

## **The Effect of ICT Usage on the Classroom Management: A Case Study in Language Teaching**

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### **Abstract**

The idea of integrating multimedia into the classroom is not a new concept and multimedia technology is simply a teaching tool which can be used to enhance the classroom experience. The purpose of this paper was to explore English language teachers' views and experience about the effect of the ICT on the classroom management. This research was designed as a case study which is a qualitative research design. The research was carried on in the secondary schools of Serik which is a district of Antalya Province. The study group, determined by convenience sampling, consisted of the English language teachers working in four secondary schools. The data were gathered by using two techniques: interviews and classroom observations. Content analysis technique was used to analyse the data. The findings show that ICT use eases classroom management, helps saving time, provides more opportunities for more activities, limits non-disciplinary behaviours of the students and encourages leadership role of the teacher. Consequently, ICT use helps English language teachers teach more efficiently, attract students' willingness to learn and ease classroom management processes.

**Keywords:** ICT, pre-schooling, teacher training, computerized instruction.

## 1. Introduction

“What can microphotography do for us English teachers? It makes library walls disappear”, said Ginsberg in his article and used the word magic for “microfilm camera” technology in 1939 (Ginsberg, 1939). The developments in ICT and their diffusion in the life, especially in the last quarter, draw us to think that we have strong evidence to talk of a new paradigm in teaching and learning. With the words of Bransford, Sherwood, Hasselbring, Kinzer and Williams (1990) an important challenge for educators is to teach relevant content in a way that facilitates thinking and traditional instruction often fails to produce the kinds of transfer to new problem solving situations. Bottino (2004) proposed that ICT tools can influence and transform learning by fundamentally changing the way in which content can be taught and learnt. As Bottino (2004) and Tondeur, van Keer, van Braak and Valcke (2008) asserted that when considering the design and use of such environments we need to consider not only the tool, but the teachers who will be using the software, the ways in which it will be used, the curriculum objectives, the social context and the way in which learning is organised.

Teachers have a central role in providing learning by making use of available techniques, methods and technologies. Farrell (1999) and Brooks and Brooks (1999) argue that a competent teacher is a teacher who controls awkward classes and mediates all kinds of the interactions in the classroom. In this sense, by means of using ICT in the classrooms Sabaliauskas, Bukantaitė and Pukelis (2006) asserted that teachers should have 1) basic ICT competencies, 2) technological ICT competencies, 3) ICT policy competencies, 4) competencies in the ethical area of ICT use, 5) competencies of ICT integration into the teaching subject, 6) competencies of didactical methods based on the use of ICT, 7) competencies of managing teaching/learning process working with ICT. Punie, Zinnbauer and Cabrera (2006) emphasised that this is not just a matter of pressing a button. Successful integration of new technology and practices in schools required (1) ICT included in strategic planning, as part of school culture, (2) teaching and learning methods facilitating participation and leading to empowerment, (3) flexible curriculums, (4) high investments in communication, (5) optimum leadership and management and (6) teaching staff's strong capacity and commitment (Niemi, Kynäslähti & Vahtivuori-Hänninen, 2013). Chambers and Bax (2006) added that teachers need to have sympathetic support, both technical and pedagogical. ICT may contribute to creating powerful learning environments in numerous ways. The data suggest that the majority of teachers valued the potential contribution of ICT and had initially held not only positive attitudes towards but great enthusiasm for ICT use in English teaching (Smeets, 2005; Zhiwen & Ian, 2011). Kozma (2003) and Jung, Choi, Lim and Leem (2002) found that teachers are using ICT to change their role from that of primary source of information to one who provides students with structure and advice, monitors their progress and assesses their accomplishments. Ilomäki (2008) showed that ICT were used mainly as tools: 1) for delivering material or for practicing a specific learning content, 2) for supporting collaboration or knowledge creation, 3) for structuring teaching/learning processes, which was a change from the teacher's management practices. Demetriadis, Barbas, Molohides, Palaigeorgiou, Psillos, Vlahavas, Tsoukalas, and Pombortsis (2003) found that teachers were interested in using ICT to attain a better professional profile and to take advantage of any possible learning benefits offered by ICT.

According to Lai and Pratt (2008) the most obvious effects of ICT use for teachers were not the change of teaching philosophy or pedagogy, as one might hope, but the improved efficiency of management and administration of teaching, accessing resources for preparing teaching materials and presenting lessons. Selwood and Pilkington (2005) found that teachers believed that ICT can assist in reducing their workload and make them more productive. Jung et al. (2002) showed that different types of interaction in a Web-based learning environment differ in terms of their effects on learner achievement, satisfaction and participation in interaction. By means of language teachers, Warschauer (1996) and Warschauer and Meskil

(2000) have found single-class computer-mediated communication projects to be beneficial for first, computer-assisted discussion tends to feature more equal participation than face-to-face discussion. Second, computer-assisted discussion allows students to incorporate the input from others' messages into their own messages. Third, computer-assisted discussion allows more planning time than does face-to-face talk. Finally, since computer based discussion can take place outside of the classroom, it provides students increased opportunities to communicate in the target language.

According to Courts and Tucker (2012) as new technologies emerge, both students and educators are often eager to find methods of assimilating these technologies in their college classroom experience. On the students' part, the use of new technologies allows students to engage in the types of online communication and research which will be paramount for success in their academic and professional pursuits. Schulz-Zander, Butcher and Dalmer (2002) claimed that due to different competencies in the handling of ICT, the number of potential roles that students can take up in lessons is increased. In fact it was often observed that students, whose subject-related performance was rather below average, could take up functions as tutors in this field due to their ICT competencies. The best that could be said for the role of ICT in the traditional classroom is that, even if ICT are used only to further traditional outcomes and even if it produces only moderate improvements in basic literacy and science this would still be a valid enterprise (Sipilä, 2013; Livingstone, 2012). However, Hayes (2007) indicated that ICT are largely being integrated in ways that support and supplement existing classroom practices.

So, use of ICT as Edwards (2000) stressed well, requires a different set of management techniques. These techniques consist of ways to empower students to regulate their own classroom activities responsibly. According to Lim, Pek and Chai (2005) when the ICT-mediated lesson is well-managed, a conducive learning environment is created. Lim et al. (2005) asserted that the essential elements in a well-managed ICT-mediated lesson are the establishment of rules and procedures, supporting ICT and non-ICT tools for the ICT-mediated activities and the division of labor among the teachers, students and technical assistant. Schibeci, MacCallum, Cumming-Potvin, Durrant, Kissane and Miller (2008) stated that the more teachers are familiar with student-ICT interaction the better they are able to modify their class management approaches accordingly. In relation to ICT related pedagogical competency, many teachers adopted student-centred and collaborative, inquiry-oriented teaching practices (Ilomäki, 2008). Having student-directed learning in this process, different management problems are likely to occur (Schibeci et al., 2008; Smith & Laslett, 1993). In this regard, for a successful classroom management in language classes, Hudson and Notman (2001) suggested that at the start of the lesson, teachers should exert greater control on entry to the computer room. During lessons, students should move their seats away from their computers to encourage eye contact and listening. After initial instructions have been given, teachers should go round to each student to check that they understand what they are doing and ensure that they are engaged on task. Routines that provide an orderly end must also be established.

Classroom management can be defined as the skills required to organize the instruction in the classroom effectively (Sabanci, 2008). Recently classroom management has been perceived as the art of establishing a good climate and managing instruction effectively. It is about how a teacher establishes his/her authority by offering interesting lessons (Ming-Tak and Wai-Shing, 2008). Basar (2001) concludes that classroom management can be discussed comprehensively under five major areas. These are 1) Management of physical environment: Teachers should aim to provide a secure, welcoming context for learning which facilitates social contact among teachers and pupils to increase pupils' knowledge, confidence and skills in human relationships. The way in which the physical aspects of the classroom are arranged should reflect the goals and values the school wishes to promote (Ming-tak & Wai-shing, 2008). 2) Management of time: The way the time is allocated, non-instructional routine

procedures, transitions between activities or classes, school wide interruptions, type of seating arrangement, the types of spaces decided for group and ongoing activities, individual workspaces and permanent storage of materials and records, placement of the teachers' desk affect the use of time (McLeod et al., 2003). In this sense John and Sutherland (2004) asserted that the digital text, used skilfully, can create the conditions where time and energy are released. 3) Management of students' behaviours: Teaching standards, rules and procedures have been discussed among the most important aspects of classroom management. Once the curriculum has been reviewed, strategies can be considered. In a well managed classroom students must know precisely what to do, have opportunity to oral discussion and study with peers cooperatively and study in an enjoyable learning environment (Demirbilek and Yucel, 2011; Edwards, 2000; McLeod, Fisher and Hoover, 2003; Ozan & Ozdemir, 2010; Valiandes and Tarman, 2011; Warschauer, 1996). 4) Management of relations and communications: Communication is crucial to good relationships and it requires teachers to display appropriate verbal and non-verbal behaviour to promote understanding and the first step of effective classroom management is to establish a positive classroom climate based on mutual trust, respect and caring (Marzano, 2003; Ming-tak and Wai-shing, 2008; McLeod et al., 2003) and 5) Management of the curriculum: A well prepared curriculum which balances students' diverse interests and needs with appropriate instructional methods may result with a well managed classroom (Edwards, 2000; Young, Klemz and Murphy, 2003).

The purpose of the paper was to determine the effect of ICT on classroom management in language teaching in order to encourage the adoption of a computer- and web-based English teaching and learning model

## **2. Method**

### **2.1 Research Design**

This research was designed as a case study, a form of qualitative research method, in which embedded single-case design was used in order to give an in-depth account of the process. The single case in the research is ICT competencies of English language teachers by means of classroom management. The embedded sources of data observed in for the single case are behaviours and reactions of the students, the way the ICT's used in the classroom, documents and the climate of the classroom. In the research the data were gathered using two techniques: standardized open-ended interviews and observations (Mason, 2002; Patton, 1990; Rubin & Rubin, 1995; Yildirim & Simsek, 2006).

### **2.2 Population and Sample**

The research was conducted in the secondary state schools of Serik which is a district of Antalya Province. The participants were determined by both convenience and criterion sampling which are types of purposeful sampling. Serik was considered to be a typical educational area with four secondary schools, which helps to gather comprehensive data and it was convenient to include all of the English teachers as working group. On the other hand, only the English teachers who experienced ICT in the classroom were sought to be included to the sample. As a result, the study group consisted of 6 English language teachers out of 8 working in the secondary schools in the area (Mason, 2002; Patton, 1990; Rubin & Rubin, 1995; Yildirim & Simsek, 2006).

### **2.3 Instruments**

The data were gathered by using two techniques: interviews and classroom observations. In the first stage the participants were interviewed using a standardized open-ended interview

form. In the interviews teachers were addressed 9 specific questions and 39 probe questions order to explore ICT competencies of English language teachers by means of classroom management. The participants were interviewed face to face. In the second stage each teacher was observed using semi-structured observations technique in the classroom. For this purpose check-lists which included items on five classroom management dimensions as management of physical environment, students' behaviours, time, planning and programming processes and management of communications and relationships were used. In these two processes' notes were also taken (Mason, 2002; Patton, 1990; Rubin & Rubin, 1995; Yildirim & Simsek, 2006).

## 2.4 Data Analyses

The data were analysed by content analysis technique in two ways: first the interviews were read through in order to get a feel for what is being said, identifying key themes and issues in each text. During initial analysis, the researchers worked together to identify emergent themes, concepts, and patterns inherent to the data after carefully reading through participants' answers several times. Secondly, NVivo 10, computer software package was used for further analysis (Kus, 2007; Mason, 2002; Patton, 1990; Rubin and Rubin, 1995; Yildirim and Simsek, 2006).

## 2.5 Validity and Reliability

In order to improve validity and reliability internal consistency, confirmation of the data, consistency of the data with estimations and generalizations, limitations of the study, sample availability, giving details about individual sources of the data, setting conceptual framework and assumptions, clearing data collecting techniques and analysis methods, introducing the data directly, including more researchers to the processes and finally testing and comparing the findings with other related researches were considered (Mason, 2002; Patton, 1990; Rubin & Rubin, 1995; Yildirim & Simsek, 2006).

## 3. Findings and Results

In this section, first, training, use of ICT in schools and use of ICT in private life were given in table 1 and table 2. Secondly, the findings about the effect of ICT on classroom management were presented.

**Table 1:** Teachers' In-service and Pre-service Training about ICT

	Pre-Service/In-Service					
	T1	T2	T3	T4	T5	T6
Training about basic information on the use of computer	+/+	+/+	-/-	-/-	+/+	+
Training about basic computer programming	+/+	+/+	+/-	-/-	+/+	+/-
Training about Web Design	-/+	-/+	+/-	-/-	-/-	-/-

**Table 2:** The Profiles of the Teachers' Use of ICT in Schools

	T1	T2	T3	T4	T5	T6
Smart Board	+	-	-	+	+	+
Computer	+	+	+	+	+	+
Educational Cd (Music, Cartoon etc.)	-	+	-	+	-	-
Educational Software (Dyner, Vitamin etc.)	+	+	+	+	+	+
Internet	+	+	-	+	+	+

Projection	+	+	-	-	-	-
Sound systems	+	+	-	+	+	+
Basic Programmes (Word, Excell, Pp. Etc.)	-	+	-	-	+	-

The findings in table 1 and table 2 show that except T4 all participants had a training opportunity about computer either in faculty years or as in service training. On the other hand, all of the participants stated that they used at least more than two kinds of ICT in schools.

The findings also showed that teachers made use of ICT in their private lives too. In this regard, T1 said *“I generally make use of sites or forums created by English teachers and other e-portals or sites where I can find lyrics, songs or films to have a more enjoyable course.”* Dealing with ICT in personal life either at home or at school is likely to help teachers develop personal and professional skills. Meneses, Fàbregues, Rodríguez-Gómez, and Ion (2012) found that daily access at home or in other public locations is more related to supportive use, while daily school access becomes the most important predictor of management use.

In the following lines, the results of the analysis of the interviews and observations were presented in five major categories, each of which can be said to explore a part of classroom management as 1) management of physical environment, 2) management of time, 3) management of students' behaviours 4) management of relations and communications and 5) management of the curriculum.

### 3.1 Findings about Management of Physical Environment

The findings obtained by interviews seem to gather in the negative part of the axis. According to the results of the interviews, the present conditions that cause difficulties because of ICT usage in classroom management are: 1) ICT are placed fixed in the classrooms (n5), 2) students sit in a classical row style (n5), 3) classrooms are crowded (n2), 4) ICT aren't available for students' physical access (n1), 5) electrical devices are not suitable/adequate for technological usage (n1), 6) the space left in the classrooms for activities supported by ICT is inadequate (n2), 7) The software used don't allow flexible operations to teachers (n2), 8) the instruction adopted has been dominated by teacher-centred teaching approach (n1). Cure and Ozdener (2008) and Mumtaz (2000) stated that it is difficult to make use of ICT in crowded classrooms with limited resources. In these classrooms teachers felt to be forced by extra-responsibility. Furthermore according to the results, in 4 of the observed classrooms students sat in rows and in 2, they sat in U shape. It was observed that physical conditions such as heat, brightness, hygienic circumstances and students' number were available but it should be noted that these classrooms were not designed for activities requiring practises. In all of the classrooms, smart boards and sound systems were fixed on the wall and the numbers of the computers were not available for personal access. Electric equipment, portability of the devices and accessibility were also inconvenient. As Demirbilek and Yucel (2011) stated that having computers in a limited number or just one computer urges teachers for a teacher-based education. In this issue a participant remarked that *“I think, the classrooms should be designed in a way that allows more freedom to the teachers. Sometimes we have courses in such small classes that there are no free places except a half-meter hole between desks. So, we are not able to make practises.”* (T3). Another participant noted that *“In order to have a learner-based education, personal technologies should be provided. If we consider present circumstances, a teacher-based education is in use with the classic row sitting arrangement and a projector under the control of the teacher (T2).”* The interviewers stated that using ICT does not necessarily transform teachers' educational approach to student-centred level. Teachers believed that the extent that the method used is student centred is due to some situational factors such as content and techniques chosen in relation to the students' needs (n6). One of the teachers stated his opinion as in the following lines *“From my point of view, whether education is student or teacher-centred is not only associated with the physical*

*condition of the class or the technology used. Those absolutely have positive effects; but, the main thing is the attitudes of teacher and students.” (T5).*

### **3.2 Findings about Management of Student’ Behaviours**

By means of managing students’ behaviours teachers reported first of all that as a result of using ICT in the classroom they could set their authorities better and easier on the students and they believed that they were respected and loved more by the students (n6). Secondly; results of the interviews show that with the use of ICT teachers found more opportunities to take individual differences into consideration and teach students the intended-behaviours. The researchers observed that teachers took individual differences into consideration in various levels. For instance, teacher 1 was observed to pay attention to each student most of the time; teacher 4, 5 and 6 sometimes and teacher 2 and 3 rarely. The results of the observations and interviews were consistent. We observed that Teacher 1 used information and communication technology and he also communicated with students orally and using kinaesthetic ways. As a result; it was observed that an approach balancing between technology and human relations had a positive effect potential on students’ behaviours. It was also monitored that teacher 4, 5 and 6 used the ICT more in their lessons than Teacher 1, considering human relations. On the other hand, teachers 2 and 3 used ICT ignoring the human relations in a high extent. For this reason; it can be asserted that in the classes of teachers 2 and 3, undisciplinatory behaviours such as decrease in motivation, dissociation off the topic, speaking to one another and tending to deal with different activities were more frequent compared to classes of teachers 4, 5 and 6. In this regard T2 stated that *“Maybe it doesn’t have an important impact but I find it rather beneficial. For instance, when I do not use this technology, I always experience a difficulty in controlling the class. Because, students’ attention has to be on me all the time, whenever I fail in taking their attention, there immediately a problem occurs among students.*

Thirdly, undesirable behaviours, which emerged due to ignoring good human relations in the process of using ICT and unsuitability of the material used, were also sated by the participants. Mostly stated undesirable behaviours were suppressing or disturbing each other, surfing on inappropriate web-sites, downloading and listening to songs, spending time by playing games on the web and asking uninterested questions. In this regard a participant said *“Sometimes, students tend to use ICT as a game tool (T1).”* Another participant said *“I occasionally realize that students try to enter different kinds of internet-sites to play a game and listen to music (T3)”*

Fourthly, in regard to managing students’ behaviours due to using ICT, the data obtained from the observations provided evidence on the need for teachers’ leadership as well. Teacher 5 and 6 exerted a high; Teacher 1 medium and Teachers 2, 3 and 4 low levels of leadership. These results were not surprising because, it was observed that the way Teacher 2 and Teacher 3 used the ICT were basically close to traditional teaching practices in that students were not allowed to express and share feelings and ideas freely and moreover the usage was limited with what the software included strictly. One of the participants said *“Using technology in instruction with effective guidance of the teacher helps students feel more satisfied. As a result of participating the activities effectively, students develop more self-trust and put up better relations in the classroom (T6)”*. In this issue, Teacher 5 noted that any kind of student centred teaching method requires and necessitates a teachers’ guidance to acquire achievement. As Cox and Marshall (2007) stated well a major part of teachers’ pedagogies is in the planning, preparation and follow up of lessons. This means that although many teachers are reporting that when using ICT they become a facilitator in the lesson instead of a leader they still have a mainly leadership role in their overall teaching because they have planned and monitored the direction of the learning.

Last of all in regard to motivation, ICT seem to change the traditional motivational techniques and strategies at the start and later stages of the lesson. The findings show that interactive nature of the multifunctional audio-visual content of the ICT itself was seen as a tool and strategy of motivation. In this issue in following quotation a teacher said *“Letting students use this technology itself, had been perceived as a reward and conversely not being let to use ICT had been taken as punishment. (T1)”*. Another teacher remarked that *“I let my students, who proceeds well, use the computer even in the break times as a reward. (T3)”*.

### **3.3 Findings about Management of Communications and Relationships**

In regard to managing communications and relationships the findings show firstly that ICT provides a positive communication process in the classroom (n4). In this sense, Teacher 5 said *“I believe, because they enjoy the process and learning products presented with ICT, students develop a more sincere and respectful language. Students also contributed the lesson more creatively. This was not the case when we taught with traditional (behaviourist approach) method.”*. Teacher 6 said *“technology changes classroom atmosphere positively.”* This finding is consistent with the data gathered during observations. Except one class (the class of Teacher 2), in which a formal procedure was dominant, in all classes there was enough evidence of a positive learning climate.

Secondly, the data gathered in both interviews and observations show that when ICT was used both group and student communication decreased but on the other hand it was also realized that student-teacher, student-technology interaction increased. In this sense, for example Teacher 2 said *“When I use ICT in my courses, I can easily say that student-teacher and student-technology interaction increase. But naturally the use of ICT does not allow students to interact with other students as much as it used to be.”*

Thirdly, as was evidenced both by interviews and observations audio-visual multi interaction opportunities were raised as a result of ICT usage. Students were able to understand the instructions given by the teacher better and students seemed to care more about classroom rules (n6). One teacher noted that *“Instructions became clearer with the help of visual and auditory supplements.”(T1)*. Teacher 2 said *“Without ICT, you have to give instructions verbally and physically. But ICT does this in your place. It gives both verbal and auditory support in a suitable way.”*

Fourthly, according to teachers' opinions, using ICT, they could communicate the students more. A teacher said *“First of all, a teacher finds more opportunity to be among the students apart from being perceived as the person who writes something on the board.”*

Last of all, using ICT teachers used their vocal cords less but more effectively (n3). According to the data gathered in the observation from 4 different teachers' classrooms, because saving their energy teachers reflected a fresh appearance at the end of the lessons. This means that ICT is also likely to contribute to teachers not to feel exhausted physically or emotionally. About this issue teacher 6 said *“ICT help me to save my energy because you can even teach the most complex concepts easier and better.”*

### **3.4 Findings about Time Management**

The results of the interviews show first that ICT shortens the preparation time of the instructional activities. Secondly, it provides students simultaneous learning process. Thirdly, it provides effectiveness in such processes; starting the lesson, getting students' attention, eliciting / reviewing information and previous knowledge, giving instructions for an activity, passing among the activities and students' response, checking understanding, setting



homework/assignments, setting deadlines, reacting to homework and ending the lesson. Fourthly, ICT usage gives teachers the opportunity to deal with more activities in a given time (n5). Jung et al. (2002) stated that understanding learning styles can help instructors design appropriate instructional methods, while technology proficiency can leverage students' study time. In this regard two participants said: *It provides practicability and it is possible to make more things in less time*'' (T4). *''You can do more activities in the same time or you can finish the activities earlier and you can play. This speed is provided by these technologies of course.*'' (T6). In the observations, it was seen that in the starting stage there was nearly no loss of time because students could be motivated more quickly. They could also perceive, understand and respond to teachers very fast. Lessons could be planned better due to the difficulty of the theme. In teaching process, individual differences could be considered better. ICT also helped the teachers to complete the content as it was planned. In this issue a teacher said *''Firstly, it shortens lesson preparation time. For example; in some classes I have to deal with documents and this exhausts me. But in the classes that ICT was used everything exists on the computer and each student has access to it. Moreover, every material is already prepared. So it avoids loss of time.(T2)*'' . Another teacher said *''the faster students understand the topic the faster you get feedbacks than the classical methods (T1)*''.

### **3.5 Findings about Managing Planning and Programming Process in the School Management**

According to the findings it can be concluded that using ICT provided a better and more effective planning process by which teachers reported many positive outcomes. First of these outcomes is that the use of ICT provides a variety of teaching methods and enables dealing with different activities (n2). However, some of the interviewed teachers stressed on limitations faced because of insisting on the usage of traditional methods (n3). According to these findings, it can be said that teachers needed to be informed about new knowledge and information methods and techniques of ICT. In this regard one teacher said *''We try to use these technologies as much as possible, of course, because it decreases our work load and helps us to achieve more success in our instructional purposes (T5)*'' . On the other hand, Teacher 1 said *''If I did not use ICT, I would have to use a teacher centred approach in which telling technique is dominant. But now I am able to access students' cognition in many ways.*''

Secondly, teachers asserted that making use of ICT helped them in attracting students' interest better and stimulating eagerness towards learning. Moreover, teachers reported that they got the impression that students enjoyed the lesson more than before (n5). The quotation from T5 stresses this finding dramatically as *''Sometimes they don't listen to me so much. But whenever they watch a video or listen to a song, even the most indifferent student starts to be interested in the lesson.*'' Another teacher also stated that *''Certainly, these technologies affect focusing on the topic held positively. Sometimes, a visual instructional material attracts student's attention much more than the classical methods and once students begin to be interested in the core of the issue, their attention cannot be distracted easily (T6)*'' . We did not observe indifference in but the classes of teachers 1 and 3. The reasons for indifference in these classes may be because students were the smallest ones in the first and there were not enough computers in the other. On the other hand in all of the classes observed students reflected highly positive attitudes towards learning with the help of ICT. These findings support the idea that ICT has a positive effect on classroom management. Teacher 2, for example, said *''Students' motivation cannot be easily distracted; even when destruction occurs their attention can be focused on the theme in a very short time with the help of ICT used.* According to the results of the study conducted by Cure ve Ozdener (2008) teachers believe that ICT use makes learning easier, increases both teachers' and students' success, takes the students' attention and make the education more effective.

Thirdly, the teachers stated that students comprehend better and faster when teachers use ICT, thus the students tend to give prompt feedback (n5). We observed that students reflect more self-trust and their attitudes and oral products provide enough evidence on their positive sensitive and cognitive development. Teacher 4 stated that ICT is very effective instructional provider in that the development in four skills (listening, reading, writing and speaking) can clearly be observed during the course. In this process for example students were observed to demonstrate more willingness to express ideas on the subject matter. In this sense Teacher 2 stated that *“When we begin to do activities using ICT, the number of raising hands increases distinctly. So I can say easily that these technologies make my lessons more effective”*. Teacher 1 reported that *“I believe that planning the course on the basis of technological devices provide even unpredicted benefits. For example, I surprisingly see that the students who tend not to be seen in the forefront show willingness to participate to the activities.”*

Fourthly, teachers believed that ICT increased the number of the students in participation to the activities (n6); encouraged students and made the lessons more amusing (n3); the students seemed more comfortable and willing (n2) and helped the students follow the instructions more carefully. Although all teachers seemed to encourage students in general we observed that the most effective results occurred when teachers let the students use the ICT individually. Teacher 6 said *“Generally speaking 90 % of the students show willingness in participating the activities. If we hypothesize 50 percent of the students already had a high motivation, the rest 40 % is also very significant”*

Finally, in the issue of evaluating the instruction, teachers stated that the use of ICT allowed using a number of evaluation techniques because of the time saved using ICT (n5). It was also stated that students' learning could be traced and controlled better. Hence we observed that teachers could review and re-plan the learning process more effectively. In this sense teacher 2 said *“ICT encourage me about using various evaluation techniques”*. Teacher 1 said *“Normally, I could ask one or two students about the instructed theme in several minutes, but now, I can easily evaluate the students during the activity without asking individual questions in a traditional way. Teacher 4 said “Instead of asking ‘what have we learned today? or How have we made a sentence in past time’ we review the lesson having fun by playing games and singing a song or even writing a poem. I can even monitor their comprehension level better in that way.”*

#### **4. Conclusions and Recommendations**

The purpose of this paper was to explore ICT using English language teachers' views and experiences about the effect of their ICT experiences on the classroom management. As a result, it was found out that physical structures and technical properties and infrastructures of the classrooms were inappropriate for individual learning based technological devices qualitatively and quantitatively. It can be asserted that these physical and technical inadequacies were likely to be one of the major sources of negative impacts on classroom management processes. In this respect, current schools should be evaluated in terms of physical and technical conditions. It should be noted also that classrooms should be re-designed to enhance technology-individual interaction effectively.

It is understood from the findings that there is positive and meaningful relationship between the use of ICT and managing students' behaviours. The findings indicated that positive student behaviours occur when ICT and good human relations were used equally. The findings also indicated that when all kinds of teaching materials used with and in ICT are designed to meet students' interests and needs, undesirable behaviours are likely to decrease and teachers can focus on the students learning better. On the other hand, teachers complained of the central character of the education system about planning the content and they believed that they would be more successful when they are allowed more freedom in planning the

content relying on their expertise including their theoretical knowledge and experience. In this sense as Coombs, Leite and Grierson (2010) asserted well as we teach our students to be critical readers and writers, we need to teach students critical strategies to negotiate technology and social networks. As a result, it can be said that unless technological devices include professional products, it wouldn't meet our expectations about creating an ICT centred more effective learning environment.

The findings also revealed that the use of ICT 1) contributed to enhance a positive classroom atmosphere, 2) decreased group communication and relationship but increased student-teacher and student-technology communication, 3) increased students' participation to the activities and as a result raised their comprehension, 4) teachers felt free of the stress caused by the necessity of completing the program considered in the curriculum, 5) allowed teachers to get rid of unnecessary details and focus on the core subject, 6) helped teachers in using the time effectively in such classroom activities as preparing a lesson, beginning to a lesson, transition from an activity to another and giving feedback.

In terms of planning activities teachers stated that ICT helped them to use various methods and eased the transition from one method to another. It contributed to attract students' attention better, arouse curiosity and made the lessons more enjoyable. Teachers also believed that ICT use made conceptual learning more available and developed self trust in students. Students were also observed to develop their linguistic skills better. Teachers believed that using ICT in the classroom developed a desire to share knowledge and experience in students and their attendance to school were also observed to increase.

Another significant finding was that using ICT, teachers gain time and get new opportunities to apply new teaching techniques and approaches. The findings finally revealed that teachers could evaluate students' performance more effective because they could observe and communicate each student individually. Using ICT provided more data to teachers in achieving the objectives and planning the new step for learning.

Consequently, as 21<sup>st</sup> century's reality, information and communication technologies necessitates a new perspective in educational areas as well as all other areas of the life. The findings of this paper concluded that ICT usage had positive effects on classroom management but at the same time various weaknesses appeared due to being unprepared for these sudden technological attacks to our safe realm.

The necessity for a new perspective shows up in all variables of the classroom, such as teachers' competencies, curriculum, teaching approaches and techniques and objectives etc. In regard to new perspective As Hu and McGrath (2011) argued teachers should become more student centred and students should be more responsible for their own learning. So, we need to re-organize our schools physically, technologically and by means of human sources for this new paradigmatic change.

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