



Attitude towards Computers and Classroom Management of Language School Teachers

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Computer-assisted language learning (CALL) is the realization of computers in schools and universities which has potentially enhanced the language learning experience inside the classrooms. The integration of the technologies into the classroom demands that the teachers adopt a number of classroom management procedures to maintain a more learner-centered and conducive language learning environment. The current study explored the relationship between computer attitudes and behavior and instructional classroom management approaches implemented by English institute teachers. In so doing, a total of 105 male ($n = 27$) and female ($n = 78$) EFL teachers participated in this study. A computer attitude questionnaire adapted from Albirini (2006) and a Behavior and Instructional Management Scale (BIMS) adopted from Martin and Sass (2010) were benefitted from for the purpose of collecting the data. The results of the Pearson Correlation Coefficient revealed that there were no significant relationships between attitude and behavior and instructional management across gender. However, it was found that the more male teachers experience tendency toward using computers in their classes, the more teacher-centered their classes become. In addition, the more female teachers are prone to use computers in their classes, the more student-centered and lenient their classes become.

Keywords: Attitude, CALL, behavior management, instructional management

INTRODUCTION

Computer technology plays an essential role in people's personal lives as never before and impacts their professional and everyday careers and activities. Although about two decades ago teachers who were using computer technology in language classes were considered as innovative and unconventional, they are to be considered behind the times today if they fail to draw upon technology in language teaching (Chapelle, 2008).

Computer-assisted language learning (CALL) is the use of computers in language classes to promote learning and teaching. Levy (1997) defined CALL as “*the search for and study of applications of the computer in language teaching and learning*” (p. 1).

Simply put, CALL can be defined as “the use of computers in the teaching or learning of a second or foreign language” (Richards & Schmidt, 2002, p.101). Further, according to Davies (2010), a more accurate way of describing CALL is to regard it in terms of a language teaching and learning approach which involves the realization of computer technology as an aid to the presentation, reinforcement, and assessment of material to be learned.

Thus, it is of utmost importance to try to find out how the integration of the computer technology into the curriculum and using computers in the classrooms interact with teachers’ attitudes towards their implementation.

REVIEW OF LITERATURE

It is well documented that successful implementation of educational technologies hinges upon the attitudes of educators, who eventually determine how those technologies are used in the classrooms (Albirini, 2006). In fact, a willingness to commit one’s time “above and beyond the call of duty” and a risk-taking attitude on the part of educators and teachers is an essential component of technology use inside the classrooms (Vannatta & Fordham, 2004). Similarly, Bullock (2004) found that teachers’ attitudes play a central role in the adoption of technology. Kersaint, Horton, Stohl, and Garofalo (2003) also found that teachers with positive attitudes toward technology use it more comfortably. It is also stated that teachers’ attitudes toward computers affect not only their own computer experiences, but also the experiences of the students they teach (Christensen, 1998).

Mueller, Wood, Willoughby, Ross, and Specht (2008) discovered that both experience with computer technology and attitudes toward technology in the classroom were important variables predicting differences between successfully-integrating teachers from others. Hence, mere increase of computer access is not sufficient to change teachers’ technology practices especially if this amplified access is not accompanied by a corresponding shift in teachers’ pedagogical beliefs and attitudes.

In a study on Korean in-service teachers of EFL working at secondary schools, Park and Son (2009) found that half of the teachers perceived the beneficial role of teachers’ readiness or enthusiasm for CALL implementation to the improvement of students’ language skills. They believe that CALL classrooms are learner-oriented learning environments promoting self-directed and independent learning among students. In this new environment, students are at the centre of learning and take the responsibility for their work, manage their learning by gathering information and also control the pace of learning. This new environment has an impact on the teachers as well. They are well

aware of their new roles as activity guides or facilitators, not all-powerful judges for the learning process.

Likewise, Lam and Lawrence (2002) concluded that a shift of traditional teacher-student roles takes place in communicative classrooms using computers. In such contexts, learners could manage their own learning process and the classroom turns to a more learner-centered one.

However, reaffirming the fact that the teachers' roles are pivotal in structuring the learning process, organizing activities and evaluating materials in the CALL classroom, it is emphasized in the literature that the teachers' agreement on the introduction of computers in the classroom cannot guarantee the quality of education (e.g., Han, 2006; Jeong, 2006; Park & Son, 2009). In other words, the quality of education depends entirely on the quality of teachers, not the technologies and their implementation.

Thus, CALL should be regarded as a multifaceted issue demanding strategies for managing the change alongside the knowledge of the use of computers for educational purposes, and language teaching techniques and methodologies.

Classroom Management

Classroom management has only received a scant attention in teacher training (Emmer & Stough 2001; Everstone & Weinstein, 2006; Tal, 2010). It is one of the most serious challenges facing students and less experienced teachers. As Fowler and Sarapli (2010) put, the situation becomes even more uncertain when foreign language classroom management is added to the issue.

Classroom management can be defined as "the actions teachers take to create an environment that supports and facilitates both academic and social emotional learning" (Everstone & Weinstein, 2006). It is also perceived as a cyclical process that includes advanced planning, implementation, assessment, and evaluation that takes into account factors related to children and their environment, intended to bring about progress in the activities carried out for the learning and emotional well-being of the children in the class (Tal, 2010).

To promote an effective learning context, research findings have shown that it is the teacher's ability to manage the classroom and to organize instruction which is critical to successful management (e.g. Brophy, 1988; Doyle, 1986; Emmer, Evertson, & Worsham, 2000). For instance, Brophy (1988) defined classroom management as "the actions taken to create and maintain a learning environment conducive to attainment of the goals of instruction-arranging the physical environment of the classroom, establishing rules and procedures, maintaining attention to lessons and engagement in academic activities" (p. 2).

There are three main dimensions to the construct of classroom management, that is, instructional management, people management and behavior management. Instructional management relates to the approach teachers use to establish general classroom atmosphere and refers to the teachers' styles of classroom management (McNeely &

Mertz, 1990). People management concerns with the extent and quality to which teachers develop and nurture teacher-student relationships (Weinstein, 1996). Behavior management pertains to the prevention of misbehavior and provides opportunities for student input as well as a reward system for appropriate behavior (Martin, Yin, & Baldwin, 1998).

Several models of classroom management have developed over the past few decades. Glickman and Tamashiro (1980) conceptualized one of the most popular frameworks to explain teacher beliefs toward classroom management. It consists of three approaches, that is, interventionist, non-interventionist, and interactionalist. Interventionists refers to the teachers who believe that students learn appropriate behaviors primarily when their behaviors are reinforced by teacher-generated rewards and punishments and exercise a high degree of control over classroom activities. Non-interventionist teachers, on the other hand, believe that students have an inner drive that needs to find its expression in the real world and allow students to exert significant influence in the classroom and teachers should be less involved in adjusting student behaviors. As for the interactionalist teachers, students learn appropriate behaviors as a result of encountering the outside world of people and objects. Therefore, they believe that students and teachers should share responsibility for classroom management.

Thus, beliefs regarding the nature of appropriate and inappropriate student behaviors and how to manage classrooms vary significantly among teachers. For instance, it has been found that urban teachers were significantly more interventionist than rural teachers in people management (Martin & Yin, 1999) and experienced teachers were significantly more interventionist than novice teachers in relation to people and behavior management, but not instructional management (Martin & Shoho, 2000).

There have been contradictory findings in the literature concerning the relationship of gender and classroom management orientations. For instance, Martin and Yin (1997) found that females were significantly less interventionist than males regarding instructional management and student management. Similarly, Chudgar and Sankar (2008), studying 1319 teachers in India, discovered that male teachers focused more on maintaining authority in the classroom. On the other hand, Martin, Yin, and Mayall (2007) discovered that female teachers scored higher in instructional management than their male counter parts.

Studying EFL teachers, Rahimi and Asadollahi (2012) reported that their participants were more controlling in classroom management orientations. They suggested that it can be related to the fact that Iranian students are dependent on authority figures in the class and obedient and conforming to rules. However, Rahimi and Nabilou (2009) argue that it can be attributed to the traditional book-centered approach and teacher-centered methodology in Iranian EFL curriculum that have negatively affected the outcome of EFL learning in the country.

On the other hand, a number of studies have reported no significant relation between gender and classroom management orientations (Albright Santiago, 2012; Martin, Yin, & Baldwin, 1997; Unal and Unal, 2012; Yasar, 2008). For instance, Unal and Unal (2012) administered the Behavior and Instructional Management Scale (BIMS) to 268 primary school teachers in Turkey. The analysis revealed that behavior management techniques were preferred by both female and male teachers as compared to instructional management techniques as a guide in classroom management.

The Study

An effective and conducive EFL teaching and learning classroom consists of a few crucial elements that contribute to establishing a positive classroom climate. Also, the advent of computer technologies has had a remarkable role in revolutionizing the classroom context. The identification and explanation of these elements will cast light to the EFL classroom management which has recently attracted the attention of pre-service and many in-service teachers and trainers.

Current advances in technology and computerized teaching do not fit with the conceptions of traditional management orientations, that is, teacher-centered management approach. Teachers should adapt their approach to classroom management in accordance with the new changes. A basic principle for classroom management is that management system must be in service of instructional system.

Accordingly, the major aim of the present study was to explore the relationship between EFL teachers' management orientation and their attitude towards the use of computers in their classrooms. Therefore, the following research questions have been addressed:

Q1: Is there any significant relationship between EFL teachers' management orientations (i.e. behavior and instructional management) and their attitudes towards the use of computers in their classrooms?

Q2: Is there any significant relationship between EFL teachers' management orientations (i.e. behavior and instructional management) and their attitudes towards the use of computers in their classrooms across gender?

METHOD

Participants

The participants in the current study were 27 male and 78 female EFL teachers, who ranged in age from 22 to 45. They were sampled out of English institute teachers in Iran. They all had academic background including a degree in education.

Instruments

A Computer Attitude Questionnaire (CAQ) adapted from Albirini (2006) and a Behavior and Instructional Management Scale (BIMS) adopted from Martin and Sass (2010) were administered to all participants. The Computer Attitude Questionnaire (CAQ) consisted of 20 Likert-type items on computer attitude accompanied by a five-

point response scale from (1) “strongly disagree” to (5) “strongly agree”. It primarily tapped the teachers’ personal attitudes toward computers. Hence, it is operationally defined as the degree of approval or disapproval of EFL teachers to the presence and use of computers in language schools.

The Behavior and Instructional Management Scale (BIMS) composed of two subscales with 24 items underlying the proposed classroom management constructs: Behavior Management (12 items), drawing on hindrance of students from misconduct by teachers, and Instructional Management, (12 items), tapping upon teachers’ styles of management. A six-point response scale from (1) “strongly disagree” to (6) “strongly agree” was also utilized. It is noteworthy that the scoring for some items in both questionnaires was reversed.

Nevertheless, prior to the administration of the questionnaires, they were piloted on a similar group of EFL teachers in order to adapt them to the setting of the study and to uncover any potential problems associated with them. As a result, the Cronbach’s α reliability coefficient was found to be 0.89 for CAQ and 0.67 for BIMS. It should be mentioned that since the number of items in these two questionnaires was limited to just 20 and 24 respectively, a small Cronbach’s α was acceptable.

Moreover, the content validity of the questionnaires was verified by two experts in the field specializing in English Language Testing and Psychology of Language.

Procedure

Under the aegis of three English institutes’ principals, the researchers obtained the informed oral consents from the teachers contributing to this study in order to fill out the two questionnaires. Thereafter, the computer attitude questionnaire and the behavior and instructional management scale (BIMS) were administered to EFL teachers in Urmia and Tabriz, Iran. Participants were notified that all information they provided was kept strictly confidential. Furthermore, the researchers explicated to the participants that there were no right or wrong answers to the questions on the questionnaires, and that they should choose the most appropriate responses to the questions reflecting their attitudes towards computers and managerial behaviors. In addition, the researchers expressed their gratitude for every one of the participants regarding their close and active cooperation personally. Subsequently, Statistical Package for Social Sciences (SPSS) was employed to perform an in-depth analysis of the data collected through questionnaires. By the same token, the scoring for some negatively worded items was reversed and the bivariate correlation procedure was run to find the relationships between and among the variables.

RESULTS

The first research question focused on the presence or lack of a significant relationship between EFL teachers’ management orientations (i.e. behavior and instructional

management) and their attitudes towards the use of computers in their classrooms. The results of Pearson product-moment correlation coefficient between attitude and behavior management are shown in the following table.

Table 1: Correlation between attitude and behavior management

		1	2
1. Attitude	Pearson Correlation	-	.12
	Sig. (2-tailed)	-	.22
	N	-	105
2. Behavior Management	Pearson Correlation	.12	-
	Sig. (2-tailed)	.22	-
	N	105	-

As Table 1 shows, there is not any significant relationship between attitude and behavior management:

$$r_{\text{behavior management}} = 0.12, n = 105, p > 0.05.$$

The results of Pearson product-moment correlation coefficient between attitude and instructional management are displayed in Table 2.

Table 2: Correlation between attitude and instructional management

		1	2
1. Attitude	Pearson Correlation	-	-.15
	Sig. (2-tailed)	-	.13
	N	-	105
2. Instructional Management	Pearson Correlation	-.15	-
	Sig. (2-tailed)	.13	-
	N	105	-

As seen in Table 2, there is not any significant relationship between attitude and instructional management:

$$r_{\text{instructional management}} = -0.15, n = 105, p > 0.05.$$

The second research question focused on the presence or lack of a significant relationship between EFL teachers' management orientations (i.e. behavior and instructional management) and their attitudes towards the use of computers in their classrooms across gender. Tables 3 and 4 uncover the results of the Pearson correlation coefficient between attitude and behavior management for both males and females.

Table 3: Correlation between attitude and behavior management for males

		1	2
1. Attitude	Pearson Correlation	-	.01
	Sig. (2-tailed)	-	.96
	N	-	27
2. Behavior Management	Pearson Correlation	.01	-
	Sig. (2-tailed)	.96	-
	N	27	-

Table 4: Correlation between attitude and behavior management for females

		1	2
1. Attitude	Pearson Correlation	-	.11
	Sig. (2-tailed)	-	.32
	N	-	78
2. Behavior Management	Pearson Correlation	.11	-
	Sig. (2-tailed)	.32	-
	N	78	-

As tables above reveal, there are no significant relationships between attitude and behavior management across gender:

$$r_{\text{male}} = 0.01, n = 27, p > 0.05;$$

$$r_{\text{female}} = 0.11, n = 78, p > 0.05.$$

Tables 5 and 6 demonstrate the results of the Pearson correlation coefficient between attitude and instructional management for both males and females.

Table 5: Correlation between attitude and instructional management for males

		1	2
1. Attitude	Pearson Correlation	-	.40*
	Sig. (2-tailed)	-	.04
	N	-	27
2. Instructional Management	Pearson Correlation	.40*	-
	Sig. (2-tailed)	.04	-
	N	27	-

Table 6: Correlation between attitude and instructional management for females

		1	2
1. Attitude	Pearson Correlation	-	-.23*
	Sig. (2-tailed)	-	.05
	N	-	78
2. Instructional Management	Pearson Correlation	-.23*	-
	Sig. (2-tailed)	.05	-
	N	78	-

The results of the Pearson correlation coefficient revealed that there were significant correlations between attitude and instructional management.

The correlation for males was a medium (Cohen, 1988) positive correlation which means that the more male teachers' tendencies toward using computers in their classes, the more teacher-centered and stricter their classes become:

$$r_{\text{male}} = 0.40, n = 27, p < 0.05.$$

The correlation for females was a small (Cohen, 1988) negative one. The interesting point is that this correlation is negative which means that the more female teachers' inclinations toward using computers in their classes, the more student-centered and lenient their classes become: $r_{\text{female}} = -0.23, n = 78, p = 0.05.$

DISCUSSION

The results of the present study indicated that there was no correlation between the teachers' attitudes toward CALL and their overall classroom management strategies. As evidenced by the teachers' responses to the questionnaires, although most of the teachers considered new learning context created by the use of computers as a desirable environment and an effective way for improving the quality of their teaching, their attitude toward classroom management remained quite uninfluenced by their positive attitude toward computer integration into their classes. That is, language school teachers' innovative prospective attitude toward a computer-assisted language learning and teaching approach was quite unsuccessful in reshaping their chiefly teacher-centered classroom management orientations.

In fact, the majority of the teachers believed that using computers in their classrooms should accompany some managerial intervention on their parts to ensure better quality of education, which depends largely on the quality of teachers, not the use of technologies. This lays great emphasis on the roles of teachers in structuring the learning process, organizing activities, and evaluating materials in the CALL-based classroom, as emphasized by many researchers (e.g., Han, 2006; Jeong, 2006; Johnson, 2002; Lam & Lawrence, 2002). The teachers are of the opinion that they should play dominant roles and take a responsibility for controlling students' progress and activities inside classroom. With regards to the teachers' inflexibility on the integration of computers and adopting learner-centered approach toward teaching, two reasons can be stated. First, the teacher training courses (TTC) held in Iran follow a more traditional approach toward training. Traditionally, professional development has taken a "training" approach with a short term focus, e.g. training the teachers on teaching different components of the language. However, it has been argued that more professional training in how to integrate technology into classroom practice is needed in order to move teachers through the stages toward integration (Foon Hew & Brush, 2007; McGrail, 2005).

Second, the teachers came up with their prospective attitude toward computer integration and classroom management strategies, without having experienced actual CALL-based classes. That is, the majority of the teachers lack the required knowledge regarding managing behavior and instruction in computerized classes. Therefore, it can be contended that as they experience with the change towards CALL-based classes they can adopt different opinions and practices towards classroom management.

The findings of the study also indicated that there was no relationship between teachers' computer integration attitude and their classroom behavior management orientations. That is to say, both males and females were mostly authoritarian in managing learners' behavior inside classroom regardless of the use of computers in the classroom. Regarding the relationship of the gender and classroom behavior management, the majority of studies in the literature have found that there is not any significant

relationship between males' and females' beliefs regarding the nature of appropriate and inappropriate student behaviors and how to manage classrooms (Albright Santiago, 2012; Martin, Yin, & Baldwin, 1997; Rahimi & Asadollahi, 2012; Terzi, 2001; Unal & Unal, 2012; Yasar, 2008)

However, it was found that the instructional management scores of the teachers in the present study correlated with their computer integration attitude. In other words, a medium positive correlation was found between males' attitude toward the use of computers in the classroom and their instructional management orientations. That is, they tended to hold on a strict teaching approach heedless of the innovative nature of computers in classrooms. On the other hand, a negative correlation was reported between females' attitude toward computer integration in the classrooms and their instructional management scores. It means that they tended to be more adaptable and tried to follow new trends more open-mindedly.

The males' teacher-fronted and strict instructional approach has been noted in the literature (Albright Santiago, 2012; Chudgar & Sankar, 2008; Evans, Harkins, & Young, 2008; Martin and Yin 1997; Rahimi & Asadollahi, 2012; Shin & Koh, 2007). For instance, in their cross-cultural study, Shin and Koh (2007) revealed that Korean male teachers demonstrated more controlling instructional management techniques than Korean female teachers did.

Overall, the findings of this study showed that classroom management approaches of most of the participant teachers were not consistent with the new innovations in instruction, that is, computer-assisted language learning. Teachers' scores on the questionnaire also indicated that teacher-centered classroom management approach was implemented much more than student-centered. From another point of view, current conceptions of learning that emphasize using collaborative learning, using group work activities, and adjusting instruction in response to individual student needs do not fit with the conceptions of teacher-centered management approaches. In other words, teachers should be encouraged to change their approach to classroom management in accordance with the new curriculum.

With regards to the pre-service and in-service trainings, teachers firstly should be informed about the new innovations and different uses and benefits of technology in their classrooms so that they could adapt their practices as intended. Small group teacher training courses can be highly conducive since they can provide individual teachers with sound pedagogy and practical skills for CALL. They can be held on a one-to-one or small group tutoring basis to give teachers enough opportunities to practice necessary computer skills and teaching methods applicable to their classrooms. Furthermore, having gained self-confidence and practical teaching skills with regards to new technology, teachers should be trained on the use of different classroom behavior and instructional management strategies.

CONCLUSION

Integration of the latest emerging technologies into the classroom settings requires the teachers' meticulous attention to be shifted on a diverse array of classroom management techniques to engender a far more learner based instruction. Pursuant to the insatiable demands, this study investigated the relationship between computer attitudes and behavior and instructional classroom management approaches incorporated by English institute teachers. That being so, there were 105 male and female EFL teachers involved in the present study in total.

The key findings embraced the nonexistence of any positive relationships between EFL teachers' attitude and behavior management across gender. All the same, a moderate positive correlation was observed between male EFL teachers' attitude and instructional management, although female EFL teachers' attitude toward instructional management was inversely established. Nevertheless, it was displayed that increased tendency of male teachers appreciation of computers were congruent with their reinforced teacher-centered classes. Besides, female teachers not only inclined to the computers implementation but also held student-centered classes. The findings of this study will be useful in improving the teacher training courses with regard to preparedness for the use of technology in the language classrooms. In addition, it encourages the stakeholders to focus on the effect of technology on classroom management.

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Turkish Abstract

Dil Okulu Öğretmenlerinin Bilgisayara Karşı Olan Tutumları ve Sınıf Yönetimi

Bilgisayar destekli dil öğrenimi (BDDÖ) sınıf içi dil öğrenme deneyimini geliştiren üniversite ve okullarda bilgisayar kullanımının farkına varılmasıdır. Teknolojinin sınıflara sokulması öğretmenlerin daha öğrenci odaklı ve yardımcı dil öğrenme ortamları oluşturmasını sağlamak için bir takım sınıf yönetimi prosedürleri kullanmalarını gerektirmektedir. Bu çalışma bilgisayara karşı olan tutumla İngilizce dil öğretmenleri tarafından uygulanan davranış ve sınıf yönetimi yaklaşımları arasındaki ilişkiyi araştırmıştır. Bu kapsamda 27 erkek, 78 kadın toplam 105 öğretmen bu çalışmaya katılmıştır. Veri toplamada Albirini (2006)'den uyarlanan bilgisayara karşı tutum anketi ve Martin ve Sass (2010)'dan uyarlanan Davranış ve Öğretim Yönetimi Ölçeği kullanılmıştır. Korelasyon analizi sonuçları değişkenlerle cinsiyet arasında kayda değer bir ilişki bulunmadığını göstermiştir. Fakat erkek öğretmenlerin sınıfta bilgisayar kullanmaya ne kadar eğilimli olurlarsa, sınıfın daha öğretmen merkezli olduğu bulunmuştur. Ayrıca, kadın öğretmenlerin sınıfta bilgisayar kullanmaya ne kadar yatkın olurlarsa, sınıfın daha öğrenci merkezli olduğu bulunmuştur.

Anahtar Kelime: Tutum, BDDÖ, davranış yönetimi, öğretim yönetimi

French Abstract

L'Attitude envers Informatique et Gestion de Classe des Enseignants Scolaires de Langue

L'apprentissage des langues assisté par ordinateur (L'APPEL) est la réalisation d'ordinateurs dans les écoles et les universités qui ont potentiellement amélioré l'expérience d'apprentissage des langues à l'intérieur des salles de classe. L'intégration des technologies dans la salle de classe exige que les professeurs adoptent un certain nombre de procédures de gestion de salle de classe pour maintenir un environnement d'apprentissage des langues plus centré sur l'apprenant et favorable. L'étude actuelle a exploré la relation entre des attitudes informatiques et le comportement et des approches de gestion de salle de classe d'instruction mises en œuvre par des professeurs d'institut anglais. Ainsi, un total de 105 mâle (n = 27) et la femelle (n = 78) EFL des professeurs a participé à cette étude. A computer attitude questionnaire adapted from Albirini (2006) and a Behavior and Instructional Management Scale (BIMS) adopted from Martin and Sass (2010) were benefitted from for the purpose of collecting the data. On a profité à un questionnaire d'attitude informatique adapté d'Albirini (2006) et un Comportement et une Échelle de Gestion D'instruction (BIMS) adopté de Martin et Sass (2010) de pour le but de rassembler les données. Cependant, il a été trouvé que plus de tendance d'expérience de professeurs masculine

vers l'utilisation d'ordinateurs dans leurs classes, plus centré sur professeur leurs classes devient. De plus, plus de professeurs féminins sont enclins pour utiliser des ordinateurs dans leurs classes, plus centré sur étudiant et clément leurs classes deviennent.

Mots-clés: Attitude, APPELEZ, comportement gestion, gestion d'Instruction

Arabic Abstract

الموقف من أجهزة الكمبيوتر وإدارة الفصول الدراسية للمعلمين لمدرسة لغات

تعلم اللغة بمساعدة الحاسوب (CALL) هو تحقيق لأجهزة الكمبيوتر في المدارس والجامعات التي يحتمل أن تكون تعزيز تجربة التعلم اللغة داخل الفصول الدراسية. دمج التقنيات في الفصول الدراسية يطالب المعلمون اعتماد عدد من الإجراءات الإدارية الصفية للحفاظ على البيئة أكثر محوراً المتعلم وتعلم اللغة مواتية. استكشفت الدراسة الحالية العلاقة بين المواقف والسلوك الكمبيوتر ونهج الإدارة الصفية التعليمية التي تنفذها مدرسي اللغة الإنجليزية بالمعهد. في القيام بذلك، وشارك ما مجموعه 105 من الذكور (n = 27) EFL (n = 78) معلمًا ومعلمة اللغة الإنجليزية كلغة أجنبية في هذه الدراسة. استبيان الموقف الكمبيوتر مقتبس من (2006) Albirini والسلوكية والتعليمية واستفادت إدارة مقياس (BIMS) اعتمدت من (Martin and Sass (2010) من لغرض جمع البيانات. كشفت نتائج معامل ارتباط بيرسون أنه لم تكن هناك علاقات مهمة بين الموقف والسلوك والإدارة التعليمية عبر الجنس. ومع ذلك، فقد وجد أن المعلمين الذكور أكثر خبرة الميل نحو استخدام أجهزة الكمبيوتر في صفوفهم، وأصبحت أكثر محوراً المعلم فصولهم الدراسية. بالإضافة إلى ذلك، المعلمين أكثر عرضة من الإناث لاستخدام أجهزة الكمبيوتر في صفوفهم، وتصبح أكثر المتمحورة حول الطالب وتساها فصولهم الدراسية.

الكلمات المهمة: الموقف، CALL، إدارة السلوك، إدارة التعليمية