EVALUATING THE PROBLEMS ENCOUNTERED IN THE DYNED IMPLEMENTATION AND IMPLICATIONS FOR ELT

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Abstract

In Turkey teaching English has its own potential problem. The DynEd software was started to use in state primary education in order to solve the problems. This study was carried out to determine the problems that faced in the DynEd implementation in state primary education. The research was conducted with 121 teachers of English from 10 different cities in Turkey in 2010-2011 academic year. The questionnaire and semi-structured interview were used to collect the needed data. In analyzing data, frequencies, percentages, mean were used with SPSS v11.5 program. The content analysis technique was used while the qualitative data were being analyzed. The results indicated that teachers of English faced problems such as lack of equipment, internet connection problem, intensive syllabus, crowded classes, insufficient servers, lack of technical and administrative support. Also with the help of semi-structured interview, suggestions to the identified problems are presented like changing curriculum and increasing numbers of computer and labs.

Key Words: DynEd, Teaching English, Problems in DynEd.

INTRODUCTION

Since the last fifty years the world language has been English and for education, technology, business and political contexts it serves as the lingua franca. In Turkey, English is a foreign language. It has been started to be taught from the fourth grade in primary schools since 1997. Also English regarded as one of the most important skills to gain. Therefore nowadays at many universities, English language teaching departments are popular and enlarging their capacities to train more language teachers.

On the other hand in a foreign context such as Turkey teaching a language has some potential difficulties. In many studies, it is indicated that foreign language teaching is very problematic. For instance, in their article Tılfarlıoğlu and Öztürk (2007) state that it can be said that foreign language teaching/learning has been failure in Turkey for many years although nearly everyone believes that speaking at least one foreign language is essential today (202: 212). Also they state that

Another point that should be taken into consideration in ELT is about the four language skills; reading, writing, listening and speaking. The results show that 13.3 % of the instructors say that they never practise speaking in the class, and 18.8 % of them say that they rarely do speaking in ELT class. This means that one third of students try to learn a foreign language without speaking or doing a little speaking. However, speaking is one of the most important components of language teaching in every stage.

In another study Arıbaş and Tok indicate (2004) that unfortunately in Turkey foreign language teaching is unsatisfactory, therefore in foreign language courses more visual and auditory material should be used and also especially computers should be used. Computers help students to improve their four language skills which are speaking, writing, reading and listening.

In addition to these Işık (2008) states that despite the time, money and effort spent on foreign language education in Turkey, low foreign language proficiency level has remained a serious problem. The ever-existing traditional method and language teaching habits and the defects in language planning can be listed as two of

the main causes of the problem. More over Işık writes that to learn a language there should be a very good input both in the class and outside the class. One of the best ways of input is multimedia CALL software.

According to Ozdemir (2007) and Demirbilek-Oflaz (2009), the course books used for English classes in Turkey have some problems with their contents (vocabulary, number of units, presentation of language items, etc.) and teachers face with some problems in this regard. The methods used are not enough to make the students gain more communicative competence (Er, 2006).

All these studies show that in spite of the time, money and effort spent on foreign language education in Turkey, there is a failure in foreign language education. It is a fact that for years, millions of hours of English classes have been held, thousands of teachers have taught courses and our children have spent their time. But unfortunately, we are not able to teach English in the desired way. We could teach neither English, nor other languages. Some who have graduated from high school cannot speak 5 sentences in succession without making any mistake.

As a result in order to solve the problem in foreign language education in Turkey the Turkish Ministry of National Education decided to use a CALL multimedia software which is DynEd. The purpose of the Ministry of National Education by application of DynEd is that learning in English will be permanent and meaningful with use of DynEd calling upon many sense organs of students with different learning styles, within the frame of multiple intelligence theory. One of the objectives is that students learn English in a more complete manner thanks to this software intended for providing a language education on the basis of reading, writing, listening and speaking, rather than a grammar-oriented language education (DynEd İngilizce Dil Eğitim Sistemi, 2010)**.** Since DynED software offers students to listen and speak, it sustains students to gain the target language just like their mother tongue.

How did DynEd reach to the Ministry of National Education? The answer is that recently the Ministry of National Education (MNE) has tried to do its best to use computers in language teaching. SANKO holding company donated DynEd interactive software to the MNE and the protocol was signed between the MNE and Sanko Holding Company and Future Prints Computer Organization. The Ministry aimed to implement DynEd in 11.152 pilot schools in 2007-2008 Educational term and started its implementation in all primary education in Turkey in 2008-2009 Educational year. (MEB, 2007a, Minister Certification). At first as a preparation period, coordinator teachers were selected from pilot regions and the training period of them started. Two steps for these training sessions were defined and the Ministry aimed to finish these training sessions until 11th January 2008 (MEB, 2007b, Minister Certification). Since 2008-2009 educational year DynEd has been applied in all primary education in Turkey. Also it is anticipated that 8.5 million elementary level students would benefit from the software program via internet.

It is better to know more about the DynEd. DynEd was founded in 1987 by the former director of the total immersion program at the Language Institute of Japan and a team of engineers. DynEd's founders created the world's first interactive multimedia language learning CD-ROM in 1988 and received a U.S. patent for this invention in 1991 (Stark, 2004).

DynEd composes of a new metric, the Completion Percentage, and the Intelligent Tutor. Completion percentage assesses how well students are utilizing each lesson. The Completion Percentage is a measure of the number of micro learning steps (MLS) that a student has completed. It claims to stem from neural sciences and define a micro learning step to be any one of the following: (1) listening to and comprehending a language utterance, (2) recording and monitoring an utterance with comprehension, (3) processing information and completing a task in the target language, and (4) reading or writing a sentence or phrase with comprehension in the target language. To further assist in the monitoring and coaching of students, the Intelligent Tutor combs through the 21 details of each student's learning activities and summarizes the results so that teachers can identify which students need additional coaching. In addition, the Tutor provides specific suggestions about how the students can improve their practice strategies (Knowles, 2004).

The DynEd has nearly 3o different courses. But the Turkish Ministry of National Education chose two of them for primary schools. They are First English and English for Success. In his article Stark states that each DynEd course is based on sound, time proven approaches to language teaching, curriculum design, and human interface design. Evidence for the effectiveness of its courseware is based on over twenty-five years of experience in language programs from around the world and on recent findings in the neural sciences. DynEd also has access to the real-time study records of thousands of students from around the world. DynEd's research-based courses cover all proficiency levels and include a range of age-appropriate courses, from kids in school to adults in leading corporations. In addition, DynEd courses are supported by an award-winning Records Management System, Mastery and placement tests, and extensive teacher-support materials, including teacher-training and mentoring. DynED is a program designed to help English Language Learners (ELLs) aged between 11-18 acquire the language they need for success at school in their classes and with their new schoolmates. It is based on brain and language acquisition research, exploiting both to form a blended model where multimedia activities and classroom interaction complement each other (2004).

As stated before nearly 8.5 million primary education students are using the DynEd. In fact, it is not so easy to organize so many students to use the DynEd without problems. As a teacher of English, who work in a primary education in Trabzon, given the present researcher own experience in using the DynEd in English teaching and teachers of English faced many problems. Therefore, the purpose of this study is to report the factors that make teachers abstain from using the DynEd.

METHODOLOGY

The purpose of the research is an attempt to describe the factors that make teachers abstain from using the DynEd. Therefore, this research is descriptive and developmental in nature. This study also employed elements of quantitative and qualitative research. Also this study contains elements of survey research, e.g. sampling and questionnaire.

In order to gather data, a questionnaire was used and the results of this questionnaire were analyzed quantitatively. In addition to this, face to face semi-structured interviews were employed to collect info from the teachers to in order to clarify their ideas in detail and the results were analyzed qualitatively.

Research Setting

The target of the research is to investigate teachers' the factors that make teachers abstain from using the DynEd which is used in the primary education in Turkey. Therefore, a major component of the study was to review the current context in the application of the DynEd in all primary education in Turkey. Accordingly, 10 cities were selected as the focus of this investigation. Given the resource constraints and limitations of the study, the present researcher decided to carry out an investigation of only 10 cities (İstanbul, Manisa, Antalya, Amasya, Sivas, Gaziantep, Bingöl, Ağrı, Trabzon, and Rize). For concerns of representation, the cities were chosen from different geographical locations. The researcher tried to choose a city from every region. The main concern in choosing cities from different regions was that of representation. This study carried out in 2009-2010 academic year.

Sampling of the Study

Convenience sampling technique was applied to select teachers while gathering of the data required. However, simple random sampling procedures were used in selecting teacher samples in interview. The target population of this study is teachers of English. Accordingly, samples were selected in order to represent the population. The size of the teacher sample was determined as 15 from each city, making a total of 150 (N=150). Teacher samples in all cities were selected by using the convenience-sampling method. This is a non-probability sampling method. The reason for using the convenience sampling was time constraints and, not all teachers were available at the time of the administration of questionnaires. Thus, the questionnaire was distributed to those who were willing and available to participate in the study at the time. Interviewers were selected from participants of questionnaires. When a participant filled the questionnaire they were asked whether or not they wanted to be a volunteer for the interview. Later 15 teachers randomly selected from the volunteers.

Research Instrument

Two instruments were used in this study: Questionnaire and semi-structured interview. The questionnaire and semi-structured interview were used to collect the needed data. Semi-structured interview was developed from research questions A questionnaire was constructed to elicit data for the research question. The researcher had reviewed questionnaire construction guidelines from the educational research literature. With the help of the research literature on questionnaire design, the data needed was determined and as many items as possible were created before the construction of the questionnaire. Especially after an analysis of Özerol's (2009) study, the researcher decided to partly utilize her questionnaire and interview. In order to develop the questionnaire and interview the present researcher got necessary permission from Özerol to partly utilize her questionnaire and interview. In her study Özerol states that she adapted her questionnaire and interview from Braul, Omar Ali, Albirini and Levy's studies which are highly reliable and valid. Instructions and items were revised several times to ensure reliability and validity before the pilot work. The researcher made necessary adaptations in accordance with the purpose of the study.

The questionnaire also contained a cover page which included a letter to the respondents describing the subject, aims and importance of the inquiry. A statement of confidentiality was also included in cover letter. It took nearly two months to construct the questionnaire.

After the questionnaire and interview were developed, they were translated into Turkish by an expert. The reason for this is that the present researcher thought that while filling in the questionnaire, teachers would feel more confident with their mother tongue.

The pilot study was administered to four experts and six teachers of English. Four experts were from different universities and the six teachers were from different cities. The researcher sent the questionnaires and interview via e-mail. After they had analyzed it, they phoned the researcher to tell their ideas about the questionnaire and interview or sent e-mail to the researcher which explained their ideas about the questionnaire and interview. Necessary changes were made to the questionnaire and interview according to the feedback taken from these experts and teachers. There were some unnecessary items and some unclear points. The researcher fixed them. Also it was found that nearly 15-20 minutes was enough to fill out the questionnaire.

After necessary modifications, the questionnaire and interview were considered to be appropriate for the study. Four experts confirmed that the questionnaire and interview were valid. So the questionnaire and interview were ready to be used.

Data collection Procedures

In order to collect the necessary data, the presents study employed a questionnaire and interview. 150 questionnaires were distributed in the second week of February, in 2010. The data collection took three weeks. As mentioned before, the researcher chose 10 different cities and tried to choose cities from every region. Having selected the cities, the researcher contacted a colleague in these cities through telephone. They were informed of the study and were asked whether or not they could help the researcher. In every city, the researcher chose one responsible teacher from the colleagues who accepted to participate in the study. These teachers were responsible for the distribution and collection of the questionnaires in their cities. The questionnaires were mailed either by a delivery service or by e-mail. The volunteer responsible teachers that received the questionnaires were requested to collect and send the questionnaires back via cash-on-delivery method. Also permission was obtained from the Ministry of National Education (MNE) before the administration of the questionnaire. In addition, permission of headmasters of each school was also obtained to conduct the study in their schools and a copy of the permission of the MNE letter was given to the mentors.

The responsible teachers were asked to hand out the questionnaires to the other teachers of English and to collect them. A total of 150 questionnaires were sent to those cities. 15 questionnaires were sent to every city and 121 of 150 questionnaires returned. The return rate was found to be 80,66%.

Another data collection tool was interview. The English teachers who filled the questionnaire were asked whether they would like to join the interview. Nearly 30 teachers of English volunteered to join the interview. But the researcher randomly selected 15 of them for the interview. Each of the volunteers was interviewed. Some of the volunteers were interviewed through telephone and their interviews were recorded by using a telephone.

Data Analysis

All the items in the questionnaire were analyzed by using the Statistical Package for Social Sciences (SPSS v.11.5). Frequency calculations and percentages of each item (i.e. how many teachers selected each answer) were used to produce central tendency statistics that were used to find out the factors that make teachers abstain from using the DynEd. Also, The content analysis technique was used while the qualitative data were being analyzed.

FINDINGS

Findings of Questionnaire
The Factors That Make Teachers Abstain From Using DynEd

This part of the questionnaire was a selected response type. Teachers were asked to tick the options that are suitable for them. (Teachers may choose more than one.) This question aimed to investigate the factors that make teachers abstain from using the DynEd. Table 1 shows frequencies and percentages of the responses.

Table 1: The Factors That Make Teachers Abstain From Using DynEd

The Factors That Make Teachers Abstain From Using DynEd	N	%
Insufficient equipments (number of computers, microphones, headphones, etc.)	112	%92,6
The students don't have computers at their home environment.	103	%85,1
Insufficient computer laboratory access.	96	%79,3
Lack of competence of students on the matters of using the computer and DynEd.	88	%72,7
Lack of technical support.	83	%68,6
Lack of competence of teachers on the matters of using the computer and DynEd.	62	%51,2
The teachers aren't familiar with DynEd program.	54	%44,6
Lack of teacher training programs related to the use DynEd.	52	%43,0
School administrations do not support DynEd application	22	%18,2

The options that are preferred by teachers can be divided into three groups: The first group is the ones that are preferred by most of the teachers. According to the responses, the most reported factors that make teachers abstain from using the DynEd were insufficient equipment (number of computers, microphones, headphones, etc.) (92,6%), the students don't have computers at their home (85,1%), insufficient computer laboratory access (79,3%), lack of competence of students on the matters of using the computer and DynEd (72,7%) and lack of technical support (68,6%).

The second group of options were also preferred by some teachers and are neither low nor high in number. Lack of competence of teachers on the matters of using the computer and DynEd was the choice of 51,2% teachers. This was followed by the option that teachers aren't familiar with the DynEd program (44,6%). The number of teachers who think that lack of teacher training programs related to the use the DynEd as a factor that makes teachers abstain from using the DynEd is not low (43%).

The third group is preferred by a low number of teachers. The less indicated factor that makes teachers abstain from using the DynEd is that the school administrations do not support the DynEd application 22 (18,2%).

It is apparent that teachers think that insufficient equipments (number of computers, microphones, headphones, etc.) and insufficient computer laboratory access are the most important factors that make

teachers abstain from using the DynEd. The researcher thinks that if school administrations or Ministry of National Education can solve these problems, DynEd can be used effectively.

Finding of Interviews
Factors That Affect the Use of the DynEd Effectively

15 interviewees were asked "Are there any factors that affect your use of the DynEd in an effective way? Please specify them, if any." Some of them stated that they are similar and cannot be separated. Therefore, they are given under the same title. Teachers responded to these questions by taking into consideration their own situations. From these results, the current problematic situations related to the DynEd unveiled. All the codes are given in Table 2. Although some of them are related, they are given as different codes.

80% of the interviewees (T1, T2, T3, T4, T5, T7, T8, T9, T11, T12, T14, and T15) stated that there was insufficient equipment (number of computers, microphones, headphones, etc.) in their schools. Internet connection problem was another factor that affects the use of the DynEd effectively. Eight of the interviewees (T1, T2, T3, T4, T5, T6, T7, and T9) stated this, which is presented in Table 2.

According to T3, T9, T12, T13, T14, T15, intensive syllabus was another factor that affects the use of the DynEd effectively. Intensive syllabus means that the subjects studied throughout the year include lots of topics, and it is difficult for some teachers to teach all of them. As shown in Table 2, four of the interviewees (T1, T8, T9, and T15) indicated that crowded classes were a factor that affected the use of the DynEd effectively. In crowded classes, the numbers of students are more than an appropriate class size; so, teachers cannot use computers in these classes effectively.

Table 2: Factors That Affect Usage of the DynEd Effectively

Items	Frequencies	Mentioned by
Insufficient equipments (number of computers, microphones, headphones, etc.).	12	T1, T2, T3, T4, T5, T7, T8, T9, T11, T12, T14, T15
Internet connection problem	8	T1, T2, T3, T4, T5, T6, T7, T9
Intensive syllabus	6	T3, T9, T12, T13, T14, T15
Crowded classes	4	T1, T8, T9, T15
Different curriculum of SBS (Seviye Belirleme Sınavı) placement test	4	T2, T10, T12, T13
Insufficient severs	4	T4, T5, T6, T13
Students' insufficient competence on computer	2	T7, T9
School administrations did not support DynEd application	2	T4, T8
The students don't have computers at their home environment.	1	T6

Mostly in connection with the intensive syllabus, four teachers (T2, T10, T12, and T13) stated that the curriculum of the DynEd was different from SBS (Seviye Belirleme Sınavı) placement test curriculum as a factor that affects the use of the DynEd effectively. Insufficient severs was another factor that affects the use of the DynEd effectively, which was stated by four interviewees (T4, T5, T6, T13). Insufficient severs means that servers in the ministry of national education were not enough for the students to use the DynEd at the same time. They stated that when they tried to connect to the DynEd servers, they could not achieve this because the servers were very busy. Hence, they had to wait for a long time. Another perceived factor that affects the use of the DynEd effectively was students' lack of computer competence. This means that some students cannot operate computers while using the DynEd. T7 and T9 reported this lack. As obvious from Table 2 school administrations did not support the DynEd application. T4 and T8 stated that sometimes school administrations must support the DynEd application and organize everything for teachers and students to use the DynEd efficiently in their schools. Finally, T6 stated that some of the students did not have the computer at their houses. So, this is a factor that affects the use of the DynEd effectively. All of these items are related to factor that affects usage of DynEd effectively. The following excerpts are given as samples to these codes:

"Our computers are not enough for us and our internet connection is very problematic. These factors affect us to use the DynEd effectively in a negative way" (T1)

"To use the DynEd effectively there should not be infrastructure problems. Because of economical problems of schools administrations cannot provide technical equipments such as microphones or headphones. Also time deficiency and different curriculum of SBS placement test from the DynEd's curriculum are other factors. All these factors affect the use of the DynEd effectively." (T2)

"Of course there are factors that affect us negatively. First of all Insufficient severs. We have to wait for a long time to connect to servers. Also most of my students don't have computers at their houses. I think it will take a long time to use the DynEd effectively in rural areas." (T6)

Teacher Recommendations for the Effective use of the DynEd

In order to elicit teachers' recommendations, interviewees were asked: "What do you think should be done in order to use the DynEd effectively at primary education in Turkey?" Similar points in their responses were coded and presented in Table 3.

According to the interview results, 80% of interviewees (T1, T2, T3, T4, T6, T7, T8, T9, T11, T13, T14, and T15) indicated their most important recommendation as "setting up language classes" and "labs and increasing the number of computers." This means that authorities should set up special language classes or language labs with all the equipment, and also they should increase the number of computers in computer labs. Increasing the hours of English lessons is another recommendation that was stated by 40% of the interviewees (T2, T3, T4, T9, T13, and T14). This means that the hours of English lessons are limited for the effective use of the DynEd.

Table 3: Recommendations for Effective use of CALL

Items	N	Mentioned by
Set up Language classes and labs and increasing the number of computers.	12	T1, T2, T3, T4, T6, T7, T8, T9, T11, T13, T14, T15
Increasing hour of English lessons	6	T2, T3, T4, T9, T13, T14
Change of curriculum	6	T2, T3, T10, T12, T13, T15
Increasing internet connection speed	5	T1, T3, T5, T6, T8
Increasing number of DynEd servers in the ministry	5	T5, T6, T7, T13, T14
Teacher and student training	5	T4, T6, T7, T8, T11
Crowded Classes should be decreased	1	T15

According to the results, the change of the curriculum was stated by 40% of interviewees as another recommendation for the effective use of the DynEd (T2, T3, T10, T12, T13, T15). For, they think that curriculum is not suitable for the effective use of the DynEd. As a recommendation, 33,3% of the interviewees (T1, T3, T5, T6, T8) stated that authorities should increase internet connection speed. Another recommendation that was stated by 33,3% of the interviewees (T5, T6, T7, T13, and T14) were to increase the number of the DynEd servers in the ministry. This means that authorities should increase the number of DynEd servers in the ministry to use the DynEd more effectively. As presented in Table 3, five of the interviewees (T4, T6, T7, T8, T11) stated that teacher training was another recommendation. It refers to the fact that teachers and students should be trained in the DynEd before implementing and using it in the lessons. As a final recommendation, one of the participants (T15) stated that crowded classes should be decreased. This participant thinks that decreasing the number of crowded classes is important for effective implementation of the DynEd.

"...computers should be renewed and internet connection speed should be increased." (T1)

"Computer labs should be organized as a computer for each student; curriculum should be changed and made necessary adaptation according to the DynEd. Internet connection speed should be increased. All infrastructures should be constructed to use the DynEd in all schools. In addition to these numbers of the English lesson should be increased." (T3)

DISCUSSION AND CONCLUSION

Both questionnaire and interview were designed to investigate the factors that make teachers abstain from using the DynEd. The question was a selected response type. Respondents were asked to tick the options that were suitable for them. (Respondents may choose more than one). All the options were about the challenges which they face while implementing the DynEd. The findings showed that nearly all of the teachers (92,6%) believed that insufficient equipment (number of computers, microphones, headphones, etc.) was the biggest factor that makes them abstain from using the DynEd. This is a very important reason because DynEd is individual learning software and the software focuses on the speaking and listening skills. Therefore, in order to use the DynEd efficiently, there should be computers, microphones and headphones for each student. In addition, the second important factor that makes teachers abstain from using the DynEd was that the students did not have computers at their homes. In schools, students can't find enough time and sufficient equipment to use DynEd regularly. Therefore, teachers try to motivate students to use the DynEd at their homes. However, most of the students do not have computers at their homes: especially the students who live in rural areas do not have computers at their homes. Hence, students neither at school nor at home can use DynEd regularly.

According to the findings 79,3% of the respondents reported that insufficient computer laboratory access was one of the important factors. Teachers stated that in schools, there are too many classes and students for computer labs. Generally, there are one or two computer labs in schools but there are more than 10 classes in the schools. So, it was nearly impossible to organize so many classes to use these computer labs.

72,7% of the teachers reported that students' lack of competence in using the computers and DynEd was another factor that makes teachers abstain from using the DynEd. Also the interview data verify the questionnaire results. 80% interviewees indicated that their students do not have enough computer competence to use DynEd efficiently. This is really an important problem because when students do not have enough competence in using computers, it is really difficult to explain to them how to use DynEd. Apart from these, teachers complain about the lack of technical support. While using the DynEd, teachers and students encounter a lot of technical problems but unfortunately the ministry cannot supply enough technical support to solve the problems. In addition, some of the teachers thought that teachers do not have enough competence in using computers and DynEd. This is also one of the important factors that make teachers abstain from using the DynEd. Normally, teachers should explain it to the students how to use the DynEd, but when teachers' competence in using computers is not enough, it is nearly impossible for teachers to explain to their students how to use the DynEd.

The quantitative data indicated that nearly half of the teachers thought that teachers were not familiar with the DynEd and there was a lack of teacher training programs related to the use of the DynEd. These factors are important because it is impossible for teachers to introduce the DynEd to their students if they are not familiar with it. Of course, there should be enough teacher training programs related to the use of the DynEd to make teachers familiar with it.

To get detailed information in the interview, about factors that make teachers abstain from using the DynEd, the researcher asked "Are there any factors that affect your use of DynEd in an effective way? Please specify them if any." The interview data verifies the questionnaire findings. Also these data revealed that there were five more factors that make teachers abstain from using the DynEd. These are the internet connection problem, insufficient severs, intensive syllabus, crowded classes and different curriculum of SBS (Seviye Belirleme Sınavı) placement test. The teachers stated that internet connection in the schools was very problematic. They stated that when they tried to connect to the DynEd servers, they could not achieve this because the servers were very busy. Therefore, they had to wait for a long time to connect. Another important factor that the teachers stated was that there was a very intensive syllabus. Because of the intensive syllabus,

teachers could not find time to use the DynEd. Also they complained that the curriculum of DynEd was different from SBS placement test curriculum. So, it is difficult for teachers and students to follow two different curriculums at the same time. As it is clear, both the questionnaire and the interview findings provide supportive evidence for each other.

Kızıldağ (2009) found very similar results at the end of her study. She investigated "Teaching English in Turkey: Dialogues with teachers about the challenges in public primary schools". With this act, the Ministry of National Education adopted a communicative and authentic language teaching philosophy. However, the problem starts with the lack of infrastructural support. Since DynED is internet-based software, the schools need a strong infrastructure for internet access. At this point, three major problems emerge in line with participant answers:
• schools do not have a computer laboratory
• schools do not have internet access
• schools have computer laboratory; yet, not used for language classes but only for computer classes.

She also states that crowded classrooms are another problem. In Turkey, most of the primary schools are overpopulated. Especially, after the law of 8-year-compulsory primary education in 1997, schools received more and more students. Currently, classes usually have 40 students; nonetheless it is also well-known that this number may go up till 60.

Finally she states that compared to the previous studies conducted in Turkey in identifying problems and challenges of English language and/or foreign language teaching, this study is highly consistent with the relevant literature. However, it also reveals some newly emerging problems due to the new policies put into practice after 2006: the placement test (SBS) and DynEd, self-study internet-based learning material. The incompatibility between the test content and curriculum affects teaching negatively. Similarly, having spent a huge budget, time and energy, the poor accessibility of DynEd seems not fully benefited by the users due to the lack of infrastructure. As a result, it seems that the good will turns into a bad result due to the poor planning in Turkey.

The results of the study of Baş (2010) are similar. He states that there is no computer labs and Internet access and the number of the computers is limited in some schools. Time duration both for DynED courses and English lessons is limited so that teachers have problems completing English curriculum at the end of the year. School principals do not pay attention to DynED courses and they also do not supply technical and other support to English Language teachers at schools so that most of the schools especially schools in rural areas are in urgent need of internet access and some other technical facilities such as computers microphones, earphones, vs. Teachers face problems with installing the programme on the computer so that computers do not work with a programme, named "deepfreeze". Also, the programme creates problems to teachers in adding students name lists and classes, vs. in the software. The software works very slowly so that students sometimes cannot have access to DynED courses. Elementary supervisors are not aware of the benefits and the application of the programme so that they cannot help the teachers who have problems with the programme. As far as one can understand from teachers' views on supervisors, Elementary supervisors do not know how to install and apply the software at schools. On the other hand, computer lessons are elective for 4th and 5th graders at schools so that while these students in these classes are having access to computers, the students for DynED courses cannot access to computers since the computer labs are not empty. Teachers have some technical problems since some of them do not have microphones and earphones, as well as some do not have Internet access at school for the computers in their schools. Elementary English curriculum does not correlate within DynED subject content so that most of the subjects in the curriculum especially 7th and 8th graders do not correlate with DynED subject content. English classes are four hours time a week in elementary schools in Turkey so that time duration of DynED courses is limited since one hour time in a week is separated for DynED courses. Students in the classrooms are very crowded so that students cannot have access to DynED courses due to the limited number of computers at schools.

IMPLICATIONS FOR ELT

In order for the DynEd implementation to be successful in primary education from the 4th to 8th grades in Turkey, several recommendations need to be made.

The first thing to be done is to set up language classes and labs and to increase the number of computers. The MNE should supply sufficient equipment (number of computers, microphones, headphones, etc.) to schools. Language labs or computer labs can be established in each school as recommended by the teachers because some teachers do not even have a computer lab for implementing the DynEd. Additionally, hours of English lessons need to be increased. The hours of English lessons are limited for the effective use of the DynEd. 4 hours for each class is not enough to use the DynEd effectively and to follow different curriculums. In addition, the class sizes need to be decreased to enable the effective DynEd implementation.

Curriculums should also be changed for the effective use of the DynEd, because teachers think that the curriculum is not suitable for the effective use of the DynEd. The curriculum of DynEd is different from the curriculum for SBS placement test. So, it is difficult for teachers and students to follow two different curriculums at the same time.

To use the DynEd internet connection is needed. But generally, internet connection is very problematic in schools. So, the MNE needs to solve this problem as quickly as possible. The infrastructure for the internet needs to be reconstructed and the MNE needs to increase the internet connection speed for an unproblematic use of the DynEd. Hence, the MNE needs to increase the number of the DynEd servers in the ministry.

Because teachers want to use the DynEd, they need to be trained for this. Teachers stated that they knew how to use computers and use them for many purposes already. Hence they do not need to be trained in using computers, but need to be trained in using the DynEd. It can be said that the MNE should provide in-service teacher training, which will focus mainly on the implementation of DynEd.

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