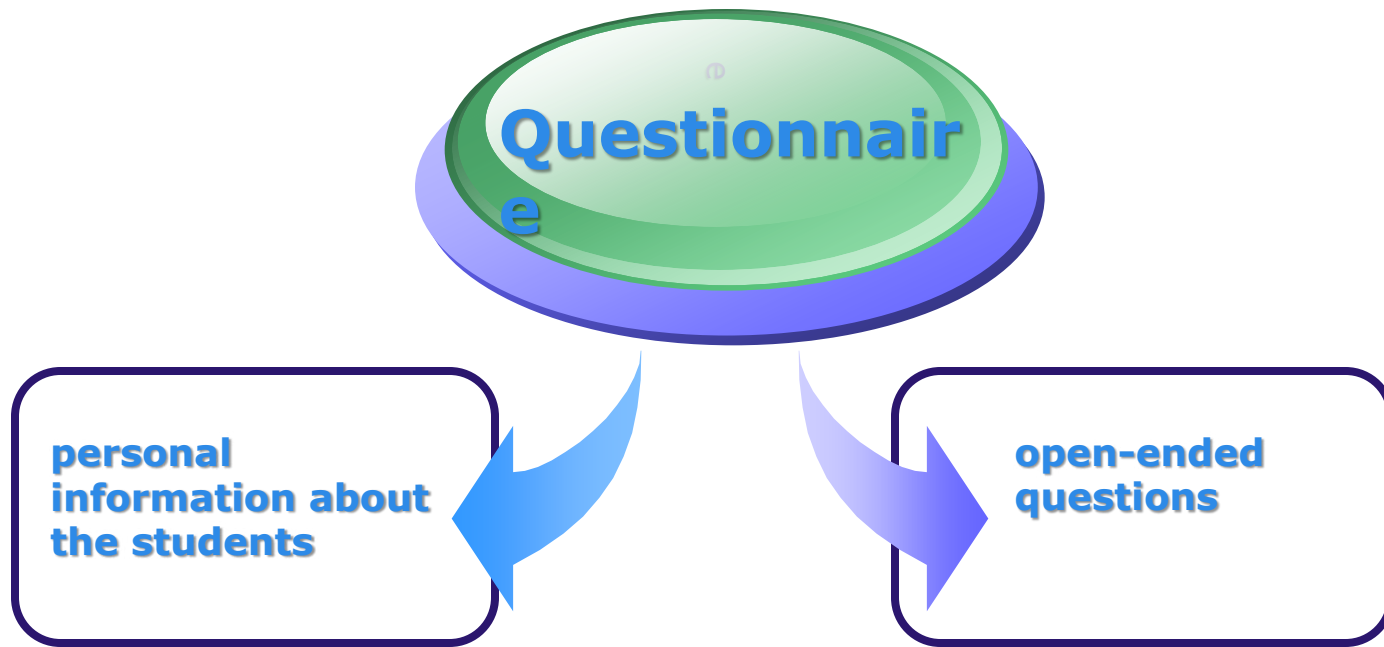## What are language learners' perceptions of using ICTs?

Participants

137 students who are learning German, French, Russian, Chinese, Italian and Spanish at the Modern Languages Department.

METHODOLOGY

Questionnaire

**personal information about the students**
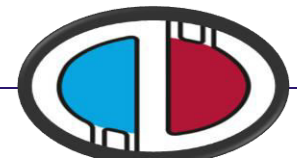
**open-ended questions**

METHODOLOGY

Open-ended questions were structured around the following questions taken from Oliver & Clayes (2014):

1. What kind of communication technologies and/or mobile applications do you use?

2. What do you think are the benefits of communication technologies in education?

3. What do you think are the problems concerning the use of communication technologies in education?
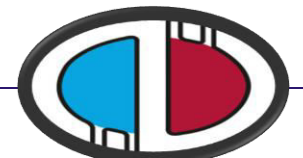
METHODOLOGY

4. What are the reasons you might not use specific types of communication technologies?

5. Do you think there are any ethical issues surrounding the use of communication technologies in education?

6. Are there any practical issues you think are important to consider when using these technologies in education?

7. How do you think communication technologies could be improved for the purposes of education?
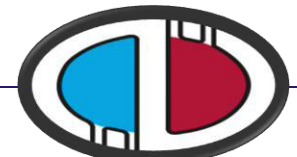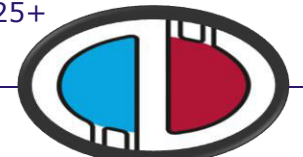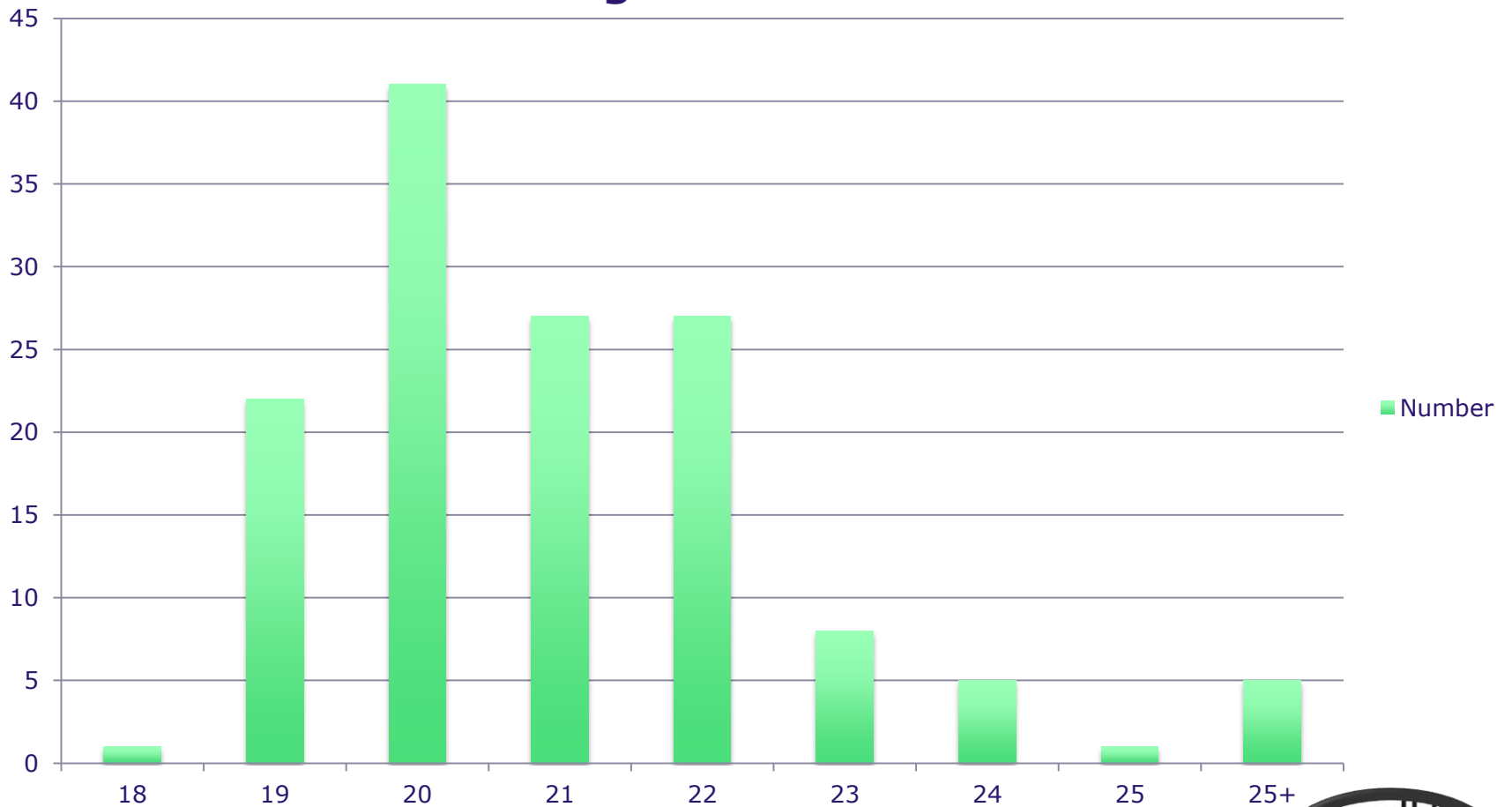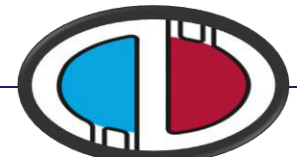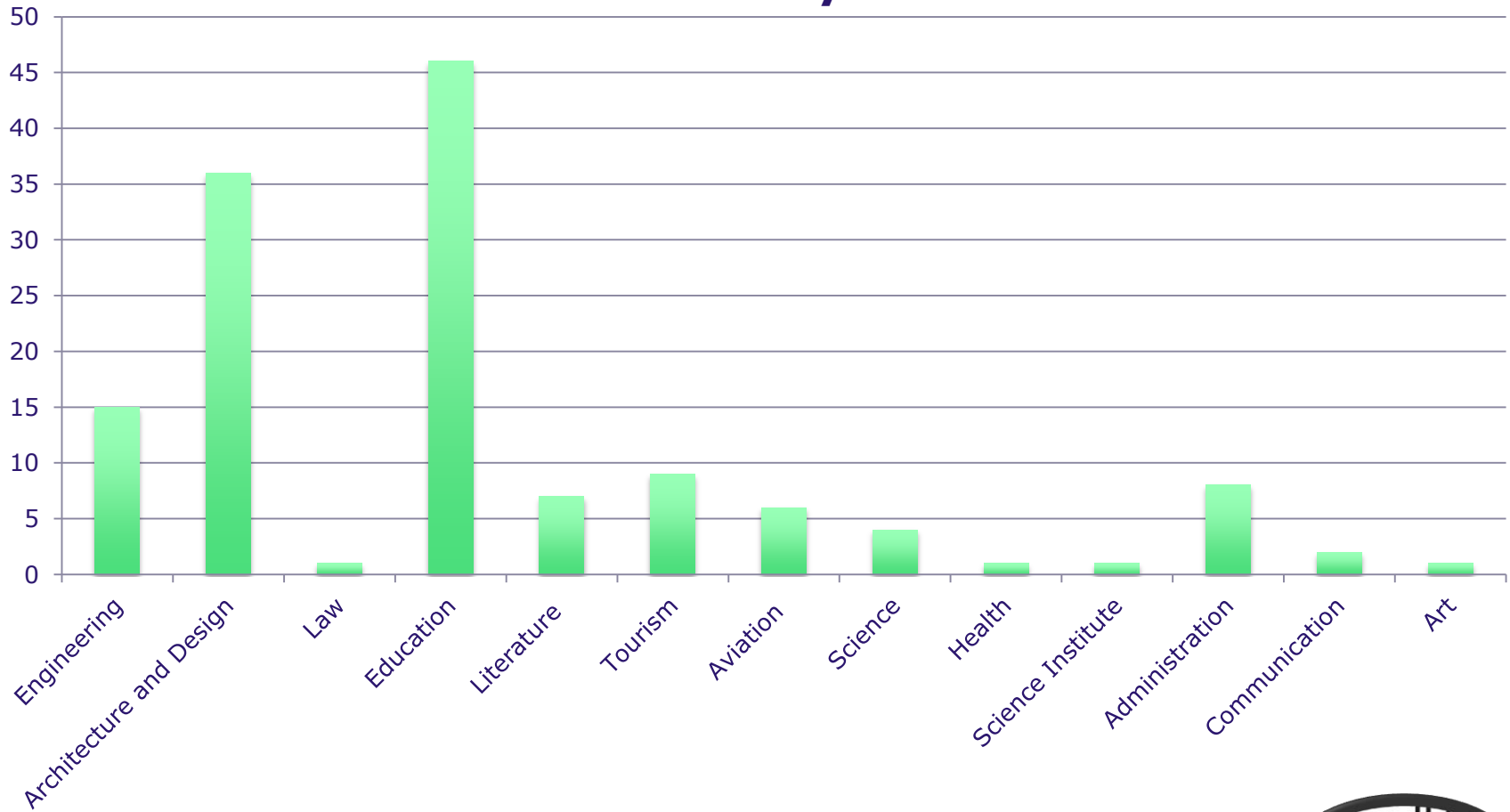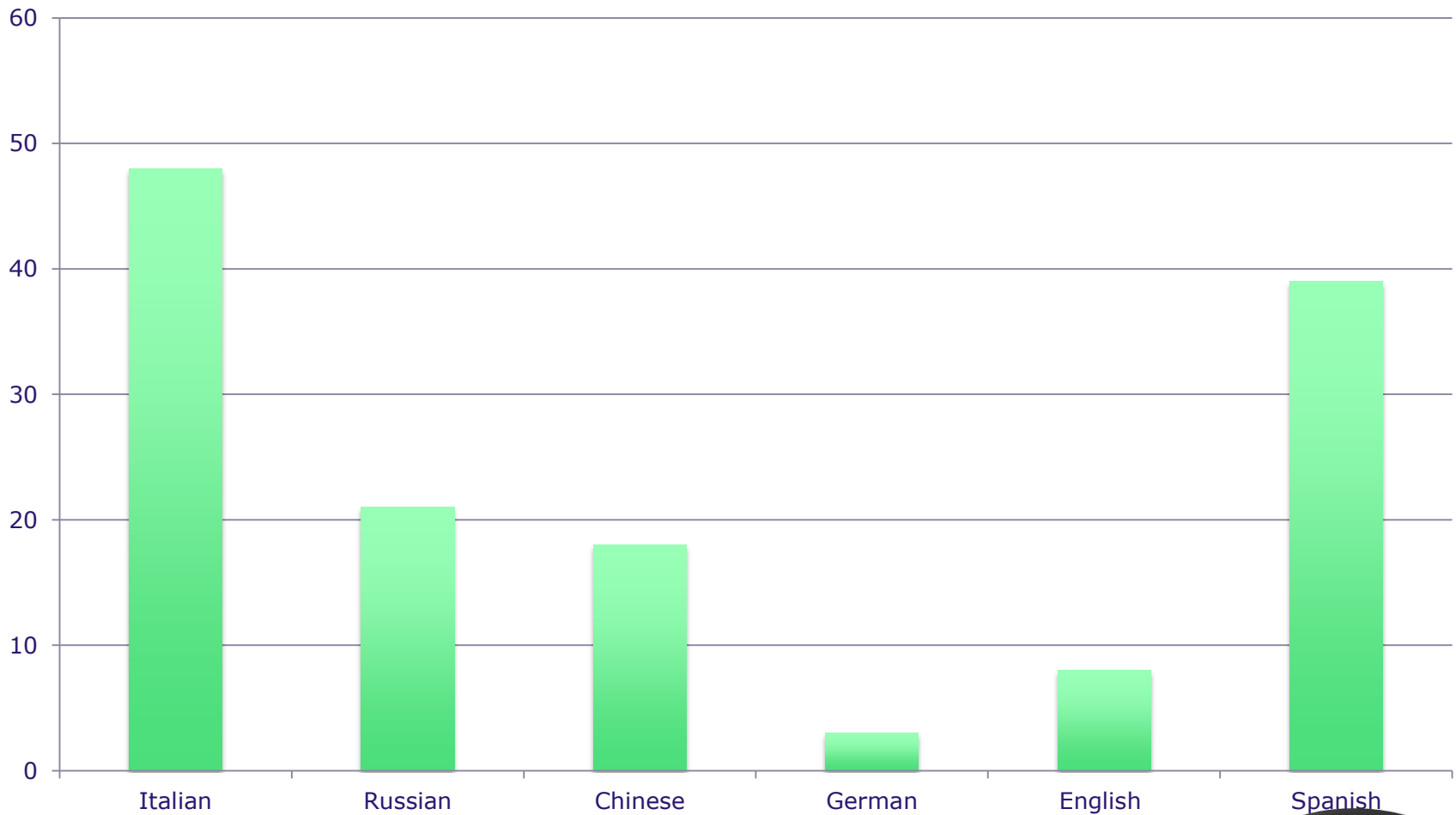
RESULTS

Gender
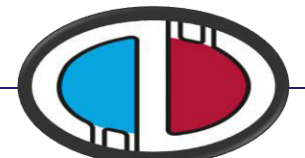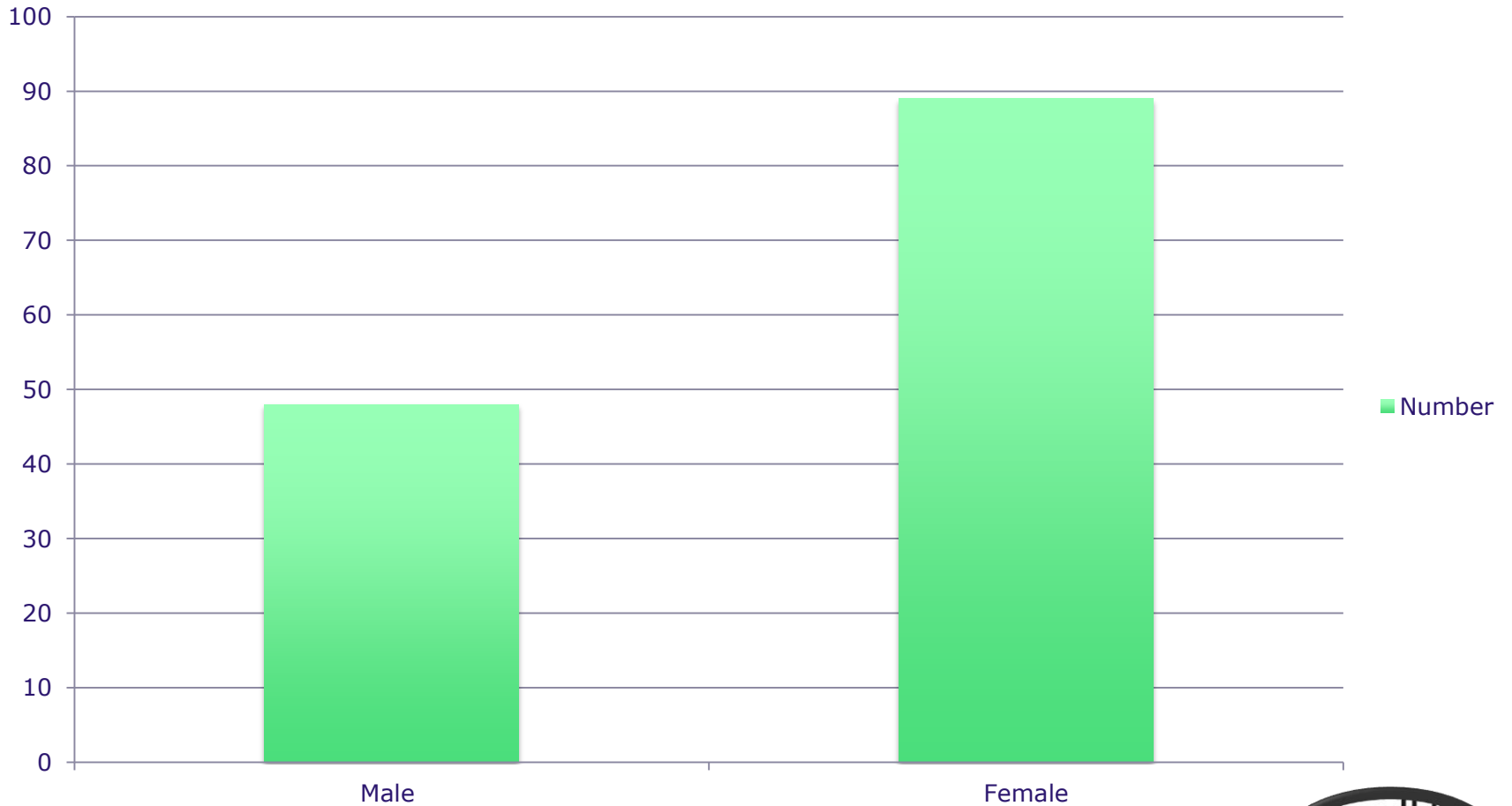
RESULTS

Age

RESULTS

Faculty
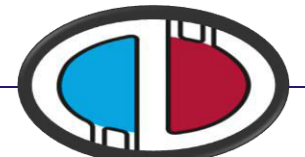
RESULTS
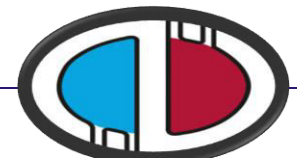
Language

RESULTS
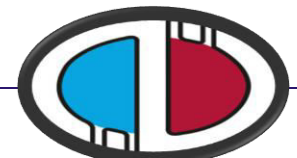
❖ visual, auditory and cognitive contribution

❖ fast and easy communication

❖ sharing education materials easily

❖ reaching information easily and fast

❖ communicating with more than one person

❖ increasing speed, quality and density of education

- ❖ more interesting
- ❖ communicating with people from abroad
- ❖ practising the language
- ❖ getting information about the lesson
- ❖ learning independently
- ❖ communicating with peers and teacher
- ❖ handing in work regardless of location and time

❖ getting feedback from the teacher
❖ instant access
❖ link to interesting content easily
❖ keeping up to date
❖ instantaneous
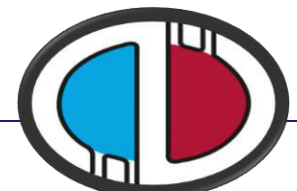❖ interactive lessons
❖ checking the truth of information
❖ fair
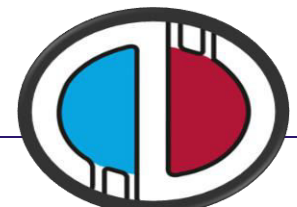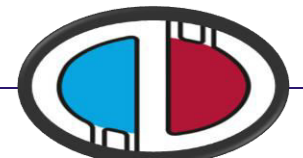
3. What do you think are the problems concerning the use of communication technologies in education?

- ❖ causing addiction
- ❖ distracting
- ❖ wrong information
- ❖ increased access to inappropriate content
- ❖ increase of unreliable information
- ❖ confusing
- ❖ technical problems
- ❖ causing laziness

3. What do you think are the problems concerning the use of communication technologies in education?

- ❖ copying
- ❖ unnecessary
- ❖ preventing authenticity
- ❖ overusing
- ❖ waste of time
- ❖ limited access
- ❖ over familiarity of students and teachers
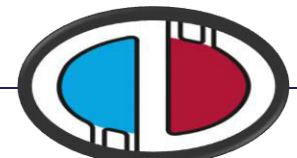- ❖ abusing

- ❖ unnecessary
- ❖ waste of time
- ❖ receiving invitations from unknown people
- ❖ dangers of causing addiction
- ❖ not being good at technology
- ❖ not safe
- ❖ privacy
- ❖ boring
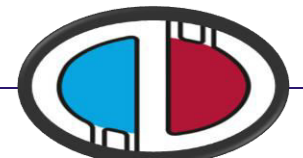
4. What are the reasons you might not use specific types of communication technologies?

- ❖ too many people
- ❖ complex
- ❖ sharing of private information
- ❖ my friends' not using them
- ❖ prevents freedom
- ❖ not having enough information
- ❖ expensive
- ❖ insincere
- ❖ being asocial

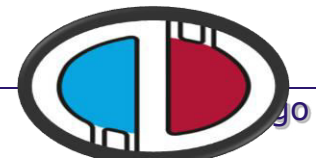# 5. Do you think there are any ethical issues surrounding the use of communication technologies in education?

❖ information pollution

❖ too many personal comments

❖ using files or information without the consent of the owner

❖ copying of information

❖ bad and negative guidance

❖ using information that requires punishment

❖ sharing unsuitable content

❖ video links for 18+

❖ over-familiarity of students and teachers
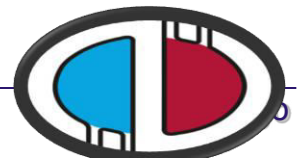
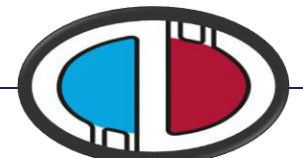- opening up new groups for sharing
- making lesson more enjoyable by using applications
- sharing pronunciation activities in Facebook
- communicating with classmates via Skype
- sharing exercises, videos, presentations related to lesson

- ❖ setting up a platform at university and communicating with students at other universities
- ❖ forming WhatsApp and Skype groups to communicate using the foreign language
- ❖ using Skype and Whatsapp effectively to share information

❖ watching videos in Youtube

❖ teachers' recording their lessons and sharing them

❖ forming a group in Facebook to share activities related to lesson

❖ interactive lessons
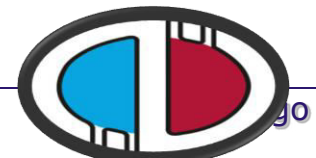
- ❖ more links and websites to study a language
- ❖ creating different applications so that students can download them into their mobiles
- ❖ new programs
- ❖ website that contains exercises
- ❖ every department at university can create their own platforms, and all lesson materials can be uploaded to those platforms
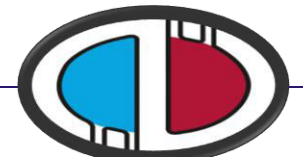
- ❖ blogs related to lessons can be founded
- ❖ social networking sites and accounts can be established only for education
- ❖ students can access all materials related to lessons easily
- ❖ online lessons
- ❖ every student should reach online materials easily
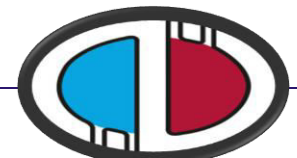
❖ digital libraries

❖ classrooms can be converted into smart classes

❖ raising people's awareness on how to use ICTs

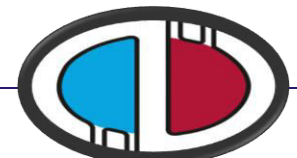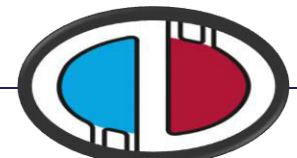❖ more modern and quality equipments can be used

❖ a facebook group for all the students at university

7. How do you think communication technologies could be improved for the purposes of education?

❖ language learners can meet in a website and practice the language

❖ teachers can be trained on how to use ICTs

❖ more smartboards and tablets can be used

❖ educative simulations can be formed

❖ more online platforms

CONCLUSIONS AND IMPLICATIONS

◆This study showed that most of the students who use ICTs in their life want to use them in their education, especially in language education.

◆Provided that Turkish students do not have many chances to practice the languages they learn, they mostly want to communicate with people who learn the same languages or with speakers of those languages.
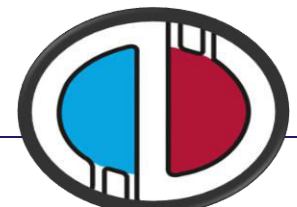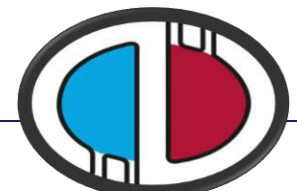
CONCLUSIONS AND IMPLICATIONS

◆Students are interested in learning platforms that will be used by all the teachers and students at university to share materials, to communicate and to study outside the classroom i.e. students want to be autonomous learners by taking charge of their own learning.
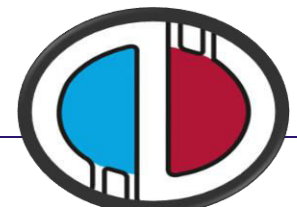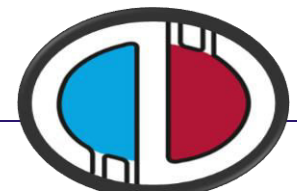
CONCLUSIONS AND IMPLICATIONS

◆Blackboard, Canvas, Edmodo and Moodle are other platforms that are widely used in the world. Thus, Anadolu University can make use of one of these platforms for the students and teachers in order to support their classroom learning.

CONCLUSIONS AND IMPLICATIONS

◆Teacher training appears to be an important issue since teachers are still key elements in language learning.

◆Curriculum planners and administrators should reconceptualise the roles of both teacher and learner and how they construct understanding through synchronous and asynchronous online interaction (Comas-Quinn, 2011).

CONCLUSIONS AND IMPLICATIONS

◆According to Comas-Quinn, (2011) teachers can focus on improving their skills and an understanding of online teaching and learning and, rather than being teachers who reluctantly use technology to comply with institutional requirements, they are supported on their journey to become online teachers for whom the technology opens up new pedagogical opportunities.
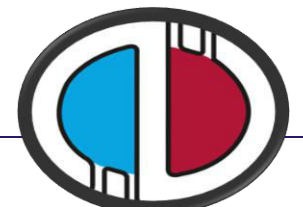
Thank You !

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